

# International GCSE Art and Design

Photography  
Component 2  
Total mark = 49



	<b>AO1 Develop</b>	<b>AO2 Refine</b>	<b>AO3 Record</b>	<b>AO4 Realise intentions</b>
Mark	13	13	11	12
Mark band	Level 5 Just confident and assured ability	Level 5 Just confident and assured ability	Level 4 Mostly competent and consistent ability	Level 5 Mostly competent and consistent ability
			Total	49

**Mark band:**

Mark band 4/5 – Competent and consistent ability/Confident and assured ability

**Key word descriptors from the taxonomy:**

Perceptive

Centre number:

Title:

Candidate name:

Subject code:

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, driven 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'

# ESCAPE!

Paul strand

**ABOUT:**

Paul strand has a similar taste as Alexander Rodchenko. Paul Strand was born in 1890, on October 16th, and died in 1976 on March 31st. a photographer whose work influenced the emphasis on sharp-focused, objective images in 20th-century American photography.



**MOOD:**

Much of his work has dramatic contrast, this gives his images a serious quality to them we can see this both in his photos of portraits and through the use of light and shadow which creates patterns in his work. There is a sense of loneliness in his work.

**CONTENT:** Pauls content is wide and varied, as he takes interests in all areas of life.

We can see his abstract work when taking a photos of buildings and furniture. His photography was all about light and angles, patterns he would create. Paul strands adds a unigue element to his photography.

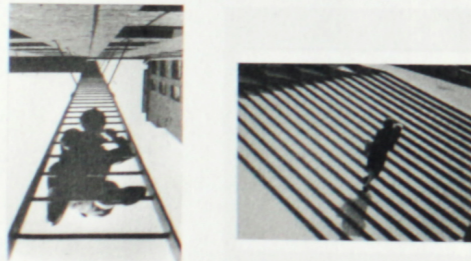
**PROCESS:**

For Paul to get the shadow and light pattern he would have to wait until the sunlight could create the illusion he wanted. He would also make his models emotionless and take his photos at a portrait angle.

**MY OPINION:** I really like Paul Strand's photography. I really like Pauls Strand's use of contrast. He almost paints with light, and even mundane objects, such as a table or chair are presented in a visually interesting way. His use of dramatic angles and lighting create an atmosphere in his work, and this is something I will attempt in my future work.

## ALEXANDER RODCHENKO

Alexander Rodchenko was a Russian photographer and graphic designer. He was born on December 5th, 1891, and died on the 3rd of December 1956. Here are some examples of the photos he produced. —>

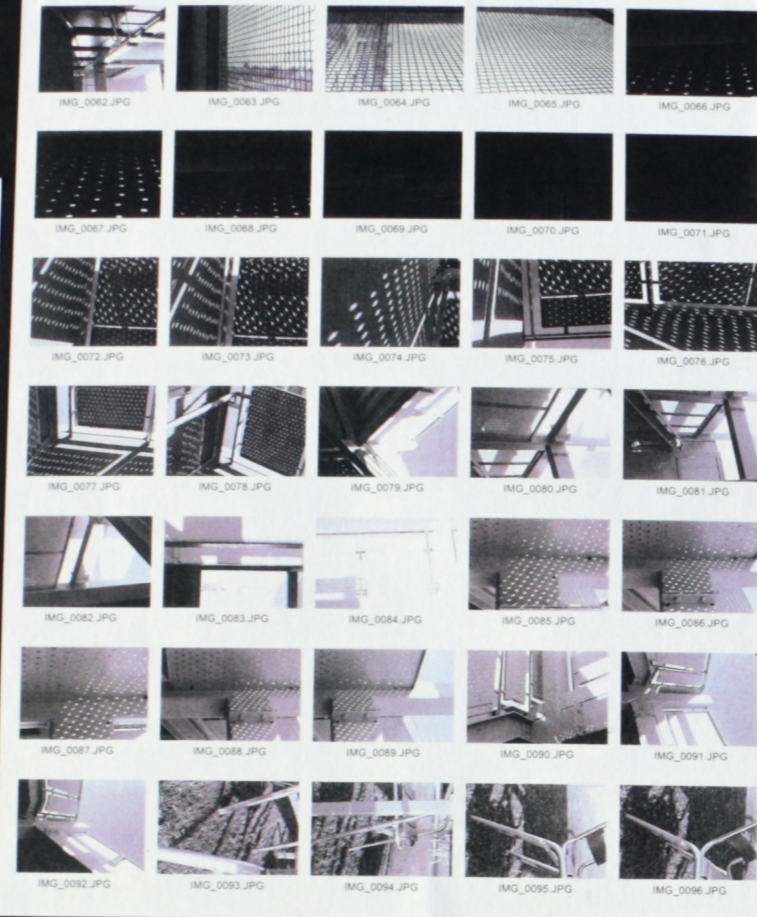


**Mood:** Alexander captures his images from various angles, which were unusual and peculiar to them in the early 1900s. He creates a sense of emptiness and loneliness by using black and white in his photos.

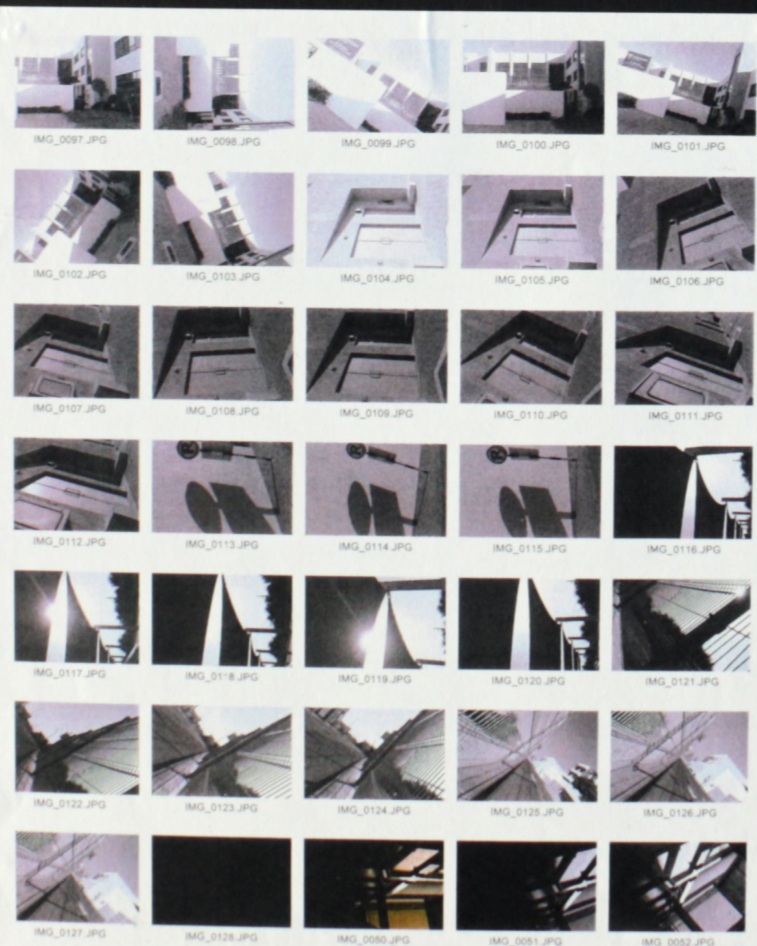
**Content:** Due to people not being used to viewing different angled shots to produce these different emotions, Alexander's pictures were quite unique. He mostly employed black and white to make different types of patterns. One of the aspects that are in his work is his use of his understanding of light.

**Process:** Alexander would have to shoot his images from views because of the sharp angles he uses from below, above, and on the side. In order to get the same effect as patterns, he would use natural light therefore the time of day that he took the photos was very important / he needed to be at the location at the right time to capture the effect that he was after.

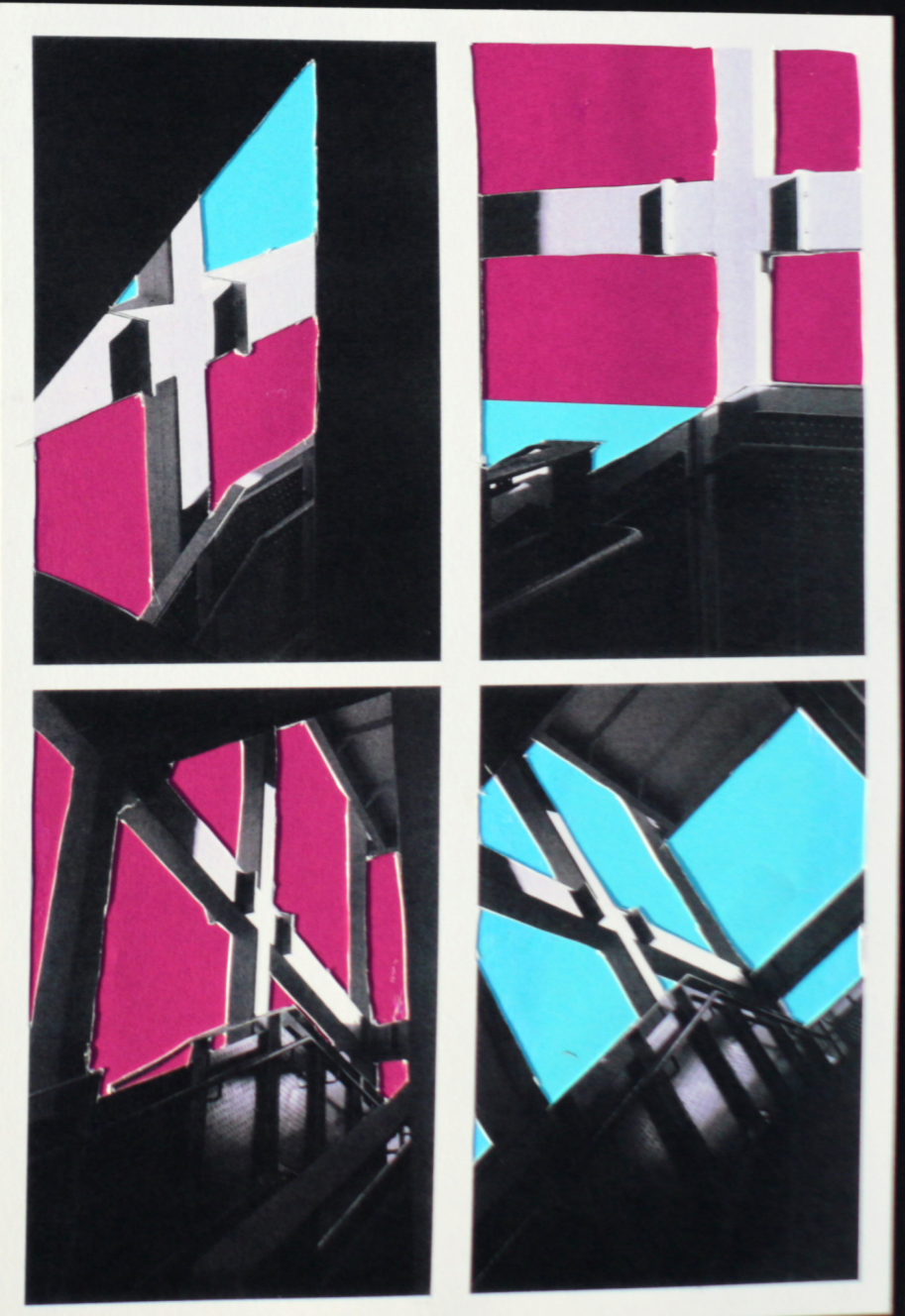
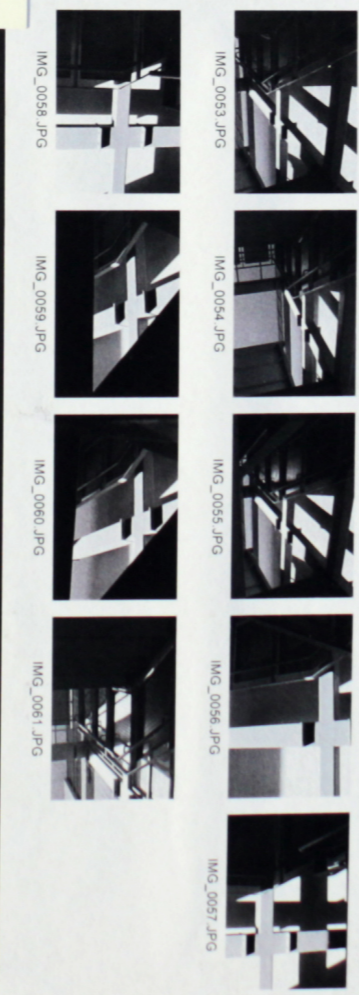
**My opinion:** Im inspired by Alexander's usage of the white-and-black effect in his images. I want to combine some of his lighting or dramatic angle ideas with some of my own work. His determination to capture the right lighting is an indication of his commitment and demonstrates the commitment an artist requires to produce quality and credible work.



For my first photoshoot, I looked at the work of Rodchenko and Strand, I focused on contrast and payed attention to light. I attempted to experiment with the idea of escape through abstract shapes.



SS - 1/125 1  
1/250  
AP-F22+F11  
ISO-100

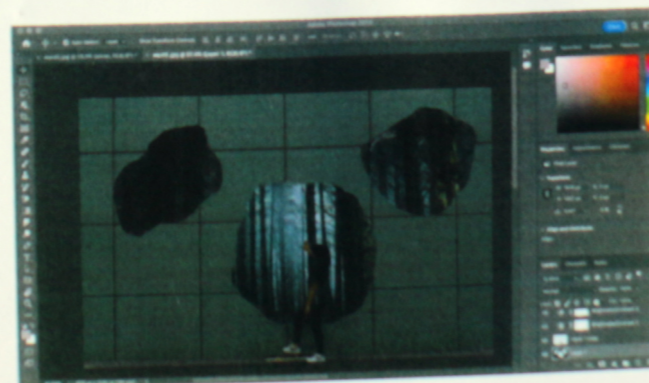




SS - 1/60 - 1/4  
 AP - F18 / F22  
 ISO - 100

In my second photoshoot, I moved to the studio using some models I tried to explore the idea of fear and escape through there expressions. I used Photoshop and double exposure techniques to layer different images together I also altered the color exposure and exposure in general to create different looks.

I looked at the work Sagmeister and his use of graphics to inspire me to use graphics in my work. I experimented with font and scale and used words describe the feeling or idea of escape.



### Stefan Sagmeister

About: Stefan Sagmeister is a New York-based graphic designer and typographer best known for his album covers, posters, and uniquely packaged and designed books. Stefan also studied graphic design at the University of Applied Arts Vienna.



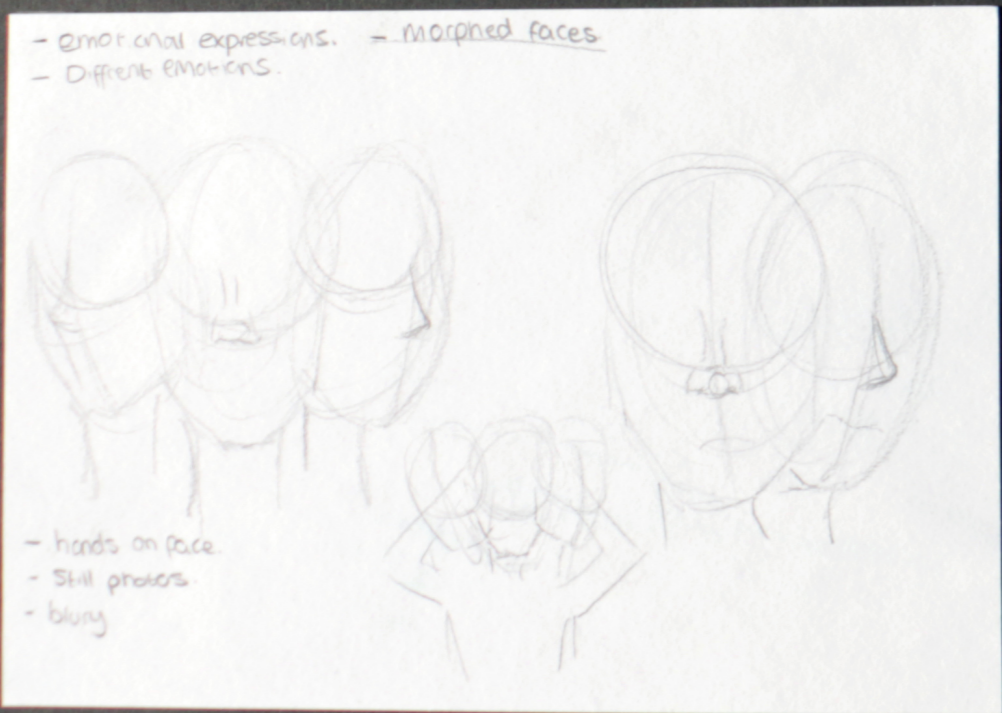
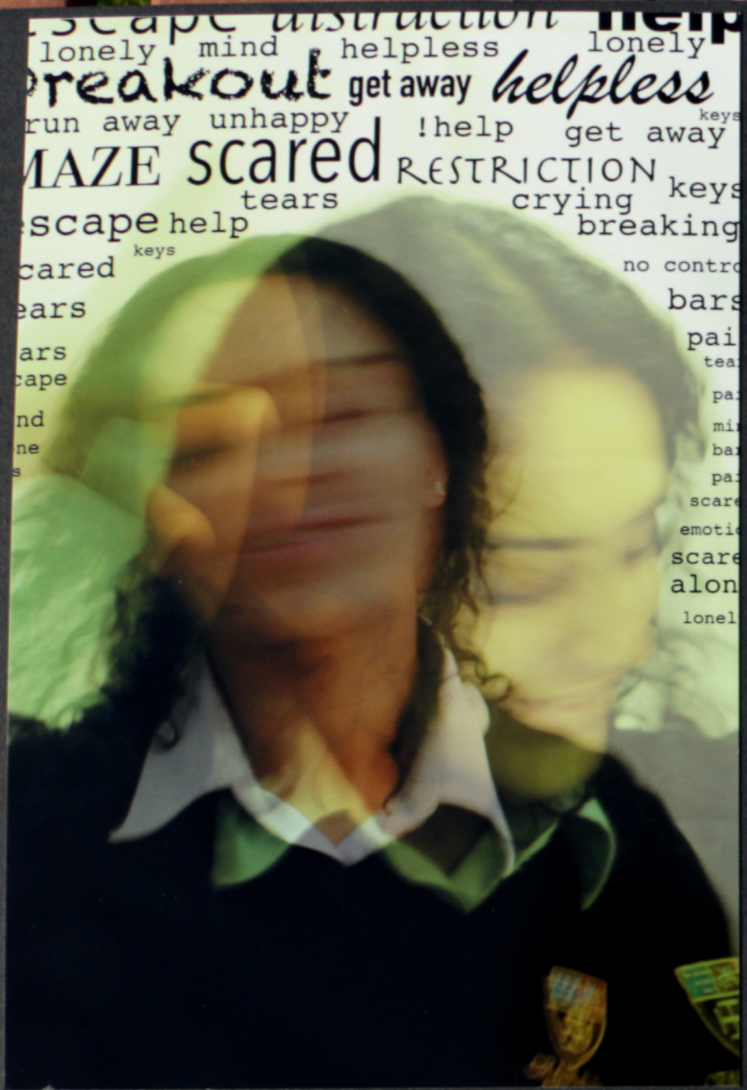
Mood: Stefan makes a weird or unsettling mood in his photos. He uses models and photoshops them to look like two different photos. By using words on the faces and making those words associated with sadness or happiness.

Content: Stefan would want his images to be different and unique to the viewer. Words printed onto the model's faces were different. And used different, vibrant colors.

Process: to get the photos he wanted he would use photoshop. A simple portrait photo turned into something completely different. He does this by editing words in unusual places for example on the face or on a body. These types of images would be taken in a studio for more professional effects.

My opinion: I like Stefan's work because I want to make the effects he does in his photoshoots. I think they're very unique and engaging to the viewer.

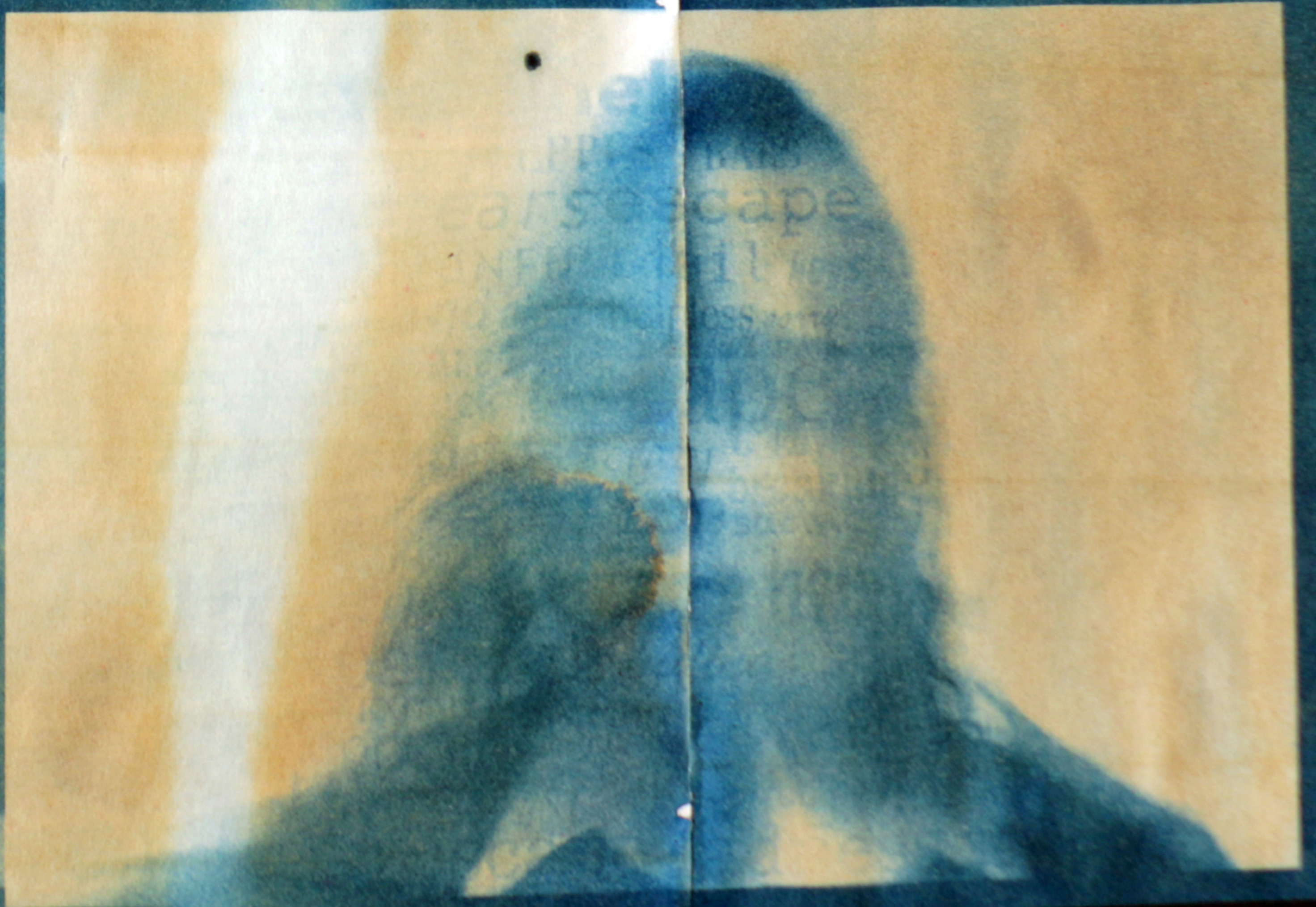




In this photoshoot I want to use the same inspiration as board two. (Long exposure, blurry effect, with text coming through. Instead of photo-shop filters to create color, I want to use colored tissue on the lighting. I want the theme escape to come in. So I will edit words representing the feeling of escape. I will also be morphing faces with the opacity for the effect.



SS- 1" → 3" Long Exposure.  
ISO - 100  
AP - F22 - 26



cape  
il  
ss



