

## GCSE Art and Design assessment grid

### Instructions for use

You should use the assessment grid on the next page to assess all student work for both components and all titles.

- The assessment grid assesses the four Assessment Objectives equally.
- The four Assessment Objectives are in the first column, with performance descriptors running across the grid.
- The levels of performance head the six remaining columns.
- The six levels of performance each contain three marks.
- There is a maximum of 18 marks available for each Assessment Objective.
- Note that 0 marks should be awarded where work has not achieved the required standard for this qualification.

The descriptors in the assessment grid should be understood as follows:

- **Limited** – insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in, the development and recording of ideas.
- **Basic** – some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas.
- **Emerging competent** – knowledge, understanding and skills are generally adequate but safe.
- **Competent and consistent** – knowledge, understanding and skills are secure and cohesive throughout.
- **Confident and assured** – knowledge, understanding and skills are effective and focused throughout.
- **Exceptional** – knowledge, understanding and skills are in-depth, perceptive and accomplished throughout.

When assessing student work you should:

- refer to published visual exemplars to establish a secure understanding of how descriptors relate to practical evidence;
- use the bulleted descriptors in each box to determine which level of performance the evidence meets best, working through each Assessment Objective separately;
- use the descriptors holistically; there is not one mark available per descriptor;
- decide whether the evidence 'just' meets, 'mostly' meets or 'fully' meets the descriptors in the level of performance to determine the appropriate mark within the level of performance;
- use a best-fit approach to award the mark that corresponds most closely to the descriptors that have been met where evidence for an Assessment Objective meets descriptors from two or more different levels of performance;
- determine a mark out of 18 for each Assessment Objective and either circle the relevant mark or write it in the far right-hand column;
- add the marks for each Assessment Objective together for a total mark out of 72.

Centre number:

Areas of study:

Title:

Subject code:

Candidate name:

Candidate number:

**GCSE assessment grid – you should use this assessment grid to assess all student work for both components and all titles**

Assessment Objectives	0	Level 1 LIMITED ABILITY <i>Insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in, the development and recording of ideas</i>			Level 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>			Level 3 EMERGING COMPETENT ABILITY <i>Knowledge, understanding and skills are generally adequate but safe</i>			Level 4 COMPETENT AND CONSISTENT ABILITY <i>Knowledge, understanding and skills are secure and cohesive throughout</i>			Level 5 CONFIDENT AND ASSURED ABILITY <i>Knowledge, understanding and skills are effective and focused throughout</i>			Level 6 EXCEPTIONAL ABILITY <i>Knowledge, understanding and skills are in-depth, perceptive and accomplished throughout</i>			
	Evidence meets requirements	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	
<b>AO1</b>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	<b>AO1 mark</b>
Develop ideas through investigations, demonstrating critical understanding of sources	No rewardable material	<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> </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> </ul>			<ul style="list-style-type: none"> <li>Development of ideas through investigations shows emerging competence</li> <li>The investigation process shows emerging competence in critical understanding of the context of own ideas and the sources that have informed them</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> </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> </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> </ul>			
<b>AO2</b>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	<b>AO2 mark</b>
Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	No rewardable material	<ul style="list-style-type: none"> <li>Limited ability to refine work, driven by insights gained through exploration of ideas and reflection</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 competence in ability to refine work, driven by insights gained through exploration of ideas and reflection</li> <li>Emerging competence in ability to explore ideas through a process of experimentation and review</li> <li>Emerging competence in 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 exploring and reflecting on ideas</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>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	<b>AO3 mark</b>
Record ideas, observations and insights relevant to intentions as work progresses	No rewardable material	<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> </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> </ul>			<ul style="list-style-type: none"> <li>Emerging competence in ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods</li> <li>Emerging competence in ability to record relevant to intentions</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> </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> </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> </ul>			
<b>AO4</b>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	<b>AO4 mark</b>
Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	No rewardable material	<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</li> </ul>			<ul style="list-style-type: none"> <li>Basic ability to produce a personal and meaningful response</li> <li>Basic ability to realise intentions</li> <li>Realisations demonstrate basic understanding of visual language through application of formal elements</li> </ul>			<ul style="list-style-type: none"> <li>Emerging competence in ability to produce a personal and meaningful response</li> <li>Emerging competence in ability to realise intentions</li> <li>Realisations demonstrate emerging competence in understanding of visual language through application of formal elements</li> </ul>			<ul style="list-style-type: none"> <li>Competent and consistent ability to produce a 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</li> </ul>			<ul style="list-style-type: none"> <li>Confident and assured ability to produce a 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</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>			
<b>Total</b>																				

Recording of marks for all GCSE work					Total marks out of 72 for each component	
Component	AO1 mark: indicate a mark out of 18	AO2 mark: indicate a mark out of 18	AO3 mark: indicate a mark out of 18	AO4 mark: 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	