

Expressive Arts

**OCR GCSE J367 Unit A692: Working in Response to a Stimulus
Teacher Commentary Form**

Centre number	<input type="text"/>	Year	<input type="text"/>
Centre name	<input type="text"/>		
Candidate name	<input type="text"/>	Candidate number	<input type="text"/>

INSTRUCTIONS FOR COMPLETION OF THIS FORM

- 1 One form should be completed for each candidate in the sample.
- 2 Please ensure that the appropriate boxes and questions are completed.
- 3 Please indicate the assessment band in which you feel your evidence places the candidate for all Assessment Objectives, highlighting **one** of the Limited/Basic/Competent/Skilful/ Accomplished **headings** on pages 2, 3, and 4 for each objective.
- 4 Please highlight the relevant **descriptions** in the marking criteria on pages 2, 3, and 4 that support your decision. Please note that you may highlight descriptions in different bands.
- 5 Please complete the box at the end of each objective with regard to any additional evidence to support your final marks.

Art forms used Art and Design incl. Textiles Creative Writing Dance Drama Music

Has any one art form constituted more than 50% to the overall assessment of the component?

	<input type="text"/>
Nature of Realisation	<input type="text"/>
Intended Audience	<input type="text"/>

Nature of Evidence Written CD Cassette VHS DVD

	Mark
Objective 1 (out of 20)	<input type="text"/>
Objective 2 (out of 20)	<input type="text"/>
Objective 3 (out of 10)	<input type="text"/>
Objective 4 (out of 10)	<input type="text"/>
Total	<input type="text"/> /60

Signature _____ Date _____

AO 1: Recall, select, use and communicate

Limited

0 - 4 marks

- Understanding of contextual influences occurs spontaneously as a reaction and as a simplistic response.
- The first idea is taken and the easy option looked for in choice of artforms and use of Areas of Study.
- The requirement to select, use and communicate their response to practitioners is recognised
- Produces rudimentary ideas, without refinement, and with no reference to the influence of the work of practitioners, with little or no subject-specific vocabulary, and inaccuracies in spelling, punctuation and grammar are intrusive.

Basic

5 - 8 marks

- Basic recognition of contextual influences and their purpose in developing ideas.
- Choose ideas and artforms in a simplistic way, demonstrating some knowledge of Areas of Study.
- The response to the work of practitioners and its potential impact is superficial.
- Produces ideas that are simple, meeting the minimum needs of the assignment, with little, if any, evidence of refinement, and the briefest of references to the influences of the work of practitioners. There is some use of subject-specific vocabulary and a number of inaccuracies in spelling, punctuation and grammar.

Competent

9 - 12 marks

- Recognises with some understanding contextual influences and their purpose on ideas and the development of the skills involved.
- Chooses ideas and artforms after thought and in a deliberate way, demonstrating Areas of Study and how they apply to the work of practitioners. Focus and clarity are sometimes present.
- There is some use made of their response to the work of practitioners and its impact.
- Produces workable ideas with some refinement, reflecting some influences from the work of practitioners. The use of subject-specific vocabulary when used is applied with clear understanding with only occasional inaccuracies in spelling, punctuation and grammar.

Skilful

13 - 16 marks

- Has a clear understanding of the role played by contextual influences on ideas, their development and the use of skills, with some reference to connections between them.
- Chooses ideas and artforms after thought and in a deliberate way, demonstrating sound knowledge and confidence in applying the Areas of Study to the work of practitioners. There is consistent focus and clarity.
- References to contexts and influences of the work of practitioners are thorough and made use of in the development of ideas.
- Produces workable and detailed ideas with deliberate and effective refinement, reflecting clearly influences from the practitioners' works studied. The use of subject-specific vocabulary is apparent with mostly accurate spelling, punctuation and grammar.

Accomplished

17 - 20 marks

- Demonstrates depth in the understanding of the role played by contextual influences on ideas, their development and the use of skills, making connections wherever appropriate.
- Chooses ideas and artforms after thought and thorough review, with a sense of clear intention. There is a deep understanding of the artforms used, and extensive application of the Areas of Study to the work of practitioners. There is strong and consistent focus and clarity.
- There is evidence of detailed understanding and use of contexts and influences of the work of practitioners in the development of ideas.
- Produces creative, imaginative, detailed and workable ideas with deliberate and effective refinement, reflecting a sophisticated response to the influences from the practitioners' works studied, which provides an excellent basis for future exploration and development. Subject-specific vocabulary is embedded throughout, with accurate spelling, punctuation and grammar.

Additional Evidence

AO 2: Apply skills, processes and techniques

Limited

0 - 4 marks

- Simple use of one skill with little or no exploration.
- A style is used but without any planning or knowledge or understanding. It just 'happens'.
- The structure is as a result of what has occurred rather than the deliberate intention of the candidate. If the ideas do work it will be by chance rather than design, with little reference to Areas of Study.
- (Unit A693 only) Uncertain or no links with the commission, and those links that are there lack originality, and are predictable and superficial.

Basic**5 – 8 marks**

- Simple and basic exploration and application using one or two skills.
- Selects one genre or style with little consideration of alternatives, and simple reference to development.
- Simple development leads to a basic structure and shaping, using minimum skills, and minimum reference to Areas of Study, which might work.
- (Unit A693 only) Links with the commission, but with little originality, often predictable or superficial.

Competent**9 – 12 marks**

- Competent exploration using some of the skills, processes and techniques involved in the artforms chosen.
- Considers more than one genre or style, and selects with some reference to development.
- Some variety in development leads to a straightforward but competent structure which will work, and which uses some skills, processes and techniques, and draws upon knowledge of the Areas of Study.
- (Unit A693 only) Clear and genuine attempt to interpret the commission with a little originality, possibly sometimes predictable or using cliché.

Skilful**13 – 16 marks**

- Competent exploration and application with some interesting outcomes, using a satisfactory variety of the skills, processes and techniques involved in the artforms chosen.
- Considers a range of genre and styles, and makes a thoughtful selection taking full account of the ideas developing.
- Some interesting ideas in a competent development, which leads to sound structures which should work well, and that use a range of skills, processes and techniques, confidently accessing the Areas of Study.
- (Unit A693 only) Imaginative attempt to interpret the commission with some originality and without cliché.

Accomplished**17 – 20 marks**

- Creative, imaginative and accomplished exploration and application using the skills, processes and techniques involved in the artforms chosen.
- Detailed knowledge of a wide range of genres and styles underpins a creative and imaginative selection, entirely appropriate to the way the ideas are developing.
- Creative and imaginative development leads to a strong and sophisticated structure, which is likely to be very effective, and which makes accomplished use of skills, processes and techniques, drawing extensively on the Areas of Study.
- (Unit A693 only) Creative and consistent attempt to interpret the commission with originality without any superficiality or predictability.

Additional Evidence**AO 3: Communicate ideas****Limited****0 – 2 marks**

- There is an attempt at communication.
- Identifies but with little use made of a few of the relevant skills, techniques and compositional elements needed for a successful realisation.
- Understands something of the relationship between the arts, and of the need for the arts to work together, and how this relates to the Areas of Study.

Basic**3 – 4 marks**

- Communicates at a basic and simple level.
- Some indication of thought having gone into the use of a few of the relevant skills, techniques and compositional elements needed for a successful realisation.
- Demonstrates basic understanding of the interaction between the artforms used, referring to Areas of Study, but probably theoretically rather than through the realisation of ideas and planning.

Competent**5 – 6 marks**

- Communicates competently.
- Clear attempt to use some of the relevant skills, techniques and compositional elements needed for a successful realisation.
- Satisfactory understanding of the interaction between artforms, and of the Areas of Study, with some of this understanding reflected in their use within the realisation.

Skilful**7 – 8 marks**

- Communicates effectively with a sense of 'having something to say'.
- Makes effective use of a range of the relevant skills, techniques and compositional elements to develop a successful realisation.
- Good understanding of the interaction between artforms, and of the Areas of Study, clearly demonstrated in their effective use within the realisation.

Accomplished**9 – 10 marks**

- Creative and imaginative communication that is very effective and engaging, making a strong impression on its audience.
- Makes imaginative, inventive and effective use of a wide range of the relevant skills, techniques and compositional elements needed for a successful realisation.
- An excellent understanding of the interaction between the artforms and the Areas of Study is demonstrated by inventive, varied and complementary use within the realisation, giving a seamless, integrated outcome.

Additional Evidence**AO 4: Analyse and evaluate****Limited****0 – 2 marks**

- Gives a short narrative of what has been done, but no reference to success regarding chosen audience.
- Refers briefly to work others have undertaken and Areas of Study.
- Short comments suggesting things would have been better with more time, better group members, and similar shallow statements.

Basic**3 – 4 marks**

- Gives a simple description of some stages of the work, mentioning chosen audience.
- Provides a basic account of the work of others and Areas of Study.
- Presents simple suggestions as to how the work would be better if repeated.

Competent**5 – 6 marks**

- Is competent at making some reflective comment upon the work at all stages, including the impact on the chosen audience.
- Provides a straightforward review of the work of others and the Areas of Study.
- Identifies some avenues for follow-up work with simple developmental ideas.

Skilful**7 – 8 marks**

- Reflects competently and consistently upon the work at all stages, reflecting on whether the original intention for the intended audience was successful.
- Provides an evaluative review that offers ideas on the work of others, linking it with the development of the candidate's own work and the Areas of Study.
- Produces perceptive ideas for future work, which link well with, and draw upon, the experience of the candidate's own work.

Accomplished**9 – 10 marks**

- Reflects with logic and insight in an accomplished way that shows clearly the developmental process, and how successfully the outcome met the original intention for the chosen audience.
- Consistently, critically and effectively evaluates the work of others, and of the Areas of Study, analysing links and influences.
- Creative, imaginative and perceptive ideas for the potential of the work undertaken, considering artforms other than those used in the candidates' original work.

Additional Evidence