



## Marking rationale – Example 5

Theme: Glass containers		Mark awarded = 48 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. The theme inspires the candidate to look at the glass containers used within their daily ritual of making breakfast. They look at sauce bottles, drinking glasses and other paraphernalia related to the theme. This includes secondary images, their own photographs, sketches made from the photographs and direct observational work. There is an energy and obvious enjoyment with the collating of imagery including connections made with the choice of materials used, such as the newspaper, linking with reading the newspaper at breakfast time. This reflects a personal engagement.</li> <li>• The <b>work of other</b>, related artists has been carefully selected. The first example of the jar of peaches relates in theme but also influences the way the candidate subsequently uses colour and mark making in their own work. They also used the influence to set up their own composition in response demonstrating reflection beyond that of just copying the artist's style. Artist referencing continues throughout the developmental stages of the work also, showing a genuine interest and commitment to investigation.</li> <li>• The candidate also <b>gathered</b> related <b>visual evidence</b> and materials to include in their own work. This included the paper bag in which the groceries were carried, and smashed egg shell collected from the breakfast table. These helped to add a layer of interest and originality to the work.</li> <li>• <b>Primary</b> photographs were taken of compositions set up by the candidate. Arrangements of glass plates, glasses and jars were made and consideration to viewpoint and scale was evident. Sketches were made from these photographs and possibly from the objects themselves, although this was not made clear.</li> <li>• Recording with photography and then transferring these images into sketches worked well in terms of clearly reflecting the candidate's intentions for the work. A good balance of recording has been achieved with the variety of relevant source material.</li> </ul>		
<b>Mark awarded = 13 out of 25 marks</b>		
<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

**Theme: Glass containers****Mark awarded = 48 out of 100**

- **Exploration** and a sense of enquiry in relation to materials selected has been established. The candidate is inventive and creative in the use of less conventional materials, such as the eggshell, newspaper and brown paper bag. These elements add personality and originality to the works and shows a willingness to explore **alternative** effects.
- Ideas are clearly communicated through a **selected range of relevant processes**. For example, coloured pencils are used to represent the highlights seen on glass drinking glasses, and watercolour to depict the texture of jam. Each experiment is accompanied with short, written annotation which helps to define the candidate's intentions with the visual work.
- **Technical skill** is inconsistent, but an adequate understanding of the visual elements is evident. Form and depth are areas of weakness, an example of which is seen in the ellipse of the white pencil drawing on black paper of a crystal-cut glass and in other examples. It is likely these have been copied from photographs rather than the items themselves.
- Colour has been closely observed and applied with experimentation and vigour paying attention to reflected colours visible in the glass items.
- A realistic representation of the person eating toast has not been achieved but a certain charm and individual style has been cultivated. It has not been made explicit if this is intentional or not.
- This style of working does relate to the artist **research** made in terms of how the picture planes are flattened, although this has not been fully realised or made clear.

**Mark awarded = 12 out of 25****AO3:** Develop ideas through investigation, demonstrating critical understanding**Competent** development of ideas through investigation, demonstrating **clear** critical understanding

- Development of ideas is generally **purposeful** and built from research. An honest enquiry of a simple task like making breakfast has created a wide scope of ideas which have been explored and linked with relevant contextual sources, one influencing the other and vice versa throughout the duration of the preparatory work and into the planning for the final outcome.
- Written annotation supports the visual work and gives evidence of analysis. For example, "I focused on showing the shine reflection on the surface and the shadow of the glass containers". The sketch clearly demonstrates this but the annotation clarifies that the decisions made were conscious.
- The candidate's **own compositions and designs** have stemmed from their research but have evolved organically and originally. They set up their own compositions in response to the first artist studied and **developed** their own style of working after copying an image of the second artist referred to. The image of the girl drinking has obvious connections to the artist's work with colour and pattern but the next progression, that of the girl eating toast, has moved on and become more of an independent study. Its origins, however, are still connected.
- The work follows a logical progression of ideas and through exploring alternative compositions, a plan for the final outcome is produced. The candidate uses photography and possibly digital manipulation to splice together two images.
- This works well and the candidate recognises this, using it as a plan for the painted final outcome.

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

**Satisfactory** realisation of intentions, demonstrating **some** understanding of visual language

- The **final outcome** connects to the supporting studies but does not progress in any depth from the pre-final plan of which it is a copy with only minor adaptations.
- The **creative journey** is apparent as a clear pathway from research to development and planning can be easily followed. However, the final planning stages did not push the ideas any further.
- There was an attempt to refine ideas, such as including the newspaper clippings into the final outcome but this was not enough to elevate the work.
- Less effective, critical decisions were made in relation to the final outcome. The decision to change the scale and format of the page from the plan for example. Enlarging and effectively stretching the image into the larger exam format meant that the relationship between components was altered and negative space was increased. This had not been accounted for or reflected upon by the candidate, demonstrating a lack of awareness.
- Had a larger scale image been trialled, the candidate may have been able to make better informed critical decisions. Demonstrating a more thorough understanding of **visual language**.
- As a result, evidence of **reflection and evaluation** of their own plans before executing the final outcome is less apparent.

**Mark awarded = 10 out of 25**