



# **NCFE Level 3 Applied General Certificate in Art and Design (601/8898/4)**

May 2019

Past Paper

## **Mark Scheme**

This mark scheme has been written by the Assessment Writer and refined, alongside the relevant tasks, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each task.

## Marking guidelines

### *General guidelines*

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the task, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the task booklet.
- If you are in any doubt about the application of the mark scheme, you must consult with your Lead Examiners or the Chief Examiner.

### *Guidelines for using extended response marking grids*

Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

## Assessment objectives

This external assessment requires learners to:

<b>AO1</b> <b>20%</b>	<b>Knowledge</b> Show an understanding of context, themes, ideas and messages in art and design.
<b>AO2</b> <b>60%</b>	<b>Application and Analysis</b> Apply art and/or design skills in context.
<b>AO3</b> <b>20%</b>	<b>Evaluation</b> Evaluate, make reasoned judgements and present conclusions.

**Task 1 – Analysis and research****[30 marks]****AO1 = 15 marks**

Level	Marks	Descriptors
5	13–15	Thorough and informed understanding of themes, ideas and messages.  Insightful and comprehensive analysis of how formal elements are used in given examples to visually communicate.
4	10–12	Thorough understanding of themes, ideas and messages.  Insightful and sustained analysis of how formal elements are used in given examples to visually communicate.
3	7–9	Broad understanding of themes, ideas and messages.  Consistent and relevant analysis of how formal elements are used in given examples to visually communicate.
2	4–6	Inconsistent understanding of themes, ideas and messages.  Inconsistent analysis of how formal elements are used in given examples to visually communicate.
1	1–3	Limited understanding of themes, ideas and messages.  Limited analysis of how formal elements are used in given examples to visually communicate.
	0	No rewardable material.

**AO2 = 15 marks**

Level	Marks	Descriptors
5	13–15	Range of sources innovatively and comprehensively analysed.  Research findings inform the development of creative, imaginative and original ideas.
4	10–12	Thorough, insightful use of sources.  Research findings show insightful development to inform creative ideas.
3	7–9	Consistent and relevant use of sources.  Research findings show consistent development to inform creative ideas.
2	4–6	Inconsistent use of sources.  Research findings show inconsistent development to inform ideas.
1	1–3	Limited use of sources.  Research findings show limited development to inform ideas.
	0	No rewardable material.

**Task 2 – Produce a statement of intent****[15 marks]****AO2 = 15 marks**

<b>Level</b>	<b>Marks</b>	<b>Descriptors</b>
5	13–15	Comprehensive statement of intent.  Planning is insightful and anticipates the innovative and imaginative use of relevant materials, techniques and processes.
4	10–12	Thorough statement of intent.  Planning is comprehensive and anticipates the innovative and imaginative use of appropriate materials, techniques and processes.
3	7–9	Relevant statement of intent.  Planning is relevant and anticipates the creative use of materials, techniques and processes.
2	4–6	Inconsistent statement of intent.  Planning is inconsistent in anticipating the application of materials, techniques and processes.
1	1–3	Limited statement of intent.  Planning is limited.
	0	No rewardable material.

**Task 3 – Create a personal response to the theme****[30 marks]****AO2 = 15 marks**

<b>Level</b>	<b>Marks</b>	<b>Descriptors</b>
5	13–15	The work demonstrates an insightful, innovative and sustained synthesis of materials, techniques and processes.  The personal response is confident, creative, imaginative and original.
4	10–12	The work demonstrates a comprehensive and sustained synthesis of materials, techniques and processes.  The personal response is creative, imaginative and original.
3	7–9	The work demonstrates consistent application of materials, techniques and processes.  The personal response is creative and consistent.
2	4–6	The work demonstrates inconsistent application of materials, techniques and processes.  The personal response is inconsistent.
1	1–3	The work demonstrates limited application of materials, techniques and processes.  The personal response is limited.
	0	No rewardable material.

**AO3 = 15 marks**

<b>Level</b>	<b>Marks</b>	<b>Descriptors</b>
5	13–15	Ongoing evaluative, analytical and critical reflection which informs creative development.  Journal is presented as an innovative synthesis of form and content.
4	10–12	Sustained evaluation of progress that demonstrates effective creative development.  The journal demonstrates insightful and sustained input/entries that fully reflect the duration of the activity.
3	7–9	Consistent analysis of progress that demonstrates good/relevant creative development.  The journal demonstrates consistent input/entries that clearly reflect the duration of the activity.
2	4–6	Inconsistent record of progress that demonstrates some creative development.  The journal demonstrates inconsistent input/entries that reflect some of the duration of the activity.
1	1–3	Limited records of progress.  Limited input/entries that do not reflect the duration of the activity.
	0	No rewardable material.

### Assessment Objective Grid

<b>Task</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
1	15	15		30
2		15		15
3		15	15	30
<b>Total</b>	<b>15</b>	<b>45</b>	<b>15</b>	<b>75</b>
<b>% weighting</b>	<b>20</b>	<b>60</b>	<b>20</b>	<b>100</b>