

Applied Art and Design**OCR GCE Unit F143 The creative process****Unit Recording Sheet**

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

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| Unit Title | The creative process | | | Unit Code | F143 | Session | Jan / June | Year | 2 | 0 | | |
| Centre Name | | | | | | Centre Number | | | | | | |
| Candidate Name | | | | | | Candidate Number | | | | | | |
| Deadline Date Given | | | | | Actual Submission Date | | | | | | | |
| Teacher Comments: | | | | | | | | | | Date | | |
| Marks Summary | AO1 | | AO2 | | AO3 | | Total Mark | | | | | |
| If this work is a re-sit, please tick | | | | | Session and Year of previous submission | Jan / June | 2 | 0 | | | | |
| Location(s)/description of additional work added since previous submission: | | | | | | | | | | | | |
| Please tick to indicate this work has been standardised internally, whether or not it is a resubmission | | | | | | | | | | | | |
| <p>What the candidate needs to do: The candidate must produce and present:</p> <ul style="list-style-type: none"> evidence which demonstrates that they can respond, over time, to an externally-set topic and brief; a completed outcome(s) produced by the creative process followed in response to this topic and brief, presented appropriately. | | | | | | | | | | | | |
| AO1 (Knowledge) Applying knowledge and understanding of others' practice: show an understanding of the working methods used by historical and contemporary art and design professionals and their work. | | | | AO2 (Skills) Applying skills, techniques and understanding: develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes, realising and presenting work appropriate to its context. | | | | AO3 (Analysis) Analysis, synthesis and evaluation: gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate own practice. | | | | |
| <ul style="list-style-type: none"> some ability to collect, organise and use information with guidance is shown; information is recorded and presented though not all may be relevant; limited evidence is provided to support conclusions; partial understanding is shown; some relevant links and connections to others' work are identified; some vocational awareness is shown; | | | | <ul style="list-style-type: none"> some exploration of ideas and processes is undertaken; some understanding of properties, characteristics, materials, techniques and technologies is shown; some understanding of visual language is shown; some consistency of skills is shown; some awareness of resources is shown; intentions appropriate to the context are realised with guidance; | | | | <ul style="list-style-type: none"> some value judgements about own work are made and recorded; limited critical understanding is shown; obvious or literal comments are made; limited evidence of ongoing/summative evaluation/monitoring of own work/progress is shown; some comparisons between intentions and outcomes are made but not all comparisons may be relevant or justified; | | | | |
| Band 1 Basic (0 - 5) | | | | Band 1 Basic (0 - 10) | | | | Band 1 Basic (0 - 5) | | | | |
| <i>The quality of written work is basic; structure and style are simplistic. Work contains many significant errors of spelling, punctuation and grammar, which obscure meaning.</i> | | | | | | | | | | | | |

| AO1 (Knowledge) | | AO2 (Skills) | | AO3 (Analysis) | |
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| <ul style="list-style-type: none"> ability to collect, organise and use information with limited guidance is shown; developing understanding of working methods is shown; limited ideas, insights and observations are expressed; relevant information is recorded and presented; limited vocational awareness is shown; increasing connections to others' work are identified; | | <ul style="list-style-type: none"> exploration of ideas and processes is undertaken; increasing understanding of properties, characteristics, materials, techniques and technologies is shown; increasing consistency of skills is shown; increasing understanding of visual language is shown; intentions appropriate to the context are realised with little guidance/support; increasing awareness of appropriate resources is shown; | | <ul style="list-style-type: none"> clear value judgements about own work are made and recorded; developing critical understanding is shown; some original comments are made; clear evidence of ongoing/summative evaluation/monitoring of own work/progress is shown; valid comparisons between intentions and outcomes are made; | |
| Band 2 Competent (6 – 10) | | Band 2 Competent (11 - 20) | | Band 2 Competent (6 – 10) | |
| <p><i>The quality of written work is generally competent and its meaning is sometimes unclear; work has a basic structure but lacks fluency of style. Some elements of work are fit for purpose but work contains some significant errors of spelling, punctuation and grammar, which sometimes obscure meaning.</i></p> | | | | | |
| <ul style="list-style-type: none"> some independence in investigation is shown; order and purpose in the collection, organisation and use of information is evident; relevant sources are identified; developing personal views of others' work are expressed; increasing vocational awareness is shown; coherent connections to others' work are made; | | <ul style="list-style-type: none"> consistent skill level and control is demonstrated; clear understanding of properties, characteristics, materials, techniques and technologies is shown; understanding of visual language is shown; intentions appropriate to the context are realised with confidence; clear understanding of appropriate resources is shown; | | <ul style="list-style-type: none"> personal views and reasoned judgements are expressed and recorded; coherent explanations showing increasing critical understanding are given; independent responses are given; fitness for purpose is identified and evaluated; new directions for own work are identified; | |
| Band 3 Coherent (11 - 15) | | Band 3 Coherent (21 - 30) | | Band 3 Coherent (11 - 15) | |
| <p><i>The quality of written work is generally coherent and its meaning is usually clear; work has an appropriate structure and some attempt at a fluent style. Work is generally fit for purpose but contains some errors of spelling, punctuation and grammar.</i></p> | | | | | |
| <ul style="list-style-type: none"> increasing independence in investigation that is organised and increasingly effective is shown; competent analysis of others' work is shown; some depth of understanding in the interpretation is shown; clear vocational awareness is communicated; increasing recognition of connections between own and others' work is clearly shown; | | <ul style="list-style-type: none"> good skill level is shown; good control and appropriate choices are shown; in-depth understanding of visual language is shown; range of investigations is undertaken; intentions appropriate to the context are realised with confidence and originality; good selection and management of resources is shown; | | <ul style="list-style-type: none"> strong personal views supported by well reasoned judgements are expressed and recorded; thorough, clearly expressed explanations are given; original responses are given; innovative solutions are developed; strong analytical skills are shown; | |
| Band 4 Confident (16 - 20) | | Band 4 Confident (31 - 40) | | Band 4 Confident (16 - 20) | |
| <p><i>The quality of written work is confident, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.</i></p> | | | | | |
| <ul style="list-style-type: none"> independent and selective investigation that is well managed, effective and discriminating is shown; perceptive analysis of others' work is shown; innovative interpretation of information is shown; informed vocational awareness is communicated; connections between own and others' work are recognised and evaluated. | | <ul style="list-style-type: none"> developed personal style is shown; thorough understanding of properties and characteristics is shown; extensive range of investigations is undertaken; fluent skill level and high level technical ability is shown; initiative in the selection and management of resources is shown; vocational connections between work methods are shown; intentions appropriate to the context are realised with innovation. | | <ul style="list-style-type: none"> fluent command of visual and critical understanding is shown; independent judgements and responses are made; perceptive analysis of sources is shown; convincing and in-depth account of the influences in their own work is given; discrimination between purposes, meanings and contexts is shown. | |
| Band 5 Mature (21 - 25) | | Band 5 Mature (41 - 50) | | Band 5 Mature (21 - 25) | |
| <p><i>The quality of written work is mature, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.</i></p> | | | | | |
| TOTAL AO1 | /25 | TOTAL AO2 | /50 | TOTAL AO3 | /25 |