

# International GCSE Art and Design

Fine Art

Component 2

Total mark = 41



	<b>AO1 Develop</b>	<b>AO2 Refine</b>	<b>AO3 Record</b>	<b>AO4 Realise intentions</b>
Mark	10	10	11	10
Mark band	Band 4 Just competent and consistent ability	Band 4 Just competent and consistent ability	Band 4 Mostly competent and consistent ability	Band 4 Just competent and consistent ability
			<b>Total</b>	<b>41</b>

**Mark band:**

Mark band 4 – Competent and consistent ability

**Key word descriptors from the taxonomy:**

Purposeful, skillful

Centre number:

Title:

Subject code:

Candidate name:

Candidate number:

**International GCSE assessment grid – Examiners will use this assessment grid to assess all student work for both components and all titles**

Assessment Objectives	Mark Band 1 LIMITED ABILITY <i>Insufficient knowledge, understanding and skills; minimal evidence or, and lack of structure in, the development and recording of ideas</i>			Mark Band 2 BASIC ABILITY <i>Some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas</i>			Mark Band 3 EMERGING COMPETENT ABILITY <i>Knowledge, understanding and skills are generally adequate but safe</i>			Mark Band 4 COMPETENT AND CONSISTENT ABILITY <i>Knowledge, understanding and skills are secure and cohesive throughout</i>			Mark Band 5 CONFIDENT AND ASSURED ABILITY <i>Knowledge, understanding and skills are effective and focused throughout</i>			Mark Band 6 EXCEPTIONAL ABILITY <i>Knowledge, understanding and skills are in-depth, perceptive and accomplished throughout</i>		
	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully
<b>AO1</b> Develop ideas through investigations, demonstrating critical understanding of sources	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<ul style="list-style-type: none"> <li>Development of ideas through investigations shows limited ability.</li> <li>The investigation process shows limited critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Limited attempts are made to analyse and make connections.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas through investigations shows basic ability.</li> <li>The investigation process shows basic critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Basic understanding of some issues when analysing and making connections.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas through investigations shows emerging competence.</li> <li>The investigation process shows emerging competent critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Emerging competent consideration of issues shown when analysing and making connections.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas through investigations shows competent and consistent ability.</li> <li>The investigation process shows competent and consistent critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Competent and consistent judgements shown when analysing and making connections.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas through investigations shows confident and assured ability.</li> <li>The investigation process shows confident and assured critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Shows confident and assured understanding of complex issues, heightened analysis, informed connections.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas through investigations shows exceptional ability.</li> <li>The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Exceptional analysis and connections.</li> </ul>													
<b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<ul style="list-style-type: none"> <li>Limited ability to refine work, driven by insights gained through exploration of ideas and reflection. Ideas are consolidated too early and not fully realised.</li> <li>Limited ability to explore ideas through a process of experimentation and review.</li> <li>Limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Basic ability to refine work, driven by insights gained through exploration of ideas and reflection.</li> <li>Basic ability to explore ideas through a process of experimentation and review.</li> <li>Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Emerging competent ability to refine work, driven by insights gained through exploration of ideas and reflection.</li> <li>Emerging competent ability to explore ideas through a process of experimentation and review.</li> <li>Emerging competent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Competent and consistent ability to refine work, driven by insights gained through exploration of ideas and reflection.</li> <li>Competent and consistent ability to explore ideas through a process of experimentation and review.</li> <li>Competent and consistent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Confident and assured ability to refine work, driven by insights gained through exploration of ideas and reflection.</li> <li>Confident and assured ability to explore ideas through a process of experimentation and review.</li> <li>Confident and assured ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Exceptional ability to refine work, informed by insights gained through exploration of ideas and reflection.</li> <li>Exceptional ability to explore ideas through a process of experimentation and review.</li> <li>Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>													
<b>AO3</b> Record ideas, observations and insights relevant to intentions as work progresses	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<ul style="list-style-type: none"> <li>Limited ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Limited ability to record relevant to intentions.</li> <li>Limited use of skills and techniques while recording from observation, experience and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Basic ability to record relevant to intentions.</li> <li>Basic use of skills and techniques while recording from observation, experience and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Emerging competent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Emerging competent ability to record relevant to intentions.</li> <li>Emerging competent use of skills and techniques while recording from observation, experience and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Competent and consistent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Competent and consistent ability to record relevant to intentions.</li> <li>Competent and consistent command of skills and techniques while recording from observation, experience and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Confident and assured ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Confident and assured ability to record relevant to intentions.</li> <li>Confident and assured use of skills and techniques while recording from observation, experience and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Exceptional ability to record relevant to intentions.</li> <li>Exceptional use of skills and techniques while recording from observation, experience and ideas.</li> </ul>													
<b>AO4</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<ul style="list-style-type: none"> <li>Limited ability to produce a personal and meaningful response.</li> <li>Limited ability to realise intentions.</li> <li>Realisations demonstrate limited understanding of visual language through application of formal elements. Little appreciation of aesthetic consideration in personal style.</li> </ul>	<ul style="list-style-type: none"> <li>Basic ability to produce a personal and meaningful response with a tendency to repeat ideas.</li> <li>Basic ability to realise intentions.</li> <li>Realisations demonstrate basic understanding of visual language through application of formal elements. A lack of technical competency frustrates personal style.</li> </ul>	<ul style="list-style-type: none"> <li>Emerging competent ability to produce personal and meaningful response.</li> <li>Emerging competent understanding to realise intentions.</li> <li>Realisations demonstrate emerging competent understanding of visual language through application of formal elements. Demonstrates methodical personal style.</li> </ul>	<ul style="list-style-type: none"> <li>Competent and consistent ability to produce personal and meaningful response.</li> <li>Competent and consistent ability to realise intentions.</li> <li>Realisations demonstrate competent and consistent understanding of visual language through application of formal elements. Demonstrates imaginative personal style.</li> </ul>	<ul style="list-style-type: none"> <li>Confident and assured ability to produce personal and meaningful response.</li> <li>Confident and assured ability to realise intentions.</li> <li>Realisations demonstrate confident and assured understanding of visual language through application of formal elements. Demonstrates independence and exciting personal style.</li> </ul>	<ul style="list-style-type: none"> <li>Exceptional ability to produce a personal and meaningful response.</li> <li>Exceptional ability to realise intentions.</li> <li>Realisations demonstrate exceptional understanding of visual language through application of formal elements.</li> </ul>													

Recording of marks for all International GCSE work						Total marks out of 72 for each component	
Component	AO1 marks: indicate a mark out of 18	AO2 marks: indicate a mark out of 18	AO3 marks: indicate a mark out of 18	AO4 marks: indicate a mark out of 18			
Component 1 Personal Portfolio	AO1 mark	AO2 mark	AO3 mark	AO4 mark	Total COMPONENT 1		
Component 2 Externally Set Assignment	AO1 mark	AO2 mark	AO3 mark	AO4 mark	Total COMPONENT 2		
							<b>Total</b>

## Pearson – International GCSE Art and Design Taxonomy

### How to use the Taxonomy in conjunction with the Assessment Grid

Both components in this qualification are 100% externally assessed, however centres will find it helpful to use the taxonomy and assessment grid to provide feedback on student's progress.

- When assessing work for each component, examiners will make a holistic judgement using the descriptors in the taxonomy, to establish which performance band matches most closely the candidate's work.
- Candidate's work that falls between two performance bands must achieve all the keyword descriptors in the lower band and some in the band above. Where this happens, examiners will use their professional judgement to decide which performance band is most appropriate using a 'best-fit' approach.
- After a performance band has been established, the next stage is to use the assessment grid to decide a mark within the performance band. Read through '*Applying the Assessment Grid*' on page 41 of the specification prior to establishing a mark for each assessment objective and total mark.

Performance bands	BELOW/INTERNATIONAL GCSE STANDARD (0)	LIMITED		BASIC		EMERGING COMPETENT		COMPETENT & CONSISTENT		CONFIDENT & ASSURED		EXCEPTIONAL
			LIMITED / BASIC		BASIC/EMERGING COMPONENT		EMERGING COMPETENT / COMPETENT & CONSISTENT		COMPETENT & CONSISTENT / CONFIDENT & ASSURED		CONFIDENT & ASSURED / EXCEPTIONAL	
Consider the keyword descriptors to the right carefully.  Has the candidate achieved all, most or some of the descriptors?	No rewardable material	Unstructured Clumsy Disjointed Minimal Rudimentary	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Deliberate Methodical Superficial Partial Unresolved Simplistic	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Reflective Predictable Broadening Repetitive Intentional Adequate	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Informed Purposeful Diverse Sustained Skilful Effective	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Advanced Comprehensive Perceptive Exciting In-depth Fully resolved Risk-taking	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Highly skilled Inspired Intuitive Sophisticated Insightful Powerful Daring Unexpected Outstanding
	0 marks	1 – 12 marks	13 14 15 marks	16 – 24 marks	25 26 27 marks	28 – 36 marks	37 38 39 marks	40 – 48 Marks	49 50 51 marks	52 – 60 marks	61 62 63 marks	64 – 72 marks

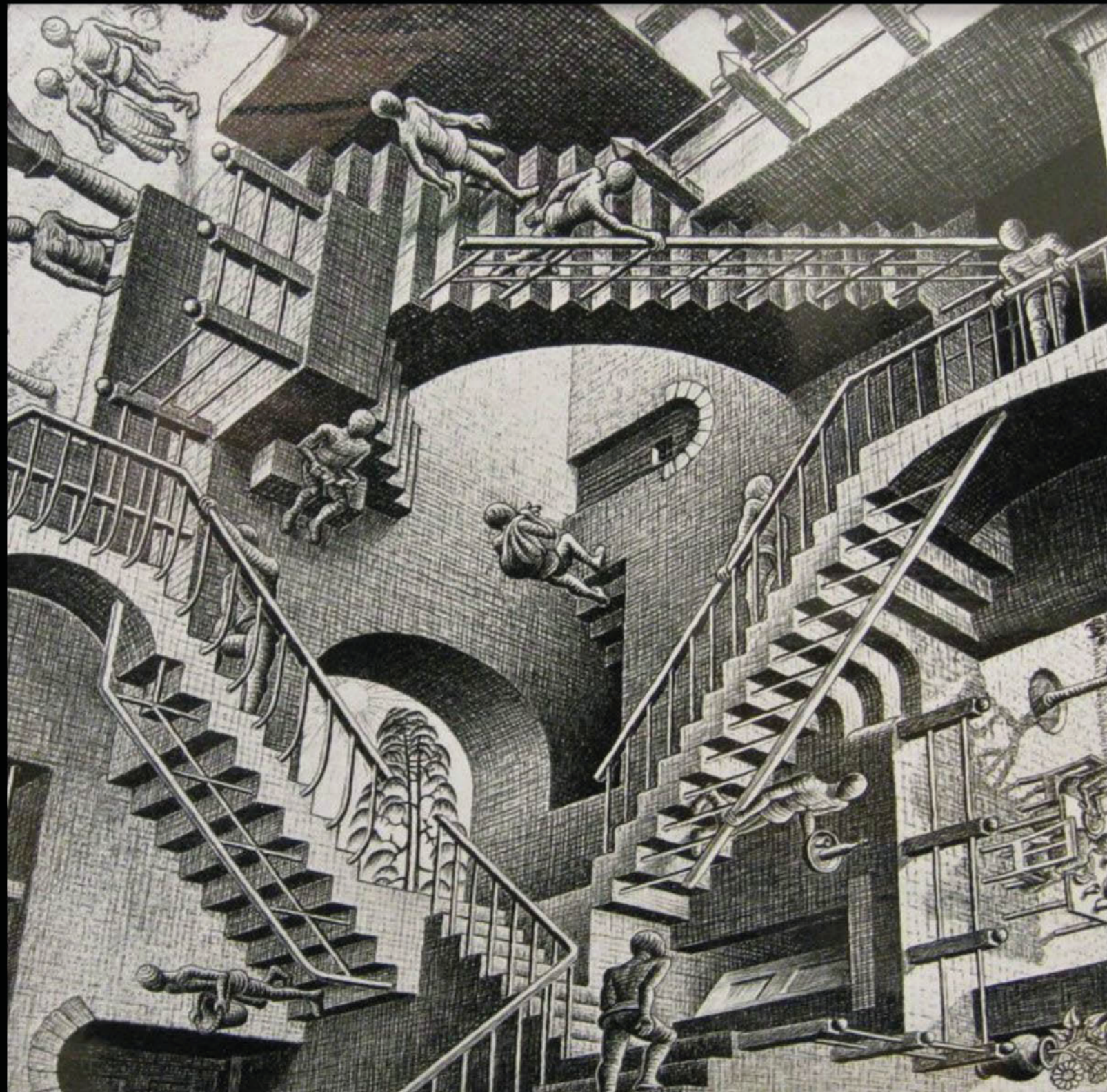
\*Please note that as of November 2023, the Level 1 key word descriptor 'Crude' has been changed to 'Rudimentary'

# ESCAPE

*from staircase*

M.C. Escher

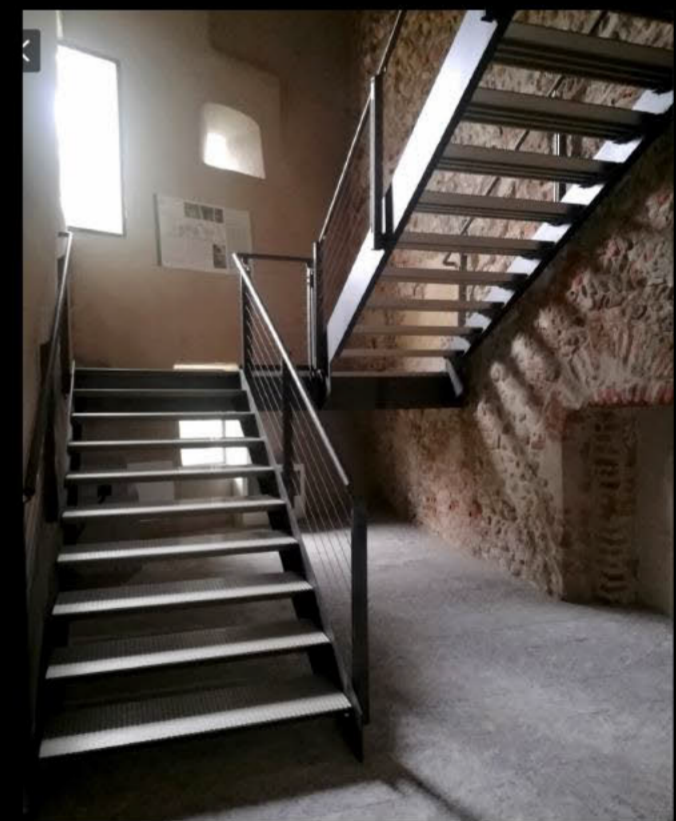
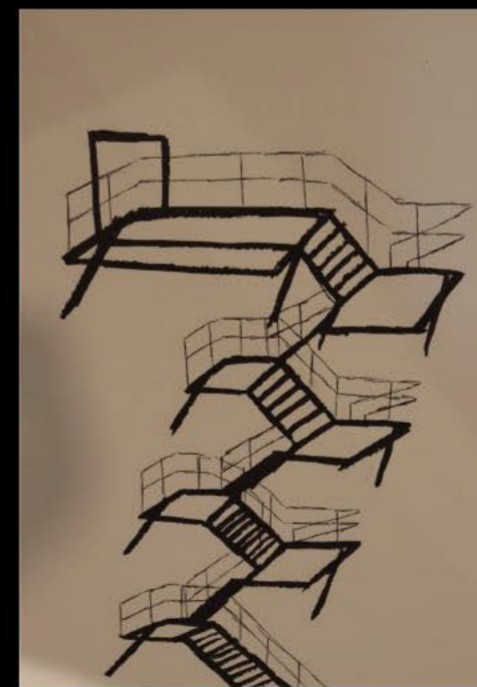
Maurits Cornelis Escher (1898-1972) is one of the world's most famous graphic artists.



In my opinion, his drawing is full of details and has a clear relationship between light and dark. That is what I have to be improve, so I research for him.

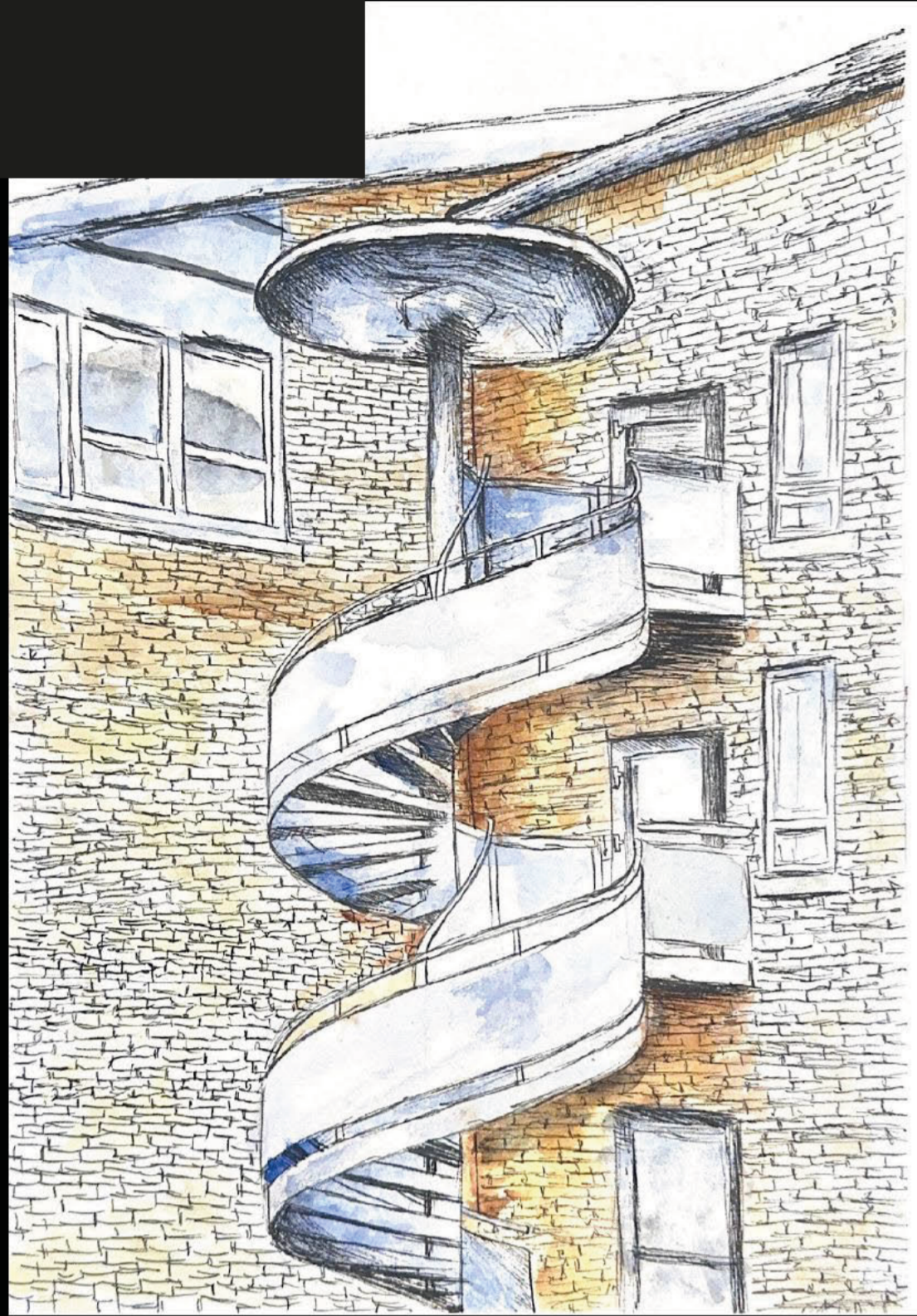


There are emergency exit in almost every public area. People escape from the door from dangerous. In the hospital, the operating room has the light that if it light up, it means that there is someone having operation. They are escaping from the dieth. People nowadays are in great preassure. They want to escape from the real life to the heaven. What if the entrance is leading people to the heaven? I drew 4 pictures of the same door with different colors, and I put the emergency light with the door together. I used needle pen to finish almost 95%, after that I used kind of the color pen that can mix in with water. I put red, yellow and green to give more atmosphere. Then I drew a different one to the first three. I first used pencil to sketch and then I used the purple needle pen to do the work. I use scissors to cut the door down completely, and I teared them into pieces. It's not neatly sticked together, so that it could show the uncertainty. The background paper I used is the gray one, this will improve the contrast and to emphasis on the door.



I drew this ink drawing by using pencil to sketch a draft and needle pen to done it. This is a staircase inside the building. The problem I had is that the relation ship between lighted part and dark-ness part is not enough. Some

part of the stairs is not enough dark. I should pay more attention to the darkness in the next drawing.



Escape staircase is almost in every building or house were built safely. People run out of the fire or earthquake or others by the staircase.

I drew this picture by using needle pens and watercolor. Firstly, the material is used is pencil, I used them to sketch the shape of the staircase and the behind building. Then I used needle pens to draw the contour. I add the bricks to increase the details in the background. After doing this I used watercolor. I used warm color such as brown and orange in the background building and cool color for the staircase. Blue and orange are contrasting color, so they can lead people that the staircase is the main idea and the bricks and the building is not important.

The problem I have is that the second stairs is not finished carefully. I didn't pay good attention on the shadows I didn't handle perspective very well. I think i should be bolder on coloring, I did too careful on using different color.



I also tried the staircase indoor. The perspective indoor is more obvious, so I did more draft by pencil. The media I used are pencil, needle pen and watercolor. After doing the draft, I use needle pen to sketch and put up some shadow that is really really dark, and then I color it by using watercolor.

I added some green in the background wall because it can show that the wall has built for a long time.

The left hand side wall has more brown and the right hand side wall has more red. The sun light come from outside the window on the left hand side wall, so that the LHS wall is backlit, and the RHS wall is facing the light. Thus, the color on the RHS wall would be more bright.

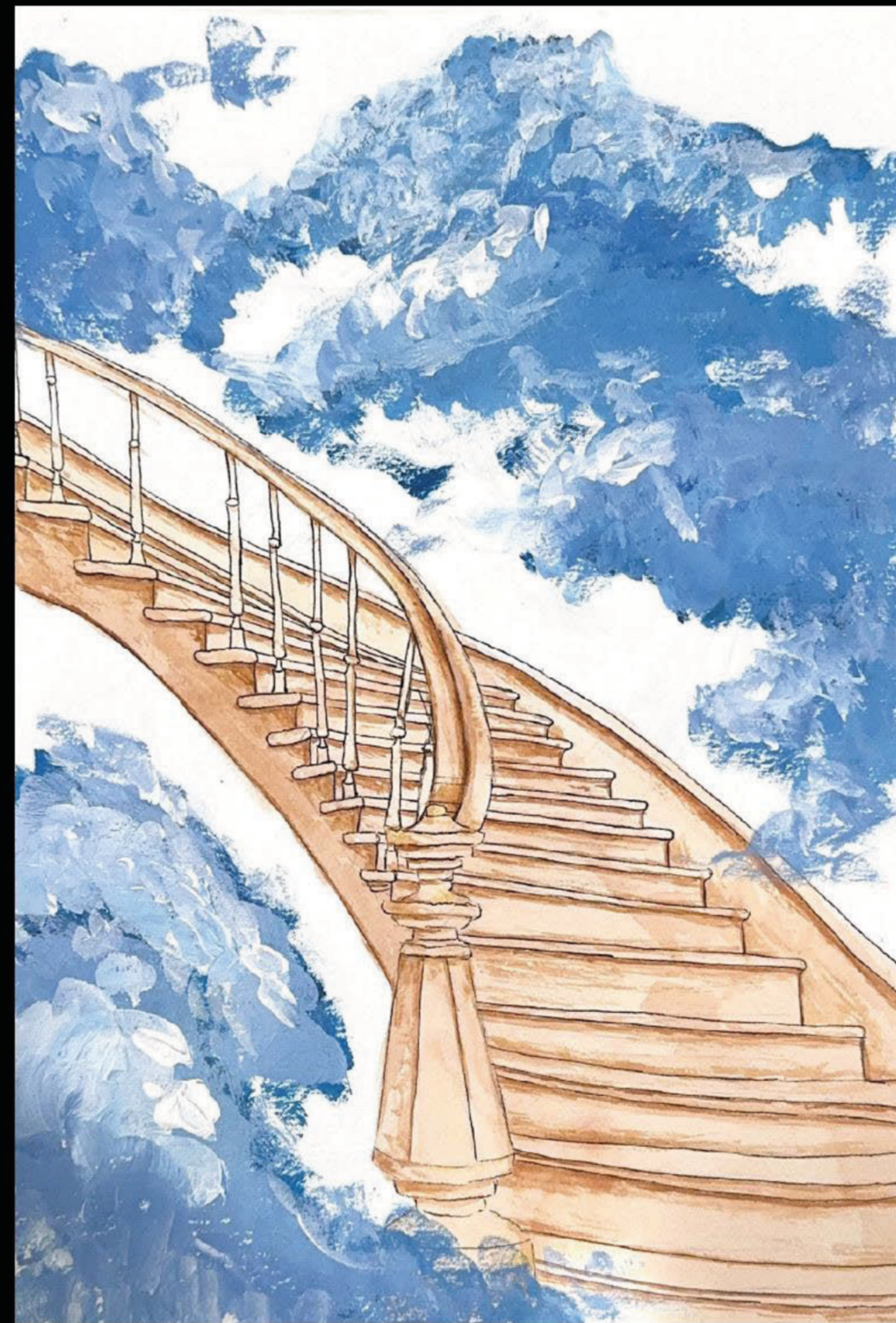
I think I did not doing well on the color. The dark place isn't enough dark, so the relationship between light and shade is not obvious

In the second part, I noticed that some people want to escape from the real life to the heaven, so I drew the stair behind the door.

I used pencil, needle pens, watercolor and acrylic pigment. I drew a draft with pencil and the outline by 0.5 needle pen. Then I add the stairs' color by watercolor, and I drew the cloud to show the heaven by acrylic pigment.

The problem I had is that the relation ship between cloud and stairs is not clear. It is a bit without rhyme or reason. I think I ought to draw more dark so that the balance between light and the dark. If the put some color in the

background, it would be more reasonable.



In this picture, I was using the markers to show the basic color. There are only six colors used in the picture. I first used pencil to draft and then use the marker to add colors. I put up the light colors first and then add up the dark ones. I think it's helpful for me to do better on colors and perspective.

