



## Additional marking guidance

### Cambridge International AS & A Level Art & Design 9479 – Component 1 and Component 2

The assessment objectives connect to and inform each other. Both the supporting studies and final outcome will often contain evidence of more than one assessment objective.

#### AO1 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

- **Research:** evidence of candidates recording from a range of primary and secondary sources such as places, people and objects, to visually investigate a chosen theme/question. This should include research into relevant e.g. artists/designers/craftsperson, cultural investigation, museum/gallery/workshop/studio visits, all of which should encourage scope for idea development.
- **Referencing the work of others:** stronger responses will show that candidates have engaged with art practitioners or cultures which are relevant to their intentions. They should demonstrate how they intend to use the references to influence their own original ideas. Weaker responses will tend to simply copy another artist's work or style.
- **Relevance of referencing:** reward evidence in proportion to relevance and intention. The more appropriate and connected the referencing, the stronger the work.
- **Gathering visual evidence:** stronger responses will demonstrate gathering of visual information, paraphernalia and artefacts which are clearly related to the chosen theme. Weaker responses tend to show disconnected images and a lack of intention and purpose.
- **Recording from primary sources:** stronger responses will demonstrate candidates have personally engaged with sources directly in front of them. This could be objects, views, figures, landscapes etc. Weaker responses will overly rely on secondary (i.e. Internet) sources which should be rewarded less generously.
- **First-hand observation:** stronger responses will have evidence of candidates engaging with objects in 'real life' rather than from flat images. It is a stronger skill to demonstrate translating a three-dimensional object into a two-dimensional drawing and enables candidates to record different angles, viewpoints, close-up study and observation of surface quality, colour, tone and form.
- **Different methods of recording:** evidence that candidates have considered the most effective processes to be used, relevant to their intention e.g. drawing, sketching, painting, photography.
- **Overall balance of recording:** how relevant are the chosen sources to the topic? In what ways has the candidate engaged with their selected visual evidence? Is the recording thorough and committed or has the candidate produced the bare minimum?
- Ability to **reflect critically** on work and progress throughout their recording.

#### Assessment criteria for Component 1 and Component 2: AO1

<b>Excellent</b>	<b>21–25</b>	<b>Research</b> will reflect independent thinking; ideas will be executed through the skilful application of appropriate media and intention will be apparent and effective. The candidate has recorded from a range of sources, which are clearly relevant to their intentions.  The candidate has clearly demonstrated how <b>referencing the work of others</b> has been used to influence their own original
------------------	--------------	--

## Assessment criteria for Component 1 and Component 2: AO1

		<p>ideas. Connections will be made through selecting the works of others to inform further study.</p> <p><b>Gathering of visual evidence</b> has been carried out with purpose and is clearly related to the chosen theme.</p> <p>There is clear and consistent evidence of the candidate directly and effectively recording from <b>primary sources</b>, with the subject in front of them.</p> <p><b>Observational study</b> will be accomplished and recording will explore a wide variety of visual elements such as colour, texture, and form. This could be demonstrated by exploring different angles, viewpoints, scale, light sources and other visual elements.</p> <p>Different <b>methods of recording</b> will be apparent and investigated in depth.</p> <p>Highly accomplished ability to <b>reflect critically</b> on work and progress.</p>
<b>Confident</b>	<b>16–20</b>	<p><b>Research</b> and recording will be clearly relevant to intention and show depth of investigation from a range of sources.</p> <p><b>Referencing the work of others</b> has been used to influence original ideas. Connections will be made through selecting the works of others to inform further study.</p> <p><b>Gathering of visual evidence</b> is clearly related to the chosen theme.</p> <p>There is consistent evidence of the candidate recording from <b>primary sources</b>, with the subject in front of them.</p> <p><b>Observational study</b> will be purposeful and recording will explore a variety of visual elements such as colour, texture and form. This could be demonstrated by exploring different angles, viewpoints, scale, light sources and other visual elements.</p> <p>Different <b>methods of recording</b> will be apparent and investigated thoroughly.</p> <p>Highly effective ability to <b>reflect critically</b> on work and progress.</p>
<b>Competent</b>	<b>11–15</b>	<p><b>Research</b> includes a range of primary and secondary sources which are mostly relevant.</p> <p>Relevant references to contextual sources/<b>works of others</b> will be apparent.</p> <p><b>Gathering of visual evidence</b> is connected to the chosen theme.</p> <p>The candidate has competently recorded from relevant <b>primary sources</b> through direct observation. These <b>studies</b> will show some exploration or consideration of visual elements such as colour, texture and form. This could be demonstrated by exploring different angles, viewpoints, light sources and other visual elements.</p> <p>A range of <b>methods</b> will be selected to carry out observational study.</p> <p>Good ability to <b>reflect critically</b> on work and progress.</p>
<b>Satisfactory</b>	<b>6–10</b>	<p><b>Research</b> includes a range of sources, which may be slightly unbalanced with an over-reliance on secondary sources.</p> <p>Contextual sources/<b>works of others</b> will be referenced but may not be fully relevant or connect to ideas and intentions.</p> <p><b>Gathering of visual evidence</b> is mostly connected to the chosen theme.</p>

## Assessment criteria for Component 1 and Component 2: AO1

		<p>Some working from direct <b>observation</b> and secondary sources and recording will consider at least one visual element such as colour, texture and form. This could be demonstrated by recoding from a range of viewpoints, changing the scale and/or altering the light source for example.</p> <p>The range of <b>methods</b> of recording may be slightly limited or does not fully consider the most effective processes to be used. Adequate ability to <b>reflect critically</b> on work and progress.</p>
Limited	1–5	<p>Recording and <b>research</b> taken from almost solely secondary sources.</p> <p>If present, contextual sources/<b>works of others</b> may not be relevant or connect to ideas and intentions.</p> <p><b>Gathering of visual evidence</b> may be disconnected from the theme or will not best explore the theme. Drawings will be made from a limited number of objects, portraits, or scenes relevant to ideas. Often these will be from poor quality secondary sources or perhaps traced.</p> <p>If recording from direct <b>observation</b> is evident, images may be disconnected or limited in range and depth of investigation and may not demonstrate understanding of any visual element. There may be an overreliance on one method of recording with little consideration of a <b>range</b> of other methods.</p> <p>Basic ability to <b>reflect critically</b> on work and progress.</p>

## AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

- **Exploring media and ways of applying techniques and processes** to express ideas, and a willingness to take creative risks. Stronger responses will demonstrate in their exploration how selected media is relevant to their chosen theme and their intention and will go further with their explorations. Weaker responses may be limited in exploring how this media and techniques could be used.
- **Purposeful exploration:** do the chosen media reflect the candidate's intentions? Stronger candidates will purposefully select and explore materials to express their ideas effectively. Weaker candidates will be less successful at demonstrating purpose to their exploration.
- **Suitability of chosen materials:** stronger candidates will review and refine their use of materials to enable them to select the most relevant. They will demonstrate an understanding of the **inherent qualities** of media. Weaker candidates may have a wide range of materials but these may not be relevant to intention or rendered with skill.
- **Development of technical skill:** should be awarded when candidates demonstrate a clear understanding of the visual elements. This may be refined throughout the duration of the project, with the candidate purposefully developing their understanding and application of techniques. However, care will need to be taken with responses that appear to be excellent in technical skill alone but demonstrate little exploration. The emphasis is on meaningful exploration.
- **Connection to chosen references:** stronger candidates will demonstrate a clear connection between their investigations into artists/designers/cultures/museum/gallery visits, and that these references have had an impact on their explorations and selections of materials, media and techniques. How successfully has the learning from these sources informed the candidate's exploration?
- Ability to **review and refine ideas**, identifying strengths to take forward as work develops throughout their explorations.

Assessment criteria for Component 1 and Component 2: AO2		
Excellent	21–25	<p>Effective and relevant <b>exploration</b> of materials and processes. Demonstrating a sense of enquiry in exploring and expanding their knowledge and skills. A clear willingness to take creative risks with media exploration, to test alternative effects.</p> <p><b>Purposeful</b> selection and exploration of materials to express ideas effectively. Ideas will be thoroughly explored through different processes and techniques.</p> <p>Candidate will have demonstrated clear understanding of the <b>inherent qualities</b> of media and will have selected the most relevant in relation to their ideas.</p> <p>Excellent <b>technical skill</b> evident in the explorations, demonstrating clear understanding of the visual elements.</p> <p>Clear connection between their research and exploration and how these <b>references</b> have had an impact on their explorations and selections of materials, media and techniques.</p> <p>Highly accomplished and sophisticated ability to <b>review and refine ideas</b> as work develops.</p>
Confident	16–20	<p>Consistent evidence of <b>exploring</b> materials and processes. Demonstrating a sense of enquiry in exploring and expanding their knowledge and skills. A willingness to take creative risks with media exploration to test alternative effects.</p> <p><b>Purposeful</b> selection and exploration of materials to express ideas. Ideas will be consistently explored through different processes and techniques.</p> <p>Candidate will have demonstrated clear understanding of the <b>inherent qualities</b> of media, making informed choices in relation to their ideas.</p> <p>Confident <b>technical skill</b> evident in the explorations, demonstrating good understanding of the visual elements.</p> <p>Good connection between their research and exploration and how these <b>references</b> have had an impact on their explorations and selections of materials, media and techniques.</p> <p>An effective ability to <b>review and refine ideas</b> as work develops.</p>
Competent	11–15	<p>Evidence that the candidate has <b>explored</b> materials and processes and that a sense of enquiry has been established. Demonstrates an ability to explore and <b>select</b> a range of materials and processes to test alternative effects. Refinement may be inconsistent, but ideas will be clearly communicated through a <b>range of relevant processes</b>. There will be some refinement of materials and ideas as work progresses.</p> <p>Candidate will have demonstrated some understanding of the <b>inherent qualities</b> of media, making choices in relation to their ideas.</p> <p>Evidence of <b>technical skill</b> being refined, with an adequate understanding of the visual elements.</p> <p>A connection between their <b>research</b> and exploration has been established, though this may not be fully clear or realised in parts.</p> <p>Good ability to <b>review and refine ideas</b> as work develops.</p>
Satisfactory	6–10	<p>Demonstrates some <b>exploration</b> and some sense of enquiry in the response.</p>

## Assessment criteria for Component 1 and Component 2: AO2

		<p>A range of relevant processes and materials have been <b>selected</b> and explored, but the ability to manipulate these materials with control will be inconsistent.</p> <p><b>Different processes</b> will be explored but the ability to refine their skills will not be sufficiently developed to communicate ideas with skill.</p> <p>Refinement of <b>technical skill</b> may be weak, with some understanding of the visual elements.</p> <p>Connections between their <b>research</b> and exploration, if present, may not be clear in parts.</p> <p>Some ability to <b>review and refine ideas</b> as work develops.</p>
Limited	1–5	<p>Demonstrates limited <b>exploration</b>.</p> <p>Demonstrates a basic selection of media and manipulation. Less able to <b>select</b>, refine and control their materials to explore ideas with purpose.</p> <p>Less able to explore <b>different processes</b> and <b>technical skill</b> may be weak, with limited understanding of the visual elements.</p> <p>Intentions will be less apparent, therefore the communication of ideas through media will be unclear.</p> <p>Little or no connections between <b>research</b> and exploration have been established.</p> <p>Basic ability to <b>review and refine ideas</b> as work develops.</p>

## AO3 Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding

- **Purposeful development**, drawing inspiration from their recording and explorations. This may be demonstrated through exploration of new compositions or designs. Stronger responses will show clear critical understanding informed by contextual connections and this will feed into the final outcome.
- **Creating original work from research**: how successfully candidates have used their research into practitioners/cultures to create original concepts and inform the development of their work. Stronger responses will demonstrate understanding of the motivations of the selected artists, and an ability to select which references best connect to the candidate's intentions.
- **Developing imagery through, for example, alternative compositions, angles, viewpoints, perspectives and designs**. The work may not always show continuous connections to their research but candidates should be able to demonstrate how their ideas and imagery moves forward. For example, a practitioner's work may have influenced different ways of viewing the subject matter.
- **Supporting studies leading to final outcome**: how successfully the supporting work develops to inform the final outcome. Stronger responses will explore a range of developed ideas based on their research, decide on the most successful of these ideas, and create a series of planned compositions/prototypes to refine the final development stages and outcome. Weaker responses may demonstrate a level of disconnect between the supporting studies and final outcome. The work may be incoherent or unresolved, and any development of ideas may lack a clear connection to the initial research. Or perhaps ideas have been developed from research but are not built on to progress the final outcome.
- **Reflecting on ideas throughout the response**: candidates should demonstrate awareness of successes, strengths and weaknesses in techniques, ideas and imagery to outline modifications. As the process of reviewing and refining is an ongoing process, stronger responses will demonstrate reflection throughout their work.



- **Analysis and critical reflection** demonstrated through referencing of personal, contextual and other sources.

Assessment criteria for Component 1 and Component 2: AO3		
Excellent	21–25	<p>Development is <b>purposeful</b> throughout. Initial recording provides an effective and well-considered basis for thorough exploration of concepts. Clear critical understanding informed by contextual connections has been established and will feed into the final outcome.</p> <p>If written annotation is included, language and vocabulary are personal, informative and insightful, serving to support the visual information. (Note that candidates should not receive credit for annotation alone: it should be rewarded only if used to support visual work.)</p> <p>The candidate will have successfully used their initial research into practitioners to create their own individual and <b>original</b> concepts. A clear ability to evaluate the motivations of the selected artists and decide which is most appropriate to connect to intentions.</p> <p>Clear and consistent evidence that the candidate has <b>developed imagery</b>, considering alternative compositions, angles, viewpoints, designs etc., showing how their ideas and imagery moves forward.</p> <p>The <b>supporting studies</b> clearly lead to and inform the final outcome. The candidate will have explored a range of developed ideas, informed by their research and will have refined these ideas to plan their final outcome effectively.</p> <p>There is clear, intelligent <b>reflection</b> on ideas and an ability to refine ideas as work progresses.</p> <p>Highly accomplished and mature referencing of personal, contextual and other sources, demonstrating highly effective <b>analytical and critical</b> understanding.</p>
Confident	16–20	<p>Development is mostly <b>purposeful</b>. Initial recording provides an effective and considered basis for thorough exploration of concepts. Contextual referencing consistently informs ideas and clear ideas lead to effective decision-making.</p> <p>If written annotation is included, language and vocabulary are personal, informative and appropriate, serving to support the visual information. (Note that candidates should not receive credit for annotation alone: it should be rewarded only if used to support visual work.)</p> <p>The candidate will have successfully used their initial research into practitioners to create their own individual and original <b>concepts</b>. There is an ability to evaluate the motivations of the selected artists against their own intentions.</p> <p>Consistent evidence that the candidate has <b>developed imagery</b>, considering alternative compositions, angles, viewpoints, designs etc., showing how their ideas and imagery moves forward.</p> <p>The <b>supporting studies</b> lead to and inform the final outcome. The candidate will have explored a range of ideas, informed by their research and will have refined these ideas to plan their final outcome.</p> <p>Development is usually individual and intelligent, and learners are clearly able to <b>reflect</b> on and refine their progress.</p>

### Assessment criteria for Component 1 and Component 2: AO3

		Thorough and careful referencing of personal, contextual and other sources, demonstrating effective <b>analytical and critical</b> understanding.
<b>Competent</b>	<b>11–15</b>	<p>Development is generally <b>purposeful</b> and will build from research, making use of appropriate contextual references to inform ideas.</p> <p>If written annotation is included, language and vocabulary are informative and relevant, serving to support the visual information. (Note that candidates should not receive credit for annotation alone: it should be rewarded only if used to support visual work.)</p> <p>Intentions will be clear and encourage the purposeful development of the <b>candidate's own compositions/designs</b>. The candidate will have <b>developed imagery</b>, considering some alternative compositions, angles, viewpoints, designs etc. The <b>supporting studies</b> connect to the final outcome and research, ideas and explorations progress towards their final outcome.</p> <p>There will be evidence of <b>reflection</b>, and ability to plan and explore alternative possibilities.</p> <p>Careful referencing of personal, contextual and other sources, demonstrating good <b>analytical and critical</b> understanding.</p>
<b>Satisfactory</b>	<b>6–10</b>	<p>Some attempt to show <b>purposeful</b> development. Some references to contextual sources will be apparent, with attempts to inform ideas.</p> <p>If written annotation is included, language and vocabulary are relevant to ideas and serves to support the visual information. (Note that candidates should not receive credit for annotation alone: it should be rewarded only if used to support visual work.)</p> <p><b>Idea</b> exploration may be obvious where critical understanding has not yet been developed and imagery may not fully evolve from initial research and references. For example, links may be superficial such as 'use of colour' rather than the intent behind the work and how this connects to their own intentions.</p> <p>Sometimes shows alternative <b>imagery</b>, arrangements of compositions or designs.</p> <p>The <b>supporting studies</b> sometimes show alternative <b>imagery</b>, arrangements of compositions or designs. They may not connect very clearly to the final outcome and there is evidence of a disconnect between ideas and explorations leading to the final outcome.</p> <p>Some evidence of <b>reflection</b> or planning to explore alternative possibilities.</p> <p>Some referencing of personal, contextual and other sources, demonstrating adequate <b>analytical and critical</b> understanding.</p>
<b>Limited</b>	<b>1–5</b>	<p>Limited <b>development</b> throughout, with a lack of references to contextual sources.</p> <p>If written annotation is included, language and vocabulary may not be informative or relevant. (Note that candidates should not receive credit for annotation alone: it should be rewarded only if used to support visual work.)</p> <p><b>Ideas</b> are disconnected or derived from an unidentifiable source. Insufficient depth of recording and a lack of clear intention.</p>

### Assessment criteria for Component 1 and Component 2: AO3

		<p>There is limited ability to develop coherent ideas in the <b>supporting studies</b> into an informed final outcome.</p> <p>Development and <b>reflection</b> is basic and does not connect to the research and it does not build effectively or connect to the final outcome.</p> <p>Basic referencing of personal, contextual and other sources, demonstrating limited <b>analytical and critical</b> understanding.</p>
--	--	--

### AO4 Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements

- **Final outcome** as a cohesive conclusion to the response: the success of which is determined by how well the supporting studies and outcome connect.
- **An evaluation of the 'creative journey'** from initial ideas to final outcome. Stronger responses will show clear progression through the work and effective decision making. Weaker responses will tend to lack connection and progression in this journey.
- **Intentions:** evidence of candidates clearly showing intentions, ideas and aims or perhaps necessary changes in direction. Stronger responses will be well documented and clear.
- **Visual language:** candidates have understood the use of colour, tone, line, form, texture, composition etc. and how successfully this has been explored/handled throughout the response.
- **Presentation of the response:** how clearly the response overall communicates the candidate's ability to reflect, evaluate and make relevant critical decisions. Stronger responses will be appropriately and thoughtfully selective to enable clear communication of intentions. Weaker responses will tend to include everything/not enough relevant work to enable this clear communication.
- **Clear evidence of analysis, self-reflection and evaluation of practical work.** This may include relevant annotation, labelling or signposting which is analytical rather than merely descriptive. Note that candidates should not receive credit for annotation alone: it should be rewarded only if used to support visual work.
- **Critical connections** being made between elements throughout the work.

### Assessment criteria for Component 1 and Component 2: AO4

<b>Excellent</b>	<b>21–25</b>	<p>The <b>final outcome</b> will be a cohesive conclusion to the response and will clearly be informed by the supporting studies.</p> <p>There will be clear progression from initial ideas to the final outcome, and the candidate will demonstrate an ability to realise their intentions along their <b>creative journey</b>.</p> <p>The candidate's <b>intentions</b> will be clear throughout the response, even when ideas and aims change direction.</p> <p>Understanding of <b>visual language</b> will be effective throughout the work, enhanced by skilful rendering of media.</p> <p>The response will clearly and thoughtfully <b>communicate</b> the candidate's ability to <b>analyse, reflect, and evaluate ideas</b> and make relevant critical decisions.</p> <p>Highly accomplished and mature <b>connections</b> made between visual and other elements.</p>
<b>Confident</b>	<b>16–20</b>	<p>The <b>final outcome</b> will be an appropriate conclusion to the response, clearly informed by the supporting studies.</p> <p>There is a consistent and coherent <b>creative journey</b>, clearly informed by initial research and contextual study.</p>



## Assessment criteria for Component 1 and Component 2: AO4

		<p><b>Intentions</b> will be evident enough to encourage appropriate exploration.</p> <p>Understanding of <b>visual language</b> will be consistently demonstrated throughout the work.</p> <p>The response will clearly and thoughtfully <b>communicate</b> the candidate's ability to <b>analyse, reflect, and evaluate ideas</b> and make critical decisions.</p> <p>Highly effective <b>connections</b> made between visual and other elements.</p>
<b>Competent</b>	<b>11–15</b>	<p>The <b>final outcome</b> will clearly follow on from the supporting studies but may not be fully resolved. The response may not always recognise strengths in the supporting work to enable their final outcome to demonstrate the same level of success.</p> <p>Clear demonstration of the <b>creative journey</b> but decision-making and connections between ideas may not always be effective.</p> <p><b>Intentions</b> are generally clear but may be unclear in parts or not well documented.</p> <p>Ideas are communicated through understanding of the <b>visual elements</b> but this is not always consistent in the work and may not be resolved.</p> <p>The response will communicate an ability to <b>analyse, reflect and evaluate</b> to make decisions but this may not be fully clear throughout the response. The candidate may have a tendency to include work which is not relevant to their intentions.</p> <p>Good <b>connections</b> made between visual and other elements.</p>
<b>Satisfactory</b>	<b>6–10</b>	<p>The <b>final outcome</b> will show some connection to the supporting studies but this may not be resolved or progressed in any depth from research or development.</p> <p>The <b>creative journey</b> is apparent but may not always be fully resolved and <b>intentions</b> are not fully realised.</p> <p>There may be an attempt to refine ideas and there will be some understanding of the <b>visual elements</b>, although this may be inconsistent throughout the submission.</p> <p>Clearer <b>communication</b> of intentions and ideas is inhibited, and the candidate may not demonstrate an ability to make effective critical decisions.</p> <p>Evidence of <b>analysis, reflection and evaluation</b> is present but may not be evident throughout the response.</p> <p>Adequate <b>connections</b> made between visual and other elements.</p>
<b>Limited</b>	<b>1–5</b>	<p>There is a frequent disconnect between the supporting studies and <b>final outcome</b>.</p> <p>The <b>creative journey</b> will be incoherent due to the response's lack of clear <b>intentions</b>.</p> <p>The response will show a limited progression of ideas and understanding of the <b>visual elements</b> will be basic.</p> <p><b>Communication</b> is mostly unclear and there is limited evidence of the candidate's ability to make critical decisions.</p> <p>There is little evidence of <b>analysis, reflection and evaluation</b>.</p> <p>Basic <b>connections</b> made between visual and other elements.</p>