9479/02 Marking rationale – Example 7

Theme: Waking moment	Mark awarded = 69 out of 100
AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	**Competent** skill in recording observations and insights from a variety of sources, relevant to intentions **Good** ability to reflect critically on work and progress.
• **Research** includes a range of primary and secondary sources which are mostly relevant. For example, the candidate has photographed a scene in a wood, a forest fire and students planting trees. They have also included works from artists and referenced an image from social media. • The candidate includes relevant references to contextual sources/**works of others**. For example, Julia Butterfly and David Ambrazuhjan. • The **gathering of visual evidence** is connected to the chosen theme. All the images created, copied or referred to link to the candidate's theme of 'waking up' to the devastation of deforestation. • The candidate has competently recorded from relevant **primary sources** through direct observation. The candidate uses their own photographs for observational studies. For example, the pen drawing of a student planting a tree, the pastel painting of a forest fire and the paintings of trees in the candidate's school grounds. • These studies show some exploration and consideration of **visual elements**. The candidate's studies demonstrate the visual elements of colour, form, tone and texture. For example, the painting of a tree demonstrates the use of tone and texture in the depiction of the leaves. • A range of **methods** is selected to carry out observational study. For example, the candidate uses photography, drawing, and painting. • There is good ability to **reflect critically** on work and progress**.** The candidate includes clear annotation about the choices they are making and how it relates to their intentions. **Mark awarded = 15 out of 25 marks**	
AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	**Confidently** explores and selects relevant resources, media, materials, techniques and processes **Highly effective** ability to review and refine ideas as work develops.

© Cambridge University Press & Assessment 2026

Theme: Waking moment	Mark awarded = 69 out of 100

- The submission demonstrates consistent evidence of **exploring materials** and processes. The candidate explores a range of media and processes including pencil, paint, and pastel.
- There is **purposeful** selection and exploration of materials to express ideas. The chosen media reflects the candidate's ideas and intentions. For example, the design posters using marker pen and the final outcome using paint.
- Ideas are consistently explored through different processes and techniques. For example, the candidate explores an illustrative technique to express their ideas by designing posters and cartoons.
- The candidate demonstrates a clear understanding of the **inherent qualities** of media, making informed choices in relation to their ideas. For example, the candidate uses different saturations of watercolour paint to depict dappled light in trees.
- There is confident **technical skill** evident in the candidate's explorations, demonstrating a good understanding of the visual elements. For example, in the use of charcoal to depict a moment in the Chipko movement. Light, texture, colour and form are explored confidently in the paintings of forests.
- An effective ability to **review and refine** ideas as work develops

Mark awarded = 18 out of 25 marks

AO3: Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding	**Confident** development of ideas through focused investigations **Highly effective** analytical and critical understanding demonstrated through thorough and careful referencing of personal, contextual and other sources.

- Development is **purposeful** and builds from research, making use of appropriate contextual references to inform ideas. For example, the candidate incorporates the artist Ambrazuhjan's use of different views in one painting as an inspiration for their own **original** composition.
- Written annotation is included, and language and vocabulary are informative and relevant, serving to support the visual information. The candidate clearly describes and explains their choices at each stage of their project. For example, the candidate explains that they wish to use Ambrazuhjan's work as inspiration because his piece is deeply thought-provoking, and they wish to create a final outcome which is equally thoughtful.
- The candidate has developed **imagery**, and has considered some alternative compositions, angles, viewpoints, designs etc. For example, the candidate takes several photographs of a figure sitting in a tree before deciding which is the most suitable viewpoint.
- The **supporting studies** connect to the final outcome and research, ideas and explorations progress towards their final outcome. The candidate has a clear aim of what they want to achieve, which is to draw attention to deforestation. The candidate tries a few different ways to do this (posters, cartoons) before settling on their final idea, informed by their artist.
- There is evidence of **reflection**, and ability to plan and explore alternative possibilities.

© Cambridge University Press & Assessment 2026

Theme: Waking moment	Mark awarded = 69 out of 100
• Careful referencing of personal, contextual and other sources, demonstrating good **analytical and critical** understanding. For example, the candidate is able to use their research of artists to inform their decisions on how to best communicate their idea. They do this by incorporating a split view in their own composition. **Mark awarded = 17 out of 25 marks**	
AO4: Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements	**Confident** realisation of intentions demonstrating an effective use of visual language **Highly effective** connections made between visual and other elements
• The **final outcome** is an appropriate conclusion to the response and is clearly informed by the supporting studies. This is evident in the subject matter of the composition, choice of colours and layout. • There is a consistent and coherent **creative journey**, clearly informed by initial research and contextual study • Understanding of **visual language** is consistently demonstrated throughout the work. For example, the candidate has demonstrated a confident understanding of colour, light, texture, perspective, scale and form in the media studies throughout the submission. • The response clearly and thoughtfully **communicates** the candidate's ability to **analyse, reflect, and evaluate** ideas and make critical decisions. For example, the candidate has tried out a range of techniques and processes in order to assess the most effective way of expressing their intention. • Highly effective **connections** are made between visual and other elements. **Mark awarded = 19 out of 25 marks**	

© Cambridge University Press & Assessment 2026