

GCSE ART TAXONOMY(1027 – 1032/ 3027 – 3032)

The GCSE Art Assessment Matrix is based on a system of progression from limited to fluent ability. Indicators for each of these levels of achievement, from limited to fluent, can be found in this taxonomy. The taxonomy should be used in conjunction with the Assessment Matrix when making judgements regarding candidates' marks. It must be remembered that the levels of achievement described by these key words exist in the context of GCSE Art.

LIMITED	BASIC	COMPETENT	CONFIDENT	FLUENT
<p>The following are indicators of the attributes of a candidate demonstrating limited ability:</p> <ul style="list-style-type: none"> • little understanding of the importance of visual research • over-reliance on second hand material • insufficient subject knowledge (understanding of formal elements/visual language) • little sense of order in development of ideas • obvious and literal ideas • work lacks subtlety and sensitivity • lack of technical competence frustrates development of ideas and outcomes • little appreciation of or response to aesthetic considerations • little understanding of artists'/designers' preoccupations • little or no use of critical vocabulary to express judgements 	<p>The following are indicators of the attributes of a candidate demonstrating basic ability:</p> <ul style="list-style-type: none"> • some understanding of the importance of visual research • may be a disproportionate reliance on second hand material • partial understanding of visual language/formal elements • some sense of order and structure in the way ideas are formed • investigations abandoned too early; a tendency to repeat ideas • deliberate and methodical; working practice shows a sense of purpose but is laboured • some awareness of aesthetic considerations but lack of technical competence frustrates attempts to put this into practice • superficial research and analysis • some understanding of artists'/designers' preoccupations but concerned more with technique than complex issues • some use of critical vocabulary but this may be clumsy and unrefined 	<p>The following are indicators of the attributes of a candidate demonstrating competent ability:</p> <ul style="list-style-type: none"> • understanding of the purpose of visual research but research is sometimes inconsistent • meaningful information gleaned from sources • established skill level and foundation of subject knowledge (formal elements/visual language) but there may be some inconsistency • appreciation of sequential development but short cuts sometimes taken • original ideas may be consolidated too early • ideas are complete but sometimes predictable and safe • reliance on proved and sometimes clumsy techniques • lack of emergence of the unexpected; little or no inclination to take risks • work is methodical but there is an emerging sense of own style/individuality • analysis goes beyond the purely technical to begin to consider more complex issues but lacks breadth/depth 	<p>The following are indicators of the attributes of a candidate demonstrating confident ability:</p> <ul style="list-style-type: none"> • understanding of the purposes of visual research; research is relevant and consistent • understanding of visual language/formal elements; consistent command of skills/technique • solutions are well-constructed but not always exciting/original • perseverance but sometimes a lack of focus • enthusiasm and imagination but there may be a tendency to reiterate ideas • risks may sometimes be taken but not always when appropriate • appreciation of the characteristics of media and functional constraints of materials; however knowledge may not always be fully integrated and applied • work has developed personal identity although it may sometimes be mannered with the sense of an imposed personal style • sound judgements showing understanding of the more complex issues involved • use of critical vocabulary to express emerging independent judgements 	<p>The following are indicators of the attributes of a candidate demonstrating fluent ability:</p> <ul style="list-style-type: none"> • understanding has become knowledge • technique, style, content and judgements consistent and sensitive from conception to realisation • in-depth subject knowledge (visual language/formal elements) and high command of skills/technique • in-depth and authoritative research, enquiry and evaluations, showing independent and discriminating judgements • sequential thinking but also imaginative leaps, at appropriate times • sense of discovery and a willingness to take risks • work is intuitive, imaginative, exciting and original • full appreciation and understanding of the characteristics of media and the functional constraint of materials • manipulation of formal elements with regard for both functional and aesthetic concerns • well informed and effective use of critical vocabulary
1 – 2 marks	3 – 4 marks	5 – 6 marks	7 – 8 marks	9 – 10 marks

In cases where strands within the Assessment Objectives have not been met within a particular component, no marks can be awarded for that particular strand. The category 'no rewardable mark' should therefore be used.