



Mark Scheme (Results)

January 2020

BTEC Level 3 National in Art and Design

Unit 2: Critical and Contextual Studies in  
Art and Design (31828H)



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**ALWAYS LEARNING**



# Unit 2: Critical and Contextual Studies in Art and Design - Marking grid

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## General Marking Guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

## Specific Marking Guidance

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The marking grids have been designed to assess learner work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

### Marking Grid

<b>Assessment Outcomes</b>	<b>Mark Awarded</b>
AO1: Be able to apply an effective investigation process to inform understanding of creative practitioners	Out of 12
AO2: Demonstrate the ability to visually analyse the work of creative practitioners	Out of 20
AO3: Demonstrate understanding of how contextual factors relate to creative practitioners' work	Out of 12
AO4: Communicate independent judgements demonstrating understanding of the work of creative practitioners	Out of 16
<b>TOTAL</b>	<b>Out of 60</b>

Assessment outcomes	Band 0	Band 1	Band 2	Band 3	Band 4
<b>AO1</b>	<b>0</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>10-12</b>
Be able to apply an effective investigation process to inform understanding of creative practitioners	Level of response not worthy of credit	<ul style="list-style-type: none"> <li>• Superficial selection and limited use of research</li> <li>• Limited application of investigation which tentatively informs understanding</li> <li>• Limited and inaccurate use of written communication, grammar and structure</li> </ul>	<ul style="list-style-type: none"> <li>• Basic selection and adequate use of research, with partial relevance to enquiry</li> <li>• Basic application of investigation which partially supports and informs understanding, with some inconsistencies</li> <li>• Basic use of written communication, grammar and structure with some inconsistency</li> </ul>	<ul style="list-style-type: none"> <li>• Considered selection and competent use of research that is clearly relevant to enquiry</li> <li>• Competent application of investigation which clearly supports and informs understanding</li> <li>• Competent and generally consistent use of written communication and grammar, with adequate structure</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptive and purposeful selection and comprehensive use of research, with concise relevance to enquiry</li> <li>• Effective application of investigation comprehensively supports and informs understanding</li> <li>• Effective and consistent use of written communication and grammar, with logical structure</li> </ul>

Assessment outcome	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5
<b>AO2</b>	<b>0</b>	<b>1-4</b>	<b>5-8</b>	<b>9-12</b>	<b>13-16</b>	<b>17-20</b>
Demonstrate the ability to visually analyse the work of creative practitioners	Level of response not worthy of credit	<ul style="list-style-type: none"> <li>Limited ability to analyse visual components of work</li> <li>Limited understanding shown through tentative connections made between visual elements, subject matter and meaning</li> <li>Superficial references made to specific works</li> <li>Limited use of specialist terminology with inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Basic ability to analyse visual components of work</li> <li>Partial understanding shown through basic connections made between visual elements, subject matter and meaning</li> <li>Partially relevant references made to specific works to support analysis</li> <li>Basic use of specialist terminology</li> </ul>	<ul style="list-style-type: none"> <li>Competent ability to analyse visual components of work</li> <li>Competent understanding shown through coherent connections made between visual elements, subject matter and meaning</li> <li>Relevant references made to specific works to support analysis</li> <li>Competent use of specialist terminology</li> </ul>	<ul style="list-style-type: none"> <li>Effective ability to analyse visual components and characteristics of work</li> <li>Secure understanding shown through purposeful connections made between visual elements, subject matter and meaning</li> <li>Effective references made to specific works to support analysis</li> <li>Effective use of specialist terminology</li> </ul>	<ul style="list-style-type: none"> <li>Sophisticated ability to analyse visual components and characteristics of work</li> <li>Assured understanding shown through perceptive connections made between visual elements, subject matter and meaning</li> <li>Pertinent and insightful references made to specific works to support analysis</li> <li>Authoritative use of specialist terminology</li> </ul>

<b>Assessment Outcome</b>	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
<b>A03</b>	<b>0</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>10-12</b>
Demonstrate understanding of contextual factors relating to creative practitioners' work	Level of response not worthy of credit	<ul style="list-style-type: none"> <li>• Limited descriptions of contextual factors</li> <li>• Limited identification of relevant contextual factors relating to practitioners' work</li> <li>• Weak identification of themes and ideas in the work</li> <li>• Limited understanding of how the contextual factors impact on the practitioners' work</li> </ul>	<ul style="list-style-type: none"> <li>• Basic descriptions of contextual factors</li> <li>• Identification of some relevant contextual factors relating to practitioners' work, though may be inconsistent</li> <li>• Some themes and ideas identified in the work</li> <li>• Basic understanding of how the contextual factors impact on practitioners' work</li> </ul>	<ul style="list-style-type: none"> <li>• Competent descriptions and some analysis of contextual factors</li> <li>• Competent identification of relevant contextual factors relating to practitioners' work</li> <li>• Themes and ideas competently identified in the work</li> <li>• Consistent understanding of how the contextual factors impact on practitioners' work</li> </ul>	<ul style="list-style-type: none"> <li>• Effective analysis of contextual factors</li> <li>• Developed identification of relevant contextual factors relating to practitioners' work</li> <li>• Effective links made between contextual factors and themes and ideas identified in the work</li> <li>• Effective understanding of how the contextual factors impact on practitioners' work</li> </ul>

<b>Assessment outcomes</b>	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
<b>AO4</b>	<b>0</b>	<b>1-4</b>	<b>5-8</b>	<b>9-12</b>	<b>13-16</b>
Communicate independent judgements demonstrating understanding of the work of creative practitioners	Level of response not worthy of credit	<ul style="list-style-type: none"> <li>• Weak understanding shown through limited synthesis of visual and contextual factors, unable to formulate judgements</li> <li>• Superficial consideration of practitioner's work with minimal links made to the theme.</li> <li>• Limited justifications attempted, using little or no supporting arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Basic understanding shown through inconsistent synthesis of visual and contextual factors to form judgements</li> <li>• Literal consideration of each practitioner's work which is partially related to the theme</li> <li>• Basic justifications are partially supported with relevant arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Sound understanding shown through competent synthesis of visual and contextual factors to form judgements</li> <li>• Coherent consideration of each practitioner's work which is clearly related to the theme</li> <li>• Competent justifications are supported with relevant arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive understanding shown through effective synthesis of visual and contextual factors to form judgements</li> <li>• In-depth consideration of each practitioner's work which is perceptively related to the theme</li> <li>• Convincing justifications are effectively supported with pertinent arguments</li> </ul>



Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



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