



Internal assessment sample tasks

**NCFE Level 3 Applied General Certificate in Art
and Design
QN: 601/8898/4**

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Please note: There is no sample internal assessment task for Unit 05, Develop a personal response in art and design (Y/508/4412). The task/brief will be created by learners, depending on their specific discipline.

Introduction

NCFE has created a set of exemplar tasks for units 1-4 which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes and assessment criteria for units 1-4 and provide opportunities for stretch and challenge.

The themes and scenarios we've provided are suggestions only. You can use them as written, or rewrite them to apply local or topical themes appropriate to your learners.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- permit effective discrimination between learners operating at different levels

NCFE has provided guidance to help Teachers create valid and reliable internal assessment tasks. For further information please see Internal assessment tasks: guidance for centres on the NCFE website.

Grading descriptors have been written for each assessment criterion within a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit as a whole.

The grading descriptors for each unit can be found in Section 2 (page 18) of the qualification specification. Assessors should also refer to the grading criteria glossary of terms which can be found in Section 5 (page 61) of the qualification specification. More information about internal assessment can be found in our qualification specification in Section 2 (page 18).

Supervision of learners

Teachers are expected to supervise and support learners when carrying out work that is internally assessed.

Teachers should supervise learners' work to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work is completed in accordance with the delivery and assessment guidance in the qualification specification, and is suitable for internal assessment

Any work submitted for assessment must be authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is her/his own.

Supporting learners

Teachers/Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Teachers/Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner

Unit 01 Materials, techniques and processes in art and design (M/508/4397)**Internal assessment task**

You have been commissioned by a local business to develop ideas for a series of art and/or design work that will be displayed in their reception area. They want fresh and exciting art and/or design work that represents their dynamic approach to business.

Task 1 (Learning Outcome 1)

Your first task is to complete a risk assessment that will allow you to undertake your work safely. The risk assessment must take into account the following three areas:

- The correct type of Personal Protective Equipment you may need to undertake your work (eg, clothing, eye protection).
- The current legislation to which you need to adhere (eg, Health And Safety At Work Act, COSHH, PPE).
- Your working environment (eg, potential hazards and risks, who is at risk, control & prevention measures, risk rating)

Types of evidence:

You must provide:

- A completed risk assessment which identifies potential hazards, risks and control measures linked to specific materials, techniques and processes in your art and/or design environment
- A report describing findings from the risk assessment in relation to their working practices

This should be undertaken prior to experimentation with materials, techniques and processes in LO2.

Grading descriptors	Explanation
<p>Pass: Describes issues of current practice, <u>correctly applying specialist language</u> in context</p> <p>Note: There is no Merit or Distinction grade available for this learning outcome.</p>	<p>Risk Assessment and description showing details across available materials, techniques and processes aligned to the learner undertaking these in learning outcome 2.</p>

Unit 01 Materials, techniques and processes in art and design (M/508/4397) (cont'd)**Task 2 (Learning Outcome 2)**

You are now required to experiment with materials, techniques and processes across art and/or design disciplines. Start developing rough ideas for how you'll meet your client's brief.

From your experimentation you will provide samples/maquettes/models to your client for consideration. These might not be finished pieces, but they must demonstrate experimentation across disciplines.

Types of evidence:

Evidence could include:

- technical notes
- sketch books
- digital files
- annotated samples
- annotated sketchbooks

Grading descriptors	Explanation
Pass: Shows experimentation with complex materials <u>or</u> techniques with evidence of how this has been used in the development of a body of work.	No additional information
Merit: Shows experimentation with complex materials <u>and</u> techniques with clear evidence of how this has been used in the development of a body of work.	No additional information
Distinction: Shows experimentation with complex materials <u>and</u> techniques which informs future practice.	No additional information

Unit 01 Materials, techniques and processes in art and design (M/508/4397) (cont'd)**Task 3 (Learning Outcome 3)**

You must keep an ongoing studio/workshop journal where you review your use of materials, processes and techniques, as well as the decisions you make and how these affect your own practice.

Types of evidence:

Your studio/workshop journal could be in the form of:

- a report
- technical notes
- annotated sketch book
- digital files
- annotated samples
- a presentation
- blog entries

Grading descriptors	Explanation
Pass: Makes reasoned conclusions based on their work in LO2.	Conclusions should be ongoing throughout, not exclusively at the end of the process.
Merit: Makes reasoned <u>and balanced</u> conclusions based on their work in LO2.	Balanced conclusions: all arguments are considered in making a conclusion.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions, based on their work in LO2, <u>which inform future developments</u> .	No additional information

Unit 02 Research project in art and design (M/508/4402)

Internal assessment task

Art and/or design practitioners are constantly influenced by both the world around them and the work of others. To help you understand these influences, you are required to research the work of an established practitioner (or practitioners) within your chosen art and/or design discipline. You will then use your research to influence and inform the production of a personal response. On completion of your art and/or design work, you will evaluate how your research has influenced your personal response.

Task 1 (Learning Outcome 1)

a) Research

You must research the work of an established practitioner (or practitioners) within your chosen art and/or design discipline, focusing on an area of specific interest to you. This might involve:

- visits to art and/or design galleries, museums etc
- visits to, and/or interviews with, practitioners, possibly in their studio or work place
- the use of published material, including books, journals, academic articles, online sources, gallery handouts etc

Types of evidence:

Your research might consist of:

- annotated sketchbook(s)
- visual and/or written analysis of art and/or design work
- video
- website
- blog
- essay

Unit 02 Research project in art and design (M/508/4402) (cont'd)**Task 1 (Learning Outcome 1) (cont'd)****b) Validity of sources**

Having researched the work of an established practitioner (or practitioners) within your chosen art and design discipline, you must now assess the appropriateness of your research sources. Consider the validity and reliability of the sources you have used.

Types of evidence:

This might best be recorded through:

- visual and/or written analysis
- video
- website
- blog
- essay

Unit 02 Research project in art and design (M/508/4402) (cont'd)**Task 1 (Learning Outcome 1) (cont'd)****c) Connecting your research with your personal response**

You must now show how your research will inform your personal response. You might consider some or all of the following factors:

- themes
- style
- colour ways
- materials
- techniques
- processes
- interpretations
- visual language
- formal elements

Types of evidence:

Your consideration might best be recorded through:

- annotated sketchbook(s)
- visual and/or written analysis of art and/or design work
- video
- website
- blog
- essay

Unit 02 Research project in art and design (M/508/4402) (cont'd)**Task 1 (Learning Outcome 1) (cont'd)****d) Bibliography of sources**

You should keep a record of your research sources, and produce a bibliography. This should include all of the research sources you use, including books, journals, websites etc.

Types of evidence:

You must produce a bibliography

Grading descriptors	Explanation
Pass: Makes reference to research to inform their personal response.	No additional information
Merit: Demonstrates an understanding/use of research to inform their personal response.	No additional information
Distinction: Demonstrates a consistent and detailed understanding/use of research to inform their personal response.	No additional information

Unit 02 Research project in art and design (M/508/4402) (cont'd)**Task 2 (Learning Outcome 2)**

In Task 1 you conducted research into the work of an established practitioner (or practitioners) within your chosen art and/or design discipline, focusing on an area of specific interest to you. You should now produce a personal response informed by your research in the form of an art and/or design work.

Your personal response should result in a practical outcome that demonstrates your application of technical skills, elements of visual language, and control of media.

Types of evidence:

Your personal response might consist of:

- art and/or design work
- technical notes
- digital files
- sketchbooks
- samples, models, maquettes
- video/screenshots
- photographs

Grading descriptors	Explanation
Pass: The personal response will show application of <u>some technical</u> skills, elements of visual language and media.	No additional information
Merit: The personal response will show the <u>effective</u> application of <u>technical</u> skills, elements of visual language and media.	No additional information
Distinction: The personal response will show the <u>consistent and effective</u> combination of <u>technical</u> skills, elements of visual language and media.	No additional information

Unit 02 Research project in art and design (M/508/4402) (cont'd)**Task 3 (Learning Outcome 3)**

You must now review how the research you undertook into the work of an established practitioner (or practitioners) in Task 1 influenced and informed the personal response you made in Task 5. You should record reasoned conclusions based on the information available to you.

You should consider:

- how your research informed your choice and use of materials, techniques and processes
- how your research informed your use of the formal elements and visual language

Types of evidence:

Your review might best be presented as:

- evaluation
- essay
- presentation
- website
- blog
- sketchbook

Grading descriptors	Explanation
Pass: Makes reasoned conclusions based on appropriate information.	No additional information
Merit: Makes reasoned <u>and balanced</u> conclusions based on the information.	No additional information
Distinction: Makes <u>well-reasoned</u> and balanced conclusions <u>which inform future developments</u> .	No additional information

Unit 03 Communicate visually (A/508/4404)**Internal assessment task****Daylight**

Artists from Patrick Caulfield to John Constable, and designers from John Piper and Norman Wilkinson to Selgas Cano have worked with the visual device of **Daylight**.

Daylight has been used to communicate explicit meaning such as a particular season, implicit meaning such as a joke or pun, or symbolic meaning such as a spiritual message.

You are required to work with **Daylight** as a visual device. You are required to examine the work of artists or designers who have used **Daylight** to communicate a theme, idea or message.

You are then required to use the visual device of **Daylight** to communicate your own theme, idea or message.

You will reflect on the art or design work you have produced and you will evaluate the skills you have used and the communication of your theme, idea or message.

Task 1 (Learning Outcome 1)

In this task you will look at how and why other artists and/or designers have used **Daylight** as a visual device. You may:

- explore the work of other artists and/or designers who have worked with the visual device of **Daylight**
- use a broad range of practice and practitioners to allow you to see how the visual device of **Daylight** is used in different contexts
- explore how artists and/or designers have used formal elements
- explore how artists and/or designers have used the visual device of **Daylight** to communicate a message, idea or meaning

Types of evidence:

You must provide:

- An analysis of the work of artists and/or designers who have used **Daylight** to communicate a theme, idea or message

Evidence could include:

- annotation of sketches, swatches, mood boards, diagrams, etc
- report
- presentation

Unit 03 Communicate visually (A/508/4404) (cont'd)**Task 1 (Learning Outcome 1) (cont'd)**

Grading descriptors	Explanation
Pass: Supports <u>all</u> points with <u>some</u> sophisticated examples.	No additional information
Merit: Supports <u>all</u> points with sophisticated examples <u>and some</u> appropriate comparisons.	No additional information
Distinction: Supports <u>all</u> points with sophisticated examples <u>and</u> appropriate comparisons.	No additional information

Unit 03 Communicate visually (A/508/4404) (cont'd)**Task 2 (Learning Outcome 2)**

In this task you are required to produce art or design work which communicates a theme/idea/message of your own, through the visual device of **Daylight**. You will address practical and abstract considerations as you produce your work. You will reflect on what you have learnt in Task 1 and apply it to your own work in this task by:

- deciding on a message, meaning or idea that you will communicate through the visual device of **Daylight**
- using elements of visual language to communicate your chosen message, meaning or idea through the visual device of **Daylight**
- demonstrating technical skill in your use of materials, techniques or processes
- recording how you have addressed the legal, social, religious and ethical considerations that apply to your work

Types of evidence:

You must provide:

- art and/or design work: visual communication of a chosen theme/idea/message through the visual device of Daylight

Evidence could include:

- notes/annotations
- sketches, swatches, mood boards, diagrams, etc

Grading descriptors	Explanation
Pass: Art and/or design work will show application of <u>some technical</u> skills, and use of visual language and media to communicate an idea/theme/message.	No additional information
Merit: Art and/or design work will show the <u>effective</u> application of <u>technical</u> skills, and use of visual language and media to communicate an idea/theme/message.	No additional information
Distinction: Art and/or design work will show the <u>consistent and effective</u> combination of <u>technical</u> skills, and use of visual language and media to communicate an idea/theme/message.	No additional information

Unit 03 Communicate visually (A/508/4404) (cont'd)**Task 3 (Learning Outcome 3)**

In this task you are required to review how you have communicated visually. As you review your work you will focus on how you have communicated a chosen theme/idea/message through the visual device of **Daylight**. You will provide justifications for your choices as you evaluate:

- your use of technical skills
- your use of visual language
- the medium you used
- the strengths and/or weaknesses of visual communication

Types of evidence:

You must provide:

- a review of the art and/or design work created in Task 2

Evidence could include:

- video
- report
- presentation
- blogs
- annotated visual work

Grading descriptors	Explanation
Pass: Identifies the strengths or weaknesses of visual communication in their own work, and provides <u>some</u> evidence to justify the choices.	No additional information
Merit: Identifies the strengths or weaknesses of visual communication in their own work, and provides <u>detailed</u> evidence to justify the choices.	No additional information
Distinction: <u>Describes the relative impact of the strengths or weaknesses</u> of visual communication in their own work.	No additional information

Unit 04 Present and promote your work (R/508/4408)**Internal assessment task**

As an art and/or design practitioner, you've been asked to present your work for public exhibition.

Task 1 (Learning Outcome 1)

You need to create a proposal for the physical and digital presentation and promotion of your work. You must consider:

- format
- context
- environment
- different types of presentation
- different types of promotion
- types of audience
- range of opportunities to promote your work

Types of evidence

You must produce a proposal, which may include:

- a plan
- annotated screenshots (eg social media activity)
- annotated photographs
- presentation
- video recording with commentary
- digital or interactive presentation
- audio/visual narrative
- diagrams

Grading descriptors	Explanation
Pass: <u>Plan solutions</u> to presenting and promoting their work.	Basic plan – might lack detail but should show both digital and physical methods. May not actually be feasible.
Merit: <u>Plan effective solutions</u> to presenting and promoting their work.	Feasible plan – some detail in methods. eg one method better planned than other.
Distinction: <u>Plan effective and consistent solutions to presenting and promoting their work, and how those solutions could be implemented.</u>	Consistent – good planning across methods (digital and physical).

Unit 04 Present and promote your work (R/508/4408) (cont'd)

Task 2 (Learning Outcome 2)

You must present your work in an appropriate digital format, based on the proposal you produced in Task 1.

Types of evidence

- Website
- Social media
- Online shop
- Offline digital medium

Unit 04 Present and promote your work (R/508/4408) (cont'd)

Task 3 (Learning Outcome 2)

You must present your work in an appropriate physical format, based on the proposal you produced in Task 1.

Types of evidence

- Exhibition (video or photographic evidence of the event)
- Portfolio
- Client presentation
- Publication

Unit 04 Present and promote your work (R/508/4408) (cont'd)**Task 4 (Learning Outcome 2)**

You must promote your work, based on the proposal you produced in Task 1.

Types of evidence

- Promotional material
- Annotated screenshots (eg social media activity)
- Photographs of promotion in situ

Grading descriptors	Explanation
Pass: Outcome will show application of <u>some specialist</u> knowledge in presenting and promoting their work.	No additional information
Merit: Outcome will show the <u>effective</u> application of <u>specialist</u> knowledge in presenting and promoting their work.	No additional information
Distinction: Outcome will show the <u>consistent and effective</u> application of <u>specialist</u> knowledge in presenting and promoting their work.	No additional information

Unit 04 Present and promote your work (R/508/4408) (cont'd)**Task 5 (Learning Outcome 3)**

You must review the presentation and promotion of your work, considering:

- the effectiveness of your initial proposal
- the strengths and weaknesses of your presentation
- the strengths and weaknesses of your promotion

Types of evidence

- Report
- Presentation
- Written evaluation
- Interview feedback/evaluation
- Questionnaire
- Feedback from audience

Grading descriptors	Explanation
Pass: Describes the effectiveness of the presentation and promotion, and <u>links these to success or otherwise of the overall outcome.</u>	No additional information
Merit: Describes the effectiveness of the presentation and promotion, and <u>justifies their use.</u>	No additional information
Distinction: Describes the effectiveness of the presentation and promotion, <u>justifies their use and suggests improvements.</u>	No additional information

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