

Mark Scheme for GCE AS ART AND DESIGN		Unit One Personal Creative Enquiry (Total Mark160)			
	AO1 CONTEXTUAL UNDERSTANDING	AO2 CREATIVE MAKING	AO3 REFLECTIVE RECORDING	AO4 PERSONAL PRESENTATION	
	<i>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</i>	<i>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</i>	<i>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i>	<i>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</i>	
<b>5</b>	<b>33 – 34 – 35 – 36 – 37 – 38 – 39 - 40</b>	<b>33 – 34 – 35 – 36 – 37 – 38 – 39 - 40</b>	<b>33 – 34 – 35 – 36 – 37 – 38 – 39 - 40</b>	<b>33 – 34 – 35 – 36 – 37 – 38 – 39 - 40</b>	
	Thorough development of ideas through sustained and focused investigations.  Rigorous critical analysis and evaluation of relevant contextual and other sources.  Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and contexts.	Good evidence of selecting appropriate resources, media and processes.  Confident exploration of materials and skilful control of techniques to exploit their creative potential.  Significant relationships established between working methods and outcomes that are frequently reviewed and appropriately refined.	Good ability to record observations, experiences, ideas and insights relevant to intentions within the context of thorough research and enquiry.  Rigorous and effective critical reflection on work and progress is demonstrated.	Imaginative, personal and meaningful responses are presented, with intentions realised in a very competent and clear way.  Significant connections between visual, written, oral and other elements, where appropriate, conveyed in a convincing way.	
<b>4</b>	<b>25 – 26 – 27 – 28 – 29 – 30 – 31 - 32</b>	<b>25 – 26 – 27 – 28 – 29 – 30 – 31 - 32</b>	<b>25 – 26 – 27 – 28 – 29 – 30 – 31 - 32</b>	<b>25 – 26 – 27 – 28 – 29 – 30 – 31 - 32</b>	
	Reasonable development of ideas through generally sustained investigations.  Reasonable critical analysis and evaluation of generally relevant contextual and other sources.  Responses and interpretations are generally informed by reasonable understanding of purposes, meanings and contexts.	Reasonable evidence of selecting appropriate resources, media and processes.  Reasonable exploration of materials and control of techniques to exploit their creative potential.  Relationships established between ideas, working methods and outcomes that are reviewed and reasonably refined.	Reasonable ability to record observations, ideas and insights relevant to intentions within the context of reasonable research and enquiry.  Reasonably effective critical reflection on work and progress is demonstrated.	Reasonably imaginative, personal and meaningful responses are presented, with intentions realised in a satisfactory way.  Relevant connections between visual, written, oral and other elements, where appropriate, conveyed in a reasonably convincing way.	
<b>3</b>	<b>17 – 18 – 19 - 20 – 21 – 22 – 23 – 24</b>	<b>17 – 18 – 19 - 20 – 21 – 22 – 23 – 24</b>	<b>17 – 18 – 19 - 20 – 21 – 22 – 23 – 24</b>	<b>17 – 18 – 19 - 20 – 21 – 22 – 23 – 24</b>	
	Some development of ideas through investigations, some aspects of which are sustained.  Some critical analysis and evaluation of partly relevant contextual and other sources.  Responses and interpretations are sometimes informed by some understanding of purposes, meanings and contexts.	Some evidence of selecting resources, media and processes, some of which are appropriate.  Some exploration of materials and control of techniques to exploit their creative potential.  Links sometimes made between ideas, working methods and outcomes that are sometimes reviewed and to some extent refined.	Some ability to record observations, ideas and insights relevant to intentions within the context of some research and enquiry.  Some critical reflection on work and progress is demonstrated.	Some ability to present imaginative, personal and meaningful responses, with intentions realised in an inconsistent way.  Some evidence of relevant connections between visual, written, oral and other elements, where appropriate, conveyed in a partly convincing way.	
<b>2</b>	<b>9 – 10 – 11 – 12 – 13 – 14 – 15 - 16</b>	<b>9 – 10 – 11 – 12 – 13 – 14 – 15 - 16</b>	<b>9 – 10 – 11 – 12 – 13 – 14 – 15 - 16</b>	<b>9 – 10 – 11 – 12 – 13 – 14 – 15 - 16</b>	
	Limited development of ideas through limited investigations.  Limited attempts made to analyse critically and evaluate contextual and other sources.  Responses and interpretations show limited awareness of aspects of purpose, meaning and context.	Limited evidence of selecting resources, media and processes, a minimum of which are appropriate.  Limited attempts made to explore materials and control techniques to exploit their creative potential.  Limited links are made between ideas, working methods and outcomes that are sometimes reviewed and refined in a limited way.	Limited ability to record observations, ideas and insights relevant to intentions within the context of limited research and enquiry.  Limited critical reflection work and progress is demonstrated.	Limited ability to present imaginative, personal and meaningful responses, with intentions realised in a limited way.  Limited evidence of relevant connections between visual, written, oral and other elements, where appropriate, conveyed in a limited way.	
<b>1</b>	<b>1 – 2 – 3 – 4 – 5 – 6 – 7 - 8</b>	<b>1 – 2 – 3 – 4 – 5 – 6 – 7 - 8</b>	<b>1 – 2 – 3 – 4 – 5 – 6 – 7 - 8</b>	<b>1 – 2 – 3 – 4 – 5 – 6 – 7 - 8</b>	
	Extremely limited development of ideas occasionally evident.  Extremely limited attempts made to analyse critically and consider contextual and other sources.  Responses and interpretations show extremely limited awareness of aspects of purpose, meaning and context.	Extremely limited evidence of selecting resources, media and processes, of which few if any are appropriate.  Extremely limited attempts made to explore materials and techniques.  Extremely limited links are made between ideas, working methods and outcomes, with extremely limited attempts made to review and refine.	Extremely limited ability to record observations, ideas and insights within the context of extremely limited research and enquiry.  Extremely limited attempt to reflect critically on work and progress.	Extremely limited ability to present imaginative, personal and meaningful responses, with intentions realised in an extremely limited way.  Extremely limited evidence of relevant connections between visual, written, oral and other elements, where appropriate, conveyed in an extremely limited way.	
<b>0</b>	<b>0</b> Response not worthy of credit or not attempted.	<b>0</b> Response not worthy of credit or not attempted.	<b>0</b> Response not worthy of credit or not attempted.	<b>0</b> Response not worthy of credit or not attempted.	

Mark Scheme for GCE A LEVEL ART AND DESIGN		Unit Two Personal Investigation (Total Marks 160)			
	AO1 CONTEXTUAL UNDERSTANDING	AO2 CREATIVE MAKING	AO3 REFLECTIVE RECORDING	AO4 PERSONAL PRESENTATION	
	<i>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</i>	<i>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</i>	<i>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i>	<i>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</i>	
<b>5</b>	<b>33 – 34 – 35 – 36 – 37 – 38 – 39 - 40</b>	<b>33 – 34 – 35 – 36 – 37 – 38 – 39 - 40</b>	<b>33 – 34 – 35 – 36 – 37 – 38 – 39 - 40</b>	<b>33 – 34 – 35 – 36 – 37 – 38 – 39 - 40</b>	
	<p>Sophisticated and thorough development of ideas through coherently sustained, focused and in-depth investigations.</p> <p>Perceptive and rigorous visual and written critical analysis and evaluation applied to highly relevant contextual and other sources, including the perceptive and rigorous use of appropriate specialist vocabulary.</p> <p>Mature and comprehensive responses and interpretations consistently informed by very good understanding of associated purposes, meanings and contexts.</p>	<p>Sophisticated evidence of selecting appropriate resources, media and processes.</p> <p>Rigorous and confident exploration of materials and highly skilful control of techniques to fully exploit their creative potential.</p> <p>Significant and perceptive relationships established between working methods and outcomes that are continually reviewed and sensitively refined.</p>	<p>Sophisticated ability to record observations, experiences, ideas and insights relevant to intentions within the context of thorough and coherent research and enquiry.</p> <p>Perceptive, rigorous and effective critical reflection on work and progress is demonstrated.</p>	<p>Highly imaginative, personal and meaningful responses presented, with intentions realised in a perceptive and coherent way.</p> <p>Significant and perceptive connections between visual, written, oral and other elements, where appropriate, conveyed in a highly convincing way.</p>	
<b>4</b>	<b>25 – 26 – 27 – 28 – 29 – 30 – 31 - 32</b>	<b>25 – 26 – 27 – 28 – 29 – 30 – 31 - 32</b>	<b>25 – 26 – 27 – 28 – 29 – 30 – 31 - 32</b>	<b>25 – 26 – 27 – 28 – 29 – 30 – 31 - 32</b>	
	<p>Thorough development of ideas through sustained and focused investigations.</p> <p>Rigorous visual and written critical analysis and evaluation applied to highly relevant contextual and other sources, including the rigorous use of appropriate specialist vocabulary.</p> <p>Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and contexts.</p>	<p>Good evidence of selecting the appropriate resources, media and processes.</p> <p>Confident exploration of materials and skilful control of techniques to exploit their creative potential.</p> <p>Significant relationships established between working methods and outcomes that are frequently reviewed and appropriately refined.</p>	<p>Good ability to record observations, experiences, ideas and insights relevant to intentions within the context of thorough research and enquiry.</p> <p>Rigorous and effective critical reflection on work and progress is demonstrated.</p>	<p>Imaginative, personal and meaningful responses presented, with intentions realised in a very competent and clear way.</p> <p>Significant connections between visual, written, oral and other elements, where appropriate, conveyed in a convincing way.</p>	
<b>3</b>	<b>17 – 18 – 19 - 20 – 21 – 22 – 23 – 24</b>	<b>17 – 18 – 19 - 20 – 21 – 22 – 23 – 24</b>	<b>17 – 18 – 19 - 20 – 21 – 22 – 23 – 24</b>	<b>17 – 18 – 19 - 20 – 21 – 22 – 23 – 24</b>	
	<p>Reasonable development of ideas through investigations that are generally sustained.</p> <p>Reasonable visual and written critical analysis and evaluation of generally relevant contextual and other sources, including the reasonable use of specialist vocabulary.</p> <p>Responses and interpretations are generally informed by understanding of purposes, meanings and contexts.</p>	<p>Reasonable evidence of selecting appropriate resources, media and processes.</p> <p>Reasonable exploration of materials and control of techniques to exploit their creative potential.</p> <p>Relationships established between working methods and outcomes that are reviewed and reasonably refined.</p>	<p>Reasonable ability to record observations, experiences, ideas and insights relevant to intentions within the context of reasonable research and enquiry.</p> <p>Reasonably effective critical reflection on work and progress is demonstrated.</p>	<p>Reasonably imaginative, personal and meaningful responses presented, with intentions realised in a satisfactory way.</p> <p>Relevant connections between visual, written, oral and other elements, where appropriate, conveyed in a reasonably convincing way.</p>	
<b>2</b>	<b>9 – 10 – 11 – 12 – 13 – 14 – 15 - 16</b>	<b>9 – 10 – 11 – 12 – 13 – 14 – 15 - 16</b>	<b>9 – 10 – 11 – 12 – 13 – 14 – 15 - 16</b>	<b>9 – 10 – 11 – 12 – 13 – 14 – 15 - 16</b>	
	<p>Some development of ideas through investigations, some of which are sustained.</p> <p>Some visual and written critical analysis and evaluation of some relevant contextual and other sources, including some use of specialist vocabulary.</p> <p>Responses and interpretations are sometimes informed by understanding of purposes, meanings and contexts.</p>	<p>Some evidence of selecting resources, media and processes, some of which are appropriate.</p> <p>Some exploration of materials and control of techniques to exploit their creative potential.</p> <p>Links sometimes made between working methods and outcomes that are sometimes reviewed and to some extent refined.</p>	<p>Some ability to record observations, experiences, ideas and insights relevant to intentions within the context of some research and enquiry.</p> <p>Some critical reflection on work and progress is demonstrated.</p>	<p>Some ability to present imaginative, personal and meaningful responses, with intentions realised in an inconsistent way.</p> <p>Some connections between visual, written, oral and other elements, where appropriate, conveyed in a partly convincing way.</p>	
<b>1</b>	<b>1 – 2 – 3 – 4 – 5 – 6 – 7 - 8</b>	<b>1 – 2 – 3 – 4 – 5 – 6 – 7 - 8</b>	<b>1 – 2 – 3 – 4 – 5 – 6 – 7 - 8</b>	<b>1 – 2 – 3 – 4 – 5 – 6 – 7 - 8</b>	
	<p>Limited development of ideas through investigations.</p> <p>Limited visual and written critical analysis and evaluation with minimal reference to contextual and other sources, with limited use of specialist vocabulary.</p> <p>Limited responses and interpretations partially informed by limited understanding of aspects of purpose, meaning and context.</p>	<p>Limited evidence of selecting resources, media and processes, a minimum of which are appropriate.</p> <p>Limited attempts made to explore materials and control techniques to exploit their creative potential.</p> <p>Limited links are made between working methods and outcomes that, to some extent, are reviewed and refined in a limited way.</p>	<p>Limited ability to record observations, experiences ideas and insights relevant to intentions within the context of limited research and enquiry.</p> <p>Limited critical reflection on work and progress is demonstrated.</p>	<p>Limited ability to present imaginative, personal and meaningful responses, with intentions realised in a limited way.</p> <p>Limited evidence of connections between visual, written, oral and other elements, where appropriate, conveyed in a limited way.</p>	
<b>0</b>	<b>0</b> Response not worthy of credit or not attempted.	<b>0</b> Response not worthy of credit or not attempted.	<b>0</b> Response not worthy of credit or not attempted.	<b>0</b> Response not worthy of credit or not attempted.	

**Assessment of extended writing:** a minimum of **400 words** extended writing **must** be included as evidence for **AO1**. Depending on the nature of the personal investigation, learners may also **choose** to use extended writing, together with visual and other evidence, to address any or all of the other Assessment Objectives AO2, AO3 and AO4. For AO2, AO3 and/or AO4, extended writing must be presented in sections of **200 words minimum**. Whatever the format of written responses, the **1000 word minimum** requirement applies in all instances.

Mark Scheme for GCE A LEVEL ART AND DESIGN		Unit Three Externally Set Assignment (Total Marks 100)			
	AO1 CONTEXTUAL UNDERSTANDING	AO2 CREATIVE MAKING	AO3 REFLECTIVE RECORDING	AO4 PERSONAL PRESENTATION	
	<i>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</i>	<i>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</i>	<i>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i>	<i>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</i>	
<b>5</b>	<b>21 – 22 – 23 – 24 - 25</b>	<b>21 – 22 – 23 – 24 - 25</b>	<b>21 – 22 – 23 – 24 - 25</b>	<b>21 – 22 – 23 – 24 - 25</b>	
	Sophisticated and thorough development of ideas through coherently sustained, focused and in-depth investigations. Perceptive and rigorous critical analysis and evaluation applied to highly relevant contextual and other sources. Mature and comprehensive responses and interpretations consistently informed by very good understanding of associated purposes, meanings and contexts.	Sophisticated evidence of selecting appropriate resources, media and processes. Rigorous and confident exploration of materials and highly skilful control of techniques to fully exploit their creative potential. Significant and perceptive relationships established between working methods and outcomes that are continually reviewed and sensitively refined.	Sophisticated ability to record observations, experiences, ideas and insights relevant to intentions within the context of thorough and coherent research and enquiry. Perceptive, rigorous and effective critical reflection on work and progress is demonstrated.	Highly imaginative, personal and meaningful responses presented, with intentions realised in a perceptive and coherent way. Significant and perceptive connections between visual, written, oral and other elements, where appropriate, conveyed in a highly convincing way.	
<b>4</b>	<b>16 – 17 – 18 – 19 - 20</b>	<b>16 – 17 – 18 – 19 - 20</b>	<b>16 – 17 – 18 – 19 - 20</b>	<b>16 – 17 – 18 – 19 - 20</b>	
	Thorough development of ideas through sustained and focused investigations. Rigorous critical analysis and evaluation applied to appropriate contextual and other sources. Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and contexts.	Good evidence of selecting the most appropriate resources, media and processes. Confident exploration of materials and skilful control of techniques to exploit their creative potential. Significant relationships established between working methods and outcomes that are frequently reviewed and appropriately refined.	Good ability to record observations, experiences, ideas and insights relevant to intentions within the context of thorough research and enquiry. Rigorous and effective critical reflection on work and progress is demonstrated.	Imaginative, personal and meaningful responses presented, with intentions realised in a very competent and clear way. Significant connections between visual, written, oral and other elements, where appropriate, conveyed in a convincing way.	
<b>3</b>	<b>11 – 12 – 13 – 14 - 15</b>	<b>11 – 12 – 13 – 14 - 15</b>	<b>11 – 12 – 13 – 14 - 15</b>	<b>11 – 12 – 13 – 14 - 15</b>	
	Reasonable development of ideas through investigations that are generally sustained. Reasonable critical analysis and evaluation of generally relevant contextual and other sources. Responses and interpretations are generally informed by understanding of purposes, meanings and contexts.	Reasonable evidence of selecting appropriate resources, media and processes. Reasonable exploration of materials and control of techniques to exploit their creative potential. Relationships established between working methods and outcomes that are reviewed and reasonably refined.	Reasonable ability to record observations, experiences, ideas and insights relevant to intentions within the context of reasonable research and enquiry. Reasonably effective critical reflection on work and progress is demonstrated.	Reasonably imaginative, personal and meaningful responses presented, with intentions realised in a satisfactory way. Relevant connections between visual, written, oral and other elements, where appropriate, conveyed in a reasonably convincing way.	
<b>2</b>	<b>6 – 7 – 8 – 9 - 10</b>	<b>6 – 7 – 8 – 9 - 10</b>	<b>6 – 7 – 8 – 9 - 10</b>	<b>6 – 7 – 8 – 9 - 10</b>	
	Some development of ideas through investigations, some of which are sustained. Some critical analysis and evaluation of some relevant contextual and other sources. Responses and interpretations are sometimes informed by understanding of purposes, meanings and contexts.	Some evidence of selecting resources, media and processes, some of which are appropriate. Some exploration of materials and control of techniques to exploit their creative potential. Links sometimes made between working methods and outcomes that are sometimes reviewed and to some extent refined.	Some ability to record observations, experiences, ideas and insights relevant to intentions within the context of some research and enquiry. Some critical reflection on work and progress is demonstrated.	Some ability to present imaginative, personal and meaningful responses, with intentions realised in an inconsistent way. Some connections between visual, written, oral and other elements, where appropriate, conveyed in a partly convincing way.	
<b>1</b>	<b>1 – 2 – 3 – 4 - 5</b>	<b>1 – 2 – 3 – 4 - 5</b>	<b>1 – 2 – 3 – 4 - 5</b>	<b>1 – 2 – 3 – 4 - 5</b>	
	Limited development of ideas through investigations. Limited critical analysis and evaluation with minimal reference to contextual and other sources. Limited responses and interpretations partially informed by limited understanding of aspects of purpose, meaning and context.	Limited evidence of selecting resources, media and processes, a minimum of which are appropriate. Limited attempts made to explore materials and control techniques to exploit their creative potential. Limited links are made between working methods and outcomes that, to some extent are reviewed and refined in a limited way.	Limited ability to record observations, experiences, ideas and insights relevant to intentions within the context of limited research and enquiry. Limited reflection on work and progress is demonstrated.	Limited ability to present imaginative, personal and meaningful responses, with intentions realised in a limited way. Limited evidence of connections between visual, written, oral and other elements, where appropriate, conveyed in a limited way.	
<b>0</b>	<b>0</b> Response not worthy of credit or not attempted.	<b>0</b> Response not worthy of credit or not attempted.	<b>0</b> Response not worthy of credit or not attempted.	<b>0</b> Response not worthy of credit or not attempted.	