



Additional marking guidance

Cambridge International AS & A Level Art & Design 9479 – Component 3

The assessment objectives connect to and inform each other. A candidate's body of work 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 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. Stronger responses will be able to make observations both visually and textually and develop a personal opinion. 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 evidence:** stronger responses will demonstrate gathering of information, paraphernalia and artefacts which are clearly related to the chosen theme, perhaps through their own photography. 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/settings/scenes in 'real life' rather than from flat images. It is a stronger skill to demonstrate translating something three-dimensional 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.
- **Critically reflecting** on their own work and progress.
- Select appropriate **art terminology**, specialist language and appropriate technical vocabulary to articulate ideas through visual and textual means.

Assessment criteria for Component 3: AO1

Excellent	21–25	Research will reflect independent thinking and ideas will be executed through the skilful application of a range of 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 referencing the work of others has been used to influence their own original
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Assessment criteria for Component 3: AO1

		<p>ideas. Connections will be made through selecting the works of others to inform further study. Written observations will demonstrate understanding, personal responses and perception. Gathering of evidence has been carried out with purpose and is clearly related to the chosen theme. This will be evident in both visual and textual observations.</p> <p>There is clear and consistent evidence of the candidate directly and effectively recording from primary sources, with the subject in front of them.</p> <p>Observational study will be accomplished and will show recording of different angles, viewpoints, and other visual elements.</p> <p>Different methods of recording will be apparent and investigated in depth.</p> <p>Critical reflection will be present throughout and clearly relevant to intention.</p> <p>They will possess an excellent command of art terminology when analysing their chosen references and studies.</p>
Confident	16–20	<p>Research and recording will be clearly relevant to intention and show depth of investigation from a range of sources. This will be carried out through visual and written observations.</p> <p>Referencing the work of others has been used to influence original ideas. Connections will be made through selecting the works of others to inform further study.</p> <p>Gathering of 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.</p> <p>Observational study will be purposeful and will show recording of different angles, viewpoints, and other visual elements. Different methods of recording will be apparent and investigated thoroughly.</p> <p>They will make use of critical reflection to analyse their progress and the work of others to achieve their aims.</p> <p>They will possess a mostly secure command of art terminology when analysing their chosen references and studies.</p>
Competent	11–15	<p>Research includes a range of primary and secondary sources which are mostly relevant.</p> <p>Relevant references to contextual sources/works of others will be apparent.</p> <p>Gathering of evidence is connected to the chosen theme. Candidates will be able to record their observations both visually and textually however, the visual observations may be stronger at this level.</p> <p>The candidate has competently recorded from relevant primary sources through direct observation. These studies will show consideration of different angles, viewpoints, and other visual elements.</p> <p>A range of methods will be selected to carry out observational study.</p> <p>They will make some use of critical reflection to analyse their progress and the work of others to achieve their aims.</p> <p>Appropriate art terminology has been used when analysing their chosen references and studies.</p>

Assessment criteria for Component 3: AO1

Satisfactory	6–10	<p>Research includes a range of sources, which may be slightly unbalanced with an over-reliance on secondary sources. Contextual sources/works of others will be referenced but may not be fully relevant or connect to ideas and intentions.</p> <p>Gathering of evidence is mostly connected to the chosen theme. There will be some ability to record observations through written means but mostly this will be seen through visual responses.</p> <p>Some working from direct observation and secondary sources and some consideration of different angles, viewpoints, and other visual elements.</p> <p>The range of methods of recording may be slightly limited or does not fully consider the most effective processes to be used. Some ability to reflect on their progress and an ability to apply some art terms in the discussion of others' work.</p>
Limited	1–5	<p>Recording and research taken from almost solely secondary sources.</p> <p>If present, contextual sources/works of others may not be relevant or connect to ideas and intentions.</p> <p>Gathering of evidence 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>There will be limited evidence of written observations made in relation to the work of others.</p> <p>If recording from direct observation is evident, images may be disconnected or limited in range and depth of investigation.</p> <p>There may be an overreliance on one method of recording with little consideration of a range of other methods.</p> <p>Overall basic or lacking ability to reflect critically on work and progress. Candidates may struggle to articulate their thoughts in a cohesive manner.</p> <p>Little understanding of art terminology in the discussion of others' work and their own.</p>

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

- **Exploring a range of media and applying techniques** to express ideas, and a willingness to take creative risks. Stronger responses will demonstrate in their exploration how each media is relevant to their chosen theme and their intention and will go further with their explorations. Weaker responses may be limited exploring a range of media and techniques.
- **Purposeful exploration:** does the range of media chosen 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 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.
- **Communication** of ideas through visual and other forms throughout their explorations.

Assessment criteria for Component 3: AO2		
Excellent	21–25	<p>Sophisticated, effective and relevant exploration 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>Purposeful 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 inherent qualities of media and will have selected the most relevant in relation to their ideas.</p> <p>Excellent technical skill evident in the explorations, demonstrating clear understanding of the visual elements.</p> <p>Clear connection between their research and exploration and how these references have had an impact on their explorations and selections of materials, media and techniques.</p> <p>Highly accomplished and sophisticated ability to review and refine ideas as work develops.</p> <p>Excellent communication of ideas through visual and other forms throughout their explorations.</p>
Confident	16–20	<p>Consistent, effective evidence of exploring 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>Purposeful 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 inherent qualities of media, making informed choices in relation to their ideas.</p> <p>Confident technical skill evident in the explorations, demonstrating good understanding of the visual elements.</p> <p>Good connection between their research and exploration and how these references have had an impact on their explorations and selections of materials, media and techniques.</p> <p>An effective ability to review and refine ideas as work develops.</p> <p>Confident communication of ideas through visual and other forms throughout their explorations.</p>

Assessment criteria for Component 3: AO2

Competent	11–15	<p>Evidence that the candidate has explored materials and processes and that a sense of enquiry has been established. Demonstrates an ability to explore and select a range of materials and processes to test alternative effects. Refinement may be inconsistent, but ideas will be clearly communicated through a range of relevant processes. There will be some refinement of materials and ideas as work progresses. Evidence of technical skill being refined, with an adequate understanding of the visual elements. A connection between their research and exploration has been established, though this may not be fully clear or realised in parts. Good ability to review and refine ideas as work develops. Good communication of ideas through visual and other forms throughout their explorations.</p>
Satisfactory	6–10	<p>Demonstrates some exploration and some sense of enquiry in the response. A range of relevant processes and materials have been selected and explored, but the ability to manipulate these materials with control will be inconsistent. Different processes will be explored but the ability to refine their skills will not be sufficiently developed to communicate ideas with skill. Refinement of technical skill may be weak, with some understanding of the visual elements. Connections between their research and exploration, if present, may not be clear in parts. Some ability to review and refine ideas as work develops. Satisfactory communication of ideas through visual and other forms throughout their explorations.</p>
Limited	1–5	<p>Demonstrates limited exploration. Demonstrates a basic selection of media and manipulation. Less able to select, refine and control their materials to explore ideas with purpose. Less able to explore different processes and technical skill may be weak, with limited understanding of the visual elements. Intentions will be less apparent, therefore the communication of ideas through media will be unclear. Little or no connections between research and exploration have been established. Basic ability to review and refine ideas as work develops. Basic communication of ideas through visual and other forms throughout their explorations.</p>

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

- **Purposeful development**, drawing inspiration from their research, 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 body of work. Stronger responses will explore a range of developed ideas based on their research and explore a number of ways to communicate this through various means. Weaker responses may demonstrate a level of disconnect between the ideas and their personal, creative responses. The work may be incoherent or unresolved, and any development of ideas lacking connection to initial research. Or perhaps ideas have been developed from research but are not explored in depth.
- **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.
- **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.
- **Integration of practical and written elements**: how successfully has the candidate incorporated or blended both to communicate their intentions and ideas.

Assessment criteria for Component 3: AO3		
Excellent	21–25	<p>Development is purposeful 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 body of work.</p> <p>The candidate will have successfully used their initial research into practitioners to create their own individual and original 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 developed imagery, considering alternative compositions, angles, viewpoints, designs etc., showing how their ideas and imagery moves forward.</p> <p>There is clear, intelligent reflection 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 analytical and critical understanding.</p> <p>Perceptive integration of practical and written elements.</p>
Confident	16–20	<p>Development is mostly purposeful. Initial recording provides an effective and considered basis for thorough exploration of</p>

Assessment criteria for Component 3: AO3

		<p>concepts. Contextual referencing consistently informs ideas and clear ideas lead to effective decision-making.</p> <p>The candidate will have successfully used their initial research into practitioners to create their own individual and original concepts. There is an ability to evaluate the motivations of the selected artists against their own intentions.</p> <p>Consistent evidence that the candidate has developed imagery, considering alternative compositions, angles, viewpoints, designs etc., showing how their ideas and imagery moves forward.</p> <p>Development is usually individual and intelligent, and learners are clearly able to reflect on and refine their progress.</p> <p>Thorough and careful referencing of personal, contextual and other sources, demonstrating effective analytical and critical understanding.</p> <p>Confident integration of practical and written elements.</p>
Competent	11–15	<p>Development is generally purposeful and will build from research, making use of appropriate contextual references to inform ideas and the development of personal responses.</p> <p>Intentions will be clear and encourage the purposeful development of the candidate's own compositions/designs.</p> <p>Ideas from research and explorations connect to inform the body of work.</p> <p>There will be evidence of reflection, and ability to plan and explore alternative possibilities.</p> <p>Careful referencing of personal, contextual and other sources, demonstrating good analytical and critical understanding.</p> <p>Good integration of practical and written elements.</p>
Satisfactory	6–10	<p>Some attempt to show purposeful development. Some references to contextual sources will be apparent, with attempts to inform ideas and personal responses.</p> <p>Idea 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 showing how this connects to their own intentions.</p> <p>Sometimes presents alternative imagery, arrangements of compositions or designs.</p> <p>Some evidence of reflection or planning to explore alternative possibilities.</p> <p>Some referencing of personal, contextual and other sources, demonstrating adequate analytical and critical understanding.</p> <p>Adequate integration of practical and written elements.</p>
Limited	1–5	<p>Limited development throughout, with a lack of references to contextual sources.</p> <p>Ideas are disconnected or derived from an unidentifiable source. Insufficient depth of recording and a lack of clear intention.</p> <p>Development and reflection is basic and does not connect to the research and it does not build effectively or connect to the body of creative, personal work.</p> <p>Basic referencing of personal, contextual and other sources, demonstrating limited analytical and critical understanding.</p>

Assessment criteria for Component 3: AO3

		Limited or unsuccessful integration of practical and written elements.
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AO4 Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements

- How successfully the response serves as an **illustration of the investigation**: how well the research, recording, explorations and developed ideas come together to investigate intentions.
- **An evaluation of the 'creative journey'** across the response. 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**. The written and practical work works together to cohesively present the direction of the investigation. Written elements are analytical rather than merely descriptive.
- **Critical connections** being made between elements throughout the work.
- **Engagement** with ideas, media and intentions and demonstrating a level of **independence**.
- **Conclude** their investigation through written summary and evaluation.

Assessment criteria for Component 3: AO4

Excellent	21–25	<p>The response overall will be a cohesive illustration of the investigation, making excellent use of research, recording, explorations and developed ideas to realise intentions. There will be clear progression of ideas across the response, and the candidate will demonstrate effective decision making across their creative journey.</p> <p>The candidate's intentions will be clear throughout the response, even when ideas and aims change direction. Understanding of visual language will be effective throughout the work, enhanced by skilful handling of media.</p> <p>The response will clearly and thoughtfully communicate the candidate's ability to analyse, reflect, and evaluate ideas and make relevant critical decisions. Written elements are perceptive and analytical.</p> <p>Highly accomplished and mature connections made between visual and other elements.</p> <p>Effectively evaluate their achievements and show understanding of their work in wider context through written conclusion. Work demonstrates an excellent level of engagement and independence.</p>
Confident	16–20	<p>The response overall will be an effective illustration of the investigation, making appropriate use of research, recording, explorations and developed ideas to realise intentions.</p>

Assessment criteria for Component 3: AO4

		<p>There is a consistent and coherent creative journey, clearly informed by initial research and contextual study.</p> <p>Intentions will be evident enough to encourage appropriate exploration.</p> <p>Understanding of visual language will be consistently and effectively demonstrated throughout the work.</p> <p>The response will clearly and thoughtfully communicate the candidate's ability to analyse, reflect, and evaluate ideas and make critical decisions. Written elements are analytical rather than merely descriptive.</p> <p>Highly effective connections made between visual and other elements.</p> <p>Bring the investigation to a conclusion through written reflection of achievements against their aims.</p> <p>Work demonstrates a highly effective level of engagement and independence.</p>
Competent	11–15	<p>The response overall will be a mostly clear illustration of the investigation, making use of research, recording, explorations and developed ideas to realise intentions. The candidate may not always recognise their strengths or most promising ideas in their investigation.</p> <p>Clear demonstration of the creative journey but decision-making and connections between ideas may not always be effective.</p> <p>Intentions are generally clear but may be unclear in parts or not well documented.</p> <p>Ideas are communicated through understanding of the visual elements but this is not always consistent in the work and may not be resolved.</p> <p>The response will communicate an ability to analyse, reflect and evaluate 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>Most written elements demonstrate analysis but may be descriptive in parts.</p> <p>Good connections made between visual and other elements.</p> <p>Conclusion of the investigation may not be fully resolved either in terms of the visual work or written reflection.</p> <p>Work demonstrates a competent level of engagement and independence.</p>
Satisfactory	6–10	<p>The response overall will attempt to illustrate the progression of the investigation, but the candidate may not have been successful in progressing their ideas in depth.</p> <p>The creative journey is apparent but may not always be fully resolved and intentions are not fully realised.</p> <p>There may be an attempt to refine ideas and there will be some understanding of the visual elements.</p> <p>Clear communication of intentions and ideas is inhibited, and the candidate may not demonstrate an ability to make effective critical decisions.</p> <p>Evidence of analysis, reflection and evaluation is present but may not be evident throughout the response. Written elements</p>

Assessment criteria for Component 3: AO4

		<p>attempt to demonstrate analysis but may be solely descriptive in parts.</p> <p>Adequate connections made between visual and other elements.</p> <p>Investigation may not have a clear conclusion either in terms of the creative responses or in the articulation of achievements.</p> <p>Work demonstrates an adequate level of engagement and independence.</p>
Limited	1–5	<p>There is a sense of disconnect between elements across the response overall.</p> <p>The creative journey will be incoherent due to the response's lack of clear intentions.</p> <p>The response will show a limited progression of ideas and understanding of the visual elements will be basic.</p> <p>Communication is mostly unclear and there is limited evidence of the candidate's ability to make critical decisions.</p> <p>There is little evidence of analysis, reflection and evaluation.</p> <p>Written elements struggle to offer appropriate analysis.</p> <p>Basic connections made between visual and other elements.</p> <p>Work demonstrates a limited level of engagement and independence.</p>