



## Marking rationale – Example 6

Theme: Pollution		Mark awarded = 54 out of 100
<b>AO1:</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>Competent</b> skill in recording observations from a variety of relevant sources, showing <b>clear</b> intentions	
<ul style="list-style-type: none"><li>• <b>Research</b> includes a range of primary and secondary sources which are mostly relevant.</li><li>• Relevant references to the <b>work of others</b> is apparent. The candidate includes research into two relevant artists to inform subject matter and media use. For example, the artist Andy Warhol links to the idea of consumerism and its effect on pollution.</li><li>• <b>Gathering of visual evidence</b> is connected to the chosen theme. For example, the candidate has collected images of different waste material using photography as a method of recording pollution and waste they see in everyday life.</li><li>• The candidate has competently recorded from relevant <b>primary sources</b> through direct observation. These <b>studies</b> explore some visual elements such as colour and form. For example, the candidate has recorded the colour and detail seen in a variety of sweet wrappers, rubbish and other waste products.</li><li>• A range of <b>methods</b> have been selected to carry out observational study, using photography, pencil and paint studies.</li></ul>		
Mark awarded = 14 out of 25 marks		
<b>AO2:</b> Explore and select appropriate resources, media, materials, techniques and processes	<b>Competent</b> exploration of media, materials, techniques and processes, showing <b>clear</b> selection of relevant resources	
<ul style="list-style-type: none"><li>• There is evidence that the candidate has <b>explored</b> materials and processes and that a sense of enquiry has been established. For example, they have used printmaking, coloured pencils and paint, working on different coloured paper including newspaper to reflect the qualities of waste products.</li><li>• The work demonstrates an ability to explore and <b>select</b> a range of materials and processes to test alternative effects. For example, the candidate has used printmaking and collage to explore the ideas of mass consumption that causes pollution. Refinement is inconsistent, but ideas are clearly communicated through a <b>range of relevant processes</b>.</li></ul>		

**Theme: Pollution****Mark awarded = 54 out of 100**

- There is evidence of **technical skill** being refined, with an adequate understanding of the visual elements. This is evident in the use of pencil to create tone in the studies of waste products.
- A connection between their **research** and exploration has been established, though this is not fully clear or realised in parts. The artist research into Andy Warhol has influenced the use of printmaking techniques to repeat objects, but this has not been fully developed to inform the final outcome.

**Mark awarded = 14 out of 25****AO3:** Develop ideas through investigation, demonstrating critical understanding**Competent** development of ideas through investigation, demonstrating **clear** critical understanding

- Development is generally **purposeful** and has been built from research, making use of appropriate contextual references to inform ideas. For example, the research into the artists has informed putting objects in a light bulb and the use of media.
- Written annotation is included and the language and vocabulary is informative and relevant, supporting the visual information.
- Intentions are clear and encourage the purposeful development of the **candidate's own compositions/designs**. For example, the candidate records waste from daily life and this links to the choice of media in terms of working on newspaper and using torn images to create a composition.
- The candidate has **developed imagery**, considering some alternative compositions, angles, viewpoints, designs etc. This is seen in the variety of scale and viewpoints used as the candidate photographs waste products from daily life.
- The **supporting studies** connect to the final outcome and research, ideas and explorations to progress towards their final outcome. For example, objects that have been recorded throughout the portfolio and techniques such as printmaking identified in the relevant artists research, are used in the final outcome.
- There is evidence of **reflection**, and an ability to plan and explore alternative possibilities. For example, the candidate tries repeating trash cans using printmaking and creates different collages in the portfolio before deciding on the composition for the final outcome.

**Mark awarded = 13 out of 25**

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**AO4:** Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

**Competent** realisation of intentions, demonstrating clear understanding of visual language

- The **final outcome** clearly follows on from the supporting studies but the response does not always recognise strengths in the portfolio work to enable the final outcome to demonstrate the same level of success. For example, there are some interesting ideas and effects explored in the portfolio working on different colours and types of paper, as well as bold use of colour informed by artist research, which are not translated as strongly in the outcome.
- There is clear demonstration of the **creative journey** but decision-making and connections between ideas are not always effective. For example, the connection to Andy Warhol's use of the repeated image to reflect mass production connects well to the candidate's theme but this is not reflected as well visually, in the outcome.
- Ideas are communicated through understanding of the **visual elements** but this is not always consistent in the work. Some of the drawn images in the portfolio lack understanding of form and tone, and the composition is not fully resolved.

**Mark awarded = 13 out of 25**