



## Marking rationale – Example 3

<b>Theme: Identity</b>		<b>Mark awarded = 40 out of 100</b>
<b>AO1:</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>Satisfactory</b> skill in recording observations from several relevant sources, showing <b>some</b> intentions	
<ul style="list-style-type: none"> <li>• <b>Research</b> includes a range of sources, including the candidate’s own photography, secondary-sourced images and artist research. This is seen in the photographs of the face and the boy holding a mobile phone.</li> <li>• <b>Gathering of visual evidence</b> is mostly connected to the chosen theme. For example, the candidate records several portraits and cars to explore their theme of ‘Identity’.</li> <li>• Contextual sources/<b>works of others</b> are referenced but they are not sufficiently researched to fully connect to ideas and intentions. For example, the candidate has researched the work of Salvador Dali but other than the connection of the car, this has not informed further recording.</li> <li>• There is some evidence of working from direct <b>observation</b> and secondary sources and recording considers at least one visual element such as form.</li> </ul>		
<b>Mark awarded = 10 out of 25 marks</b>		
<b>AO2:</b> Explore and select appropriate resources, media, materials, techniques and processes	<b>Satisfactory</b> exploration of media, materials, techniques and processes, showing <b>some</b> selection of relevant resources	
<ul style="list-style-type: none"> <li>• The script demonstrates some <b>exploration</b> of media using pencil, digital manipulation and paint and demonstrates some sense of enquiry using these media in the response.</li> <li>• A range of relevant processes and materials have been <b>selected</b> and explored, but the ability to manipulate these materials with control is inconsistent. For example, the candidate has used shading effects with the pencil to show tonal range in their studies of the cars. They have also explored digital manipulation to create collages of their photographs. However, these skills were not built on, and this level of control is not reflected in the final outcome.</li> <li>• Refinement of <b>technical skill</b> is weak. This is especially evident in the final outcome, with some understanding of colour to create an effective composition.</li> </ul>		
<b>Mark awarded = 10 out of 25 marks</b>		

**Theme: Identity****Mark awarded = 40 out of 100****AO3:** Develop ideas through investigation, demonstrating critical understanding**Satisfactory** development of ideas through investigation, demonstrating **some** understanding

- There is some attempt to show **purposeful** development. Some references to contextual sources are apparent, with attempts to inform ideas. For example, the candidate develops the idea of placing objects inside the boy's head from their research into Adam Hale's artwork.
- Written annotation is included, and the use of language is relevant and serves to support the visual information.
- **Idea** exploration is obvious, and critical understanding has not yet been developed. Imagery does not fully evolve from initial research and references.
- There is some evidence of **reflection** and planning to explore alternative possibilities as the candidate plans out the composition for their final outcome from their initial studies of the car.

**Mark awarded = 10 out of 25 marks****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** shows some connection to the portfolio work but this is not resolved or progressed in any depth from research or development.
- There is an attempt to refine ideas and there is some understanding of the **visual elements**. For example, in the use of tone to express form in the portraits, although this is inconsistent throughout the submission as it is not effectively used in the final outcome.
- Clearer **communication** of intentions and ideas is inhibited, and the candidate does not demonstrate an ability to make effective critical decisions. For example, they have begun to explore the idea of objects surrounding and coming out of the boy's head. However, these ideas are not developed, and they make the decision to place the car against a background in their composition which hasn't been explored or planned out in their research.
- Evidence of **analysis, reflection and evaluation** is present but is not evident throughout the response. The candidate does not recognise strengths seen in the portfolio, such as the use of digital media and collage, and the final outcome does not reflect these qualities.

**Mark awarded = 10 out of 25 marks**