

ASS	ESSMENT OBJECTIVE CHECKLIST FOR TEACHERS
AO1	Is about ability to <b>develop contextual ideas</b> , doing this through <b>sustained</b> and <b>focused</b> <b>investigations.</b> Candidates should show how they have been <b>informed</b> by <b>contextual</b> and <b>other sources</b> and demonstrate <b>analytical</b> and <b>critical understanding</b> .
Contextual understanding Develop ideas through	It is not just a matter of studying contextual sources, but showing <b>relevant</b> <b>understanding</b> and demonstrating <b>what impact</b> such study has had on <b>their own</b> <b>approach</b> .
sustained and focused investigations informed by contextual and other sources, demonstrating	Analytical skills are concerned with identifying relationships (e.g. by comparing and contrasting) between constituent parts of a complex whole to determine its content, nature and structure.
analytical and critical understanding.	Critical skills involve <b>posing relevant questions</b> , <b>distinguishing</b> between <b>what</b> <u>is</u> and <b>what</b> <u>is not</u> relevant, differentiating between various types of information (e.g. biographical, descriptive, evaluative), clearly presenting and justifying points of view, giving valid, well-argued reasons.
AO2	Is about <b>purposefully</b> exploring <b>resources</b> , <b>materials</b> , <b>processes</b> and ability to make <b>appropriate selection</b> from these. During the process of their work, candidates should provide evidence of <b>on-going evaluation /review</b> , to decide if changes are required to <b>improve / refine</b> it.
Creative making Explore and select appropriate resources,	It is concerned with <b>imaginative</b> activity to generate <b>original outcomes</b> relevant to the <b>intentions</b> of the learner. It is usually preceded by the <b>exploration of stimulating sources</b> likely to spark innovative ideas and can begin with <b>initial drafting of ideas</b> to give them shape and form.
media, materials, techniques and processes, reviewing and refining ideas as work develops.	This can lead to a <b>process of development</b> in which initial visualisations are more clearly defined and the range of possible outcomes becomes more focused. <b>Suitable means of expression</b> should be considered, including sensitive <b>selection</b> of the most suitable media, technique, scale etc. before undertaking <b>final realisation</b> .
	The final phase may involve <b>refinement of detail</b> using <b>careful control</b> to produce <b>outcomes of quality. Clear relationships</b> should be established between <b>working methods</b> and <b>outcomes</b> .
AO3	Is about <b>recording,</b> in <b>visual</b> and <b>other forms</b> , ideas, observations, insights <b>relevant to</b> <b>intentions.</b> It is centrally concerned with <b>research</b> and <b>enquiry</b> into visual and tactile sources of reference.
Reflective recording Record ideas, observations and	As their studies develop, candidates should demonstrate ability to <b>reflect</b> on their <b>work</b> and their <b>progress</b> . They should pay attention to the way they <b>gather</b> , <b>select</b> , <b>organise</b> and <b>communicate</b> visual and other information.
insights relevant to intentions, reflecting on work and progress.	It also requires evidence of <b>reflective learning</b> which involves <b>taking time to think</b> <b>about their work</b> and reflecting on and <b>reviewing what they have learned</b> in order to <b>deepen understanding</b> . They should engage <b>in looking for meaning</b> and <b>purpose</b> in what they are doing and in <b>seeking</b> and <b>expressing balanced viewpoints</b> . Particularly important is evidence of their ability to <b>transfer learning to a new context</b> .
AO4 Personal presentation	Is about presenting responses which are <b>personal</b> (without the intervention of someone else), <b>informed</b> and <b>meaningful</b> (essentially to the candidate, but also to others). In presenting their responses, they should demonstrate the <b>outcome</b> of their <b>critical understanding</b> and <b>make clear</b> the extent to, and means by, which they have <b>realised</b>
Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	intentions. Where appropriate, they should make <b>explicit</b> the <b>connections between the different</b> <b>parts of the submission</b> . Learning skills involve <b>presenting work in a logical order</b> which is easy to follow, <b>making clear the purpose</b> and <b>context</b> of the work and <b>conveying intentions</b> . They also involve devising a <b>suitable form of presentation</b> which is <b>suited to the purpose</b> of the work and <b>engaging to an audience</b> .



## AS ART AND DESIGN COMPONENT PERSONAL CREATIVE ENQUIRY

	ASSESSMENT OBJECTIVE CHECKLIST FOR LEARNERS				
	Have I provided evidence that shows that I am able to:				
A01 CONTEXTUAL UNDERSTANDING	•	use my chosen contextual and other references to develop new thoughts and ideas;			
	•	carry out investigations which are sustained and focused on information relevant to my study;			
	•	<i>evaluate</i> the methods, approaches, purposes and intentions of artists / craftworkers / designers and <i>understand</i> how the different contexts in which their work has been produced influence interpretation and meaning;			
	•	apply contextual understanding in ways which inform my own approach;			
	•	<i>analyse</i> my sources by finding <i>relationships</i> between different aspects and <i>comparing and contrasting</i> these;			
	•	ask <i>pertinent</i> questions and search for <i>relevant</i> answers, <i>distinguish</i> between different kinds of information and present my own, <i>considered</i> points of view.			
VE	•	convey a sense of purpose in exploring resources, processes and the visual elements;			
	•	<i>carefully</i> select media and techniques and use them <i>appropriately</i> so that they complement my intentions;			
	•	research stimulating sources for innovative possibilities and proficiently draft my initial ideas;			
AO2 CREATIVE MAKING	•	document <i>coherent</i> evidence of each stage of the creative process with clear relationships established between working methods and outcomes;			
	•	review my work regularly to improve and refine it where necessary;			
	•	skilfully handle materials, techniques and processes to produce quality outcomes.			
	•	apply myself thoroughly to productive methods of research and enquiry;			
ш 2 С 0	•	efficiently gather, select, organise and convey the findings of my research;			
3 REFLECTI RECORDING	•	effectively record ideas, observations and insights in line with my intentions;			
AO3 REFLE	•	utilise a suitable range of recording methods and competent recording skills;			
A03 R	•	thoughtfully review my work and progress to deepen my understanding;			
	•	transfer ideas and skills to new situations and look for meaning and purpose in my studies.			
	•	present ideas and outcomes which are my own and not plagiarised;			
Ļz	•	produce work which is well informed and has meaning for myself and others;			
AO4 PERSONAL PRESENTATION	•	plainly convey and successfully realise my intentions;			
	•	demonstrate critical understanding in the development of my outcome(s);			
	•	present my submission in <i>logical order</i> making <i>clear connections</i> between the various parts where appropriate;			
	•	devise an <i>appropriate</i> form of presentation which <i>suits the purpose</i> of my work and <i>engages an audience</i> .			



## A LEVEL ART AND DESIGN COMPONENT 1 PERSONAL INVESTIGATION COMPONENT 2 EXTERNALLY SET ASSIGNMENT

ASSESSMENT OBJECTIVE CHECKLIST FOR TEACHERS					
AO1	Is about ability to <b>develop contextual ideas</b> , doing this through <b>sustained</b> and <b>focused</b> <b>investigations.</b> Candidates should show how they have been <b>informed</b> by <b>contextual</b> and <b>other sources</b> and demonstrate <b>analytical</b> and <b>critical understanding</b> .				
Contextual understanding Develop ideas through	It is not just a matter of studying contextual sources, but showing <b>relevant</b> <b>understanding</b> and demonstrating <b>what impact</b> such study has had on <b>their own</b> <b>approach</b> .				
sustained and focused investigations informed by contextual and other sources, demonstrating	Analytical skills are concerned with identifying relationships (e.g. by comparing and contrasting) between constituent parts of a complex whole to determine its content, nature and structure.				
analytical and critical understanding.	Critical skills involve <b>posing relevant questions</b> , <b>distinguishing</b> between <b>what</b> <u>is</u> and <b>what</b> <u>is not</u> relevant, differentiating between various types of information (e.g. biographical, descriptive, evaluative), clearly <b>presenting</b> and <b>justifying points of view</b> , giving <b>valid</b> , <b>well-argued reasons</b> .				
AO2	Is about <b>purposefully</b> exploring <b>resources</b> , <b>materials</b> , <b>processes</b> and ability to make <b>appropriate selection</b> from these. During the process of their work, candidates should provide evidence of <b>on-going evaluation /review</b> , to decide if changes are required to <b>improve / refine</b> it.				
Creative making Explore and select appropriate resources,	It is concerned with <b>imaginative</b> activity to generate <b>original outcomes</b> relevant to the <b>intentions</b> of the learner. It is usually preceded by the <b>exploration of stimulating sources</b> likely to spark innovative ideas and can begin with <b>initial drafting of ideas</b> to give them shape and form.				
media, materials, techniques and processes, reviewing and refining ideas as work develops.	This can lead to a <b>process of development</b> in which initial visualisations are more clearly defined and the range of possible outcomes becomes more focused. <b>Suitable means of expression</b> should be considered, including sensitive <b>selection</b> of the most suitable media, technique, scale etc. before undertaking <b>final realisation</b> .				
	The final phase may involve <b>refinement of detail</b> using <b>careful control</b> to produce <b>outcomes of quality. Clear relationships</b> should be established between <b>working methods</b> and <b>outcomes</b> .				
A03	Is about <b>recording,</b> in <b>visual</b> and <b>other forms</b> , ideas, observations, insights <b>relevant to</b> <b>intentions.</b> It is centrally concerned with <b>research</b> and <b>enquiry</b> into visual and tactile sources of reference.				
Reflective recording Record ideas, observations and	As their studies develop, candidates should demonstrate ability to <b>reflect</b> on their <b>work</b> and their <b>progress.</b> They should pay attention to the way they <b>gather</b> , <b>select</b> , <b>organise</b> and <b>communicate</b> visual and other information.				
insights relevant to intentions, reflecting on work and progress.	It also requires evidence of <b>reflective learning</b> which involves <b>taking time to think</b> <b>about their work</b> and reflecting on and <b>reviewing what they have learned</b> in order to <b>deepen understanding</b> . They should engage <b>in looking for meaning</b> and <b>purpose</b> in what they are doing and in <b>seeking</b> and <b>expressing balanced viewpoints</b> . Particularly important is evidence of their ability to <b>transfer learning to a new context</b> .				
AO4 Personal presentation	Is about presenting responses which are <b>personal</b> (without the intervention of someone else), <b>informed</b> and <b>meaningful</b> (essentially to the candidate, but also to others). In presenting their responses, they should demonstrate the <b>outcome</b> of their <b>critical understanding</b> and <b>make clear</b> the extent to, and means by, which they have <b>realised</b>				
Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	intentions. Where appropriate, they should make explicit the connections between the different parts of the submission. Learning skills involve presenting work in a logical order which is easy to follow, making clear the purpose and context of the work and conveying intentions. They also involve devising a suitable form of presentation which is suited to the purpose of the work and engaging to an audience.				



## A LEVEL ART AND DESIGN COMPONENT 1 PERSONAL INVESTIGATION COMPONENT 2 EXTERNALLY SET ASSIGNMENT

## ASSESSMENT OBJECTIVE CHECKLIST FOR LEARNERS

		Have I provided evidence that shows that I am able to:	√or x
AO1 CONTEXTUAL UNDERSTANDING	•	use my chosen contextual and other references to develop new thoughts and ideas;	
	•	carry out investigations which are sustained and focused on information relevant to my study;	
	•	<i>evaluate</i> the methods, approaches, purposes and intentions of artists / craftworkers / designers and <i>understand</i> how the different contexts in which their work has been produced influence interpretation and meaning;	
	•	apply contextual understanding in ways which inform my own approach;	
	•	<i>analyse</i> my sources by finding <i>relationships</i> between different aspects and <i>comparing and contrasting</i> these;	
	•	ask <i>pertinent</i> questions and search for <i>relevant</i> answers, <i>distinguish</i> between different kinds of information and present my own, <i>considered</i> points of view.	
AO2 CREATIVE MAKING	•	convey a sense of purpose in exploring resources, processes and the visual elements;	
	•	carefully select media and techniques and use them appropriately so that they complement my intentions;	
	•	research stimulating sources for innovative possibilities and proficiently draft my initial ideas;	
	•	document <i>coherent</i> evidence of each stage of the creative process with clear relationships established between working methods and outcomes;	
	•	review my work regularly to improve and refine it where necessary;	
	•	skilfully handle materials, techniques and processes to produce quality outcomes.	
AO3 REFLECTIVE RECORDING	•	apply myself thoroughly to productive methods of research and enquiry;	
	•	efficiently gather, select, organise and convey the findings of my research;	
	•	effectively record ideas, observations and insights in line with my intentions;	
	•	utilise a suitable range of recording methods and competent recording skills;	
	•	thoughtfully review my work and progress to deepen my understanding;	
	•	transfer ideas and skills to new situations and look for meaning and purpose in my studies.	
	•	present ideas and outcomes which are <i>my own</i> and not plagiarised;	
ΫZ	•	produce work which is well informed and has meaning for myself and others;	
AO4 PERSONAL PRESENTATION	•	plainly convey and successfully realise my intentions;	
	•	demonstrate <i>critical understanding</i> in the development of my outcome(s);	
	•	present my submission in <i>logical order</i> making <i>clear connections</i> between the various parts where appropriate;	
	•	devise an <i>appropriate</i> form of presentation which <i>suits the purpose</i> of my work and <i>engages an audience</i> .	