

ASSESSMENT OBJECTIVE CHECKLIST FOR TEACHERS

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

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