

Edexcel GCE in Applied Art & Design

Assessment glossary

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| A range of | This implies that the learner has looked outside the obvious and started to take over a series of options, or looked at a series of techniques or processes. |
| A wide range | The Learner's work is based on a number of references and refers to information that takes more time to access, e.g. visits to galleries, information gained from site visits, information gained through reading. The learner uses more adventurous techniques, increasingly these tend to be the ones that demand more effort to Learn, e.g. investigating the work of others to gather first-hand information or incorporating printmaking to develop ideas. |
| Appropriate | The learner has chosen to do the right thing, even though the execution is often poor. |
| Basic | The ideas that the learner develops are obvious and undeveloped. The Learner will tend to focus on one idea and stick with it, rather than explore a range of alternatives. They remain concerned with their personal preoccupations and do not develop an awareness of the work of others, e.g. typically work based on martial arts or graffiti. Any references made to the work of others are limited and are not integrated into the ideas or practical work that the learner develops. Often the references are accessed electronically and placed undigested into sketchbooks, e.g. Encarta entries. |
| Creatively | The learner shows an ability to develop new approaches and ideas. These ideas should build on the investigations that they have carried out into the work of others. They should be examining new approaches to materials and techniques and producing ingenious and exciting solutions. |
| Competent | Learners will understand the purpose of visual research and it is consistent and relevant. They will glean meaningful information from sources. Learners have established skill Level with some consistency. Their original ideas may be consolidated a Little too early and ideas are complete but predictable. Overall the work produced is methodical with |

an emerging sense of style and individuality.

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| Confident | Learners show the ability to approach their work with clear understanding of the skills and knowledge required to achieve a task/outcome. They work with independence of both thought and skills |
| Correct | Learners have used the correct equipment or resources, but not very well. Using something correctly does not necessarily mean doing it well. For example the Learner has used the correct equipment to produce their work but has not applied the use very well or the learner has not explored the creative potential of the equipment. |
| Consistently | Achieving a level of output, either visual or written, over many opportunities. This is not a one-off, or a chance happening. |
| Complex | The learner's work covers many strands and they are all handled well. |
| Effective | The ideas that the learner develops are often methodically researched and documented. The Learner will investigate several ideas and develop one of them. The ideas that they develop are personal and make reference to other artists or designers. Work may be based on an analysis of a group of artists or designers. The Learner may pursue a personal interest and this may come over in the outcomes. Often the work will completely meet the requirements of a brief and the proposals will be realistic and workable. Any references made to the work of others are methodically researched and integrated into the ideas or practical work that the learner develops. The references are developed in the sketchbooks and inform the development process. Any references made are personal and relevant to the ideas that the learner develops. |
| Excellent | The learner has developed very accomplished skills, which are applied with confident understanding of their potential. Critical understanding and visual vocabulary are very well developed and show high levels of refinement. The learner produces outstanding original work of a high calibre. |
| Fluently | Fluently the learner has a high command of |

skills/techniques. The learner is well informed and employs effective use of critical vocabulary. The work produced is intuitive, imaginative, exciting and original.

In-depth

The learner's work is based on a large number of references and refers to a wide variety of information that comes from a variety of sources. Ideas are explored for extended periods and often small starting points are developed into richly textured outcomes as the learner becomes immersed in the ideas, techniques and materials. Often ideas take exciting and unexpected turns and the final outcome is resolved elegantly. The learner uses very adventurous techniques and materials, increasingly employing new styles, techniques, materials or processes in a non-obvious way.

Imaginatively

The wide-ranging and extensive ideas that the learner develops are often widely researched and documented in an exciting way. Often the way the ideas are presented is as exciting and relevant as any final outcome. The learner will investigate and develop several ideas and thoroughly explore a range of alternatives. The learner working in this mark band often becomes interested in one artist or movement and develops their own work in response to this. Often the references are indirect and implicit within the learner's work.

Innovatively

The learner demonstrates the ability to make changes to the work they do on a consistent basis. They are not precious about single ideas, but are prepared to change direction and emphasis. They are continually reviewing and analysing their work in order to produce new outcomes.

Limited

The learner's work is biased on obvious references and refers to easily-found information, e.g. shopping catalogue images.

Well-organised

Clear layout, often very interesting and sometimes exciting work presented in such a way that it is obvious the learner has a good grasp of the task they are undertaking. The Learner uses a few techniques and these tend to be the ones that are easy to hand. Often the learner will employ one technique and present all their work using this one technique, e.g. drawing. Often the work will remain at the same level and little learning or development takes place.

