

BTEC Level 3 National in Art and Design

First teaching September 2016



Sample Marked Learner Work

External Assessment

Unit 7: Developing and Realising Creative Intentions

In preparation for the first teaching from September 2016 and as a part of the on-going support that we offer to our centres, we have been developing support materials to help you better understand the application of Nationals BTEC Level 3 qualification.

What is Sample Marked Learner Work (SMLW)?

The following learner work has been prepared as guidance for centres and learners. It can be used as a helpful tool when teaching and preparing for external units.

Each question explores two responses; one good response, followed by a poor response. These responses demonstrate how marks can be both attained and lost.

The SMLW includes examples of real learners' work, accompanied with examiner tips and comments based on the responses of how learners performed.

Below displays the format this booklet follows. Each question will show a learner response, followed by comments on the command verbs and the content of the question. Tips may be offered where possible.

The appendix has attached a mark scheme showing all the possible responses that perhaps were not explored in the SMLW, but can still be attained.

The red box comments on the command verbs used in the question. Command typically means; to instruct or order for something to be done. Likewise, in assessments, learners are required to answer questions, with the help of a command verb which gives them a sense of direction when answering a question.

This box may choose to highlight the command verb used and comments if the learner has successfully done this, or not.

The green box comments on the content words and phrases. Content makes reference to subject knowledge that originates from the specification. Learners are required to use subject specific knowledge to answer the questions in order to gain maximum marks.

The comments may include:

- *Any key words/phrases used in the learner's answer.*
- *Why has the learner gained x amount of marks? And why/how have they not gained any further marks?*
- *Any suggestions/ ideas regarding the structure of the answer.*
- *If the answer meets full marks- why it is a strong answer? What part of the content has been mentioned to gain these marks?*

TIPS!



Tips offer helpful hints that the learner may find useful. For example:

- *Recommended length of the answer*
- *Reference to the amount of marks awarded*
- *General advice for the learner when answering questions*

You will need to refer to the appropriate specification alongside these sample materials.

The link below will direct you to the SAMs that this SMLW refers to.

<http://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Art-and-Design/2016/specification-and-sample-assessments/Sample-assessment-material-Unit-7-Developing-And-Realising-Creative-Intentions.pdf>

Sample Marked Learner Work External Assessment

Unit 7: Developing and Realising Creative Intentions

Unit 7 has been designed as a synoptic unit and provides an opportunity for learners to utilise the skills they have developed across their entire programme. Centres are strongly advised to plan delivery and assessment of this unit at the end of a two-year programme of study when learners will be prepared and able to access the full range of marks available.

The sample presented below has been produced to provide support and guidance to centres when looking at delivery of this external unit. However, it should be noted, this was not produced at the end of a two-year course and this means learners have not been taught the precise content of the specification, subsequently they would not necessarily be expected to achieve the highest marks.

This is the work of one learner awarded 36/60

**AO1: Demonstrate an ability to generate ideas in response to a theme.
Awarded 4/10 marks**

Proposal

Unit 7 – Developing and Realising Creative Intentions

Learner 2

Theme: Transformation

Initial ideas and focus

My initial idea on the theme of transformation is to research and explore how 60's style and culture can be used to develop contemporary designs that can be applied to commercial products. I have always really loved 60's style and feel that it was a unique time in history when there were some major events that changed the world forever. It was also a time when Artists and Designers were exploring the link between Art and popular culture and how Art was being considered as part of a mass produced commercial activity. I am really interested in the development of contemporary illustration and how it is used in everyday products.

Research

My initial research will be looking at 60's style and Artist's and Art movements from that era. This will include

- Andre Courreges
- Andy Warhol
- Op Art

I will also look at contemporary designers such as Orla Kiely and Illustrators like Steph Baxter

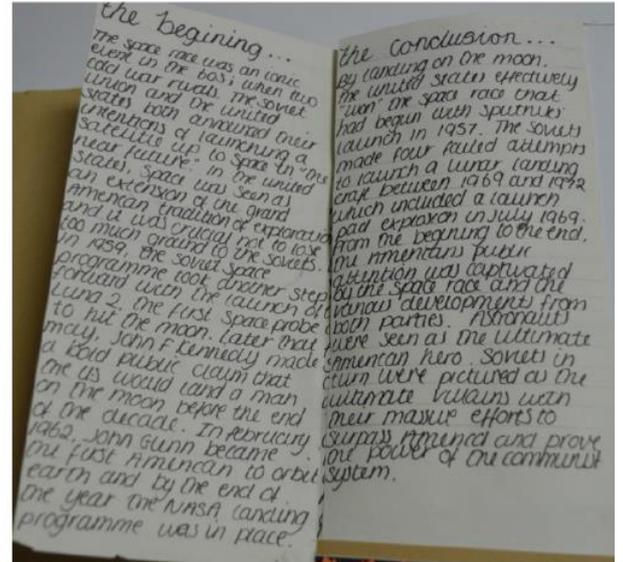
I also want to research some of the key events from the 1960's and use this to gather primary source material. Based on my initial research, I plan to focus on the space race and how this changed how people thought the future was going to be.

Materials, techniques and processes

I plan to use a wide range of materials, techniques and process to experiment with. I enjoy working with inks, paints and printmaking techniques because this helps to produce a range of mark making that can be used in my design work. I will the scan my experiments into the computer so that I can use Photoshop and Illustrator to make the final designs. For this project, I will need access to a studio space with a range of materials and will also need access to a computer and scanner. I may also need some specialist support with some of the printing techniques as I am not very experienced in the print room.

Schedule

To make sure I finish this project on time, I have created a timetable leading up to the planned exam period. By the time I go into the exam I will need to have done all my experiments, made my final piece and have produced my portfolio so I have worked backwards from that point to make sure I meet the brief deadline.



The learner has received 4 marks for this learning outcome and this work therefore sits firmly in mark band 2.

Learners are asked to produce a proposal that outlines their initial response to the brief provided. Ideas are generally sound, and illustrate how this learner has chosen to begin to interpret the theme. The initial ideas are partially connected to the theme.

The first slide is a good visual representation of the learner's ability to generate initial ideas. The ideas however, are not pertinent to the theme, nor do they insightfully engage with the theme. Had this been evidenced the learner would have been placed in a higher band.

The learner has produced a proposal that provides a competent explanation of ideas with generally sound connections made to the theme.

The first page of the digital portfolio demonstrates that the learner has started to gather initial sources that inform practical work as identified in her proposal. The material selected is relevant to the learner's creative intention, as defined in their proposal.

The way that a learner will respond to a theme could be influenced or directed by the art and design discipline that they have chosen to work.

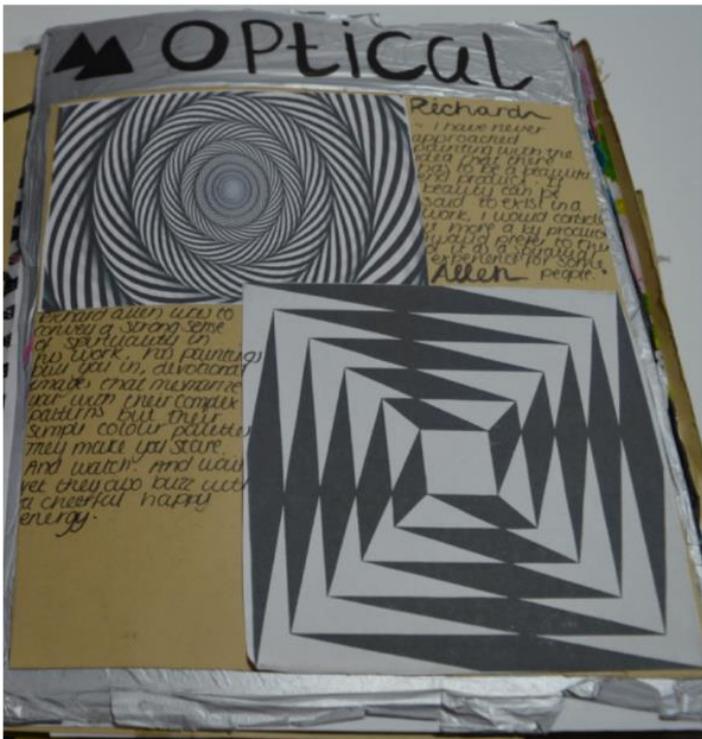


- Ensure that learners fully consider the theme of the brief
- Develop learners' skills in interpreting the requirements of the brief
- Ensure images are of high quality

**AO2: Apply understanding of contextual sources to own work and practice.
Awarded 6/9 marks**



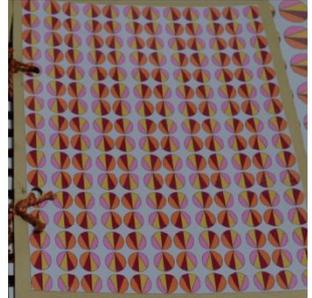
André
e Courrèges



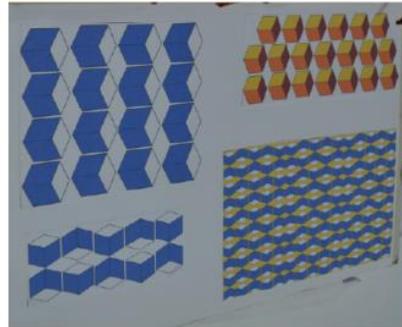
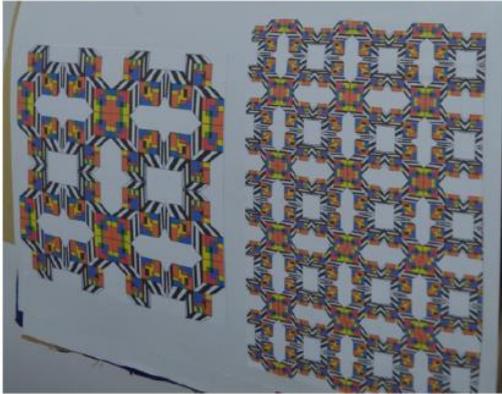
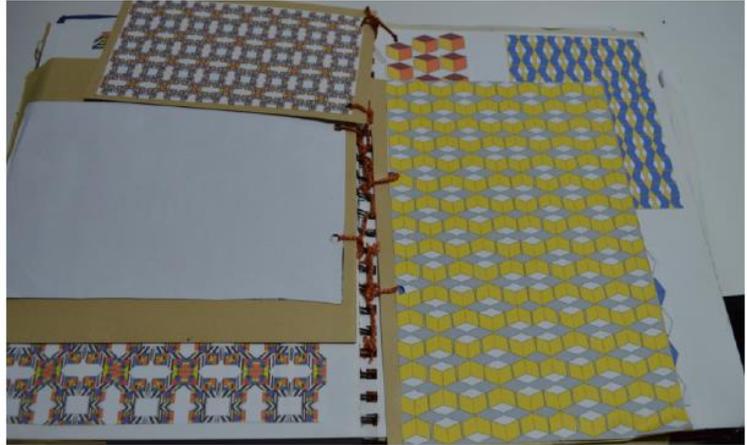




I really like these patterns and in particular the very simple colour palette's that I have used. I used circles and triangles because geometric shapes were often used throughout the 60's. I like the simplicity of the repeat pattern however this isn't the complete route I am going down but I do want to keep my final art palette quite minimal as I like the very clean look.



M.C
Escher





This learner has been awarded 6 marks for AO2 placing them in the higher grade within mark band 2. Contextual research has been used throughout the project to inform the development of creative ideas.

Learners are asked to apply contextual understanding to their own practice. This includes the selection and exploration of contextual sources to inform ideas.

Overall the understanding of contextual sources is effective and the research is being used to develop ideas. The exploration of the contextual references is effective with regards to the research and application. The digital portfolio demonstrates a competent understanding

To achieve a higher grade, the work presented would need to show more fluent application and a fuller, more comprehensive exploration of contextual sources.

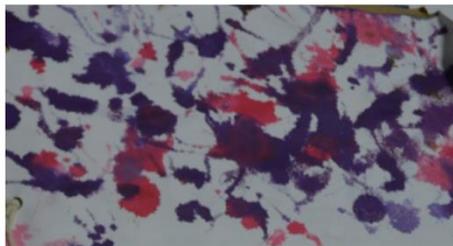
The learner has undertaken the research identified within their original proposal. They have looked at a range of art and design work, and demonstrated an interest in patterns and ideas generated around motif. This learner has looked at artists and designers from different decades and is beginning to establish connections and a deeper understanding of the contextual references.

These pages show the learner looking at design construction and imagery; they are developing an effective application of contextual understanding. This is a demonstration of a competent understanding of contextual sources and trends. The learner is demonstrating an individual response to the set task theme of 'transformation'.

A03: Explore materials, techniques and processes relevant to creative intentions. Awarded 6/8 marks



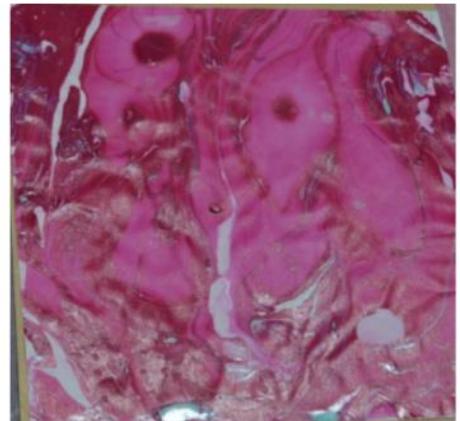
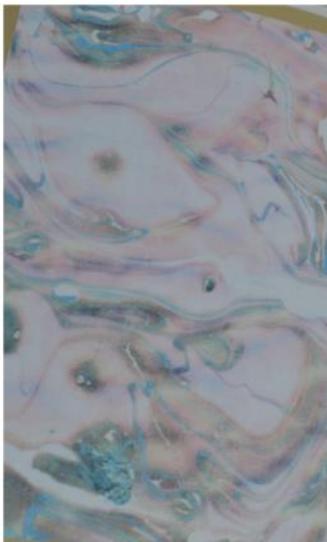
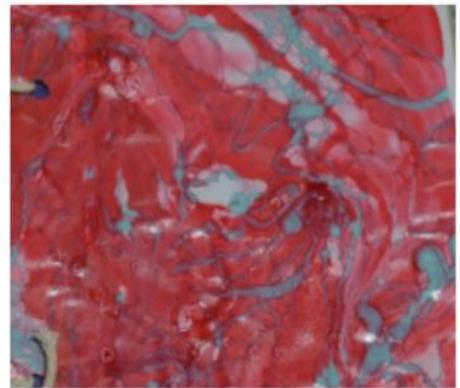
I wanted to create my own version of optical illusion because I personally think that it fits nicely as with the space race throughout the 60s. The futuristic and slightly mind boggling effect it gives off can almost make me imagine that people of the 60's felt this way when Andre released his new designs.





Using the image of Mars' surface as inspiration, I wanted to create a similar marbled effect that I can then apply patterns to. To do this, I filled up a bowl of cold water that I then poured nail varnish in and used a cocktail stick to swirl it around in order to create the desired effect. I am now going to scan this into photoshop to play around with effects and colours.

Marble patterns



Learners must explore as broad as possible a range of materials, techniques and processes as is relevant to their project.

The learner has been awarded 6 marks for AO3 which places the learner into mark band 3. This mark is at the lower end of the banding for mark 3, and there is room for further explorations of materials, techniques and processes relevant to creative intentions.

The exploration throughout is comprehensive and is relevant to the original intentions.

The learner's exploration shows a good level of creative enquiry and demonstrates a journey through the project which has been informed by the practical exploration.

There is comprehensive and fluent exploration of traditional and digital materials, techniques and processes.

Learners must explore as broad as possible a range of materials, techniques and processes as is relevant to their project.

TIPS!



Learners should be discouraged from settling too quickly into a specific medium or working practice. As this will limit their ability to explore broadly.

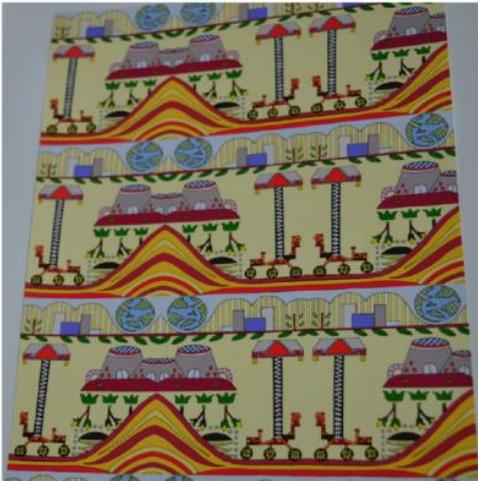


Learners are encouraged to produce high quality images

A04: Demonstrate an ability to refine work and ideas by reviewing and evaluating throughout the development process. Awarded 6/9 marks



This print shows different elements for the mission. There is earth and buildings in the distance to represent where it has all started. The nature connecting them together is because the reason scientist now believe that humans can live on mars is because plants were found growing on mars land. I even have the rover be landing on mars and the living pools. Although I like the imagery of this pattern I don't think it can be used commercially as it is very specific. I also think the colour palette fits the imagery but isn't exciting enough to be applied to commercial products.

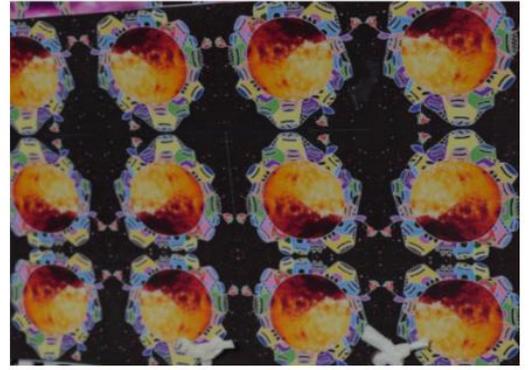
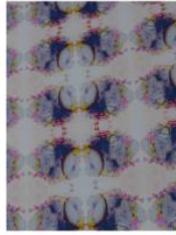
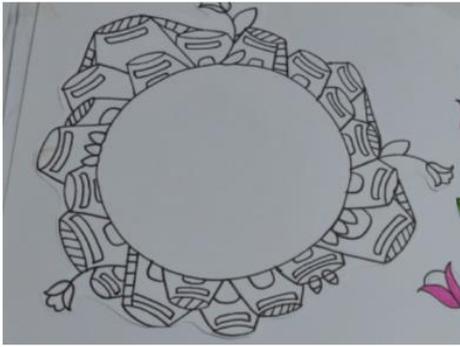


The parcels being sent down to mars this is because we will have to send many packages to mars in order for humans to start living there. This reminds about the packages that were sent to mars.

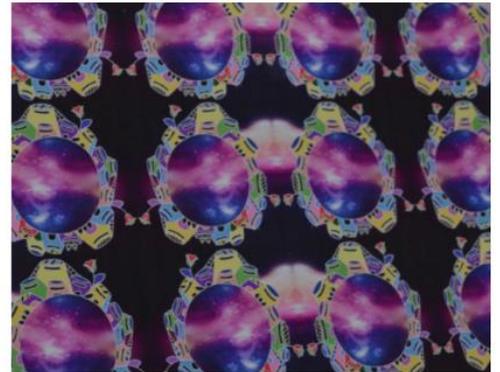
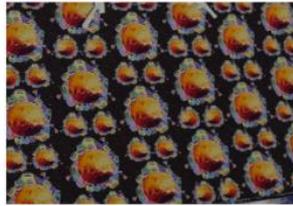
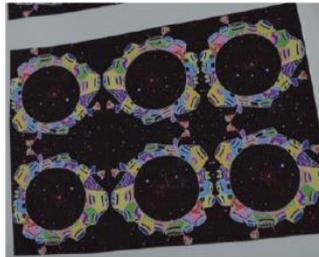
The towers represent the constant climb everyone will experience during journey everyone will go on whilst on mars and adapting to their new life.

the nature was the very thing that started the whole means. one project - astronauts/scientists found plants on mars which led them to believe humans could live on the planet.

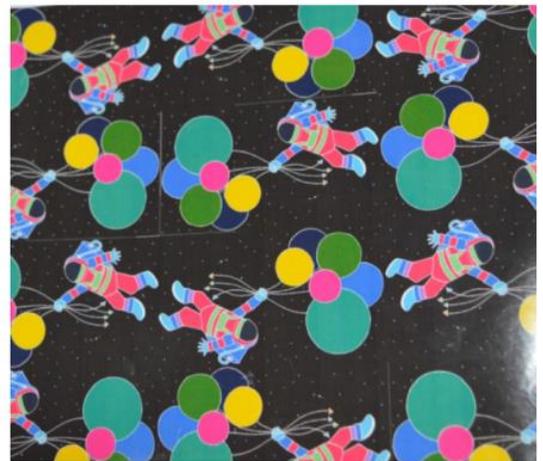




I have taken the shape of planets to create a pattern with and incorporating the living accommodation. I wanted the pads to go all around the planet to represent how it is something happening all around the world and not just in one place. I have nature growing in between the pads to show that nature on Mars is where this project started from. The final image we have are various ladders to represent the journey of this mission and how it is a constant journey into our future.



This is our original drawing. I have used to create various patterns. I wanted the astronauts to be very cartoonish. I personally like to draw art and this is also my favorite way to draw and create patterns. I also wanted to create a fun pattern that you could use for a lot more things like a pattern for your bag or a pattern for your shirt. I used products and thinking...





Exerts from Learner commentary

15.

Based on my research into the mission to mars, I produced some illustrations that explored the prediction of life pods being set up for people to live on Mars. I scanned these drawings into the computer and colored the illustration using Illustrator.

17.

I developed my design by incorporating my original design but using a circular shape which represents the shape of a planet. I then scanned in my design and experimented with a range of different surface patterns for the planet surface. The benefit of working digitally is that it is very quick to make these changes and then print out the roughs to review.

18.

I decided my final design will incorporate the image of an astronaut as I think the is an iconic image from the space race and is much more understandable then the idea of the illustrations based on the mission from Mars Illustration and links back to my original research. In my design, I really like the idea of the astronaut holding a bunch of balloons as I like the idea of an astronaut floating into space by holding balloons.

Learners must review and evaluate their work in order to refine ideas throughout the development of their work.

The learner has been awarded 6 marks for AO4 which places the learner at the top of mark band 2.

The on-going review process will lead to effective choices being made creating a coherent body of work. For this learner to improve the choices must be perceptive and lead to an exceptional explanation of ideas development made in relation to creative intent. There would be a further level of refinement and development for a mark from band 3 to be awarded.

Comments throughout the digital portfolio show an ongoing ability to competently review throughout the developmental process. This has allowed the learner to make effective choices.

There is a clear and coherent refinement of the work to help develop the ideas. This is reiterated through the learner commentary which demonstrates a coherent explanation of choices made in relation to the creative intentions.

TIPS!



Learners should be advised to use the opportunity inherent in the learner commentary to articulate the creative decisions they have made throughout the project.



The inclusion of written annotation within the digital portfolio is good practice but in the above sample, the effectiveness of this has been affected by the quality of the photography

A05: Realise creative intentions demonstrating ability to plan and carry out an effective creative process. Awarded 7/12 marks



The learner has produced a final outcome that has a clear purpose. The final piece shows a confident ability to bring together technical and conceptual elements to realise creative intentions.

The learner has received 7 marks for this learning outcome, A05; this is just into mark band 3. The intentions are mostly achieved and there is evidence that the learner has planned and carried out an effective creative process.

Overall the final piece meets the requirements of the brief. It is evident that the learner has confidently brought together both technical and conceptual elements to produce a final outcome.

Although the presentation of the final piece is lacking in quality, it is clear that original intentions set out in the proposal are mostly achieved and the work is mocked up as a commercial item. The learner has responded to the set task theme of 'transformation' in an original way and with thoughtful interpretation.

There is an effective application of materials, techniques and processes which have been honed in through the research and development process.

AO6: Demonstrate an ability to present work which demonstrates development and realisation of final outcome, showing an understanding of professional practice. Awarded 7/12 marks

Learner Commentary

Unit 7 – Developing and Realising Creative Intentions Learner 2

Commentary

For this project, I looked at how 60's style could be used to develop new designs that could be used on commercial products. From my project sketchbook, I produced a portfolio to show how my ideas developed and my final piece.

1.

The first page of my portfolio shows my initial research into the space race which dominated the 60's and had a huge impact on society. This was a big theme of my project and gave me lots of visual material that I could use to develop my ideas.

2.

I researched the work of Andre Courreges and in particular how his work was inspired by the space race.

3.

Based on my research into Andre Courreges I produced a drawing of Lady GaGa. I used magic markers to produce the drawing. I then scanned this into the computer and experimented with repeat patterns. I really like the way the original image becomes lost through repetition and the image starts to look like a simple pattern.

4.

I researched Op (Optical) Art which was an art movement that was popular in the mid 1960's. I find it really interesting how patterns can make it look like an image is moving.

5.

Based on my research into Op Art I have experimented with using patterns to create optical illusions. I like the futuristic feel to the work. Having created the pattern design, I then experimented with different printmaking techniques including lino prints and screen printing techniques. I also experimented with different materials to print onto. I wanted to see what effect the different surfaces have on the design as this will affect how any final design could be used in commercial products.

6.

I researched the work of Orla Kiely as she is a contemporary designer who uses retro prints and applies them to contemporary design. Her work is very commercial and her range of designs are on sale in John Lewis. I really like her use of simple illustrations and this really links to my style of work.

7.

Having researched Orla Kiely, I then did some work in her style using a stencil print process. Although I enjoy traditional printmaking processes, I think that digital prints are far more appropriate for producing commercial design work as it is much more precise and accurate.

8.

I researched the work of Steph Baxter who is a professional illustrator and creative typographer. Her work is used in a range of commercial products

9.

This portfolio shows a range of the experiments I did using brusho and also experimenting with felting. This kind of practical experimentation is really useful for creating background patterns which would be harder to create digitally.

10.

I researched the work of Andy Warhol who was an influential figure in the Art world throughout the 60's. Warhol was instrumental in introducing everyday images into works of Art that were exhibited in galleries. I also experimented using some of the visuals from my research into the 1960's to produce a design.

11.

I researched Minimalist Art as I really like the simplicity of this Art movement and feel it links well to contemporary design, it also allowed me to really consider what colors I could use in my design.

12.

I researched the work of M C Escher and his use of tessellation in producing patterns.

13.

Based on my original exploration of the space race I extended my research to include the idea of a mission to mars. Once we had successfully walked on the moon in 1969, there was lots of predictions that one day we would have people living on mars.

14.

I experimented with marbling techniques to represent the surface of mars.

15.

Based on my research into the mission to mars, I produced some illustrations that explored the prediction of life pods being set up for people to live on Mars. I scanned these drawings into the computer and colored the illustration using Illustrator.

16.

I experimented with different colors on the illustration which is easy to do in Illustrator.

17.

I developed my design by incorporating my original design but using a circular shape which represents the shape of a planet. I then scanned in my design and experimented with a range of different surface patterns for the planet surface. The benefit of working digitally is that it is very quick to make these changes and then print out the roughs to review.

18.

I decided my final design will incorporate the image of an astronaut as I think this is an iconic image from the space race and is much more understandable than the idea of the illustrations based on the mission from Mars Illustration and links back to my original research. In my design, I really like the idea of the astronaut holding a bunch of balloons as I like the idea of an astronaut floating into space by holding balloons.

19.

I tried different colors on my final design using Illustrator.

20.

The final image in my portfolio is a mock-up of my design on a notebook/journal. Overall I am pleased with my final design. I think I have successfully done what I planned. I have used imagery and styles from the 1960's to create contemporary commercial design. I think that the design would work well and would not look out of place on sale in any major retail shops.

The learner has produced a proposal, digital portfolio and commentary that meet the requirements that are detailed within the set task. This includes confident use of written communication. Spelling and grammar are mostly accurate and there is some use of specific subject terminology.

The learner has been awarded 7 marks for AO6 which places the learner at the bottom of mark band 3.

The selection of images for the digital portfolio demonstrates a comprehensive understanding of professional practice. There is a clear selection process which evidences the learner's ability to develop and refine the work presented and engage a viewer.

The digital portfolio meets the requirements of activity 4 with correct number of slides etc. showing an adherence to the set parameters of presentation.

TIPS!



The inclusion of written work in the sample is good practice and can be useful in understanding the learner's creative journey. However, the quality of the photography and the hand-written annotation can be difficult to decipher and could place the learner at a disadvantage.



The use of a traditional sketchbook format is cohesive with the nature of the work. However, this has made the process of recording work for a digital portfolio quite challenging. Learners should be advised to be mindful of the need to present the work digitally when undertaking the practical work.



Learners are encouraged to produce high quality images

Unit 7: Developing and Realising Creative Intentions - Sample marking grid

General Marking Guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific Marking guidance

The marking grids have been designed to assess learner work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Developing and Realising Creative Intentions
Marking Grid: 60 Marks

Assessment Objectives	Mark Awarded
AO1: Demonstrate an ability to generate ideas in response to a theme	Out of 10
AO2: Apply understanding of contextual sources to own work and practice	Out of 9
AO3: Explore materials, techniques and processes relevant to creative intentions	Out of 8
AO4: Demonstrate an ability to refine work and ideas by reviewing and evaluating throughout the development process	Out of 9
AO5: Realise creative intentions demonstrating ability to plan and carry out an effective creative process	Out of 12
AO6: Demonstrate an ability to present work which demonstrates development and realisation of final outcome, showing an understanding of professional practice	Out of 12
TOTAL	Out of 60

Level	Mark	AO1: Demonstrate an ability to generate ideas in response to a theme
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic description of ideas with limited connections made to the theme • Basic selection and use of sources and practical exploration to generate ideas • Superficial initial ideas which are tentatively connected to the theme
2	3-5	<ul style="list-style-type: none"> • Competent explanation of ideas with generally sound connections made to the theme • Partially relevant selection and use of sources and initial practical exploration to generate ideas • Sound initial ideas which are partially connected to the theme
3	6-8	<ul style="list-style-type: none"> • Confident explanation of ideas with cohesive connections made to the theme • Relevant selection and use of sources and initial practical exploration to generate ideas • Effective initial ideas which are pertinent to the theme
4	9-10	<ul style="list-style-type: none"> • Comprehensive explanation of ideas with insightful connections made to the theme • Perceptive selection and use of sources and initial practical exploration to generate ideas • Fluent and creative initial ideas which insightfully engage with the theme

Level	Mark	AO2: Apply understanding of contextual sources to own work and practice
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic exploration of contextual sources which tentatively inform ideas • Basic understanding of contextual sources demonstrated • Basic application of contextual understanding to own work and practice
2	4-6	<ul style="list-style-type: none"> • Effective exploration of contextual sources which clearly inform own ideas • Competent understanding of contextual sources and trends demonstrated • Effective application of contextual understanding to own work and practice
3	7-9	<ul style="list-style-type: none"> • Focused and comprehensive exploration of contextual sources which fully inform own ideas • Perceptive understanding of contextual sources demonstrated • Fluent application of contextual understanding to own work and practice

Level	Mark	AO3: Explore materials, techniques and processes relevant to creative intentions
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic exploration of materials, techniques and processes • Basic exploration which is partially relevant to creative intentions
2	3-5	<ul style="list-style-type: none"> • Competent and focused exploration of materials, techniques and processes • Effective exploration which is relevant to creative intentions
3	6-8	<ul style="list-style-type: none"> • Comprehensive and fluent exploration of materials, techniques and processes • Fluent exploration which is comprehensively relevant to creative intentions

Level	Mark	AO4: Demonstrate an ability to refine work and ideas by reviewing and evaluating throughout the development process
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • An inconsistent process of review is applied through some of the development • Review process tentatively used to make basic choices, leading to limited refinement and development of work and ideas • Basic description of choices made in relation to intentions
2	4-6	<ul style="list-style-type: none"> • An competent process of review is applied throughout the development • Review process used competently to make effective choices, leading to coherent refinement and development of work and ideas • Coherent explanation of choices made in relation to intentions
3	7-9	<ul style="list-style-type: none"> • A comprehensive process of review is sustained throughout the development • Review process used fluently to make perceptive choices, leading to comprehensive refinement and development of work and ideas • Exceptional and reasoned explanation of choices made in relation to intentions

Level	Mark	A05: Realise creative intentions demonstrating ability to plan and carry out an effective creative process
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic ability to bring together technical and conceptual elements into a final outcome • Limited achievement of intentions, demonstrating basic ability to plan and carry out an effective creative process • Basic interpretation of theme communicated through final realisation • Basic application of chosen materials, techniques and processes
2	4-6	<ul style="list-style-type: none"> • Competent ability to bring together technical and conceptual elements into a final outcome • Intentions are partially achieved, demonstrating adequate ability to plan and carry out an effective creative process • Adequate interpretation of theme communicated through final outcome • Competent application of chosen materials, techniques and processes
3	7-9	<ul style="list-style-type: none"> • Confident ability to bring together technical and conceptual elements into a final outcome • Intentions are mostly achieved, demonstrating confident ability to plan and carry out an effective creative process • Thoughtful interpretation of theme communicated through final realisation • Effective application of chosen materials, techniques and processes
4	10-12	<ul style="list-style-type: none"> • Fluent ability to bring together technical and conceptual elements into a final outcome • Intentions are fully achieved, demonstrating fluent ability to plan and carry out an effective creative process • Creative and individual interpretation of theme communicated through final outcome • Sophisticated application of chosen materials, techniques and processes

Level	Mark	AO6: Demonstrate an ability to present work which demonstrates development and realisation of final outcome, showing an understanding of professional practice
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Limited understanding of professional practice demonstrated through refinement, clarity and adherence to set parameters of presentation • Basic presentation format and style which is arbitrary to the nature of work • Basic use of presentation structure demonstrating limited ability to engage the viewer and show clear development of work and ideas • Inconsistent and simplistic use of written communication including spelling, grammar and subject specific terminology
2	4-6	<ul style="list-style-type: none"> • Competent understanding of professional practice demonstrated through refinement, clarity and adherence to set parameters of presentation • Adequate presentation format and style which is generally suitable to the nature of work • Competent use of presentation structure demonstrating adequate ability to engage the viewer and show clear development of work and ideas • Generally accurate and coherent use of written communication including spelling, grammar and subject specific terminology
3	7-9	<ul style="list-style-type: none"> • Comprehensive understanding of professional practice demonstrated through refinement, clarity and adherence to set parameters of presentation • Effective presentation format and style which is cohesive with the nature of work • Proficient use of presentation structure demonstrating confident ability to engage the viewer and show clear development of work and ideas • Confident use of written communication including spelling, grammar and subject specific terminology
4	10-12	<ul style="list-style-type: none"> • Sophisticated understanding of professional practice demonstrated through refinement, clarity and adherence to set parameters of presentation • Effective presentation format and style which enhances the strengths and qualities of work • Sophisticated use of presentation structure demonstrating accomplished ability to engage the viewer and show clear development of work and ideas • Accurate and accomplished use of written communication including spelling, grammar and subject specific terminology