

# International GCSE Art and Design

Fine Art

Component 2

Total mark = 55



	<b>AO1 Develop</b>	<b>AO2 Refine</b>	<b>AO3 Record</b>	<b>AO4 Realise intentions</b>
Mark	14	14	14	13
Mark band	Band 5 Mostly confident and assured ability	Band 5 Mostly confident and assured ability	Band 5 Mostly confident and assured ability	Band 5 Just confident and assured ability
			<b>Total</b>	<b>55</b>

**Mark band:**

Mark band 5 – Confident and assured ability

**Key word descriptors from the taxonomy:**

Comprehensive, in-depth, perceptive



Centre number:

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Title:

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Subject code:

Candidate name:

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Candidate number:

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### 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 competent 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 considered 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 exploring and reflecting on ideas.</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 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 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 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'



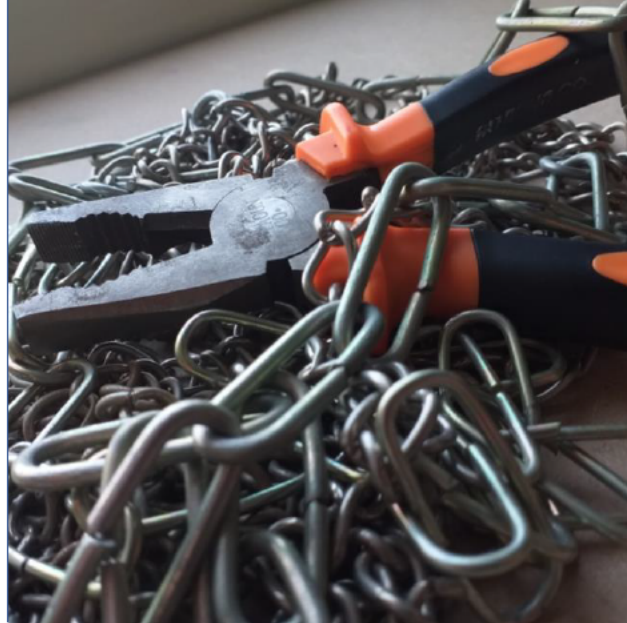




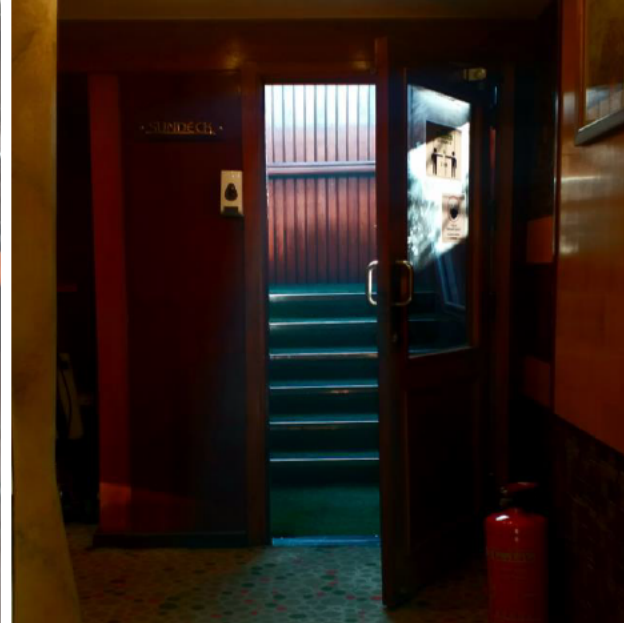
## Initial Photography



This is a photograph of a locker with a standard lock. In links to the theme of escape by contrasting with the title. I could use this as a method of portraying something's failed escape. This photo in not edited. I could link this to indigo's art.



This is a photograph of metal chains and wire cutters. This was photographed to represent the title escape and symbolise when someone has the wrong answer to a problem. This photo could be linked to the artist Nerve Ozsalan. I could photoshop it onto another photo.



This is a photograph of an open door it is photographed to symbolise a way out. I could use this photo as an exploration piece. It could link to Merve Ozsalan's work.



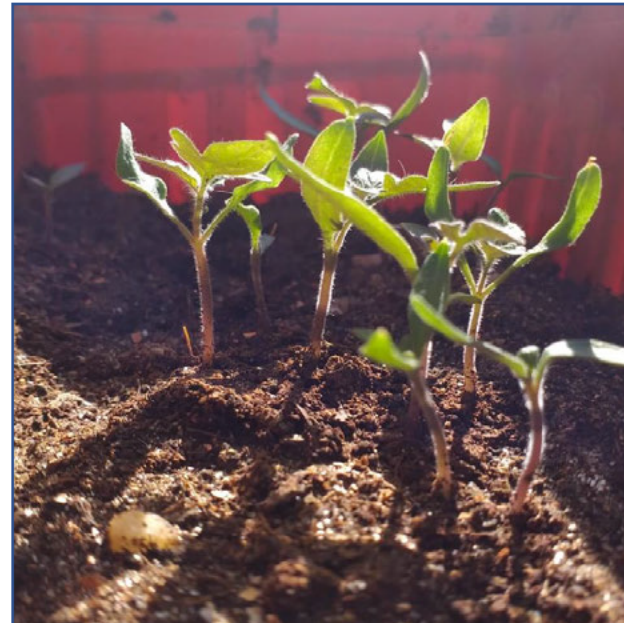
This is a photograph of a girl with a French Goldstein goldy camera, from just after WWII . This relates to my theme because i believe that the people that had it used it as an escape from the past. This photo could link to indig0's work.



Here I have photographed a gun and a police hat, relating to a corrupt government which uses their power to harm people. I could use this photo as a way to portray that many people cannot escape their government. This could link to Ozsalan's work



This is a photo of a cracked wall. This could relate to the artist Merve Ozsalan if used in photoshop. It links to the theme because it could portray someone in need of escaping a broken life.



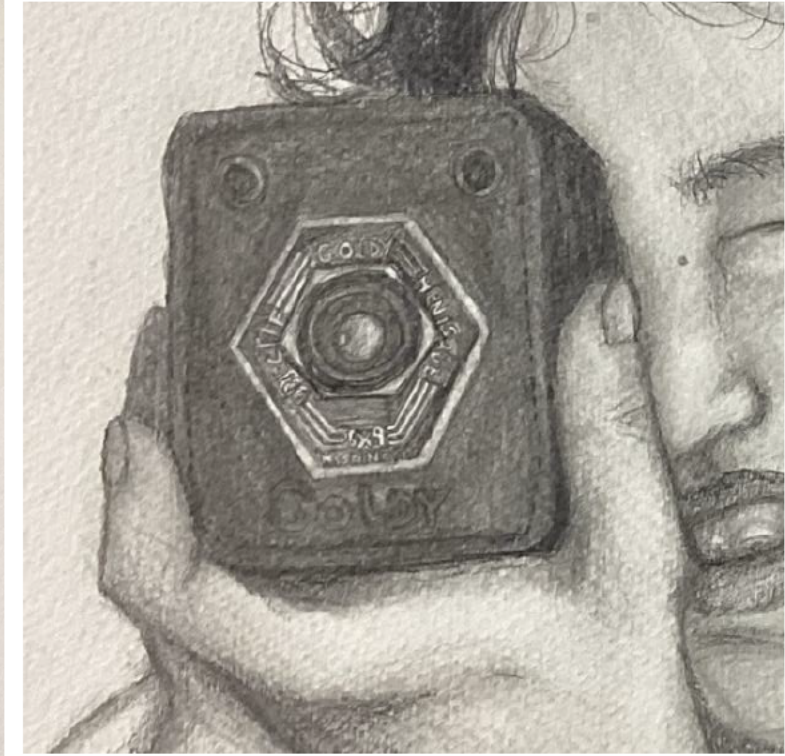
What's photographed here is sprouts of a certain fruit that is used in daily life. It links to the theme because budding plants are trying to escape towards the sunlight for optimum energy. This is not my best photo because it only loosely relates to the theme.



This is a photo of a flower bush. I plan to use this in my final piece. It could relate to the artist indig0's work as they also use flowers in their artworks. This relates to my theme because people often escape concrete life for nature.



## Observational Study – Girl holding vintage camera

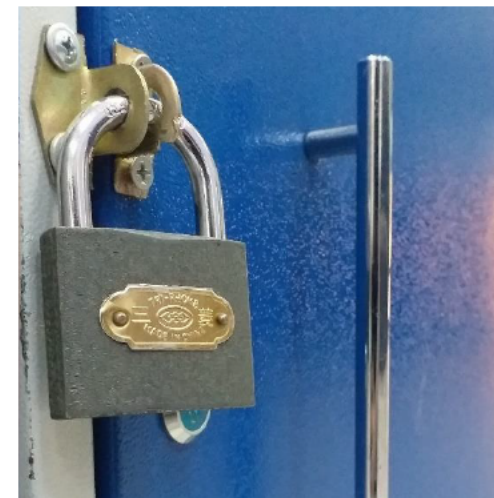
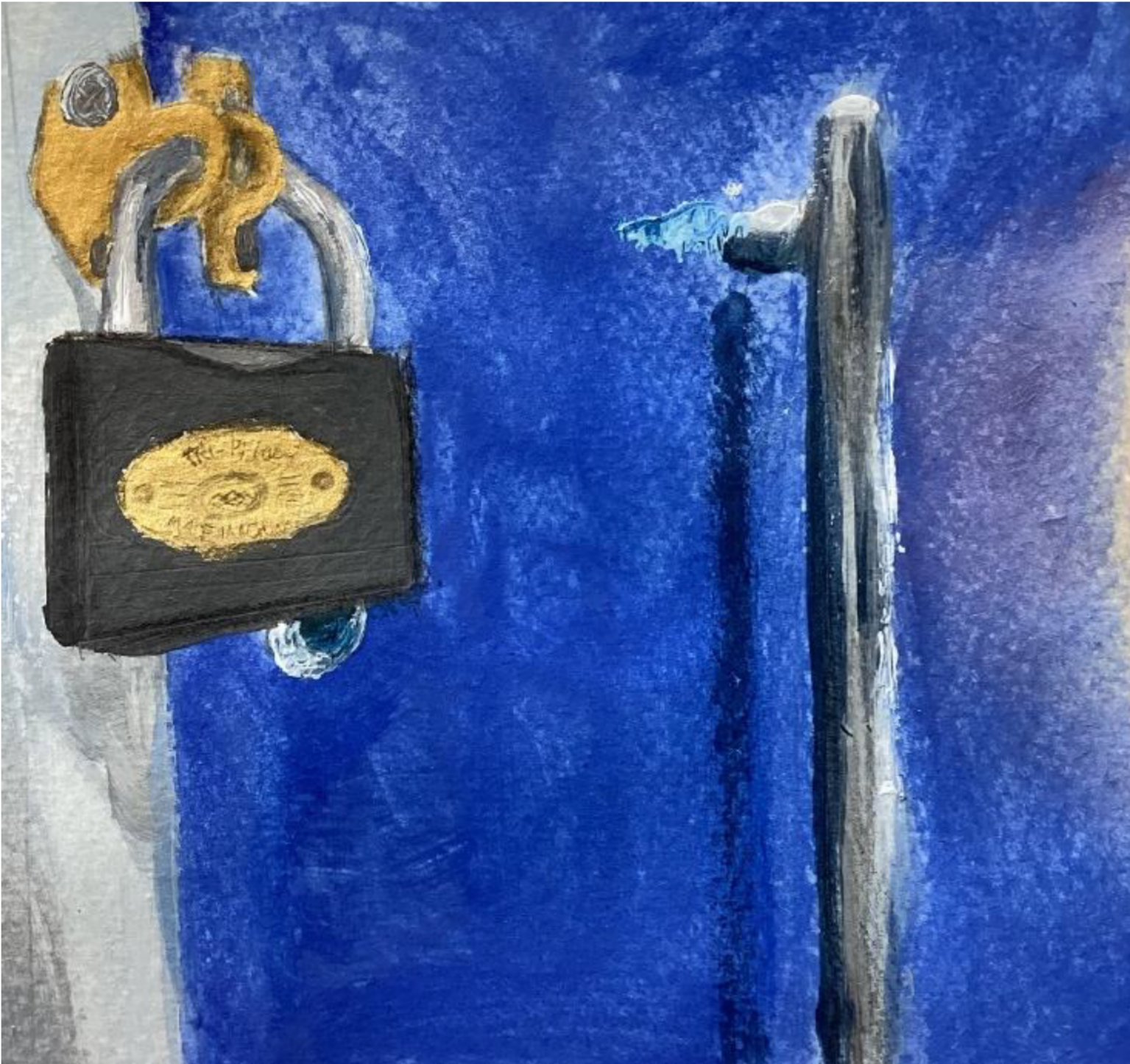


Artwork No: 01  
Artwork Size: A3  
Media Used:  
pencil & Charcoal  
on off white  
sketchbook  
paper.

The original photo here is of my sister holding a vintage Camera. The camera in this photo is a French Goldstein goldy which was made just after WWII. This was very popular during that time, most likely a good way for civilians to distract themselves from the impact of the war. I decided to create an observation study of this piece using pencil and charcoal to honour the black and white photos that this camera would take. I really like this photo because of the contrast between the camera taking the photo and the camera in the photo. I would love to take this piece further and use something similar in my final piece. In my opinion photography is a great way for someone to escape from reality. We see all too often the 'Instagram vs reality' shots posted on social media showing the vast contrast between the calm serenity in an image someone takes vs the reality of the environment around them.



## Observational study – Padlock on school locker



Artwork No: 02  
Artwork Size: 6cm/6cm  
Media Used: acrylic



# Artist Research Page 1

Artist Name: Artist Unknown – ‘soulspace.com’



Artwork No: 03  
Artwork Size: 17cm/17cm  
Media Used: oil paints

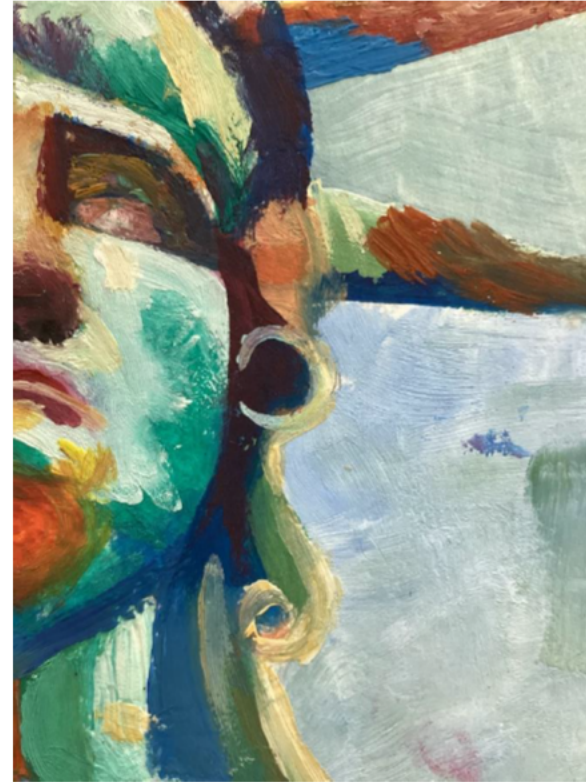


Image Source: soulspace.com – Statue of Liberty, a pop art portrait. Oil Paint on canvas

I read that the artist created the artwork with the media oil paints when they went to America.

When I saw this artwork it I found it inspirational because of the vibrant colours and the style of painting that the artist had used. I plan to use this own method on my work by experimenting the media with different images.

I find the work interesting because I wish to learn more about painting with oils and I want to expand my knowledge on different art styles.

The subject matter is about the Statue of Liberty and that she is an inspirational and important landmark of New York.

The style of the artwork references....

I like how the artist has imagined and observed the Statue of Liberty and the different blends of shadows. The subject matter relates to my ideas because the statue is a symbol of liberty and freedom, what many who are escaping something want.

When I studied the image by... I noticed that they had made the artwork using...

When I looked closely at the image I could see that all the strokes of paint the artist had made were an entirely different colour to the next. I had tried to capture that in my work.

I read that the artist had experimented with many different shades and colours.

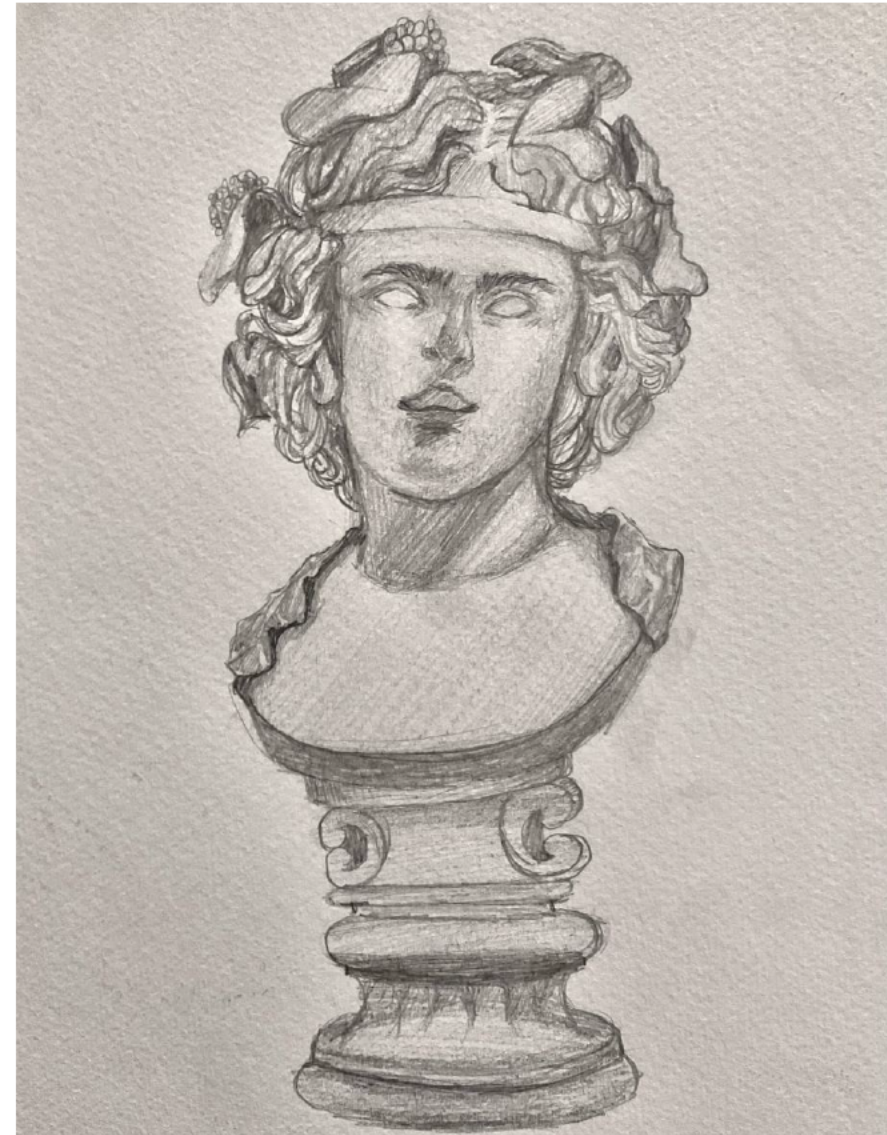




# Observational Studies - Statues

Artwork No: 05  
Artwork Size: A5  
Media Used: HB pencil.

This is an observational art piece of a bird bath in a garden. This may be important inspiration connecting to my final piece.



Artwork No: 06  
Artwork Size: A5  
Media Used: HB pencil.

This is a drawing of a statue from the fitz William museum in Cambridge. It is an observational piece of a statue.

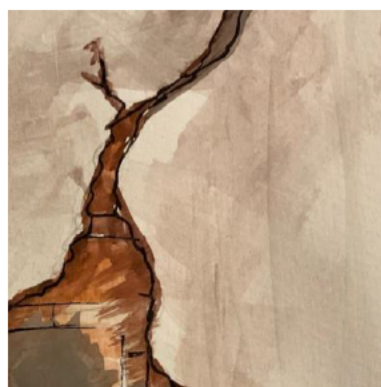


Artwork No: 04  
Artwork Size: A4  
Media Used: HB pencil.

The Statue of David embodies the city of Florence, symbolizing independence and strength in the perfect image of youthful beauty. Michelangelo's David took on new meaning shortly after its creation as both a symbol of the Renaissance and a representation of the city itself.



# Experimentation & Developments



Artwork No: 07  
Artwork Size: A5  
Media Used: pen, watercolour



Artwork No: 08  
Artwork Size: A6  
Media Used: pen, pencil, watercolour



This photo is an inspiration from indigo's work with flowers. From working on this piece, I have discovered that to really bring out the brightness in a white flower, it's best to paint or shade to background in an off-white or grey colour. This also helps with other colours such as blue and pink – as shown in the painting. I combined more than two separate pieces to create this overgrown look from an old statue. I may use this method of painting and mixture of wildlife and man made pieces in the future. I do not think I shall be using this art style however, as it does not hold a lot of detail to the painting.



## Artist Research Page 2

Artist Name: **Indig0**



Artwork No: 09  
Artwork Size: A5  
Media Used: Acrylic, pen, pencil

### Artist Copy



I created this piece as my artist copy as this was the first piece of artwork that inspired my journey through the title escape. I really like the use of bold bright colours along side the dark, galaxy style background. In my copy, I chose to use coloured pencil and acrylic to show the colour. I am happy with the over all look of the piece but I know I can develop some areas further.

I initially found the artist Indig0 when searching Pinterest for different ideas linked to the title 'Escape'. I instantly feel in love with the piece shown on the left of the page which shows a journey through parallel worlds.

Indig0 is a modern contemporary graphic design artist. Her work is mostly illustrative and I think that most of her work is created using photoshop.

When I saw this artwork I found it inspirational because I found their abstract use of flowers interesting and inspiring. I loved how she combined the use of bold vibrant colours with simple every day images.

Her work really conveys the feeling of escaping – When I look at her work I feel like I am escaping from reality and the monotony of every day life.

When I read about the artwork I noticed that at the time it was made Indig0 was an unidentified artist and the only image I have actually been able to find of them is the one above, which covers most of their features using their iconic holographic rainbow colouring.

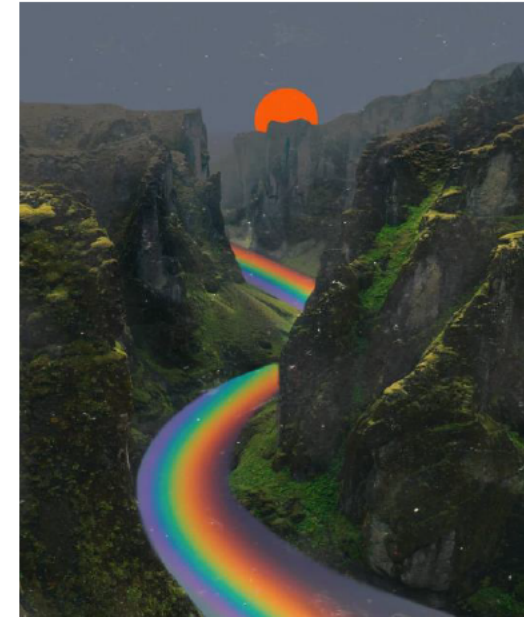
The subject matter is about....

The style of the artwork references historical artists such as Rene Magritte with the displacement of everyday objects.

I like how the artist has imagined how every image would look with blasts of colour or floral elements. I feel like she takes a simple element of nature e.g. flowers or rainbow and adds them to unrealistic aspects of her work.

The subject matter relates to my ideas because I plan to use flowers such as these in my final piece situated along side an everyday image. I want to try and incorporate some of her bold, vibrant colouring into my work.

When I looked closely at the image I could see that there was a lot of detail and effort put into this piece of art, and the intricate brush strokes in the painting.



This piece is of a person that has a bubble filled with flowers for a head. This is an abstract art piece by the artist indig0.

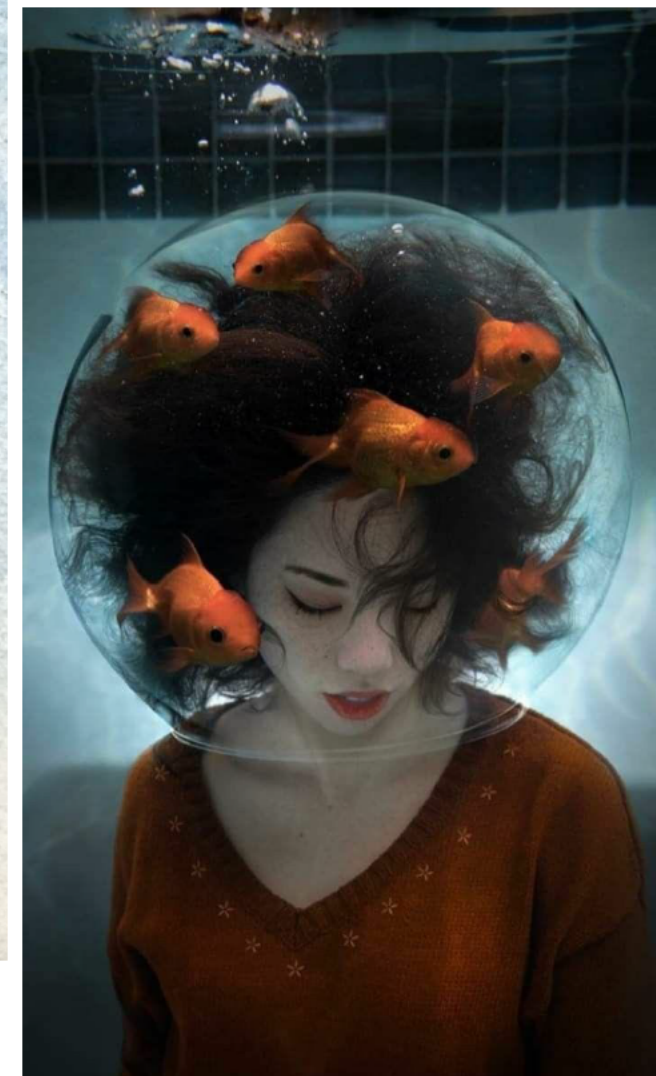
The meaning of this piece could be interpreted by others in many ways, but I think that this is about someone who has their head somewhere else and is always thinking of other unimportant ideas (such as flowers).



## Artist Pastiche – Escape



This piece is what I hope to be an inspiration to my final piece. The fish bowl and the girl are the main aspect of this piece. This piece is an observation/experimentation painting with the media of watercolour to see how well I can portray a piece with this media. This was my first time working with watercolour to create the bubbles in this painting. If I were to improve anything, I would improve my skill with depth in the piece, as well as the detail I have put in for aspects such as the goldfish in the bowl. This art piece connects to the abstract work of infig0 that I have copied.



Artwork No: 10  
Artwork Size: A3  
Media Used: Water Colour

"Take Me Somewhere Nice - @mogwaiband . Inspired by visual by Ken Wong, we recreated a real-life..."



## Observational Studies - Flowers

Artwork No: 13  
Artwork Size: 12cm x 12 cm  
Media Used: Pencil, Acrylic, watercolour

I have completed seven art pieces of flowers, some observational, some explorational. I have mostly painted with watercolour, but I have once used tea as a media source because I thought the colour would suit the picture nicely – this was artwork no.



Artwork No: 15  
Artwork Size: 13cm x 13cm  
Media Used: watercolour, pencil



Artwork No: 16  
Artwork Size: A6  
Media Used: acrylic, pencil, tea.



Artwork No: 12  
Artwork Size: 8cm/8cm  
Media Used: pencil, watercolour, acrylic



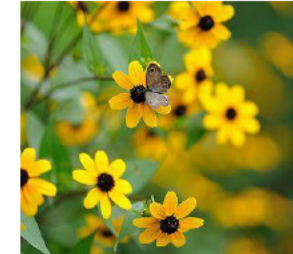
Artwork No: 14  
Artwork Size: A5  
Media Used: watercolour, pencil.



## Experimentation & Developments (Links to Artist)



Artwork No: 17  
Artwork Size: A3  
Media Used: Pencil, coloured pencil, Water colour



Here I created an artist pastiche of the artist indigo0. I used an two observational photo and painted the piece in the style of the artist using watercolour and pencil.it was completed successfully, though if I had more time I would have added more detail to the content of the jar and made the colours stand out. Next I plan to again use flowers in another experimental piece to enhance my knowledge on the subject and paint with many different media to expand my expertise.



## Artist Research Page 1

**Artist Name:**

**Merve Ozsalan**



The artwork inspired me because I found the way that the artist had done the artwork interesting and how they managed to tie the theme of the piece in nicely. The theme seems to be contrasting worlds. A world of black and white and vibrant colours.

I believe that the meaning of the piece portrays and old and new world contrasting each other.



I read that the artist created the artwork using photoshop instead of in a traditional form.

When I saw this artwork it I found it inspirational because their use of something natural and something old and humane led me to my final piece inspiration. I find the work interesting because of how they created the artwork.

The subject matter is about how colour and black and white contrast each other, and how two very different things could be brought together. The style of the artwork references a modern style.

I like how the artist has observed two very contrasting themes and brought them together.

The subject matter relates to my ideas because they seem to symbolise escaping a grey reality and escaping into a world of colour.

When I looked closely at the image I could see that the vibrant colours were the northern lights, an amazing environmental feat. I can see that the artist has used photoshop. I plan to use this method in my own artwork by creating my final piece idea in such a way.

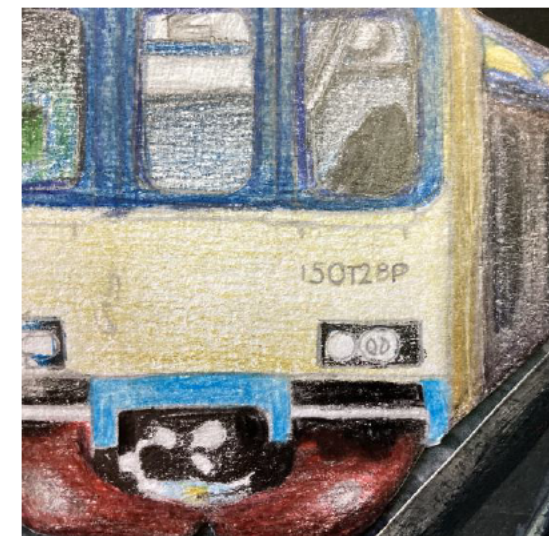
Artwork No: 18  
Artwork Size: A4  
Media Used: Pencil,  
Acrylic





Artwork No: 19  
Artwork Size: 20cm x 20cm  
Media Used: Digital print, Pencil and Acrylic

## Development of ideas



In this piece I copied an artist's work. The artist is unknown. In the piece, I drew the train, painted the station and put the background on three different pieces. The media's I used were HB pencil, coloured pencil, and acrylic paint, as well as a printed photo. I plan to use this method of creating art further on in my art. I found the art style interesting and fun to work with.



# Composition planning

①

The flowers are coming out of the cracks

The statue is gray, the flowers are colorful.

(broken statue with flowers sprouting)

②

The plants are trying to get out

The gate walls are old and cracking

(gate to a secret garden is closed)

③

The background is a starry sky

The lock is broken

(gate to a garden is open to reveal the garden)

④ (a fishbowl with life is cracking)

The wild flowers are trapped in the fishbowl

outside is gray.

inside is colorful

⑤ (girl with camera in a fishbowl)

The background is a starry sky (colorful)

⑥

The flowers are colorful?

girl is gray (in b/w)

girl holding a camera with flowers as background



## Final idea development



The foreground is of a girl holding a camera from just after WW2. She will be drawn using HB pencils and will be drawn on card. She will be drawn in black and white to represent the different aspects of this piece. The main goal of this piece is to portray her taking a photo of the meadow.



I plan to paint the background using either watercolour or oil paints. The background is a garden of assorted wildflowers that seemingly have no connection. The background will be colourful, bold and vibrant. It will be separated from the foreground and I plan to paint it on canvas.







## Final Piece (Exam piece)

Artwork No: 20

Artwork Size: (Specific Measurements or Paper size)

Media Used: e.g. Acrylic, pen, pencil

My initial idea for my final piece involved the Statue of Liberty, which represented freedom and of course liberty, and cracks and forms of damage on the statue to portray a sense of false freedom. I developed my idea by finding a suitable artist to inspire my art by, though

I didn't manage to include their art style in my final piece, copying the art helped me gain a better understanding of using oil paints in my art.

For my initial observations, I took photos of objects that I believed portrayed being trapped, for example the look represented being unable to acquire freedom.

Given more time I would have gone over the hairline of the girl, and perhaps added a few more details to the background, however, this piece took the full ten hours to complete successfully. Some difficulties I faced with the final piece was adding the detail to the flowers in the background.

I feel that I particularly succeeded in adding the details to the foreground, as well as portraying the different colour schemes.

I feel that I completed my final piece successfully with only a few mistakes, though overall I feel that you can see a great improvement from my art beforehand.





# Photos evidence of student completing Externally set assignment

