

Name:

| Assessment Objectives | 0 | Level 1 | | | | Level 2 | | | | Level 3 | | | | Level 4 | | | | Level 5 | | | | Level 6 | | | | |
|-----------------------|-------------------------|---|----------|--------------|---|--|----------|--------------|---|--|----------|--------------|----|---|----------|--------------|----|--|----------|--------------|----|---|----------|--------------|----|--------------------------|
| | | Just | Adequate | Convincingly | | Just | Adequate | Convincingly | | Just | Adequate | Convincingly | | Just | Adequate | Convincingly | | Just | Adequate | Convincingly | | Just | Adequate | Convincingly | | |
| AO1: DEVELOP | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | AO1 total mark |
| | No reward able evidence | • Ideas are simplistic with minimal reference to contextual or other sources, with evidence of unfocused investigation. • Demonstrates simplistic analysis and critical understanding. | | | | • Ideas are developed with evidence of some links to contextual or other sources, with evidence of basic investigation. • Demonstrates basic analysis and critical understanding. | | | | • Ideas are developed with links to appropriate contextual or other sources, with some relevant and effective investigation. • Demonstrates relevant and effective analysis and critical understanding. | | | | • Ideas are well-developed, reflecting influences of relevant research of contextual and other sources, with evidence of focused and detailed investigation. • Demonstrates detailed and informed analysis and critical understanding. | | | | • Informed ideas are fully developed, with in-depth reflection of influences of contextual and other sources, with evidence of focused and insightful investigation. • Demonstrates fully developed and insightful analysis and critical understanding. | | | | • Informed ideas are fully and maturely developed, reflecting a sophisticated response to contextual and other sources, with evidence of mature and sustained investigation. • Demonstrates sophisticated and sustained analysis and critical understanding. | | | | /24 |
| AO2: EXPLORE | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | AO2 total mark |
| | No reward able evidence | • Simple explorations with minimal ability to select resources, media, materials, techniques and processes. • Minimal evidence of review and refinement of work as it develops. | | | | • Evidence of basic exploration and some ability to select resources, media, materials, techniques and processes. • Review of work is evident as it develops with some refinement made. | | | | • Evidence of appropriate exploration and ability to select relevant resources, media, materials, techniques and processes. • Review of work demonstrates effective refinement as work develops. | | | | • Detailed and informed exploration and selection of relevant resources, media, materials, techniques and processes. • Detailed and informed review and refinement of work as it develops. | | | | • In-depth exploration and wellconsidered selection of relevant resources, media, materials, techniques and processes. • Fully developed and insightful review and refinement of work as it develops. | | | | • Sophisticated and sustained exploration and mature selection of relevant resources, media, materials, techniques and processes. • Sophisticated and sustained review and refinement of work as it develops. | | | | /24 |
| AO3: RECORD | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | AO3 total mark |
| | No reward able evidence | • Simple recording of ideas showing minimal links to any deliberate intention. • Simplistic ability to reflect critically on work and progress. | | | | • Basic recording of ideas, observations and insights relevant to intentions. • Basic ability to reflect critically on work and progress. | | | | • Effective and appropriate recording of ideas, observations and insights relevant to intentions. • Effective ability to reflect critically on work and progress. | | | | • Detailed and informed recording of ideas, observations and insights relevant to intentions. • Purposeful ability to reflect critically on work and progress. | | | | • In-depth and well considered recording of ideas, observations and insights relevant to intentions. • Insightful ability to reflect critically on work and progress. | | | | • Sophisticated and mature recording of ideas, observations and insights to reflect intentions. • Sophisticated ability to reflect critically on work and progress. | | | | /24 |
| AO4: PRESENT | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | AO4 total mark |
| | No reward able evidence | • A personal response with simplistic realisation of intentions. • Connections between visual and other elements, where appropriate, are minimal and superficial. | | | | • A personal response with some meaning and a basic realisation of intentions. • Connections between visual or other elements, where appropriate, are limited. | | | | • A personal and meaningful response with appropriate and realised links to intentions. • Connections between visual and other elements, where appropriate, are effectively developed. | | | | • A personal and meaningful response with well developed and purposeful links to intentions. • Connections made between visual and other elements, where appropriate, are well developed and purposeful. | | | | • A personal and meaningful response with fully developed and insightful realisation of intentions. • Connections made between visual and other elements, where appropriate, are fully developed and insightful. | | | | • A personal and meaningful response showing sophisticated and mature realisation of intentions. • Connections made between visual and other elements, where appropriate, are sophisticated and mature. | | | | /24 |
| RELATED STUDY | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | RELATED STUDY total mark |
| | | Level 1 | | | | Level 2 | | | | Level 3 | | | | Level 4 | | | | Level 5 | | | | Level 6 | | | | /24 |
| | | | | | | | | | | | | | | | | | | | | | | Total mark | | | | /120 |

To do list

What Next?

| | | | | Max Mark | a* | a | b | c | d | e | u | |
|------|----|---|--|----------|-----|-----|-----|----|----|----|----|---|
| H600 | 01 | Art, Craft and Design: Personal investigation | | Raw | 120 | 115 | 108 | 93 | 78 | 63 | 48 | 0 |
| H600 | 02 | Art, Craft and Design: Externally set task | | Raw | 80 | 77 | 73 | 63 | 53 | 43 | 34 | 0 |