# International GCSE Art and Design

Fine Art Component 2 Total mark = 41



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

### Mark band:

Mark band 4 – Competent and consistent ability

### Key word descriptors from the taxonomy:

Purposeful, skillful

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
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Assessment Objectives	Mark Band 1 LIMITED ABILITY Insufficient knowledge, understanding and skills; minimal evidence or, and lack of structure in, the development and recording of ideas			Mark Band 2 BASIC ABILITY Some knowledge, understanding and skills demonstrated but they are simplified and deberate; some structure and repetition in the development and recording of ideas			Mark Band 3 EMERGING COMPETENT ABILITY Knowledge, understanding and skills are generally adequate but safe Knowledge, understanding and skills are secure ar cohesive throughout			are secure and	effective and focused throughout			Mark Band 6 EXCEPTIONAL ABILITY Knowledge, understanding and skills are in- depth, perceptive and accomplished throughout				
	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully
AO1 Develop ideas through investigations, demonstrating oritical understanding of sources	<ul> <li>The investigation</li> <li>The investigation</li> <li>context of that have</li> <li>Limited:</li> </ul>	2 ment of ideas the dors shows limit atigation processes if own ideas and a informed them, attempts are med to connections.	ed ability, shows ng of the the sources	<ul> <li>The investig</li> <li>The involution</li> <li>context</li> <li>acureas</li> <li>Basico</li> </ul>	s present of ideas the attors shows besent attors shows besent tool understanding of own ideas are a that have inform inderstanding of s analysing and mail tools.	scability, s shows g of the d the nedtherm, ome issues	investige compete The inve compete context of have infi Emergin issues ab	8 ment of ideas throw tions shows emerginos, atigation process sh atigation process show at critical understare of own ideas and the formal them. sg competent conside comentions.	ng owesenwenging ding of the e acurcaethet endion of	<ul> <li>consistent ability</li> <li>The investigation consistent oritics own ideas and ti them.</li> <li>Competent and</li> </ul>	estigations shows process shows co undentending of a sources that has	competent and impetent and the context of we informed entsshown	13 14 15     Development of ideas throughinvestigations shows confident and assured shifty.     The investigation process shows confident and assured shifts a undenstanding of the context of own ideas and the sourcesthat have informatithem.     Shows confident and assured understanding of complex issues, heightened analysis, informed connections.			16         17         18           • Development of clean through investigations shows exceptional ability.         The investigation process shows exceptional arbitrary of the context of own cleans and the acureasthat here informed them.         Exceptional analysis and connections.		
AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	insightsgi and refle early and i Limited a review. Limited a experime technique	2 bility to refine work sined through expl dion. Ideas are co- notfully realised. bility to sophimic data are explained with the possibility to select and bility to select and b	oration of ideas recildated too an end on and terials,	<ul> <li>by insi explore</li> <li>Basics chroug experim</li> <li>Basics experimentation</li> <li>Basics</li> <li>experimentation</li> <li>material</li> </ul>	5 bilty to refine wo ghts gainadthrou ation of ideas and bilty to explore is h a process of the approximation bilty to select and ment with media, b, techniques and ses appropriate to al intentions.	gh refection. Jean Ion.	7         8         9         10         11           • Emerging computent ability to refine work, driven by insights gared through exploration of ideas and reflection.         • Competent and consistent ability driven by insights gared through eideas through a process of experiment and maixer.         • Competent and consistent ability driven by insights gared through ideas and reflection.           • Emerging computent ability to explore ideas through a process of experiment and maixer.         • Competent and consistent ability competent and consistent ability or periment with media, materials, techniques and processoes appropriate to personal intentions.         • Competent and consistent ability competent and consistent ability competent and consistent ability competent and consistent ability and processoes appropriate to personal intentions.				onsktent ability to s gained through or, cnaistant ability to so of experimentation cnaistant ability to madia, mataniala,	exploration of o explore ideas on and review. seelect and techniques	driven by i of ideas an • Confident - explore ide experiment • Confident - experiment	14 and assured ability 1 mights gained thin direflection, and assured and as abon and review, and assured ability it with media, mata asse appropriate to	ough exploration sured ability to ess of to select and risks, tachniques	16         17         18           • Exceptional ability to refine work, informed by insights gained through exploring and reflecting on ideas.         • Exceptional ability to explore ideas through a process of experimentation and review.           • Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal interform.		
AO3 Record ideas, observations and insights relevant to intentions as work progresses	observal personal through • Limited relevant • Limited while re	2 ability to record k ons and insights work and the wo visual and other ability to record to intervitors. use of skills and to cording from class ce and ideas.	related to ork of others methods.	observe paraone others method • Electic a intentio • Electic a while r	bility to record re	s related to rork of d other levent to edviques	idezs, ob personal through • Emergin relevant • Emergin tachnique	8 g competent ability servations and insi i work and the work visual and otherme g competent ability to intentions. g competent use of an while recording ( ion, experience and	ghts related to k of others thods. to record skills and from	work and the wo other methods.     Competent and relevant to intent     Competent and	insights related to rik of others throu consistent ability to onsistent comman recording from ob	opersonal gh visual and precord d of skillisand	observation work and other math • Confident relevant to • Confident	and assured ability in intentions, and assured use of while recording fir	sted to personal through visual and to record fakilla and	16         17         18           • Exceptional ability to record ideas, observations and in sights related to personal work and the work of others through visual and other methods.         Exceptional ability to record relevant to intertions.           • Exceptional ability to record relevant to intertions.         Exceptional ability to record relevant to intertions.           • Exceptional use of skills and techniques while recording from observation, experience and ideas.		
AO4 Present a personal and meaningful response that realises intertions and demonstrates understanding of visual language	<ul> <li>Dersonal</li> <li>Limited intentions</li> <li>Realisatic understa through Little app</li> </ul>	2 ability to produce and meaningfuli bility to realise inside and the second application of for precision of sects tion in personals	response. imited inguage maldements. etic	and m tundem Basic a intentio Realisat underst throug elemen	s stillity to produce a probaringful respons to increations to increation to reside the spin strate anding of visual h to polyastion of for the spin strate pre- ter of the spin strates pre- spin strates pre- ter of the spin strates pre- ter of the	e with a basic language mal	Emergin     Understa     intertions     Realizatio     compate     languag	ns demonstrate em nt undentanding of a through application . Demonstrates me	verging Visual on of formal	understanding of	eningful response. consistent ability to protrate competen visual language ti mal elements. Der	n mailes nt and consistent hrough	personal an Confident intentions Realisations undentand application	14 and assumed ability in and assumed ability in demonstrates com- ing of visual langu- of formal elements on and exciting per-	onse to realise fident and assured age through s. Demonstrates	reenin     Excepti     Realisat     underst	17 onal ability to prod gU response. onal ability to reali tions demonstrate e tanding of visual la stion of formaletern	sceptional nguagethrough

Recording of marks for all International GCSE work											
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	for each component							
1		/		Total COMPONENT 1							
A01mark	A02 mark	A03 mark	A04 mark								
		1		Total COMPONENT 2							
AO1mark	AO2 mark	AO3mark	A04 mark								
		A01mark A02mark	A01mark A02mark A03mark	A01mark A02mark A03mark A04mark	A01 mark A02 mark A03 mark A03 mark Total COMPONENT 1 Total COMPONENT 2 Total COMPONENT 2						

#### **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.

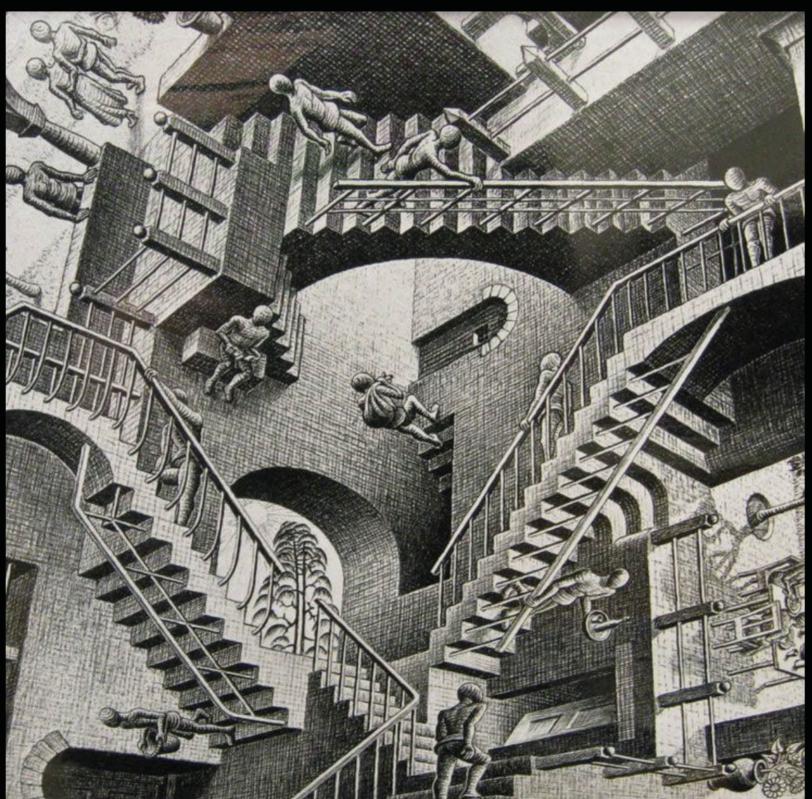
Performance bands	BELOWINTERNATIONAL GCSE STANDARD (0)	LIMITED	LIMITED / BASIC	BASIC	BASIC/EMERGING COMPENENT	EMERGING COMPETENT	EMERGING COMPETENT / COMPETENT & CONSISTENT	COMPETENT & CONSISTENT	COMPETENT & CONSISTENT/ CONFIDENT & ASSURED	CONFIDENT & ASSURED	CONFIDENT & ASSURED/ EXCEPTIONAL	EXCEPTIONAL
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	1 – 12 marks	13	16-24	25	28-36	37	40-48	49	52 – 60	61	64 - 72
	marks		14	marks	26	marks	38	Marks	50	marks	62	marks
			15 marks		27 marks		39 marks		51 marks		63 marks	

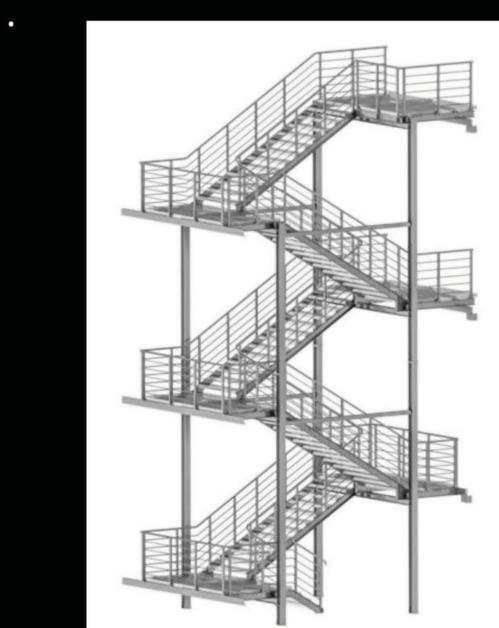
\*Please note that as of November 2023, the Level 1 key word descriptor 'Crude' has been changed to 'Rudimentary'

# from staircase

## M.C. Escher

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

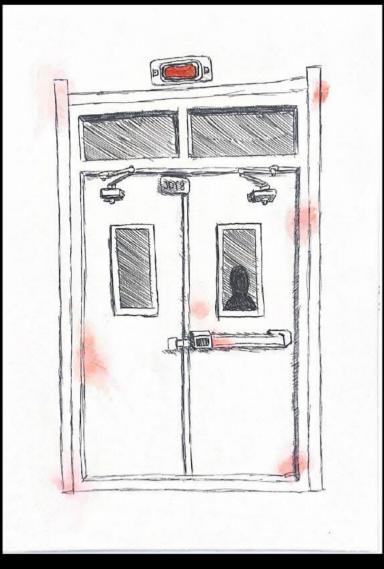




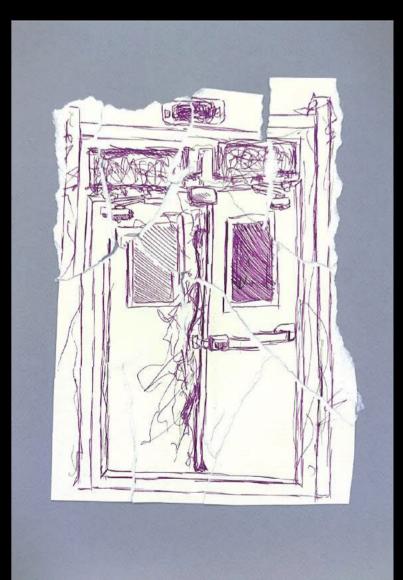
him.



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











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.

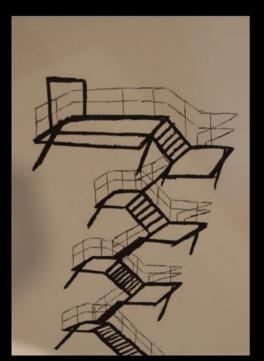
I used needle pen to finish almost 95%, after that I used kind of the color pen that can mix in with water. I put red, yellow and green to give more atmosphere. Then I drew a different one to the first three. I first used pencil to sketch and then I used the purple needle pen to do the work. I use scissors 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.











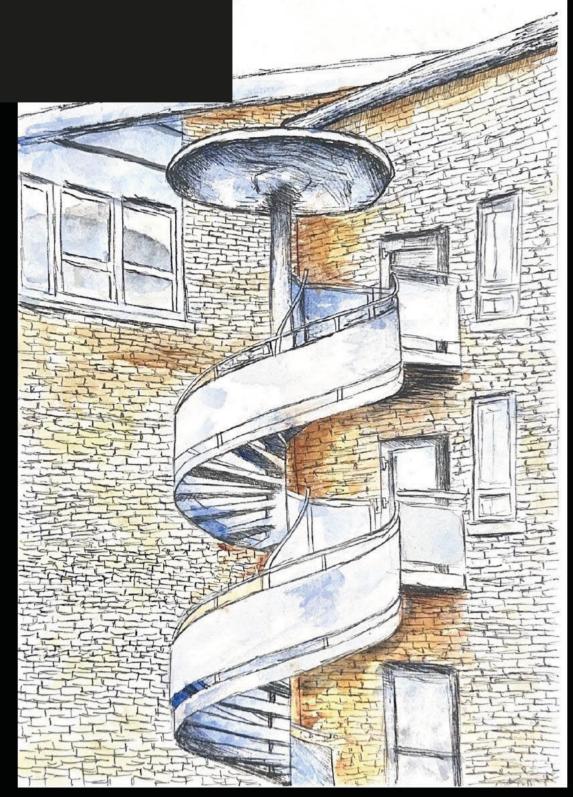






I drew this ink drawing by using pencil to sketch a draft and needle pen to done it. This is a staircase inside the building. The problem I had is that the relation ship between lighted part and darkness part is not enough. Some

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 matrial 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.

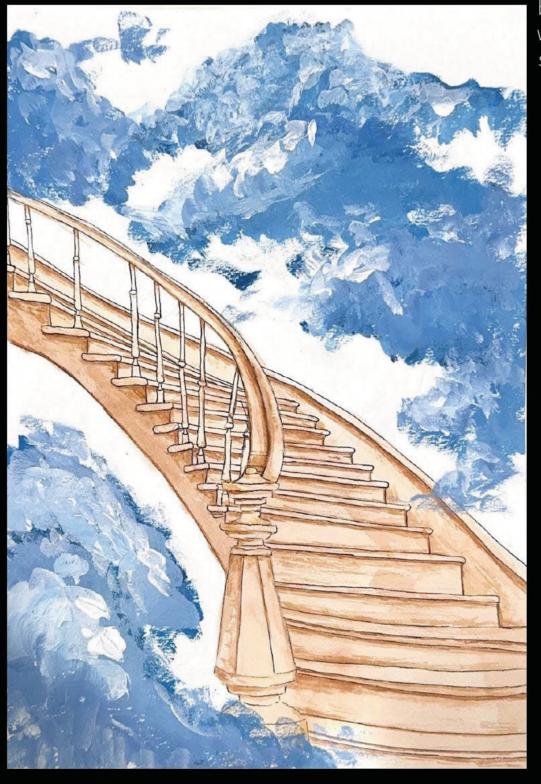


I also tried the staircase indoor.The perspective indoor is more obvious, so I did more draft by pencil. The media I used are pencil, needle pen and watercolor. After doing the draft, I use needle pen to sketch and put up some shadow that is really really dark, and then I color it by using watercolor.

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

the door.



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.

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

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 between light and the dark. If the put some color in the

background, it would be more reasonable.









