Script: Pre-recorded Event

Event Code:	GCSE (9-1) GCSE Art and Design
Event Title:	Module 3 Sample 1 Component 2 Photography 59 Marks
Writer Name:	Andrew Goold

Slide No.	Script (verbatim)
Slide 1	Title slide
Pronunciation	Welcome back to the 2019/20 Inset programme for GCSE Art and Design. Please make sure you have marked all the samples in Module 2, before taking part in this module. Please also complete an assessment grid for each candidate with your marks and have the final mark for each candidate available for you to compare your marks with the standardised ones. This is an exemplary submission of GCSE Photography, Externally Set Assignment component 2, with a standard mark of 59. The next couple of slides looks at the mark breakdown and explains why the work has been awarded 59 marks.
Slide 2	Mark breakdown
Pronunciation	Firstly, let's look at the breakdown: AO1 = 14 Mostly confident & assured ability AO2 = 15 Fully confident & assured ability AO3 = 15 Fully confident & assured ability AO4 = 15 Fully confident & assured ability Total = 59 Which is in level 5 The level descriptor on the assessment grid says the work demonstrates that:

	Knowledge, understanding and skills are effective and focused throughout
Slide 3	Commentary and keyword descriptors form the GCSE taxonomy
Pronunciation	**When we look at the GCSE taxonomy, the keyword descriptors that best describe the characteristics of this work are:** **Advanced** **Convincing** **Comprehensive** **Focused** **Perceptive** **Refined and Resolved** **These are all the descriptors from level 5 except '*risk taking*, because the work is predictable. An unexpected idea and outcome would help the submission move into the exceptional level.** When we look through the slides, we can see that there is evidence of a **convincing and refined** development of ideas with a **focussed** approach within investigations. The candidate explores ideas through a **convincing** process of experimentation and review. Annotation is **convincing and comprehensive**, demonstrating a high level of critical judgement and analysis. The refinement of ideas is informed by personal insights and investigations. Knowledge, understanding and skills are **resolved and focussed** throughout. The candidate has used the period of sustained focus to create a **refined** outcome informed by their **comprehensive** and sustained preparatory studies.
Slide 4 - 21	Exemplar images
Pronunciation	We will now just quickly flick through the candidates work. (At a slow pace flick through the portfolio to remind delegates of the work)

Slide 22	Summary - Mark breakdown
Pronunciation	To summaries, here is the mark breakdown again: AO1 = 14 Mostly confident & assured ability AO2 = 15 Fully confident & assured ability AO3 = 15 Fully confident & assured ability AO4 = 15 Fully confident & assured ability Total = 59 Which is in level 5 The level descriptor on the assessment grid says the work demonstrates that: ***Knowledge, understanding and skills are effective and focused throughout***

Event Code:	GCSE (9-1) GCSE Art and Design
Event Title:	Module 3 Sample 2 Component 2 Three-Dimensional Design 48 Marks
Writer Name:	Andrew Goold

Slide No.	Script (verbatim)
Slide 1	Title slide
Pronunciation	This is an exemplary submission of GCSE Three-dimensional design, Externally Set Assignment component 2, with a standard mark of 48. The next couple of slides looks at the mark breakdown and explains why the work has been awarded 48 marks.
Slide 2	Mark breakdown
Pronunciation	Firstly, let's look at the breakdown: AO1 = 12 Fully competent & consistent ability AO2 = 12 Fully competent & consistent ability AO3 = 12 Fully competent & consistent ability AO4 = 12 Fully competent & consistent ability Total = 48 – which is in level 4 The level descriptor on the assessment grid says the work demonstrates that: ***Knowledge, understanding and skills are secure and cohesive throughout***
Slide 3	Commentary and keyword descriptors from the GCSE Taxonomy
Pronunciation	**When we look at the GCSE taxonomy the keyword descriptors that best describe the characteristics of this work are:** **Informed** **Purposeful** **Secure** **Engaged** **Skilful** **Thoughtful and cohesive** **These are all the descriptors from level 4. To move into level 5 the skills and the application of formal elements need to be more refined and advanced.** When we look through the slides, we can see that the candidate records in a **skilful** way, driven by insights gained through experimentation and the

	development of ideas. Overall, this is an **engaged** submission of work with a focus on card construction. Knowledge, understanding and skills are **secure and cohesive** throughout. There is evidence of competent and consistent ability to select and experiment with three dimensional materials, techniques and processes relevant to personal intentions. Annotation was generally **purposeful** and demonstrated a critical understanding of the context of own ideas and the sources that informed them. The **informed and cohesive** realisation demonstrates understanding of visual language through the competent and consistent application of formal elements within the discipline of Three-dimensional design.
Slide 4 - 21	Exemplar images
Pronunciation	We will now just quickly flick through the candidates work. (At a slow pace flick through the portfolio to remind delegates of the work)
Slide	Summary - Mark breakdown
Pronunciation	To summaries, here is the mark breakdown again: AO1 = 12 Fully competent & consistent ability AO2 = 12 Fully competent & consistent ability AO3 = 12 Fully competent & consistent ability AO4 = 12 Fully competent & consistent ability Total = 48 – which is in level 4 The level descriptor on the assessment grid says the work demonstrates that: ***Knowledge, understanding and skills are secure and cohesive throughout***

Event Code:	GCSE (9-1) GCSE Art and Design
Event Title:	Module 3 Sample 3 Component 2 Fine Art 28 Marks
Writer Name:	Andrew Goold

Slide No.	Script (verbatim)
Slide 1	Title slide
Pronunciation	This is a predictable example of GCSE Fine Art, Externally Set Assignment component 2, with a standard mark of 29, produced by a candidate working at the emerging competent level. The next couple of slides looks at the mark breakdown and explains why the work has been awarded 29 marks.
Slide 2	Mark breakdown
Pronunciation	Firstly, let's look at the breakdown: AO1 = 7 Just emerging competent ability AO2 = 7Just emerging competent ability AO3 = 7Just emerging competent ability AO4 = 8 Mostly emerging competent ability Total = 29 which is in level 3 The level descriptor on the assessment grid says the work demonstrates that: ***Knowledge, understanding and skills are generally adequate throughout.***
Slide 3	Commentary and keyword descriptors from the GCSE taxonomy
Pronunciation	**When we look at the GCSE taxonomy the keyword descriptors that best describe the characteristics of this work are:** **Growing control** **Predictable** **These descriptors are all from level 3. A more reflective and broadening approach is required for this candidate to achieve a higher mark.** When we look through the slides, we can see the candidate's knowledge, understanding and skills demonstrate an emerging competent ability across all 4 assessment objectives. The development process shows **predictable** critical understanding of their own ideas and the sources that have informed them.

	Experimentation is straightforward with some evidence of control of materials, techniques and processes. The recording of ideas shows **growing control** through drawing, informed by their own photography. Annotation shows an emerging competent ability to record their own ideas, observations and insights. The realisation demonstrates a competent understanding of visual language through the application of the formal elements.
Slide 4-14	Exemplar images
Pronunciation	We will now just quickly flick through the candidates work. (At a slow pace flick through the portfolio to remind delegates of the work)
Slide 5	Summary - Mark breakdown
Pronunciation	To summaries, here is the mark breakdown again: AO1 = 7 Just emerging competent ability AO2 = 7Just emerging competent ability AO3 = 7Just emerging competent ability AO4 = 8 Mostly emerging competent ability Total = 29 which is in level 3 The level descriptor on the assessment grid says the work demonstrates that: ***Knowledge, understanding and skills are generally adequate throughout.***

Event Code:	GCSE (9-1) GCSE Art and Design
Event Title:	Module 3 Sample 4 Component 2 Textile Design 8 Marks
Writer Name:	Andrew Goold

Slide No.	Script (verbatim)
Slide 1	Title slide
Pronunciation	This is a typical example of GCSE Textile Design, Externally Set Assignment component 2, with a standard mark of 8, produced by a candidate working at the limited level. The next couple of slides looks at the mark breakdown and explains why the work has been awarded 8 marks
Slide 2	Mark breakdown
Pronunciation	Firstly, let's look at the breakdown: AO1 = 2 Mostly Limited ability AO2 = 2 Mostly Limited ability AO3 = 2 Mostly Limited ability AO4 = 2 Mostly Limited ability Total = 8 which is in level 1 The level descriptor on the assessment grid says the work demonstrates that: ***Insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in the development and recording of ideas***
Slide 3	Commentary and keyword descriptors from the GCSE taxonomy
Pronunciation	**When we look at the GCSE taxonomy the keyword descriptors that best describe the characteristics of this work are:** **Clumsy** **Minimal** **Elementary** When we look through the slides, we can see that there is evidence of a **clumsy** use of formal elements. Textile Design skills are limited to collage techniques. The candidate demonstrates a **minimal** exploration of ideas, selecting and experimenting with materials, techniques and processes. The candidate shows evidence of **elementary** drawing from both primary and secondary sources,

	The candidate shows **minimal** knowledge, understanding of the application of the formal elements. The evidence shows that the candidate has a limited ability within the discipline of Textile design across all the assessment objectives.
Slide 4 - 21	Exemplar images
Pronunciation	We will now just quickly flick through the candidates work. (At a slow pace flick through the portfolio to remind delegates of the work)
Slide 22	Summary - Mark breakdown
Pronunciation	To summaries, here is the mark breakdown again: AO1 = 2 Mostly Limited ability AO2 = 2 Mostly Limited ability AO3 = 2 Mostly Limited ability AO4 = 2 Mostly Limited ability Total = 8 which is in level 1 The level descriptor on the assessment grid says the work demonstrates that: ***Insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in the development and recording of ideas***

Event Code:	GCSE (9-1) Art and Design
Event Title:	Module 3 Component 1 sample A Graphic Communication 58 MARKS
Writer Name:	Andrew Goold

Slide No.	Script (verbatim)
Slide 1	Title Slide
Pronunciation	This is an exemplary submission of GCSE graphic communication, Personal Portfolio component 1, with a standard mark of 58. The next couple of slides looks at the mark breakdown and explains why the work has been awarded 58 marks.
Slide 2	Mark breakdown
Pronunciation	Firstly, let's look at the breakdown: AO1 = 15 Fully into confident and assured AO2 = 15 Fully into confident and assured AO3 = 14 Mostly into confident and assured AO4 = 14 Mostly into confident and assured Total = 58 - which is in Level 5 The level descriptor on the assessment grid says the work demonstrates that: ***Knowledge, understanding and skills are effective and focused throughout***
Slide 3	Commentary and keyword descriptors form the GCSE Taxonomy
Pronunciation	**When we look at the GCSE taxonomy the keyword descriptors that best describe the characteristics of this work are:** **Advanced** **Convincing** **Comprehensive** **Focused** **Perceptive** **Refined and Resolved** **These are all the descriptors from level 5 except 'risk taking, because the work is predictable. An unexpected idea and outcome would help the submission move into the exceptional level.** When we look through the slides, we can see that there is evidence of a **comprehensive and convincing** development of ideas with a focussed

	approach to investigation and exploration. Ideas and investigations are also **refined and resolved.** The candidate also explores ideas through a **convincing** process of experimentation and review. Annotation is **convincing and comprehensive**, demonstrating a high level of critical judgement and analysis. The refinement of ideas is informed by personal insights and investigations. Knowledge, understanding and skills are effective and **focussed** throughout. This is a convincing and resolved submission of work. The candidate creates meaningful responses through a confident application of formal elements within the discipline of Graphic Communication.
Slide 4-24	Exemplar images
Pronunciation	We will now just quickly flick through the candidates work. (At a slow pace flick through the portfolio to remind delegates of the work)
Slide 25	Summary - Mark breakdown
Pronunciation	To summaries, here is the mark breakdown again: AO1 = 15 Fully into confident and assured AO2 = 15 Fully into confident and assured AO3 = 14 Mostly into confident and assured AO4 = 14 Mostly into confident and assured Total = 58 - which is in Level 5 The level descriptor on the assessment grid says the work demonstrates that: ***Knowledge, understanding and skills are effective and focused throughout***

Event Code:	GCSE (9-1) GCSE Art and Design
Event Title:	Module 3 Sample B Component 1 Fine Art 48 marks
Writer Name:	Andrew Goold

Slide No.	Script (verbatim)
Slide 1	Title slide
Pronunciation	This is good and typical submission of Fine Art, Personal Portfolio component 1, with a standard mark of 48. The next couple of slides looks at the mark breakdown and explains why the work has been awarded 48 marks.
Slide 2	Mark breakdown
Pronunciation	Firstly, let's look at the breakdown: AO1 = 12 Fully competent & consistent ability AO2 = 12 Fully competent & consistent ability AO3 = 12 Fully competent & consistent ability AO4 = 12 Fully competent & consistent ability Total = 48 – which is in level 4 The level descriptor on the assessment grid says the work demonstrates that: ***Knowledge, understanding and skills are secure and cohesive throughout***
Slide 3	Commentary and keyword descriptors form the GCSE Taxonomy
Pronunciation	**When we look at the GCSE taxonomy the keyword descriptors that best describe the characteristics of this work are:** **Informed** **Purposeful** **Secure** **Engaged** **Skilful** **Thoughtful and cohesive** **These are all the descriptors from level 4. To move into level 5 the skills and the application of formal elements need to be more refined.**

	When we look through the slides, we can see that the candidate records in a **skilful** way, driven by insights gained through experimentation and the development of ideas. The candidate refines ideas through **thoughtful** reflections, **securely** exploring a range of materials, techniques and processes. Annotation is **cohesive** and reflects a personal and **thoughtful** journey. This demonstrates a competent and consistent use of critical judgement and analysis. The refinement of ideas is informed by personal investigations. Knowledge, understanding and skills are sustained and **purposeful.** The candidate has produced an outcome reflecting a competent and consistent ability. This is an **informed and engaged** submission of work
Slide 4-23	Exemplar images
Pronunciation	We will now just quickly flick through the candidates work. (At a slow pace flick through the portfolio to remind delegates of the work)
Slide 24	Summary - Mark breakdown
Pronunciation	To summaries, here is the mark breakdown again: AO1 = 12 Fully competent & consistent ability AO2 = 12 Fully competent & consistent ability AO3 = 12 Fully competent & consistent ability AO4 = 12 Fully competent & consistent ability Total = 48 – which is in level 4 The level descriptor on the assessment grid says the work demonstrates that: ***Knowledge, understanding and skills are secure and cohesive throughout***

Event Code:	GCSE (9-1) GCSE Art and Design
Event Title:	Module 3 Sample C Component 1 Textile Design 36 Marks
Writer Name:	Andrew Goold

Slide No.	Script (verbatim)
Slide 1	Title slide
Pronunciation	This is a good example of GCSE Textile Design, Personal Portfolio component 1, with a standard mark of 36. The next couple of slides looks at the mark breakdown and explains why the work has been awarded 36 marks.
Slide 2	Mark breakdown
Pronunciation	Firstly, let's look at the breakdown: AO1 = 9 Fully Emerging competent ability AO2 = 9 Fully Emerging competent ability AO3 = 9 Fully Emerging competent ability AO4 = 9 Fully Emerging competent ability Total = 36 – which is in level 3 The level descriptor on the assessment grid says the work demonstrates that: ***Knowledge, understanding and skills are generally adequate throughout***
Slide 3	Commentary and Keyword descriptors from the GCSE Taxonomy
Pronunciation	**When we look at the GCSE taxonomy the keyword descriptors that best describe the characteristics of this work are:** **Reflective** **Predictable** **Growing control** **Broadening** **Endeavour and Safe** **These descriptors are all from level 3. To move into level 4 a more skillful and thoughtful approach is required.** When we look through the slides, we can see that the candidate's knowledge, understanding and skills are generally **adequate, but safe** The development process is **predictable** in the formulation of ideas.

	Investigations show emerging competence in critical understanding of their own ideas and the sources that have informed them. Experimentation shows **endeavour** and is **broadening** in the ability to select and use materials and techniques. The recording of ideas shows **growing control** through the manipulation of formal elements. Annotation shows an emerging competent understanding of sources, related to personal work and the work of others. The final realisations demonstrate a fully emerging competent ability in the understanding of visual language within the discipline of constructive textile design.
Slide 4-26	Exemplar images
Pronunciation	We will now just quickly flick through the candidates work. (At a slow pace flick through the portfolio to remind delegates of the work)
Slide 27	Summary - Mark breakdown
Pronunciation	To summaries, here is the mark breakdown again: AO1 = 9 Fully Emerging competent ability AO2 = 9 Fully Emerging competent ability AO3 = 9 Fully Emerging competent ability AO4 = 9 Fully Emerging competent ability Total = 36 – which is in level 3 The level descriptor on the assessment grid says the work demonstrates that: Knowledge, understanding and skills are generally adequate throughout

Event Code:	GCSE (9-1) GCSE Art and Design
Event Title:	Module 3 Sample C Component 1 Art, Craft and Design 17 Marks
Writer Name:	Andrew Goold

Slide No.	Script (verbatim)
Slide 1	Title slide
Pronunciation	This is a typical example of GCSE Art, Craft and Design, Personal Portfolio component 1, with a standard mark of 17, produced by a candidate working at the basic level. The next couple of slides looks at the mark breakdown and explains why the work has been awarded 17 marks.
Slide 2	Mark breakdown
Pronunciation	Firstly, let's look at the breakdown: AO1 = 4 Just basic ability AO2 = 4 Just basic ability AO3 = 4 Just basic ability AO4 = 5 Mostly basic ability Total = 17 which is in level 2 The level descriptor on the assessment grid says the work demonstrates that: ***Some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas***
Slide 3	Commentary and keyword descriptors from the GCSE Taxonomy
Pronunciation	**When we look at the GCSE taxonomy the keyword descriptors that best describe the characteristics of this work are:** **Tentative** **Simplistic** **Unrefined** **These descriptors are all from level 2. A more methodical and structured approach is required for this candidate to achieve a higher mark.** When we look through the slides, we can see that there is evidence of a disjointed and unstructured approach to selecting, developing ideas and experimentation. The candidate reveals a **tentative** and repetitive approach in selecting and experimenting with techniques and processes.

	The candidate's knowledge and understanding and skills are **unrefined** and **simplistic**. The candidate's final outcomes are developed in a deliberate and tentative way.
Slide 4 - 26	Exemplar images
Pronunciation	We will now just quickly flick through the candidates work. (At a slow pace flick through the portfolio to remind delegates of the work)
Slide 27	Summary - Mark breakdown
Pronunciation	To summaries, here is the mark breakdown again: AO1 = 4 Just basic ability AO2 = 4 Just basic ability AO3 = 4 Just basic ability AO4 = 5 Mostly basic ability Total = 17 which is in level 2 The level descriptor on the assessment grid says the work demonstrates that: ***Some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas*** **You have now been able to compare your marks with those awarded by the senior examining team. Please make any notes you would like to address before you move to the next module. In this next module you will have a chance to have a live interaction with one of our experienced trainers. We will also run through another fresh marked sample together, to enable you to further practice the implementation of the assessment tools, supported by the online trainer.**