



# Grade Exemplification document

GCSE Art and Design (1AD0/1FA0/1GC0/1PY0/1TD0/1TE0)

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# General guidance to Grading Exemplification for use in 2021

## Introduction

This document contains grading exemplification and guidance which should be used to support making judgements about student's evidence.

You should use this document in conjunction with other guidance provided through:

- JCQ Guidance on the determination of grades for A/AS Levels, GCSEs for Summer 2021' which can be found [here](#).
- Grade descriptors which can be found for each qualification on the Pearson website as well as on the JCQ website [here](#).

## What Grades have been exemplified?

Grading exemplification is specific to Pearson's qualifications and should be familiar and reflect the specification that you have taught. The grading exemplification uses student responses from historical examination scripts (and other sources) to illustrate midgrade performance in previous summer series in which exams took place. The exemplification gives examples of the standards you will use to make grading judgements.

Grade descriptors are general statements that give a high-level reflection of student performance characteristics. They are based on the assessment objectives for the relevant specification. Assessment objectives are found in the relevant subject specification. The grade descriptors apply to all awarding organisations.

Grade descriptors and grading exemplification should be used to make holistic judgements about student performance and should be evidence-based. It is suggested that you review the evidence for the student, read through the grade descriptors and then match the student's evidence to the suitable statements within the grade descriptors. For further guidance on how you might apply the grade descriptors and grade exemplification, please consult the [JCQ Guidance on the Determination of Grades for A AS Levels and GCSEs Summer 2021](#) and the [Worked examples to assist with determining grades](#) documents.

The following table sets out which grades have been exemplified for GCSE Art and Design qualification.

Qualification	Grades Exemplified
GCSE Art and Design	Grades 8, 6, 5, 4 and 2.

## **Examiner Commentaries**

The commentaries provided alongside student responses have been written by our senior examining teams. The purpose of these commentaries is to draw out how the response or responses from students meet the specific descriptor being exemplified.

Where possible, we have used whole student work within a component/paper to exemplify the standard. It is important to note that students may perform in different ways across a paper, and across papers so we have been careful to identify specific questions and responses that best exemplify the standard at the grade. We have used, where possible, students' responses at the mid-point of the grade range in line with the grade descriptors.

Commentaries have either been written at component/paper level or at whole qualification level depending on the subject/qualification or available evidence.

Marks for individual questions or whole papers may be present in the exemplification. It is important to recognise that these marks relate to a prior series.

## **Student work**

All exams boards have provided grading exemplification material relating to their specification where it is available. However, in some instances, candidate work is not available, this maybe for individual components or at specific grades. This may be due to candidate work not being retained or that a candidate did not achieve a certain grade within a particular qualification and therefore no candidate work exists. Where candidate work on a particular component is not available there will still be exemplification of the grade using the other components and commentaries. Where there is no candidate work at a specific grade no exemplification materials will be provided.

The student work provided in this document shows examples of the standards you will use to make grade judgements. Where possible we have shown whole student work. Where it has not been possible to show a whole script, we have shown an extract, which indicates the performance standard, or indicated other sources.

For some types of student work, for example video NEA, we may have not been able to include the evidence alongside the commentary for data protection reasons. Exemplification at lower grades may show strong performance in some areas, and weaker performance for other areas. This may help you reach judgements when a student may not perform consistently at a specific set of grade descriptors. Similarly, at higher grades an exemplification may show a generally stronger performance but with some aspects that are still at a lower level.

Any student work included in this document should be treated with the upmost sensitivity and not extracted from this context or circulate in any other form. We have taken care to ensure that students response remain anonymous.

## Introduction

This document should be used to assist Centres in the application of the JCQ Grade Descriptors for Component 1 when using the Pearson/Edexcel Taxonomy in conjunction with the assessment grid. This is a generic document that can be applied across all of Edexcel's Titles for GCSE Art and Design.

## Component One: Personal Portfolio

### Content overview

- Students must work within any of the titles offered in the GCSE Art and Design specification
- Students create a personal portfolio of work that demonstrates knowledge understanding and skills.
- Centres are free to devise any theme(s), project(s) or task(s) appropriate to their students and resources. They may each have a separate focus or be interconnected.
- This component allows students the opportunity to; develop and explore ideas, research primary and contextual resources, experiment with media, materials, techniques and processes, present a personal response(s) to themes(s) set by the centre.

## Grade 4

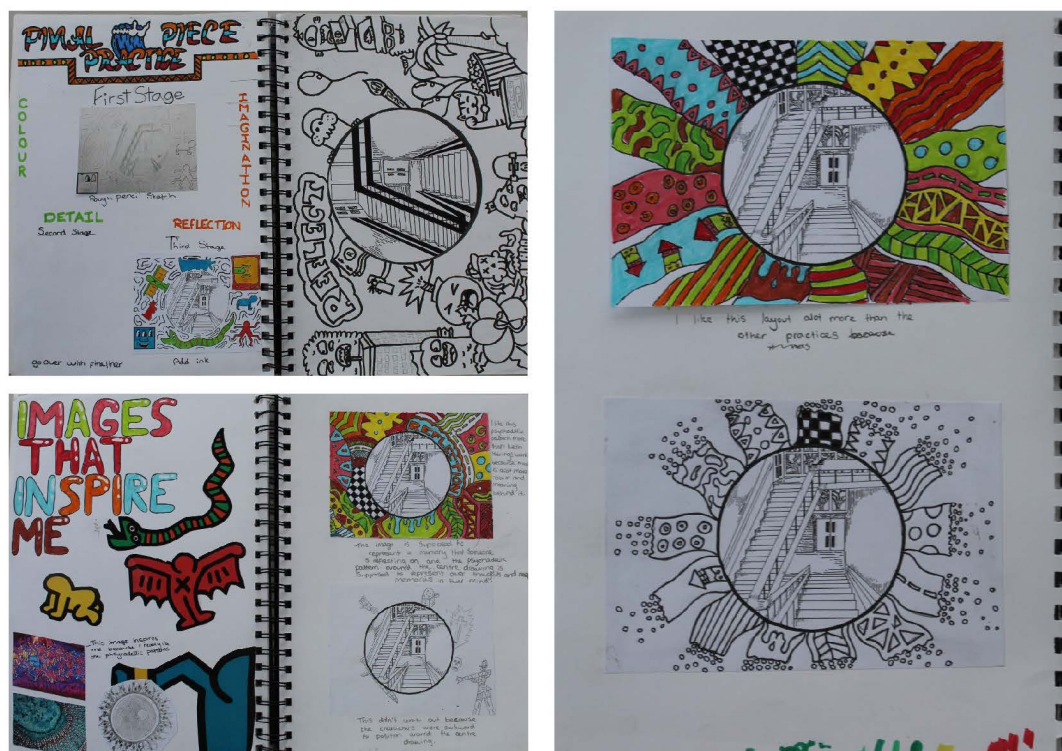
Grade	Descriptors
<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"><li>• demonstrate adequate critical investigation and understanding of sources to develop ideas clearly</li><li>• apply a range of creative and technical skills and generally appropriate experimentation and innovation to develop and refine work</li><li>• record and use appropriate observations to influence ideas</li><li>• demonstrate adequate use of visual language, technique, media and contexts to realise personal ideas</li></ul>

# 1FA0\_01 Fine Art









## Commentary from Senior Examiner

**Fine Art** exemplification of a lower level performance of Grade 4.

The candidate develops ideas showing adequate personal development and critical analysis of their own and other's work is predictable.

The candidate's selection of imagery and experimentation is deliberate and methodical with straightforward refinement.

Their recording demonstrates growing control using two dimensional materials, techniques, and processes.

The final outcome demonstrates reflective qualities in relation to the development of personal ideas with an adequate command of visual language.

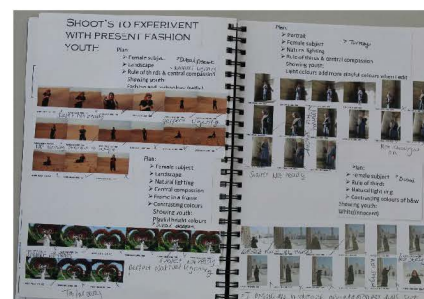
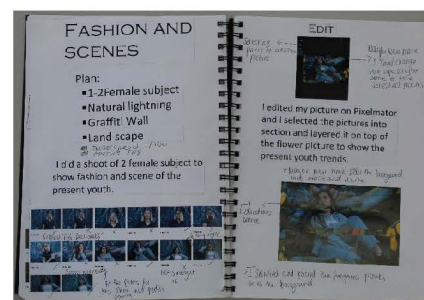
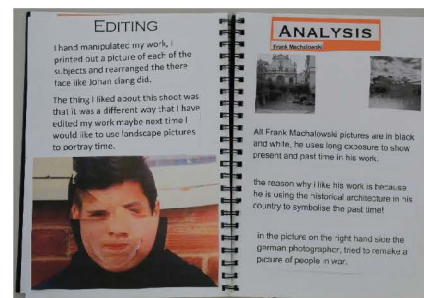
This candidate is at the lower performance level within grade 4 to move to a higher level within the grade they would need to be more broadening in their approach and show endeavour.

To move into grade 5 the candidate would have to make significant progress and produce a more skillful, secure and informed submission.



# 1PY0\_01 Photography







Commentary from Senior Examiner

**Photography** exemplification of a lower level performance of Grade 4.

The candidate's own ideas show adequate personal development in relation to the work of others.

The candidate is deliberate and methodical when refining, exploring and experimenting using a range of photographic processes and resources.

The candidate records ideas and insights into their own personal work and that of others, however, the approach taken is often predictable.

The final outcome shows some reflective personal qualities in relation to final intentions and understanding of visual language.

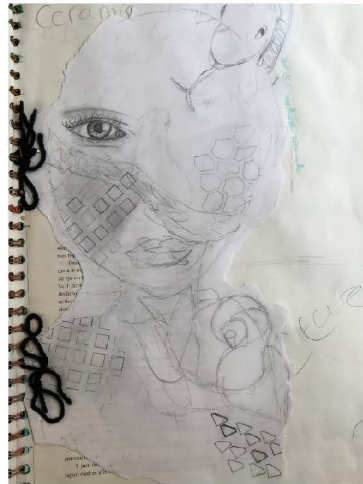
This candidate is at the lower performance level within grade 4 to move to a higher level within the grade they would need to be more broadening in their approach and show endeavour.

To move into grade 5 the candidate would have to make significant progress and produce a more skillful and informed submission.



# 1TD0\_01 Three-dimensional Design





### Commentary from Senior Examiner

**Three-dimensional Design** exemplification of a mid-point performance of Grade 4.

Development of ideas through investigations, shows a basic understanding of the context of their own ideas and the sources which have informed them.

They refine, select and experiment with both two and three-dimensional materials and techniques. The application of ceramic techniques is skillful.

Their recording demonstrates a broadening understanding of working from observation, experience and ideas, relevant to intentions.

Presentation of the final outcome shows a mostly competent and consistent ability to use visual language when realising intentions.

The candidate has produced a brief preparatory journey and a ceramic sculpture outcome, demonstrating growing control and endeavor throughout.

To move into grade 5, the candidate would need to produce a more informed, purposeful, and secure submission, supported by a more detailed line of inquiry.