



# Marking Grids

## BTEC Level 1 / Level 2 Tech Award in Art and Design Practice First teach September 2022

Component 1 (internal): Creative Practice  
in Art and Design

# Assessing the Pearson Set Assignments

Marking Grid Component 1	3
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Assessment decisions for each learner’s response to the Pearson Set Assignment (PSA) for each internally assessed component must be made using the relevant marking grids below.

Marking grids for the internal components have also been built into the Assessment Tracker Tool which can be downloaded from the Teaching and Learning Materials section of the BTEC Tech Awards in Art and Design (2022) qualifications pages. This Assessment Tracker will help you collect marks for the class, streamline management of records, and allows you to export the Assessment Record forms for sampled learners for moderation.

Before making assessment decisions, you should use the guidance on using the marking grids provided in the Tech Award Specification **Section 5: Non-exam internal assessment**.

You can also watch this [short video guide](#) to applying Mark Schemes for Internal Assessments in BTEC Tech Awards from 2022.

A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification.

## Marking grid – Component 1

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
<b>Learning outcome A: Use investigation and experimentation processes in art and design practice</b>				
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	Limited application of investigation methods using superficially relevant primary and secondary sources. Practical responses to the work of others, showing basic understanding of how they communicate visually,	Adequate application of sufficient investigation methods using some relevant primary and secondary sources. Practical responses to the work of others, showing adequate understanding of how they communicate visually.	Competent application of appropriate investigation methods using mostly relevant primary and secondary sources. Practical responses to the work of others, showing clear understanding of how they communicate visually.	Confident application of a range of effective investigation methods using focused and pertinent primary and secondary sources. Practical responses to the work of others, showing in-depth understanding of how they communicate visually.
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	Limited use of practical experimentation showing a tentative awareness of how art and design, materials, techniques and processes can be used to communicate.	Adequate use of practical experimentation showing some awareness of how art and design, materials, techniques and processes can be used to communicate.	Competent use of practical experimentation showing a clear understanding of how art and design materials, techniques and processes can be used to communicate.	Effective use of practical experimentation showing a thorough understanding of how art and design materials, techniques and processes can be used to communicate.

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<b>Learning outcome B: Generate and communicate art and design ideas</b>				
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	Limited generation, recording and communication of ideas that are superficially informed by investigation, showing basic exploration of limited creative opportunities in relation to the brief.	Adequate generation, recording and communication of ideas that are partially informed by investigation, showing sufficient exploration of some creative opportunities in relation to the brief.	Competent generation, recording and communication of ideas that are mostly informed by investigation, showing clear exploration of a range of creative opportunities in relation to the brief.	Confident generation, recording and communication of ideas and intentions that are thoroughly informed by investigation, showing in-depth exploration of a broad range of creative opportunities in relation to the brief.
<b>Learning outcome C: Develop practical skills through application and review</b>				
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	Selection of materials, techniques and processes shows limited consideration and has superficial relevance to creative intentions.	Adequate and partially informed selection of materials, techniques and processes that have some relevance to creative intentions.	Appropriate and clearly informed selection of materials, techniques and processes that are mostly relevant to creative intentions.	Effective and thoroughly informed selection of materials, techniques and processes that are pertinent to creative intentions.
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	Basic practical skill in applying and manipulating materials, techniques and processes shown through outcomes.	Adequate practical skill in applying and manipulating materials, techniques and processes shown through outcomes.	Competent practical skill in applying and manipulating materials, techniques and processes shown through outcomes.	Confident practical skill in applying and manipulating materials, techniques and processes shown through outcomes.

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	Basic application of development and review processes leading to limited refinement of work and achievement of intentions in response to the brief.	Adequate application of development and review processes leading to sufficient refinement of work and achievement of intentions in response to the brief.	Competent application of development and review processes leading to clear refinement of work and achievement of intentions in response to the brief.	Thorough application of development and review processes leading to effective refinement of work and achievement of intentions in response to the brief.
<b>Learning outcome D: Record and communicate skills development</b>				
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	Presentation is inconsistent, showing limited consideration of how to communicate the strengths and qualities of their work.	Presentation is partially coherent, showing sufficient consideration of how to communicate the strengths and qualities of their work.	Presentation is coherent, showing clear consideration of how to communicate the strengths and qualities of their work.	Presentation is cohesive and effective, showing in-depth consideration of how to enhance the strengths and qualities of their work.