



Marking rationale – Example 7

Theme: Time		Mark awarded = 61 out of 100
AO1: Record ideas, observations and insights relevant to intentions as work progresses		Confident skill in recording observations from a variety of relevant sources, consistently showing intentions
		<ul style="list-style-type: none"> • Research and recording are relevant to intention and show depth of investigation from a range of sources. For example, the candidate has drawn everyday objects to reflect the idea of the passing of time. • Referencing the work of others has been used to influence original ideas. Connections are made through selecting the work of artists to inform further study. For example, their research into Dali informs the candidate's decision to include a clock and to consider ideas of symbolism in the various everyday objects. • Gathering of visual evidence is clearly related to the chosen theme. • There is consistent evidence of the candidate recording from primary sources, with the subject in front of them. This is demonstrated in the detail observed in the school bag and the pencil case. • Observational study is purposeful, and recording explores a variety of visual elements such as colour, texture, different angles, viewpoints and scale. This is demonstrated in the recording of the school bag from different angles, for example viewed open, seen from the front and from the back and with different objects in it. • Different methods of recording are apparent and investigated thoroughly. For example, drawing using appropriate media such as pencil to record the folds in the bag and pencil case.
		Mark awarded = 16 out of 25 marks
AO2: Explore and select appropriate resources, media, materials, techniques and processes		Competent exploration of media, materials, techniques and processes, showing clear selection of relevant resources
		<ul style="list-style-type: none"> • There is evidence that the candidate has explored materials and processes and that a sense of enquiry has been established. For example, they have used photography, coloured pencils and paint, to record the surface qualities of the fabric of the school bag.

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- The work demonstrates an ability to explore and **select** a range of materials and processes to test alternative effects. For example, the candidate has used paint and digital media to explore different ways to create distortion in the clock form.
- There is evidence of **technical skill** being refined, with an adequate understanding of the visual elements. This is evident in the use of colour mixing and tone in both paint and pencil to create form in the objects, granting the work a three-dimensional quality, with objects coming out of the school bag.
- A connection between their **research** and exploration has been established, though this is not fully clear or realised in parts. The artist research into Salvador Dali has influenced the composition and inclusion of a landscape in the background, but this has not been fully developed to inform the final outcome.

Mark awarded = 15 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 the idea of including a clock in the composition and a landscape in the background.
- 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 school objects that represent the passing of time and memories which relate to their theme.
- The candidate has **developed imagery**, considering some alternative compositions and viewpoints. This is seen in the various objects placed in or near the school bag in different ways to reflect certain moments of the candidate's life.
- The **supporting studies** connect to the final outcome and research, ideas and explorations progress towards their final outcome. For example, objects that have been recorded throughout the portfolio and composition ideas informed by the artist 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 has explored different compositions in the portfolio before deciding on the composition for the final outcome.

Mark awarded = 15 out of 25

Theme: Time**Mark awarded = 61 out of 100**

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 recognise strengths in the portfolio work to enable the final outcome to demonstrate the same level of success. For example, there are some strong painting skills used to visually describe the detail and texture of the surface qualities of the various objects but these are not as strong in the final 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 Dali's use of the distorted clock to reflect the passing of time connects well to the candidate's theme but this is not reflected as well visually, in the final outcome.
- Ideas are communicated through understanding of the **visual elements**, but this is not always consistent in the work. Some of the drawn objects in the final outcome lack understanding of form and tone, and the composition is not fully resolved.

Mark awarded = 15 out of 25