

International GCSE Art and Design

Textiles

Component 2

Total mark = 55



	AO1 Develop	AO2 Refine	AO3 Record	AO4 Realise intentions
Mark	14	14	14	13
Mark band	Level 5 Mostly confident and assured ability	Level 5 Mostly confident and assured ability	Level 5 Mostly confident and assured ability	Level 5 Just confident and assured ability
			Total	55

Mark band:

Mark band 5 – Confident and assured ability

Key word descriptors from the taxonomy:

Advanced, perceptive, fully resolved, in-depth

Centre number:

Title:

Candidate name:

Subject code:

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 of, 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
AO1 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"> Development of ideas through investigations shows limited ability. The investigation process shows limited critical understanding of the context of own ideas and the sources that have informed them. Limited attempts are made to analyse and make connections. 	<ul style="list-style-type: none"> Development of ideas through investigations shows basic ability. The investigation process shows basic critical understanding of the context of own ideas and the sources that have informed them. Basic understanding of some issues when analysing and making connections. 	<ul style="list-style-type: none"> Development of ideas through investigations shows emerging competence. The investigation process shows emerging critical understanding of the context of own ideas and the sources that have informed them. Emerging competent consideration of issues shown when analysing and making connections. 	<ul style="list-style-type: none"> Development of ideas through investigations shows competent and consistent ability. The investigation process shows competent and consistent critical understanding of the context of own ideas and the sources that have informed them. Competent and consistent judgements shown when analysing and making connections. 	<ul style="list-style-type: none"> Development of ideas through investigations shows confident and assured ability. The investigation process shows confident and assured critical understanding of the context of own ideas and the sources that have informed them. Shows confident and assured understanding of complex issues, heightened analysis, informed connections. 	<ul style="list-style-type: none"> Development of ideas through investigations shows exceptional ability. The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them. Exceptional analysis and connections. 													
AO2 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"> Limited ability to refine work, driven by insights gained through exploration of ideas and reflection. Ideas are consolidated too early and not fully realised. Limited ability to explore ideas through a process of experimentation and review. Limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions. 	<ul style="list-style-type: none"> Basic ability to refine work, driven by insights gained through exploration of ideas and reflection. Basic ability to explore ideas through a process of experimentation and review. Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions. 	<ul style="list-style-type: none"> Emerging competent ability to refine work, driven by insights gained through exploration of ideas and reflection. Emerging competent ability to explore ideas through a process of experimentation and review. Emerging competent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions. 	<ul style="list-style-type: none"> Competent and consistent ability to refine work, driven by insights gained through exploration of ideas and reflection. Competent and consistent ability to explore ideas through a process of experimentation and review. Competent and consistent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions. 	<ul style="list-style-type: none"> Confident and assured ability to refine work, driven by insights gained through exploration of ideas and reflection. Confident and assured ability to explore ideas through a process of experimentation and review. Confident and assured ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions. 	<ul style="list-style-type: none"> Exceptional ability to refine work, driven by insights gained through exploration of ideas and reflection. 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 intentions. 													
AO3 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"> Limited ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Limited ability to record relevant to intentions. Limited use of skills and techniques while recording from observation, experience and ideas. 	<ul style="list-style-type: none"> Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Basic ability to record relevant to intentions. Basic use of skills and techniques while recording from observation, experience and ideas. 	<ul style="list-style-type: none"> Emerging competent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Emerging competent ability to record relevant to intentions. Emerging competent use of skills and techniques while recording from observation, experience and ideas. 	<ul style="list-style-type: none"> Competent and consistent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Competent and consistent ability to record relevant to intentions. Competent and consistent command of skills and techniques while recording from observation, experience and ideas. 	<ul style="list-style-type: none"> Confident and assured ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Confident and assured ability to record relevant to intentions. Confident and assured use of skills and techniques while recording from observation, experience and ideas. 	<ul style="list-style-type: none"> Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Exceptional ability to record relevant to intentions. Exceptional use of skills and techniques while recording from observation, experience and ideas. 													
AO4 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"> Limited ability to produce a personal and meaningful response. Limited ability to realise intentions. Realisations demonstrate limited understanding of visual language through application of formal elements. Little appreciation of aesthetic consideration in personal style. 	<ul style="list-style-type: none"> Basic ability to produce a personal and meaningful response with a tendency to repeat ideas. Basic ability to realise intentions. Realisations demonstrate basic understanding of visual language through application of formal elements. A lack of technical competency frustrates personal style. 	<ul style="list-style-type: none"> Emerging competent ability to produce a personal and meaningful response. Emerging competent understanding to realise intentions. Realisations demonstrate emerging competent understanding of visual language through application of formal elements. Demonstrates methodical personal style. 	<ul style="list-style-type: none"> Competent and consistent ability to produce a personal and meaningful response. Competent and consistent ability to realise intentions. Realisations demonstrate competent and consistent understanding of visual language through application of formal elements. Demonstrates imaginative personal style. 	<ul style="list-style-type: none"> Confident and assured ability to produce a personal and meaningful response. Confident and assured ability to realise intentions. Realisations demonstrate confident and assured understanding of visual language through application of formal elements. Demonstrates independence and exciting personal style. 	<ul style="list-style-type: none"> Exceptional ability to produce a personal and meaningful response. Exceptional ability to realise intentions. Realisations demonstrate exceptional understanding of visual language through application of formal elements. 													

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	
						Total

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.

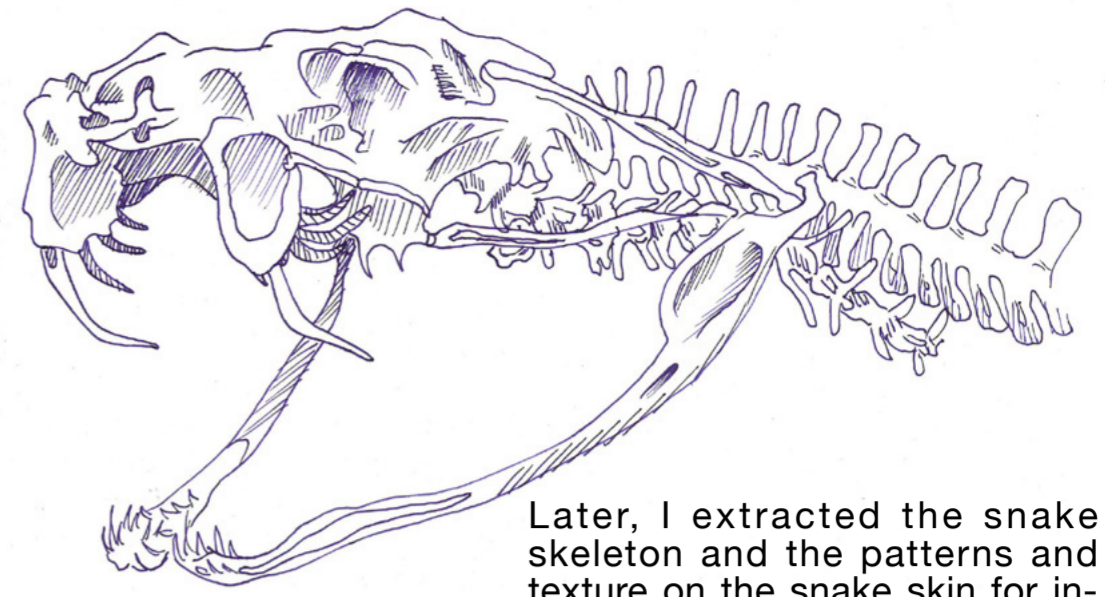
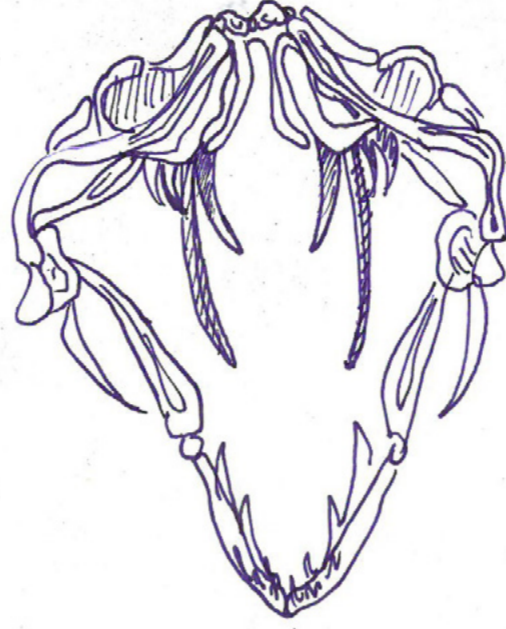
- When assessing work for each component, examiners will make a holistic judgement using the descriptors in the taxonomy, to establish which performance band matches most closely the candidate's work.
- Candidate's work that falls between two performance bands must achieve all the keyword descriptors 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 COMPETENT		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

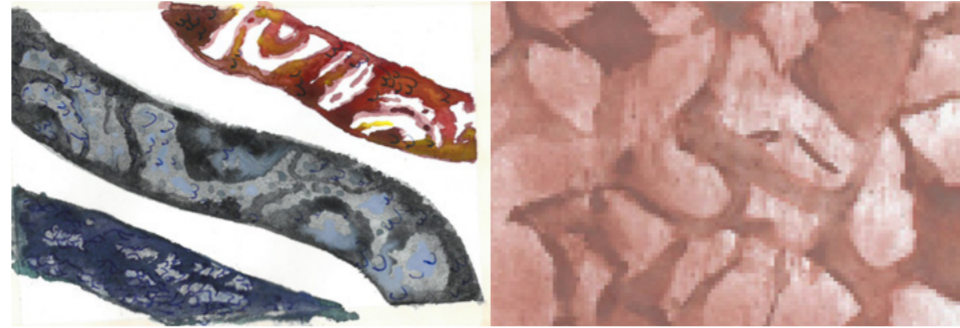
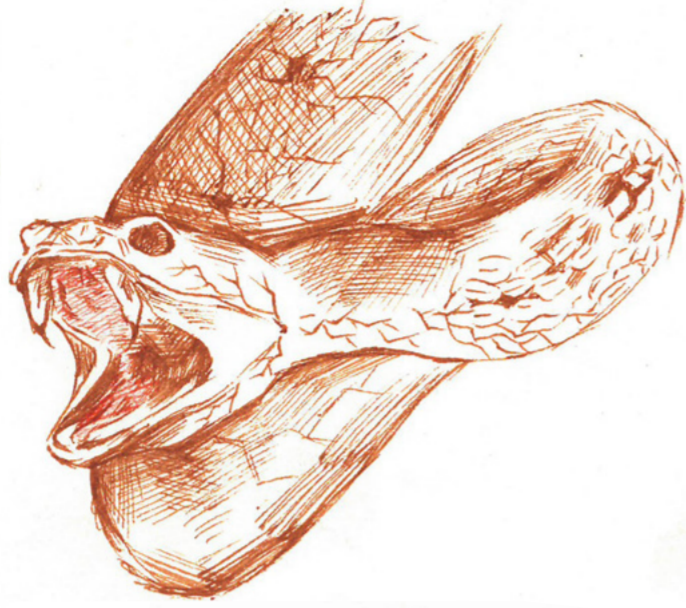
*Please note that as of November 2023, the Level 1 key word descriptor 'Crude' has been changed to 'Rudimentary'



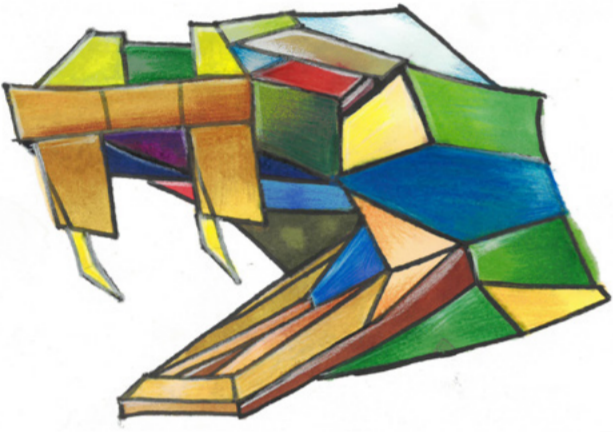
First of all, I chose snakes in nature. I collected images about the action of the snake opening its mouth when eating, and drew some pictures with a fine line pen.



Later, I extracted the snake skeleton and the patterns and texture on the snake skin for in-depth dissection.



I painted the patterns on the snake skin with watercolor.



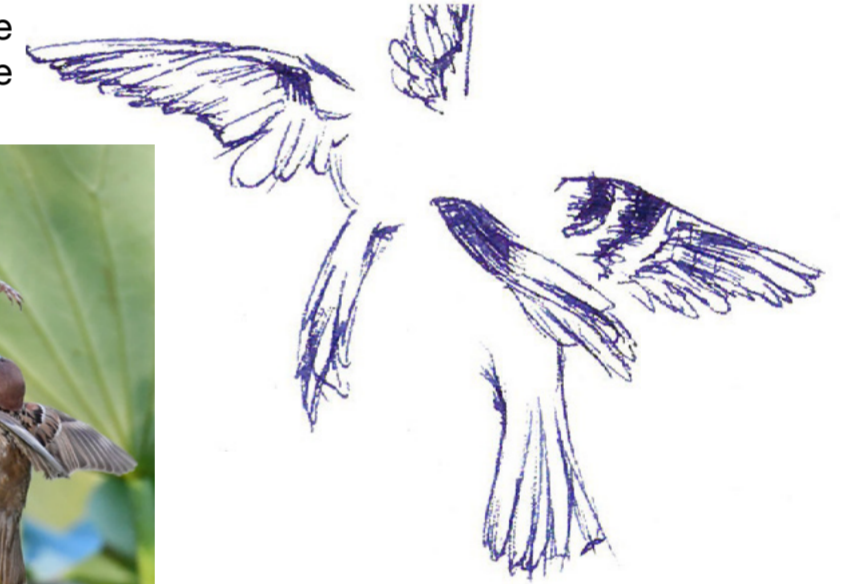
I use clay to pinch out the snake's scales, and use eye shadow to brush out the texture and patterns of the reflective scales.

Snake

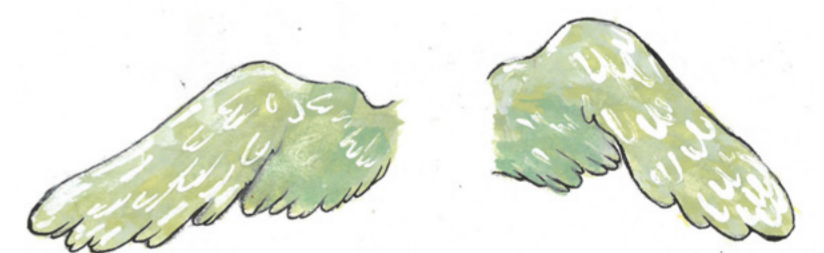
Escape

Wings

We run for survival, to avoid being eliminated by society, to avoid being swallowed up by a desperate life, and we are always on the run. Birds in the jungle, in order to escape, give birth to wings and fly to the sky, escaping from the abyss of pythons. Only by flying high can they break through the heavy shackles. The bird in the snake pile is trapped layer by layer, devoured bit by bit into its belly, and unable to escape, it can only become food in the snake's belly. The abandoned part becomes fertilizer for flowers and plants and seeps into the soil. Why is life always an unsolvable proposition? I think perhaps I should enjoy the process of escape and the process of exhausted effort.

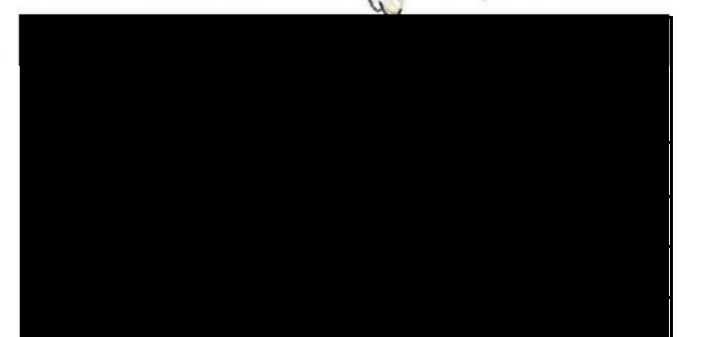


There are some movements of the sparrow's wings stretching and folding.



Snake + Wings

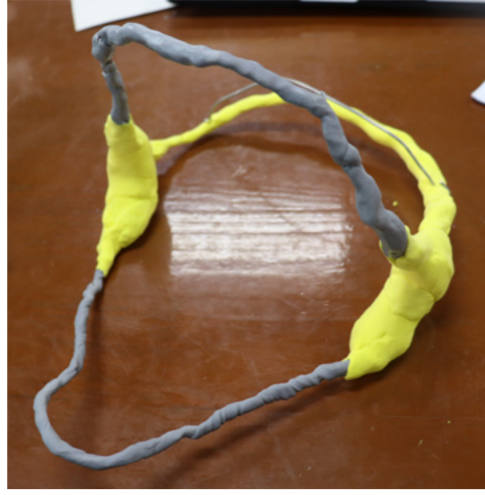
I learned how to combine the twisted head of a snake in Caravaggio's Medusa with the wings of an angel in Michelangelo's Saint Matthew.



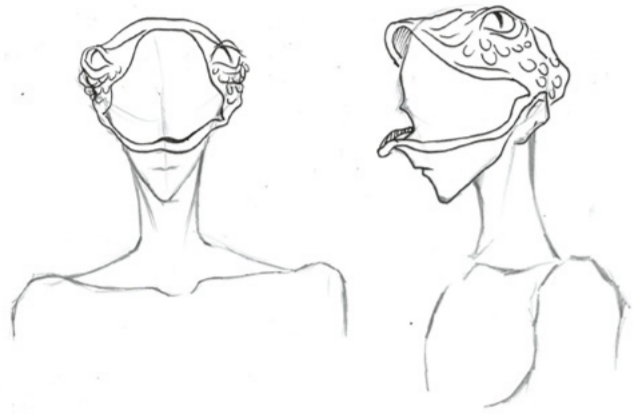
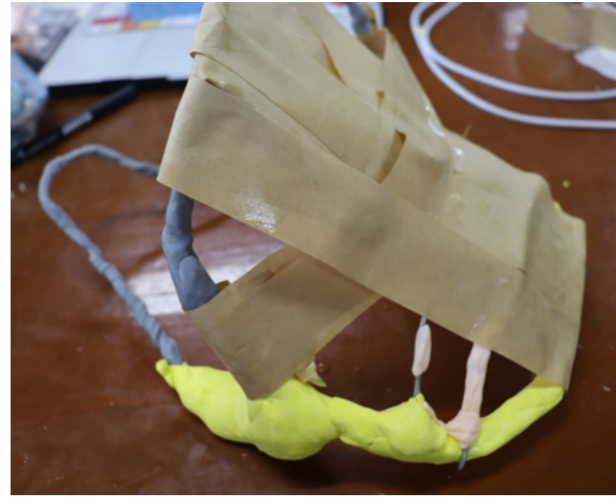
Developed idea 1



I learned how to make Polly Verity's work

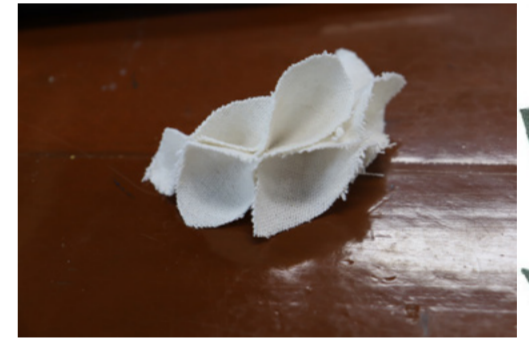


I chose to fold the outline of the snake's mouth with wire, fix the outline with gray clay and clay, and blow the hard clay with a heat gun.



Once I had the outline of the frame, I taped the top of the frame with water, layer by layer, to make the top of the snake's head. Then I wrapped the jawbone in flesh-colored clay and dried it. When the tape dried, it was very hard. I used clay to shape the eye balls and snake scales, and finished with paint and eyeshadow for color and detail.

Developed idea 2

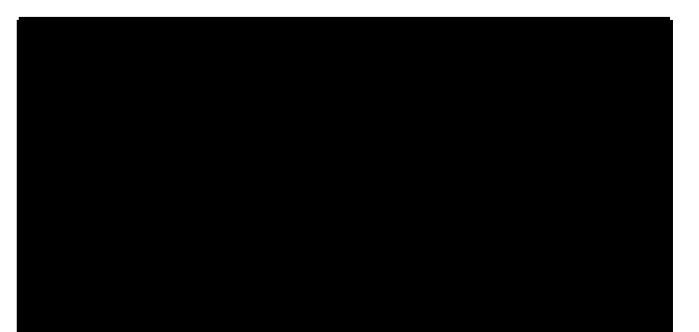


I cut out two pieces of fabric in the shape of wings and then sealed them with a sewing machine. Then cut out some small pieces of cloth in the shape of leaves, sew and knot them in the middle with a needle, join them together with white glue to make a small texture, and cover the whole wing with them. Then put on the wire inside the wings, the wings can be changed into various positions.

Developed idea 3



Here, I try to draw some snakes twisted around the wings on the bed sheet, and color them with clothing paint. Then, I draw some flowers and plants to make the bed sheet less monotonous. I use eye shadow to give the scales of snakes a more layered texture, and paint golden trees around to brighten them.



The Head Part



I used iron wire to create a snake head shape, and since the middle was hollow, I used water tape to lay the hollow part layer by layer. After the water tape dried out, it became extremely hard and not fragile like a shell. I made my chin out again with iron wire and connected it with thin iron wire. Wrap paper tape on the iron wire to make it easier for clay to stick on. I want to use yellow clay to thicken my chin, fill my head, and then paint it with acrylic paint.



The spine Part



I learned Eero Hintsanen's Snake Spine necklace.

I imitated the spine of a snake, twisted a long trunk with a thick iron wire and wrapped it with paper tape. Then, I slowly made curved thin bones with thin iron wire and fixed them with a hot glue gun. I cut the drawn bed sheets into small strips and tied them to the heads of the thin bones. I cut the sheets and covered them on the top of my tongue. I also cut the bed sheets on the right side of the bed into small strips and tied them to the small bones, And fix it with a hot glue gun, and then stick the textured wings to the snake's neck.

final work process

Design Sketches

