

Summer 2021



# Summer 2021

## Alternative Arrangements: AS and A level

### Art and Design Subject Guidance





## Introduction

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for January, February, May and June 2021. Instead, the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation. CCEA has published *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre* to support teachers and school leaders in determining the appropriate Centre Determined Grades for each student.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this provide a grade to CCEA. This is different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations. It will require centres and CCEA to develop and use different processes from those used last year.

This document follows on from CCEA's *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre* and aims to provide further guidance to support teachers and Heads of Department in determining the appropriate Centre Determined Grade for each student entered for GCE AS or A level **Art and Design**.

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## 1. Overview

Each Centre Determined Grade is a judgement of the final grade for a qualification. It must be based on a holistic review of a student's performance as indicated by assessment evidence, gathered and retained at centre level. In the interests of fairness within and across centres, each Centre Determined Grade must be a realistic, evidence-based judgement of the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills in the content of the specification they have covered. This means students **do not** need to have completed a specified amount of content, or demonstrate skills, knowledge and understanding across every area of the specification, as they would normally. In this way, disruption to teaching and learning can be taken into account.

We must also acknowledge the decision taken in December 2020 by the Education Minister in respect of reducing the assessment burden in GCE AS and A level qualifications. The details in the table below will still be applicable in forming a Centre Determined Grade in Summer 2021. For example, teachers can consider evidence for either Unit AS1, Unit AS2 or both units.

Subject	Current Arrangements	Unit For Omission	Specification Adaptations
<b>GCE AS Level Art and Design</b>	<p><b>AS Unit 1:</b> Experimental Portfolio Internal assessment (50%)</p> <p><b>AS Unit 2:</b> Personal Response Internal assessment (50%)</p>	<p><b>AS</b> Students could choose to sit: Unit 1; <b>or</b> Unit 2</p>	N/A
<b>GCE A Level Art and Design</b>	<p><b>A2 Unit 1:</b> Personal and Critical Investigation Internal assessment (60%) (of which Practical 40%; Written 20%)</p> <p><b>A2 Unit 2:</b> Thematic Outcome Internal assessment (40%)</p>	<p><b>A2</b> Students could choose to sit: Unit 1; <b>or</b> Unit 2</p>	N/A

## 2. Preliminary Considerations

In arriving at a Centre Determined Grade for a student, it is not necessary to assess every aspect of the specification exhaustively. A selection of key tasks or assessments carried out under appropriate conditions and with a suitable level of demand, which allows you to authenticate the work as the student's own, will give a good indication of the standard at which the student is performing in the qualification.

To make accurate judgements, you must have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification;
- the grade descriptions at key grades (see Section 5 and Appendix 1 and 2 in this document);
- the assessment matrices
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

For GCE Art and Design, information on these aspects can be found in the specification and further illustrated in the specimen assessment materials, and pre release papers relating to coursework assessment tasks which are available on the CCEA website at [www.ccea.org.uk](http://www.ccea.org.uk)

A piece of evidence has high validity and reliability if a student who performs well in the task would reasonably be expected to perform equally well in the qualification as a whole. Some considerations that may impact on evidence are noted below.

- **Specification Coverage**

A piece of evidence that covers a greater breadth of the specification content, knowledge, understanding and skills from a unit (or units) with a higher weighting may give a better indication of a student's standard of performance than a piece with lesser breadth or with a lower weighting. Evidence does not need to cover the entire specification content.

- **Similarity to Actual Qualification Assessments**

Only work produced for the CCEA GCE Art and Design specification, should be used as evidence for assessment towards producing the centre determined grades. Teachers should use only CCEA assessment matrices and assessment criteria alongside other support materials to assess the work.

- **Controls**

If evidence is generated under less controlled conditions than a qualification assessment, its value may be less than a piece generated under conditions that are similar. Centres should keep a record of the conditions under which an assessment was completed, i.e. high, medium or limited levels of control – see **Appendix 3** for definitions.

However, CCEA understands the difficult public health context in which schools have been working since March 2020, which has included two extended periods of remote learning. Schools may, therefore, include evidence/coursework generated within more limited levels of control, where they can authenticate this as the student's own.

- **Level of Demand**

The evidence you gather must be set at an appropriate level of demand for it to be a good indicator of a student's standard of performance.

- **When Evidence Is Generated**

It should be borne in mind that a student's knowledge, understanding and skills may develop over the period of a course of study; you should consider when any piece of evidence was generated and ensure, if possible, that evidence generated recently is taken into account.

### 3. Evidence to Inform Centre Determined Grades

This section provides guidance on the information that centres should use in confirming Centre Determined Grades.

You should consider all the key evidence you have for each student and reflect on how much it tells you about the student's standard of performance, as measured against the requirements of the relevant specification. For example, this could be, but is not limited to:

- the consistency of a student's practical evidence;
- their depth or breadth of knowledge and understanding in relation to assessment objective 1;
- their skills, for example, in drawing and observation and manipulating materials;
- their ability to explore and experiment with materials and review and refine ideas to make progress.

Centres should be clear in their Centre Determined Grades policy what types of evidence will be used in determining the grade. Centres should also be clear with students the evidence that will be used to determine their grades. Where possible, centres should aim to use consistent sources of evidence for a qualification cohort. Some examples of evidence suitable for GCE AS and A level Art and Design you may choose to use are included in the following table:

<b>Evidence</b>
<b>Performance in coursework tasks already completed, for example Unit 1</b> – This can be even if these have not been fully completed.
<b>Performance in any mock examinations taken</b> – Some schools may have completed a timed test as a mock exam. These are likely to be a good indicator of performance, particularly if they are taken under high control conditions and assess the ability to resolve ideas into an outcome
<b>Records of each student’s performance throughout their study</b> – This includes, for example, progress review/tracking data, classwork, research and/or participation in class discussion, workshops or contextual discussions on Art and Design
<b>Evidence of knowledge, understanding and critical analysis demonstrated through the written component at A2</b> – Even where this is incomplete it can be used as evidence of a candidate’s contextual understanding of Art and Design and can support their practical work
<b>For resitting students</b> , prioritise evidence generated during the 2020/21 academic year.

### Assessment Objectives

Assessment objectives are the knowledge, understanding and skills that are normally assessed through the completion of examinations or internally assessed tasks. They are the foundations on which a specification is developed, and a weighting is applied to each individual assessment objective to show the weighting of assessment associated with it. They may also prove to be a useful indicator of the level of demand of a task or assessment. As such, you should consider the assessment objectives that will be assessed when selecting evidence to form a holistic judgement of a student’s performance. This information will be recorded in the Departmental Assessment Evidence Grid which is set out in Appendix 6 of CCEA’s *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre*.

The assessment objectives for GCE Art and Design are:

<b>AO1</b>	<b>Knowledge and understanding</b> Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
<b>AO2</b>	<b>Creative process</b> Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
<b>AO3</b>	<b>Skills</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
<b>AO4</b>	<b>Outcome</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Further information on assessment objectives, including weightings associated with individual units, can be found in Section 4: Scheme of Assessment in the subject specification.

When considered alongside the assessment objectives set out above, the following sources and/or types of evidence may be of greatest value in supporting a holistic review of a student's attainment.

Please note that where a unit omission has impacted on an assessment objective, it is *not necessary* to consider evidence for this objective; however, where reliable evidence exists, centres may still wish to consider it in forming a holistic judgement. For example AO4 (outcome) is only assessed in Unit 2 at AS and A2 level. However some centres may have encouraged candidates to plan or produce an outcome to support their progression on the course and towards the next level of their education. Centres should decide whether they have sufficient evidence to assess work against AO4.

Please see the Learning outcomes sections for each unit, in the specification, for guidance on how specific activities relate to assessment objectives. (Pages 22-25,27,30,31,33 and 34)

The table below gives examples of scenarios centres may be experiencing, and some guidance on the evidence you might use to form a centre determined grade. Please note these are only scenarios and are not prescriptive or exhaustive.

Possible scenario	What you might assess
1. (AS) Candidates have completed all of Unit AS1	<ul style="list-style-type: none"> <li>Assess the candidates using the Unit AS1 Assessment Matrix and/or Grade Descriptions and Key Features - (Appendix 1-2) for the relevant AOs</li> </ul>
2. (AS) Some candidates have completed all of Unit AS1 and an outcome and others have parts missing due to lockdown	<ul style="list-style-type: none"> <li>Assess the candidates who have completed all of AS1 using the Unit AS1 assessment matrix and/or Grade Descriptions and Key Features - (Appendix 1-2)</li> <li>Use AO4 in Unit AS2 Assessment Matrix and/or Grade Descriptions and Key Features - (Appendix 1-2) to assess the outcome.</li> <li>Omit AOs or criteria for candidates where they have work missing</li> </ul>
3. (A2) Candidates have completed all of the practical component but not the written component for Unit A21	<ul style="list-style-type: none"> <li>Assess the practical component using the appropriate A2 assessment matrix and/or Grade Descriptions and Key Features - (Appendix 1-2) for the relevant AOs</li> </ul>
4. (A2) Candidates have completed parts of Unit A21 and parts of Unit A22. Due to lockdown and significant disruption, candidates have very varied and incomplete portfolios of work	<ul style="list-style-type: none"> <li>Review candidate portfolios and try to find common areas that are complete e.g. a series of drawing experiments at beginning of the course; a piece of research on an artist.</li> <li>Where possible select common pieces to assess against specific AOs</li> <li>Where there is additional/more comprehensive work from some candidates this can also be assessed against appropriate AOs.</li> </ul>
5. (A2) Candidates have completed the full course	<ul style="list-style-type: none"> <li>Assess the candidates using the Unit A21 and Unit A22 assessment matrices and/or Grade Descriptions and Key Features - (Appendix 1-2)</li> </ul>

## Using AS Evidence at A Level

For A level, AS evidence may be considered alongside A2 evidence; however, the differences between AS and A2 should be borne in mind. For example, the AS qualification is weighted at 40% of the overall A level and has different grade descriptions. There is also no A\* grade at AS. If AS evidence is used, it must be assessed against the grade descriptions and the assessment criteria on the matrix for A2 (see Appendix 2 for more details). If you do decide to use AS evidence to support judgements at A2, this should be reflected in the Centre Determined Grades policy for your centre and in the Candidate Assessment Record, and it should be included in evidence submitted to CCEA for sampling in the CCEA review stage.

## 4. Support

A range of subject-specific support is available on the CCEA website and can assist teachers in arriving at a fair and consistent judgement for students.

### CCEA 2021 Assessment Resources

GCE Art and Design qualifications do not include an unseen exam paper and tasks are normally set entirely through centres using pre-release stimulus papers, therefore CCEA will not provide an additional assessment resource for this subject. There is no requirement to provide evidence produced under high level control for this qualification.

We appreciate that decisions were taken in December 2020 in respect of unit omissions in AS and A level qualifications. We also acknowledge disruption to teaching and learning may mean that even in the context of these omissions, certain content may not have been covered. In such cases, it may not be possible to assess a full unit of work. In this way, it can be taken into account that some students have suffered more disruption to their learning than others.

### Setting an additional task

Due to the uneven completion by candidates (see scenario 4 above), a centre may wish to set an additional task that all candidates can attempt in school.

It may be possible to set up a controlled *time based* or *lesson(s) based* activity which directly relates to one AO in one Unit of the CCEA specification. Such a task should relate directly to a discrete part of the content of the specification and be based on the assessment objectives and criteria. The task would be assessed using the appropriate Assessment Objective key features or section of the assessment matrix for either unit. Centres should plan any such task carefully to ensure that all candidates are evenly prepared for it, and that some candidates are not further disadvantaged by such a task.

The following are examples only and should not be considered as tasks set by CCEA.

1. AO3 could be addressed through a drawing workshop
2. The criteria in AO4 could be met through planning an outcome, or producing a smaller mock up version of it, even if candidates are unable to fully realise it. For example, to address Unit A22 AO4, candidates could write a statement of intent and sketch and plan their outcome. They could demonstrate understanding of art and design concepts and skills in using formal visual elements and they could demonstrate awareness of functions, audience, consumers and real world contexts in their planning and evaluation.

## **Summer 2021 Support Webinar**

We will produce subject-specific support webinars for teachers to accompany this guidance document. These will include an overview of arriving at a Centre Determined Grade and additional guidance in using the CCEA assessment resources and existing support materials. Subject-specific webinars will be uploaded to the CCEA website from 26 March 2021.

## **Specimen Assessment Materials and Past Papers**

Specimen assessment materials and past papers are available in the Support section of the qualification web page and are provided to give centres guidance on the structure and character of CCEA examination papers and assessments. Please note that if a past paper or mark scheme does not appear in this section, it is for copyright reasons.

## **Exemplification of Examination Performance (EEP)**

Exemplification of examination performance are available in the Support section of the qualification web page and includes an example of a candidate's written investigation from the Summer 2017 and 2018 papers, and a senior examiner commentary on the answers.

## **Practical Coursework Exemplar Material**

Exemplars of practical performance for Units 1 and 2 are available in the Support section of the qualification web page and includes candidate's portfolios from the Summer 2017 and 2018 series, and the levels and criteria at which they were marked.

## **Agreement Trial Materials**

The agreement trial for Summer 2021 is available at <https://training.ccea.org.uk/course/view.php?id=131>. Please note these agreement trials were produced before the cancellation of examinations for 2021. However, they will still be useful in providing guidance on the requirements of internally assessed units and the CCEA standard to be applied in marking them.

## **Chief Examiner/Principal Moderator Reports**

The reports for 2017–2019 Summer series are available in the Reports section of the qualification web page and outline the performance of students in all aspects of this qualification.

## **CCEA Grade Boundaries**

Raw to uniform mark boundaries for past Summer series are available in the Support section of the qualification web page and may provide a reference point to support Centre Determined Grades.

## 5. Making Decisions about Centre Determined Grades

Before deciding Centre Determined Grades you should agree as a department the evidence you will review (see Section 3 for some examples). Once the decision has been made, this should be set out in your centre's Centre Determined Grades policy and be included in the Departmental Assessment Evidence Grid, referenced in Section 3, that will form part of the evidence base.

When making decisions, take into consideration the amount of specification coverage and if this applies to all students. Adapt as necessary for individual students the evidence you will review, to account for those students who may have encountered more significant disruption. Evidence does not have to be in the same format for every student, but teachers should be satisfied that the evidence is reliable to make an informed holistic judgement of that student's attainment.

### Internal Standardisation

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence in the Centre Determined Grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards.

Where more than one teacher is involved in marking the assessment, the application of the mark scheme must be agreed before marking begins.

When marking is complete, internal standardisation must be conducted to ensure all markers have applied the mark scheme consistently and accurately.

Internal standardisation should include cross-marking samples of work across the full range of attainment and include students' work from each class **to ensure a common standard within a department is applied.**

### Grade Descriptions

Grade descriptions set out the characteristics of performance at key grades in the grade range for a qualification, in terms of both content covered and the skills developed (assessment objectives) over the course of study. These should be used to form the basis of your decisions on the Centre Determined Grades that will be awarded to your students in Summer 2021.

Grade descriptions are provided at Grades **A** and **E** in the GCE specification for both AS and A2 level, to give a general indication of the standards of achievement likely to have been shown by students awarded these grades. To support teachers in Summer 2021, we are providing an additional grade description at Grade C. Teachers should refer to these descriptions to support their judgements when arriving at their Centre Determined Grades for students.

Please note that shortcomings in some aspects of students' performance in assessments may be balanced by better performances in others.

**Please see Appendices 1 and 2 for the Grade Descriptions at A, C and E for both AS and A level.** These also include the type of assessment objective evidence you may wish to use and the key features associated with each grade.

### **Practical Application of Grade Descriptions**

To select the most appropriate grade for a student, teachers may use the following approach:

1. Familiarise yourself with the grade descriptions for the subject.
2. Consider support materials such as those set out in Section 4 of this document e.g. Agreement trials training materials and exemplars to set the standard for marking within your centre.
3. Assess each candidate's work using the appropriate CCEA assessment matrices and the Grade descriptors and key features document provided in Appendices 1 and 2. In normal training events we advise you to think in marks rather than grades. However due to the fact that many portfolios may be incomplete and not comprehensive, for this process we advise you to think in level descriptors and how they relate to grade descriptions and key features (see appendices 1 and 2), rather than marks.
4. In order to collect evidence, we recommend using a matrix for each candidate and for each unit being assessed; and highlighting where you consider they have met the level descriptors. Where work is missing a criterion can be crossed off and a note made. This will create a clear picture of their achievement and evidence for each candidate if requested for moderation.
5. When judging the candidate's work against the assessment matrix, consider if the candidate has fully met the criteria in a level (high), has met some of the criteria in a level (middle), or has only just got into that level (low). This will help you decide where they sit in the band and consequently on a grade.
6. Due to reduced teaching time and long periods of lockdown and absence the quantity of evidence for each unit and each AO may be significantly less this year. The assessment matrices have not been changed, however terms included in our descriptors such as *in-depth*, *extensive*, *thorough*, *rigorous*, *wide-ranging*, *ambitious*, may be less evident in candidates' work
7. Compare the assessment matrix for each candidate against the Grade descriptors and key features. Where you have used evidence from candidates across different AOs, units or sub components, you can use the grade descriptions and key features and view their work holistically, to help you decide on a final grade for that candidate.
8. Using the descriptions for Grades A, C and E, based on the principle of 'best fit', select the grade you believe comes closest to encapsulating the overall achievement of the student as demonstrated by the evidence. Using this grade as a benchmark, work **either up or down** using the table below to find the final grade.

- a) *if you are of the view that the candidate’s evidence meets the description for grade C, consider this first; if the supporting evidence is strong, you may then wish to go up to the grade above and decide if the evidence meets this, and so on, until you have a best fit between the grade description and the student’s work; or*
- b) *if you are of the view that the candidate’s evidence does not meet the description for grade C, then go down to the grade below and decide if it meets this, and so on, until you have a best fit between the grade description and the student’s work.*

The table below summarises this approach:

<b>Grade</b>	<b>Description/Advice</b>
<b>A* (A2 only)</b>	Candidates at grade A* clearly demonstrate all of the features associated with performance at ‘A’ but in many areas elements of the evidence presented are exceptional, i.e. beyond that which would reasonably be expected of a candidate working at grade ‘A’.
<b>A</b>	<i>See Grade A Description.</i>
<b>B</b>	Candidates at grade ‘B’ may demonstrate some elements of grade ‘A’ performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade ‘A’.
<b>C</b>	<i>See Grade C Description.</i>
<b>D</b>	Candidates at grade ‘D’ may demonstrate some elements of grade ‘C’ performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade ‘C’.
<b>E</b>	<i>See Grade E Description.</i>

## 6. Further Advice and Information

Summer 2021 presents us with significant challenges, particularly teachers and students, and we hope the information set out in this document supports you through the process of awarding Centre Determined Grades this year. The information in this document will be supplemented with a webinar, which amongst other things will provide additional guidance on how to apply grade descriptions to the process of arriving at Centre Determined Grades for each of your students.

If in the interim you require further information, please contact:

CCEA Helpline	<p><u>Email: <a href="mailto:helpline@ccea.org.uk">helpline@ccea.org.uk</a></u></p> <p>Telephone: <b>028 9026 1220</b>. The helpline is operational each day from 9am to 5pm, Monday to Friday, for centres with queries in relation to Summer 2021.</p> <p>All other queries should be directed to <u><a href="mailto:centresupport@ccea.org.uk">centresupport@ccea.org.uk</a></u></p>
CCEA Entries	<u><a href="mailto:entriesandresults@ccea.org.uk">entriesandresults@ccea.org.uk</a></u>
Subject Officer	Anne McGinn <u><a href="mailto:amcginn@ccea.org.uk">amcginn@ccea.org.uk</a></u>
Specification Support Officer	Nola Fitzsimons <u><a href="mailto:nfitzsimons@ccea.org.uk">nfitzsimons@ccea.org.uk</a></u>

## Appendix 1

### AS Grade Descriptions and Key Features – Art and Design

Assessment Objective	AO1 Knowledge and understanding Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.		
	A	C	E
<p><b>Grade Descriptions</b></p> <p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> <li>develop original ideas through sustained and focused investigations into a range of relevant sources;</li> <li>demonstrate good understanding of selected established practitioners and make highly relevant personal, social and cultural connections; and</li> <li>demonstrate good use of art vocabulary, formal visual elements, and artistic, aesthetic and design principles through their work.</li> </ul>	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> <li>develop predictable ideas with some sustained investigations into relevant sources;</li> <li>demonstrate growing understanding of appropriate established practitioners and make relevant personal, social and cultural connections; and</li> <li>demonstrate some appropriate use of art vocabulary, formal visual elements, and artistic, aesthetic and design principles through their work.</li> </ul>	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> <li>develop basic ideas through responding to sources;</li> <li>demonstrate some understanding and connection to the work of established practitioners, making personal, social and cultural connections; and</li> <li>demonstrate limited use of art vocabulary, formal visual elements, and artistic, aesthetic and design principles.</li> </ul>	
<p><b>AO1 Evidence</b></p>	<p><b>Grade A Key Features</b></p>	<p><b>Grade C Key Features</b></p>	<p><b>Grade E Key Features</b></p>
<p><b>Knowledge and understanding</b></p> <p><b>Unit AS1</b> Practical investigations into the techniques and work of others</p>	<p>Practical work demonstrates very good knowledge and understanding of sources (work of artists, designers and craftspeople and/or personal, social, cultural contexts)</p> <p>There is evidence of insight and meaningful connections with relevant and credible sources</p>	<p>Practical work demonstrates growing understanding of sources (work of artists, designers and craftspeople and/or personal, social, cultural contexts)</p> <p>There is evidence of relevant connections with appropriate sources</p>	<p>Practical work demonstrates superficial understanding of sources (work of artists, designers and craftspeople and/or personal, social, cultural contexts)</p> <p>There is little evidence of connections with sources</p>

<b>AO1 Evidence</b>	<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade E Key Features</b>
<p><b>Unit AS1 or AS2 portfolio</b>                      Ideas development and planning for outcomes within portfolio</p>	<p>There is confident use of art vocabulary and visual elements in reviewing own or others' work</p> <p>There is very good knowledge and understanding and highly relevant connections to contexts (practitioners, personal, social, cultural)</p> <p>Outcomes <b>(In AS1 or AS2)</b> show informed and mature understanding of artistic, aesthetic and Design principles</p>	<p>There is some appropriate use of art vocabulary and visual elements in reviewing own or others' work</p> <p>There is some knowledge and understanding and appropriate connections to contexts (practitioners, personal, social, cultural)</p> <p>Outcomes <b>(In AS1 or AS2)</b> show growing understanding of artistic, aesthetic and Design principles</p>	<p>There is limited use or understanding of art vocabulary and visual elements in reviewing own or others' work</p> <p>There is limited knowledge and understanding and basic connections to contexts (practitioners, personal, social, cultural)</p> <p>Outcomes <b>(In AS1 or AS2)</b> show insufficient understanding of artistic, aesthetic and Design principles</p>



AO3 Skills	
Assessment Objective	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
<p><b>Grade Descriptions</b></p> <p><b>A</b></p> <p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> <li>record ideas, observations and insights with confidence using relevant primary and secondary sources;</li> <li>demonstrate very good to excellent skills and understanding in their control of the formal visual elements; and</li> <li>reflect on their own work and refine skills in controlling media, techniques and processes to make significant progress.</li> </ul> <p><b>C</b></p> <p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> <li>record ideas, observations and insights competently using primary and secondary sources;</li> <li>demonstrate satisfactory skills and understanding in their control of the formal visual elements; and</li> <li>demonstrate competent ability to reflect on their own work; and growing refinement of skills in controlling media, techniques and processes to make some progress.</li> </ul> <p><b>E</b></p> <p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> <li>record ideas and observations using limited sources;</li> <li>demonstrate some understanding in their control of the formal visual elements; and</li> <li>demonstrate some ability to reflect on their work and skills.</li> </ul>	<p><b>Grade A Key Features</b></p> <p>There is innovative and creative exploration and manipulation of media showing risk-taking and/or refinement</p> <p>Formal visual elements are used, increasingly with excellent control and understanding</p> <p>Recording/drawing is confident and at times sophisticated. An appropriate range of primary and secondary sources are used.</p> <p>Observations are sensitive and/or expressive and demonstrate understanding of relevant approaches</p> <p>There is significant progress through effective reviewing and refinement of skills; may be a willingness to take risks in developing skills imaginatively</p>
	<p><b>Grade C Key Features</b></p> <p>There is appropriate exploration and manipulation of media</p> <p>Formal visual elements are used with developing understanding and control</p> <p>Recording/drawing is competent. There is some variety in approach and appropriate sources are used.</p> <p>Observations are competent and an appropriate style is adopted</p> <p>There is clear progress in development of skills</p>
<p><b>AO3 Evidence</b></p> <p><b>AO3 Skills</b></p> <p><b>Unit AS1</b></p> <p>Drawings, observational work and recording of images and ideas from primary and secondary sources</p> <p><b>Unit AS2</b></p> <p>Statement of Intent and planning towards an outcome</p> <p>Evidence of skills in planning or execution of outcome (finished or unfinished)</p>	<p><b>Grade E Key Features</b></p> <p>There is basic exploration and manipulation of media</p> <p>Formal visual elements are used with limited understanding and control</p> <p>Recording/drawing is unrefined and there is an over-reliance on secondary sources</p> <p>Observations if present are of basic quality</p> <p>There is limited progress in development of skills</p>

<b>AO4 Outcome</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	
<b>Assessment Objective</b>	<b>A</b>
<b>Grade Descriptions</b>	For AO4, candidates characteristically: <ul style="list-style-type: none"> <li>• fully realise a personal and meaningful response that is innovative, creative and skilful, reflecting their intentions;</li> <li>• demonstrate full consideration and implementation, where relevant, of contextual understanding and formal visual elements; and</li> <li>• evaluate their work demonstrating confidence and insight.</li> </ul>
<b>AO4 Evidence</b>	<b>Grade A Key Features</b> Outcome(s) may be some or all of; personal, original, innovative, creative, skilful, successful.  Outcome(s) demonstrate creative connections with research, showing significant progress and learning  There is clear to excellent understanding and confidence in the implementation of contextual and formal elements  Evaluation of work is confident and well written
Usually applies to Unit AS2 only, but could apply to planning for an outcome, or any AS1 outcome if realised  Written evaluation (might be separate or embedded throughout portfolio)	<b>Grade C</b> For AO4, candidates characteristically: <ul style="list-style-type: none"> <li>• create a competent personal response that reflects their intentions to a satisfactory extent;</li> <li>• make clear connections to contextual understanding and formal visual elements; and</li> <li>• evaluate their work competently with satisfactory understanding</li> </ul>
<b>AO4 Evidence</b>	<b>Grade C Key Features</b> Outcome(s) are personal and competent and realise intentions to some extent  Outcome(s) demonstrate relevant connections with research, with some progress and learning  There is some understanding of contexts and formal elements  Evaluation of work is competent
<b>AO4 Evidence</b>	<b>Grade E Key Features</b> Outcome(s) are unoriginal and realise intentions in a basic way  Outcome(s) show basic connections with research, with limited progress and learning  There is limited understanding of contexts and formal elements  Evaluation of work is absent or superficial

## Appendix 2

### A2 Grade Descriptions and Key Features – Art and Design

Assessment Objective	AO1 Knowledge and understanding Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.		
	A	C	E
<p><b>Grade Descriptions</b></p>	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> <li>develop and expand original ideas through in-depth and focused practical and written investigations into a range of relevant sources;</li> <li>demonstrate full understanding of established practitioners and make highly relevant personal, social and cultural connections; and</li> <li>demonstrate perceptive critical analysis, use of art vocabulary, formal visual elements, and artistic, aesthetic and design principles.</li> </ul>	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> <li>develop ideas through competent practical and written investigations into a range of relevant sources;</li> <li>demonstrate growing understanding of established practitioners and make appropriate but may be predictable personal, social and cultural connections; and</li> <li>demonstrate growing understanding of critical analysis, use of art vocabulary, formal visual elements, and artistic, aesthetic and design principles.</li> </ul>	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> <li>develop basic ideas through responding to sources in written and practical form;</li> <li>demonstrate understanding of the work of established practitioners, making personal, social and cultural connections; and</li> <li>demonstrate basic use of specialist vocabulary.</li> </ul>

AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><b>Knowledge and Understanding</b></p> <p><b>Unit 1 Practical investigation</b> Investigations into the technical processes and working contexts of others</p> <p><b>Unit 1 Written investigation</b> (Complete or incomplete) including research into the work of others</p> <p><b>Unit 2</b> Statement of Intent and Planning of outcome Complete or partially complete outcomes</p>	<p>Investigations into the theme are focused and may be perceptive; there is very good technical understanding; ideas are well informed and may be exciting/original</p> <p>There is clear/mature knowledge and understanding of contexts leading to meaningful/insightful connections to the work of artists, designers and craftspeople</p> <p>Written work demonstrates perceptive critical analysis of appropriate sources; high-level and in-depth understanding of the work and ideas of others and relevant social/cultural contexts</p> <p>Where Unit 2 has been addressed, there is focussed and creative development of the set theme towards a resolution; ideas are original, with highly relevant connections to contexts</p>	<p>Investigations into the theme are competent; there is basic, sometimes good technical understanding; ideas are informed but may be predictable.</p> <p>There is growing understanding of contexts; and some relevant connections to the work of artists, designers and craftspeople</p> <p>Written work demonstrates some critical analysis of appropriate sources; with growing understanding of the work and ideas of others and relevant social/cultural contexts</p> <p>Where Unit 2 has been addressed there is competent and purposeful development of the set theme; ideas are good with relevant connections to contexts</p>	<p>Investigations into the theme are simplistic; there is limited technical understanding; ideas are uninformed</p> <p>There is superficial understanding of contexts; and basic connections to the work of artists, designers and craftspeople</p> <p>Written work demonstrates limited analysis of sources, with limited understanding of the work and ideas of others and relevant social/cultural contexts</p> <p>Where Unit 2 has been addressed there is basic development of the set theme; ideas are simplistic, with superficial understanding of contexts</p>

Assessment Objective		AO2 Creative process Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.		
		A	C	E
<b>Grade Descriptions</b>		<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> <li>explore and experiment, specialising in a multidisciplinary or interdisciplinary range of media, techniques and processes;</li> <li>review, select and refine ideas and processes, exploiting emerging possibilities;</li> <li>demonstrate ability to take creative risks, solve problems and find imaginative solutions; and</li> <li>consolidate their learning, making well-informed connections to broader contexts.</li> </ul>	<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> <li>explore and experiment, selecting an appropriate range of media, techniques and processes;</li> <li>review, select and refine ideas and processes, with some success;</li> <li>demonstrate some ability to problem solve and find solutions; and</li> <li>make progress in their learning, making predictable connections to broader contexts.</li> </ul>	<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> <li>explore and experiment with a limited range of media, techniques and processes;</li> <li>review, select and refine ideas and processes; and</li> <li>demonstrate some progress and learning and basic connections to contexts.</li> </ul>
<b>AO2 Evidence</b>		<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade E Key Features</b>
<b>Creative process</b>		<p>Ideas are explored through creative and innovative experimentation with media, techniques and processes;</p> <p>Ideas are highly developed with extensive or in-depth reviewing and refining, leading to imaginative and original solutions as work progresses; and creative and skilful presentation of responses</p> <p>Written work includes highly purposeful investigations; with ideas organised selectively and communicated engagingly; and well-informed and relevant connections to broader contexts</p>	<p>Ideas are explored through appropriate experimentation with media, techniques and processes;</p> <p>Ideas are developed, with some success through reviewing and refining leading to a coherent presentation of solutions as work progresses; and clear presentation of responses</p> <p>Written work includes appropriate investigations; with ideas communicated coherently; and clear connections to broader contexts</p>	<p>Ideas are explored through basic experimentation with media, techniques and processes;</p> <p>There is limited evidence of reviewing and refining of ideas and limited ability to present responses</p> <p>Written work lacks original investigation; and ideas may lack coherence; with simplistic connections to broader contexts</p>
<b>Unit 1 Practical investigation</b>	Portfolio work including exploration and experimentation with media, and generation of ideas			
<b>Unit 1 Written investigation</b>	Including ideas, connections and insights to contexts			

<p>(Complete or incomplete)  <b>Unit 2</b>                  Statement of Intent and Planning of outcome                  Complete or partially complete outcomes</p>	<p>Where there are outcomes they demonstrate innovative/adventurous/confident exploration and manipulation of media, techniques and processes; and creative and intuitive reviewing and refining of ideas to a high level</p>	<p>Where there are outcomes they demonstrate competent/confident exploration and manipulation of media, techniques and processes; and competent/ purposeful reviewing and refining of ideas</p>	<p>Where there are outcomes they demonstrate basic exploration and manipulation of media, techniques and processes; and limited reviewing and refining of ideas</p>
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<b>Assessment Objective</b>	<b>AO3 Skills</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.		
	<b>A</b>	<b>C</b>	<b>E</b>
<p><b>Grade Descriptions</b></p>	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> <li>record with confidence, sensitively or expressively, ideas, observations and insights from relevant primary and secondary sources (written and practical);</li> <li>demonstrate excellent understanding and skill in their control of the formal visual elements and in their use of specialist vocabulary; and</li> <li>reflect critically on their own work and others' work, and refine skills in controlling media, techniques and processes to make significant progress.</li> </ul>	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> <li>record with competence, and some variety in approaches, ideas, and observations from a range of sources (written and practical);</li> <li>demonstrate some understanding and skill in their control of the formal visual elements and in their use of specialist vocabulary; and</li> <li>reflect on their own work and others' work, and refine skills in controlling media, techniques and processes to make some progress.</li> </ul>	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> <li>record ideas and observations using appropriate sources (written and practical);</li> <li>demonstrate some understanding in their control of the formal visual elements and in their written investigation; and</li> <li>demonstrate some ability to reflect on their own and others' work and skills.</li> </ul>

AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><b>Skills</b></p> <p><b>Unit 1 Practical Investigation</b> Portfolio evidence of drawing and recording using primary and secondary sources And;</p> <p><b>Unit 2</b> Statement of Intent and Planning of outcome Complete or partially complete outcomes</p> <p><b>Unit 1 Written Investigation</b> Including writing skills and style</p>	<p>Excellent skills in manipulation of media, techniques and processes</p> <p>Excellent understanding and skilful implementation of formal visual elements and/or design principles</p> <p>Recording and observation is confident and successful, sensitive and/or expressive; there is understanding of relevant approaches to drawing and use of an appropriate range of sources including primary</p> <p>There may be significant progress and refinement of skills</p> <p>In written work there is confident to extensive use of appropriate vocabulary and specialist terminology; and accomplished skills in critical appraisal</p> <p>Writing, punctuation, spelling and grammar are excellent, making meaning absolutely clear</p> <p>A successful and appropriate style of writing is selected, with excellent presentation and fully accurate references to sources</p>	<p>Developing skills in manipulation of media, techniques and processes</p> <p>Some understanding and control of formal visual elements and/or design principles</p> <p>Recording and observation is competent; there is some variety in approaches to drawing and use of a range of sources;</p> <p>There is some progress and refinement of skills</p> <p>In written work there is competent use of appropriate vocabulary and specialist terminology; and developing skills in critical appraisal</p> <p>Writing, punctuation, spelling and grammar are sufficiently competent to make meaning clear</p> <p>An appropriate style of writing, presentation and references to sources is used</p>	<p>Limited skills in manipulation of media, techniques and processes</p> <p>Limited understanding and control of the formal visual elements and/or design principles</p> <p>Recording and observation are unrefined; there is little variety in approaches to drawing and over-reliance on secondary sources</p> <p>There is limited progress and refinement of skills</p> <p>In written work there is limited use of appropriate vocabulary and specialist terminology; with basic, if any, critical appraisal</p> <p>Writing, punctuation, spelling and grammar are such that meaning may be unclear</p>

AO4 Outcome	
Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	
Assessment Objective	E
<p style="text-align: center;"><b>Grade Descriptions</b></p>	<p style="text-align: center;"><b>A</b></p> <p>For AO4, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• fully realise an original and ambitious response that is innovative, creative and skilful, reflecting their intentions;</li> <li>• demonstrate perceptive understanding of art and design concepts, processes, techniques and formal visual elements; and</li> <li>• effectively evaluate and consider their work in relation to real-world contexts.</li> </ul>
	<p style="text-align: center;"><b>C</b></p> <p>For AO4, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• fully realise a competent and personal response reflecting their intentions;</li> <li>• demonstrate competent understanding of art and design concepts, processes, techniques and formal visual elements; and</li> <li>• describe and evaluate their work with some awareness of real-world contexts.</li> </ul>
<p><b>AO4 Evidence</b></p> <p><b>Outcome</b></p> <p><b>Unit 2</b> (But could be applied to a plan for an outcome or an outcome produced in Unit 1)</p> <p>Statement of Intent</p> <p>Written evaluation (can be embedded in portfolio)</p>	<p style="text-align: center;"><b>E</b></p> <p>For AO4, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• create a personal response that reflects their intentions to some extent;</li> <li>• make basic connections to art and design concepts and formal visual elements; and</li> <li>• evaluate their own work.</li> </ul>
	<p style="text-align: center;"><b>Grade E Key Features</b></p> <p>Outcome(s) is basic and lacks originality</p> <p>There is basic:</p> <ul style="list-style-type: none"> <li>• understanding of concepts;</li> <li>• skills in processes and techniques;</li> <li>• implementation of formal visual elements</li> </ul> <p>Limited awareness of real-world contexts</p> <p>Evaluation of work is basic and superficial</p>
	<p style="text-align: center;"><b>Grade C Key Features</b></p> <p>Outcome(s) is competent and personal</p> <p>There is developing:</p> <ul style="list-style-type: none"> <li>• understanding of concepts;</li> <li>• skills in processes and techniques;</li> <li>• implementation of formal visual elements</li> </ul> <p>Some awareness and consideration of real-world contexts</p> <p>Evaluation of work is relevant but descriptive</p>
	<p style="text-align: center;"><b>Grade A Key Features</b></p> <p>Outcome(s) is successful, skilful innovative/personal/ highly creative</p> <p>There is good to excellent:</p> <ul style="list-style-type: none"> <li>• understanding of concepts;</li> <li>• skills in processes and techniques;</li> <li>• implementation of formal visual elements</li> </ul> <p>Excellent understanding and successful consideration of real-world contexts</p> <p>Evaluation of work is insightful/thorough/confident/analytical</p>

## Appendix 3

### Definitions of Levels of Control

Levels of control for the conditions under which students have completed assessments that are internally marked in school are defined as High, Medium and Limited at GCSE. These definitions also align with the conditions of control for GCE and other CCEA qualifications. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

<b>High</b>	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"> <li>• all students are within direct sight of the teacher/supervisor throughout the session(s);</li> <li>• display materials which might provide assistance are removed or covered;</li> <li>• there is no access to email, the internet or mobile phones;</li> <li>• students complete their work independently;</li> <li>• interaction with other students does not occur; and</li> <li>• no assistance of any description is provided.</li> </ul>
<b>Medium</b>	<p>Students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should ensure that:</p> <ul style="list-style-type: none"> <li>• there is sufficient evidence to ensure that the individual work can be authenticated; and</li> <li>• the work an individual student submits for assessment is their own.</li> </ul> <p>If work has been completed in groups, teachers must ensure that they can determine and assess the individual student's contribution to the work.</p> <p>If work has been completed remotely, it may be useful to ask questions about what they did and how/why they did it, to help authenticate the work.</p>
<b>Limited</b>	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>





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