

AS

**Assessment grid
Syllabuses 8030-8036**

All four assessment objectives must be met in each Unit. A mark out of 20 should be awarded for each assessment objective. The four assessment objective marks should then be added together to give a total mark out of 80 for each unit.

Centre number:	Candidate name:	Syllabus number:
	Candidate number:	Syllabus title:

MARKS	ASSESSMENT OBJECTIVES							
	AO1: record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions	AO2: analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts	AO3: develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes	AO4: present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others				
0	RECORD	ANALYSE	DEVELOP	REALISE	<ul style="list-style-type: none"> no rewardable work 			
1-5					<ul style="list-style-type: none"> evidence of a limited ability to record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions 	<ul style="list-style-type: none"> evidence of a limited ability to analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts 	<ul style="list-style-type: none"> evidence of a limited ability to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes 	<ul style="list-style-type: none"> evidence of a limited ability to present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others
6-10					<ul style="list-style-type: none"> evidence of a basic ability to record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions 	<ul style="list-style-type: none"> evidence of a basic ability to analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts 	<ul style="list-style-type: none"> evidence of a basic ability to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes 	<ul style="list-style-type: none"> evidence of a basic ability to present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others
11-15					<ul style="list-style-type: none"> evidence of a competent ability to record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions 	<ul style="list-style-type: none"> evidence of a competent ability to analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts 	<ul style="list-style-type: none"> evidence of a competent ability to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes 	<ul style="list-style-type: none"> evidence of a competent ability to present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others
16-20					<ul style="list-style-type: none"> evidence of a confident ability to record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions 	<ul style="list-style-type: none"> evidence of a confident ability to analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts 	<ul style="list-style-type: none"> evidence of confident ability to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes 	<ul style="list-style-type: none"> evidence of a confident ability to present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others

**Advanced
Subsidiary
ART and
DESIGN
AS:
6031/
6032
A-G**

RECORDING OF MARKS

UNIT	AO1 MARKS Indicate below a mark out of 20 for assessment objective 1	AO2 MARKS Indicate below a mark out of 20 for assessment objective 2	AO3 MARKS Indicate below a mark out of 20 for assessment objective 3	AO4 MARKS Indicate below a mark out of 20 for assessment objective 4	TOTAL MARKS OUT OF 80 FOR EACH UNIT
UNIT 1: ART AND DESIGN COURSEWORK	A01 mark	A02 mark	A03 mark	A04 mark	total UNIT 1 mark
UNIT 2: ART AND DESIGN EXTERNALLY SET ASSIGNMENT	A01 mark	A02 mark	A03 mark	A04 mark	total UNIT 2 mark

TRANSFERRING UNIT MARKS TO THE OPTEMS: a total mark out of 80 for each unit must now be transferred to the relevant OPTEMS

A2 Assessment grid
Syllabuses 9030-9036

All four assessment objectives must be met in each Unit. A mark out of 20 should be awarded for each assessment objective. The four assessment objective marks should then be added together to give a total mark out of 80 for each unit.

Centre number:	Candidate name:	Syllabus number:
	Candidate number:	Syllabus title:

MARKS	ASSESSMENT OBJECTIVES				
	AO1: record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions	AO2: analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts	AO3: develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes	AO4: present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others	
0	RECORD	ANALYSE	DEVELOP	REALISE	no rewardable work
1-5					no rewardable work
6-10					evidence of a basic ability to record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions
11-15					evidence of a competent ability to record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions
16-20					evidence of a confident ability to record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions
					no rewardable work
					evidence of a basic ability to analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts
					evidence of a competent ability to analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts
					evidence of a confident ability to analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts
					evidence of a fluent ability to analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts
					no rewardable work
					evidence of a basic ability to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes
					evidence of a competent ability to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes
					evidence of a confident ability to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes
					evidence of a fluent ability to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes
					no rewardable work
					evidence of a basic ability to present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others
					evidence of a competent ability to present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others
					evidence of a confident ability to present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others
					evidence of a fluent ability to present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others

**Advanced
GCE ART
and DESIGN
A2:
6033/
6034
A-G**

RECORDING OF MARKS

UNIT	AO1 MARKS Indicate below a mark out of 20 for assessment objective 1	AO2 MARKS Indicate below a mark out of 20 for assessment objective 2	AO3 MARKS Indicate below a mark out of 20 for assessment objective 3	AO4 MARKS Indicate below a mark out of 20 for assessment objective 4
UNIT 3: ART AND DESIGN COURSEWORK	A01 mark	A02 mark	A03 mark	A04 mark
UNIT 4: ART AND DESIGN EXTERNALLY SET ASSIGNMENT	A01 mark	A02 mark	A03 mark	A04 mark

**TOTAL MARKS
OUT OF 80
FOR EACH
UNIT**

total UNIT 3 mark

total UNIT 4 mark

TRANSFERRING UNIT MARKS TO THE OPTEMS: a total mark out of 80 for each unit must now be transferred to the relevant OPTEMS

Guidance for marking AS: 8030-8036 (6031/6032 A-G) The AS assessment grid is based on a system of progression from limited to confident ability. Indicators for each of these levels of achievement, from limited to confident, can be found in this guide. The guide should be used in conjunction with the AS assessment grid when making judgements regarding candidates' marks.

	Assessment objectives			
	A01	A02	A03	A04
<p>Limited (1-5 marks) indicators of the attributes of a candidate demonstrating limited ability:</p>	<ul style="list-style-type: none"> little understanding of the importance of visual research; over-reliance on second hand material insufficient subject knowledge (understanding of formal elements/visual language) 	<ul style="list-style-type: none"> little understanding of artists'/designers' preoccupations little or no use of critical vocabulary to express judgements 	<ul style="list-style-type: none"> little sense of order in development of ideas; obvious and literal ideas work lacks subtlety and sensitivity 	<ul style="list-style-type: none"> lack of technical competence frustrates development of ideas and outcomes little appreciation of or response to aesthetic considerations
<p>Basic (6-10 marks) The following are indicators of the attributes of a candidate demonstrating basic ability:</p>	<ul style="list-style-type: none"> some understanding of the importance of visual research; may be a disproportionate reliance on second hand material partial understanding of visual language/formal elements 	<ul style="list-style-type: none"> some understanding of artists'/designers' preoccupations but concerned more with technique than complex issues superficial research and analysis; some use of critical vocabulary but this may be clumsy and unrefined 	<ul style="list-style-type: none"> some sense of order and structure in the way ideas are formed investigations abandoned too early; a tendency to repeat ideas 	<ul style="list-style-type: none"> deliberate and methodical; working practice shows a sense of purpose but is laboured some awareness of aesthetic considerations but lack of technical competence frustrates attempts to put this into practice
<p>Competent (11-15 marks) The following are indicators of the attributes of a candidate demonstrating competent ability:</p>	<ul style="list-style-type: none"> understanding of the purpose of visual research but research is sometimes inconsistent; meaningful information gleaned from sources established skill level and foundation of subject knowledge (formal elements/visual language) but there may be some inconsistency 	<ul style="list-style-type: none"> analysis goes beyond the purely technical to begin to consider more complex issues critical vocabulary mainly descriptive; lacks breadth/depth 	<ul style="list-style-type: none"> appreciation of sequential development but short cuts sometimes taken original ideas may be consolidated too early; reliance on proved and sometimes clumsy techniques; ideas are complete but sometimes predictable and safe 	<ul style="list-style-type: none"> lack of emergence of the unexpected; little or no inclination to take risks work is methodical but there is an emerging sense of own style/individuality
<p>Confident (16-20 marks) The following are indicators of the attributes of a candidate demonstrating confident ability:</p>	<ul style="list-style-type: none"> understanding of the purposes of visual research; research is relevant and consistent understanding of visual language/formal elements; consistent command of skills/technique 	<ul style="list-style-type: none"> sound judgements showing understanding of the more complex issues involved use of critical vocabulary to express emerging independent judgements 	<ul style="list-style-type: none"> solutions are well-constructed but not always exciting/original; perseverance but sometimes a lack of focus enthusiasm and imagination but there may be a tendency to reiterate ideas; risks may sometimes be taken but not always when appropriate 	<ul style="list-style-type: none"> appreciation of the characteristics of media and functional constraints of materials; however knowledge may not always be fully integrated and applied work has developed a personal identity although it may sometimes be mannered with the sense of a personal style

Guidance for marking A2: 9030-9036 (6033/6034 A-G) The A2 assessment grid is based on a system of progression from basic to fluent ability. Indicators for each of these levels of achievement, from basic to fluent, can be found in this guide. The guide should be used in conjunction with the A2 assessment grid when making judgements regarding candidates' marks.

	Assessment objectives			
	A01	A02	A03	A04
<p>Basic (1-5 marks) The following are indicators of the attributes of a candidate demonstrating basic ability:</p>	<ul style="list-style-type: none"> some understanding of the importance of visual research; may be a disproportionate reliance on second hand material partial understanding of visual language/formal elements 	<ul style="list-style-type: none"> some understanding of artists'/designers' preoccupations but concerned more with technique than complex issues superficial research and analysis; some use of critical vocabulary but this may be clumsy and unrefined 	<ul style="list-style-type: none"> some sense of order and structure in the way ideas are formed investigations abandoned too early; a tendency to repeat ideas 	<ul style="list-style-type: none"> deliberate and methodical; working practice shows a sense of purpose but is laboured some awareness of aesthetic considerations but lack of technical competence frustrates attempts to put this into practice
<p>Competent (6-10 marks) The following are indicators of the attributes of a candidate demonstrating competent ability:</p>	<ul style="list-style-type: none"> understanding of the purpose of visual research but research is sometimes inconsistent; meaningful information gleaned from sources established skill level and foundation of subject knowledge (formal elements/visual language) but there may be some inconsistency 	<ul style="list-style-type: none"> analysis goes beyond the purely technical to begin to consider more complex issues critical vocabulary mainly descriptive; lacks breadth/depth 	<ul style="list-style-type: none"> appreciation of sequential development but short cuts sometimes taken original ideas may be consolidated too early; reliance on proved and sometimes clumsy techniques; ideas are complete but sometimes predictable and safe 	<ul style="list-style-type: none"> lack of emergence of the unexpected; little or no inclination to take risks work is methodical but there is an emerging sense of own style/individuality
<p>Confident (11-15 marks) The following are indicators of the attributes of a candidate demonstrating confident ability:</p>	<ul style="list-style-type: none"> understanding of the purposes of visual research; research is relevant and consistent understanding of visual language/formal elements; consistent command of skills/technique 	<ul style="list-style-type: none"> sound judgements showing understanding of the more complex issues involved use of critical vocabulary to express emerging independent judgements 	<ul style="list-style-type: none"> solutions are well-constructed but not always exciting/original; perseverance but sometimes a lack of focus enthusiasm and imagination but there may be a tendency to reiterate ideas; risks may sometimes be taken but not always when appropriate 	<ul style="list-style-type: none"> appreciation of the characteristics of media and functional constraints of materials; however knowledge may not always be fully integrated and applied work has developed a personal identity although it may sometimes be mannered with the sense of a personal style
<p>Fluent (16-20 marks) The following are indicators of the attributes of a candidate demonstrating confident ability:</p>	<ul style="list-style-type: none"> in-depth subject knowledge (visual language/formal elements) and high command of skills/technique manipulation of formal elements with regard for both functional and aesthetic concerns 	<ul style="list-style-type: none"> in-depth and authoritative research, enquiry and evaluations, showing independent judgements well informed and effective use of critical vocabulary 	<ul style="list-style-type: none"> sequential thinking but also imaginative leaps, at appropriate times; sense of discovery and a willingness to take risks full appreciation and understanding of the characteristics of media and the functional constraint of materials 	<ul style="list-style-type: none"> work is intuitive, imaginative, exciting and original understanding has become knowledge; technique, style, content and judgements consistent and sensitive from conception to realisation

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