

# International GCSE Art and Design

Photography  
Component 1  
Total mark = 46



	<b>AO1 Develop</b>	<b>AO2 Refine</b>	<b>AO3 Record</b>	<b>AO4 Realise intentions</b>
Mark	11	12	12	11
Mark band	Level 4 Mostly competent and consistent ability	Level 4 Fully competent and consistent ability	Level 4 Fully competent and consistent ability	Level 4 Mostly competent and consistent ability
			Total	46

**Mark band:**

Mark band 4 – Competent and consistent ability

**Key word descriptors from the taxonomy:**

Informed, purposeful, sustained, skilful, effective

Centre number:

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Title:

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Subject code:

Candidate name:

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Candidate number:

**International GCSE assessment grid – Examiners will use this assessment grid to assess all student work for both components and all titles**

Assessment Objectives	Mark Band 1 LIMITED ABILITY <i>Insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in, the development and recording of ideas</i>			Mark Band 2 BASIC ABILITY <i>Some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas</i>			Mark Band 3 EMERGING COMPETENT ABILITY <i>Knowledge, understanding and skills are generally adequate but safe</i>			Mark Band 4 COMPETENT AND CONSISTENT ABILITY <i>Knowledge, understanding and skills are secure and cohesive throughout</i>			Mark Band 5 CONFIDENT AND ASSURED ABILITY <i>Knowledge, understanding and skills are effective and focused throughout</i>			Mark Band 6 EXCEPTIONAL ABILITY <i>Knowledge, understanding and skills are in-depth, perceptive and accomplished throughout</i>		
	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully
<b>AO1</b> Develop ideas through investigations, demonstrating critical understanding of sources	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<ul style="list-style-type: none"> <li>Development of ideas through investigations shows limited ability.</li> <li>The investigation process shows limited critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Limited attempts are made to analyse and make connections.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas through investigations shows basic ability.</li> <li>The investigation process shows basic critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Basic understanding of some issues when analysing and making connections.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas through investigations shows emerging competence.</li> <li>The investigation process shows emerging critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Emerging competent consideration of issues shown when analysing and making connections.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas through investigations shows competent and consistent ability.</li> <li>The investigation process shows competent and consistent critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Competent and consistent judgements shown when analysing and making connections.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas through investigations shows confident and assured ability.</li> <li>The investigation process shows confident and assured critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Shows confident and assured understanding of complex issues, heightened analysis, informed connections.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas through investigations shows exceptional ability.</li> <li>The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Exceptional analysis and connections.</li> </ul>													
<b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<ul style="list-style-type: none"> <li>Limited ability to refine work, driven by insights gained through exploration of ideas and reflection. Ideas are consolidated too early and not fully realised.</li> <li>Limited ability to explore ideas through a process of experimentation and review.</li> <li>Limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Basic ability to refine work, driven by insights gained through exploration of ideas and reflection.</li> <li>Basic ability to explore ideas through a process of experimentation and review.</li> <li>Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Emerging competent ability to refine work, driven by insights gained through exploration of ideas and reflection.</li> <li>Emerging competent ability to explore ideas through a process of experimentation and review.</li> <li>Emerging competent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Competent and consistent ability to refine work, driven by insights gained through exploration of ideas and reflection.</li> <li>Competent and consistent ability to explore ideas through a process of experimentation and review.</li> <li>Competent and consistent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Confident and assured ability to refine work, driven by insights gained through exploration of ideas and reflection.</li> <li>Confident and assured ability to explore ideas through a process of experimentation and review.</li> <li>Confident and assured ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Exceptional ability to refine work, informed by insights gained through exploration of ideas and reflection.</li> <li>Exceptional ability to explore ideas through a process of experimentation and review.</li> <li>Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>													
<b>AO3</b> Record ideas, observations and insights relevant to intentions as work progresses	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<ul style="list-style-type: none"> <li>Limited ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Limited ability to record relevant to intentions.</li> <li>Limited use of skills and techniques while recording from observation, experience and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Basic ability to record relevant to intentions.</li> <li>Basic use of skills and techniques while recording from observation, experience and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Emerging competent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Emerging competent ability to record relevant to intentions.</li> <li>Emerging competent use of skills and techniques while recording from observation, experience and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Competent and consistent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Competent and consistent ability to record relevant to intentions.</li> <li>Competent and consistent command of skills and techniques while recording from observation, experience and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Confident and assured ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Confident and assured ability to record relevant to intentions.</li> <li>Confident and assured use of skills and techniques while recording from observation, experience and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Exceptional ability to record relevant to intentions.</li> <li>Exceptional use of skills and techniques while recording from observation, experience and ideas.</li> </ul>													
<b>AO4</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<ul style="list-style-type: none"> <li>Limited ability to produce a personal and meaningful response.</li> <li>Limited ability to realise intentions.</li> <li>Realisations demonstrate limited understanding of visual language through application of formal elements. Little appreciation of aesthetic consideration in personal style.</li> </ul>	<ul style="list-style-type: none"> <li>Basic ability to produce a personal and meaningful response with a tendency to repeat ideas.</li> <li>Basic ability to realise intentions.</li> <li>Realisations demonstrate basic understanding of visual language through application of formal elements. A lack of technical competency frustrates personal style.</li> </ul>	<ul style="list-style-type: none"> <li>Emerging competent ability to produce a personal and meaningful response.</li> <li>Emerging competent understanding to realise intentions.</li> <li>Realisations demonstrate emerging competent understanding of visual language through application of formal elements. Demonstrates methodical personal style.</li> </ul>	<ul style="list-style-type: none"> <li>Competent and consistent ability to produce a personal and meaningful response.</li> <li>Competent and consistent ability to realise intentions.</li> <li>Realisations demonstrate competent and consistent understanding of visual language through application of formal elements. Demonstrates imaginative personal style.</li> </ul>	<ul style="list-style-type: none"> <li>Confident and assured ability to produce a personal and meaningful response.</li> <li>Confident and assured ability to realise intentions.</li> <li>Realisations demonstrate confident and assured understanding of visual language through application of formal elements. Demonstrates independence and exciting personal style.</li> </ul>	<ul style="list-style-type: none"> <li>Exceptional ability to produce a personal and meaningful response.</li> <li>Exceptional ability to realise intentions.</li> <li>Realisations demonstrate exceptional understanding of visual language through application of formal elements.</li> </ul>													

Recording of marks for all International GCSE work						Total marks out of 72 for each component	
Component	AO1 marks: indicate a mark out of 18	AO2 marks: indicate a mark out of 18	AO3 marks: indicate a mark out of 18	AO4 marks: indicate a mark out of 18			
Component 1 Personal Portfolio	AO1 mark	AO2 mark	AO3 mark	AO4 mark	Total COMPONENT 1		
Component 2 Externally Set Assignment	AO1 mark	AO2 mark	AO3 mark	AO4 mark	Total COMPONENT 2		
							<b>Total</b>

## Pearson – International GCSE Art and Design Taxonomy

### How to use the Taxonomy in conjunction with the Assessment Grid

Both components in this qualification are 100% externally assessed, however centres will find it helpful to use the taxonomy and assessment grid to provide feedback on student's progress.

- When assessing work for each component, examiners will make a holistic judgement using the descriptors in the taxonomy, to establish which performance band matches most closely the candidate's work.
- Candidate's work that falls between two performance bands must achieve all the keyword descriptors in the lower band and some in the band above. Where this happens, examiners will use their professional judgement to decide which performance band is most appropriate using a 'best-fit' approach.
- After a performance band has been established, the next stage is to use the assessment grid to decide a mark within the performance band. Read through '*Applying the Assessment Grid*' on page 41 of the specification prior to establishing a mark for each assessment objective and total mark.

Performance bands	BELOW/INTERNATIONAL GCSE STANDARD (0)	LIMITED		BASIC		EMERGING COMPETENT		COMPETENT & CONSISTENT		CONFIDENT & ASSURED		EXCEPTIONAL
			LIMITED / BASIC		BASIC/EMERGING COMPETENT		EMERGING COMPETENT / COMPETENT & CONSISTENT		COMPETENT & CONSISTENT / CONFIDENT & ASSURED		CONFIDENT & ASSURED / EXCEPTIONAL	
Consider the keyword descriptors to the right carefully.  Has the candidate achieved all, most or some of the descriptors?	No rewardable material	Unstructured Clumsy Disjointed Minimal Rudimentary	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Deliberate Methodical Superficial Partial Unresolved Simplistic	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Reflective Predictable Broadening Repetitive Intentional Adequate	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Informed Purposeful Diverse Sustained Skilful Effective	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Advanced Comprehensive Perceptive Exciting In-depth Fully resolved Risk-taking	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Highly skilled Inspired Intuitive Sophisticated Insightful Powerful Daring Unexpected Outstanding
	0 marks	1 – 12 marks	13 14 15 marks	16 – 24 marks	25 26 27 marks	28 – 36 marks	37 38 39 marks	40 – 48 Marks	49 50 51 marks	52 – 60 marks	61 62 63 marks	64 – 72 marks

\*Please note that as of November 2023, the Level 1 key word descriptor 'Crude' has been changed to 'Rudimentary'



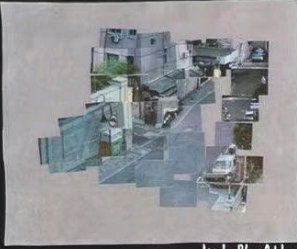
David Hockney

# Towards Abstraction



Hockney breaks a subject apart into little fragments and details. When he brings it back together, he creates a 'joiner' a collage of all the little parts of the subject, just like the cubists did in their paintings. He wants to create a fuller experience of the subject by showing all the many details.

I am inspired by David Hockney's photos. I took a group of joiner photos with my own inspiration. I took this group of photos during the morning, noon, afternoon and evening. It was shot in an alley near my home. But there is a sharp chromatic aberration in some places.



Karl Blossfeldt



Blossfeldt shows small detail of plants and the clear shape of the plants. He records nature and the growth of plants. He focuses on a little part of the plant and use macro-technique to make it unclear of which plant he took the photo of. In this way, the plant becomes more abstract and shows what plants can look like in different ways.

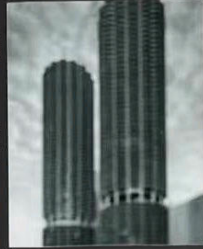


My idea: shoot detail about the plant with macro technique. Not show for the plant itself, just show the outer shape of plants.

I try to use similar techniques like Sugimoto does. Show the bustle of the city at night. All the cars combine to several light lines.



He took the photos in a dark cinema where a movie was playing. The shutter speed of each photo takes the same amount of time as the movie itself. This causes the screen becoming to white, and Sugimoto capturing the time in his photo.



Hiroshi Sugimoto



His subjects vary from nature to cinema and buildings. In his mind, photography is like painting; a reflection of fantasy and reality. He use photography to capture time.

In his Architecture series, he deliberately use the focus of his camera to blur the picture to show how some of the earlier buildings of our era are still recognizable.



My idea is to use this technique to show only vague idea of the plants. I want to photography as they become paintings of light and shadow. Part of my practice is taking photos of

my school buildings.



I don't like this photo. I took it during the daily time, this makes the photo looks too bright. Can't achieve the effect of plant leaves moving in the wind.

Use the light bulb, do circle behind the plant. But this one is not good, because there is the shadow of a hand, and the plant is too dark. Also, this photo can't show the shape of plant nicely.





Here I show about the sheep I chose for the plane, I went to a market near my home.



Here are two kinds of plants I finally choose to do the photography.

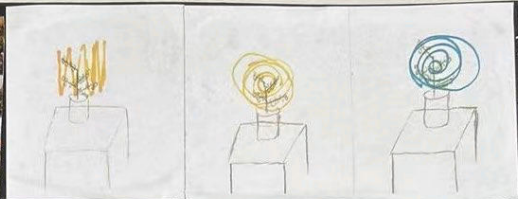


Rosemary

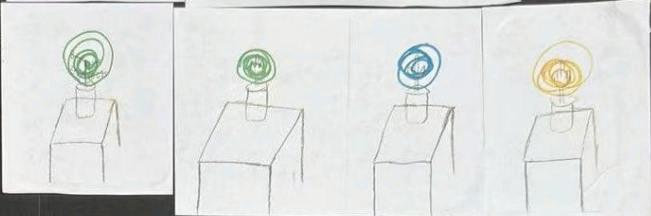
Cactus



The camera I used. Nikon D600.



Here are my design for the time-lapse photography of plant light path. I draw all my idea with different color light path colors.



Iso : 50  
50 mm (lens)  
aperture : f13.  
shutter speed : 155.

Iso : 50.  
50 mm (lens)  
aperture : f16.  
shutter speed : 135



Iso : 50  
110 mm (lens)  
aperture : f11  
shutter speed : 135



Iso : 50  
110 mm (lens)  
aperture : f11.  
shutter speed : 135



Iso : 50.  
150 mm (lens).  
aperture : f11.  
shutter speed : 135.

Iso : 50  
150 mm (lens)  
aperture : f11.  
shutter speed : 135.



Iso : 50  
50 mm (lens)  
aperture : f13.  
shutter speed : 135.



Iso : 50  
50 mm (lens)  
aperture : f13.  
shutter speed : 135

In this part, I used two plants, cactus and rosemary for time-lapse photo path photography. In this part, I just do a little bit research on the shape of light path with four colors of lights. All of the photos here are without photoshop,

So most of these photos are too dark on the plants. The leaves and branches of rosemary look messy after a shoot. But photographing a cactus will show its shape better. I pay more attention on color research. Finally, I think the yellow light is fit for the green plants. I also do red light one and orange light one, but the colors show not good as others, so I don't put these two attempts on the board.



Iso : 50.  
50 mm (lens)  
aperture : f16.  
shutter speed : 135



Iso : 50  
150 mm (lens).  
aperture : f11.  
shutter speed : 135



Iso : 50  
150 mm (lens)  
aperture : f11.  
shutter speed : 135.



Iso : 50  
150 mm (lens)  
aperture : f11.  
shutter speed : 135.



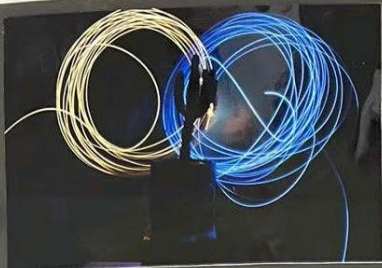
Iso : 50 . 50 mm (lens) . f16 (aperture) . shutter speed : 135.



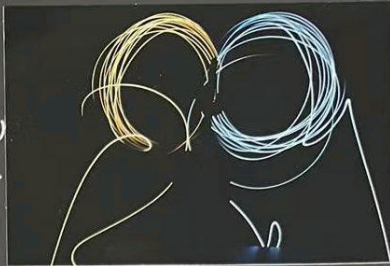
Iso : 50 . 50 mm ( lens ) . aperture : f16 . shutter speed : 135 .



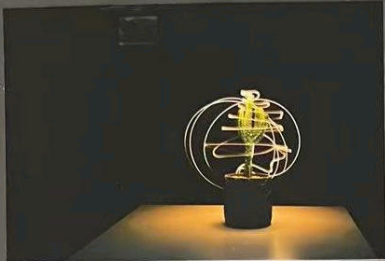
Iso : 50  
50 mm ( lens ) .  
aperture : f16  
shutter speed : 135 .



ISO: 50  
50 mm (lens).  
Exposure compensation: 0.  
Aperture = f18  
Exposure time: 15s  
ISO: 50.  
50 mm (lens)  
Exposure compensation: 0  
Aperture = f20  
Exposure time: 15s.



ISO: 50  
50 mm (lens).  
Exposure compensation: 0.  
Aperture = f16.  
Exposure time: 13s.



ISO: 50  
50 mm (lens).  
Exposure compensation: 0.  
Aperture = f16.  
Exposure time: 13s.



ISO: 50.  
50 mm (lens).  
Exposure compensation: 0.  
Aperture = f16.  
Exposure time: 10s. ISO: 50.  
50 mm (lens)  
Exposure compensation: 0.  
Aperture = f18.  
Exposure time: 10s.



ISO: 50 ISO: 50  
50 mm (lens) 50 mm (lens).  
Exposure compensation: 0. Exposure compensation: 0.  
Aperture: f18. Aperture: f16.  
Exposure time: 13s. Exposure time: 13s.



ISO: 50.  
50 mm (lens)  
Exposure compensation: 0.  
Aperture: f16.  
Exposure time: 15s.

This whole part is about the research for the shape of light path. I try to use some light color to make different shape of light path, like flat and 3D. They all use long time exposure to make the swinging light bulbs become to linear.

