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| **GCSE PHOTOGRAPHY PROJECT ASSESSMENT-Closed task** | | | **Name: Lily Prosser** | | **Date: Nov 22** | | **Teacher: TSA** | |
| **MARKS** | **A01:** **Develop** their ideas through  investigations informed by contextual and  other sources, demonstrating analytical and  cultural understanding | **A02: Refine** their ideas through experimenting and selecting appropriate resources, media, materials, techniques and  processes | | **AO3:** **Record** ideas, observations and insights relevant to their intentions in visual and/or other forms. | | **AO4:** **Presen**t a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions and, where appropriate, making connections  between visual, written, oral or other elements. | | |
| **L.0-1**  **1-4**  **marks** | *Ideas from a given starting point are partially developed with attempts at researching the work of others.* | *Minimal exploration of resources and processes appropriate to ideas. Literal and hesitant experimental development* | | *Inconsistent use of visual/other forms and any writing where included, with minimal use of first*  *hand materials. Recording shows elementary connection to intentions.* | | *Presentation of evidence shows little connection to sources, with partial realisation of intentions*  *through a personal response.* | | |
| **L.2-3**  **5-8 marks** | *Straightforward ideas are considered from a few starting points, informed by an emerging critical understanding, in response to a range of sources.* | *Adequate selection and experimentation,*  *Ideas show some refinement through more appropriate use of resources and processes.* | | *Some focus and relevance to intentions with adequate use of visual/other forms. Recording of*  *ideas, observations and expression of any specialist terms often unrefined.* | | *Deliberate and methodical responses lead to adequate realisation of intentions, the personal response showing superficial connections with ideas and sources.* | | |
| **L.4-5**  **9-12 marks** | *Own ideas provide a starting point and are developed using sufficient skill, based on adequate research. Analysis of own and others’ work shows a degree of critical understanding.* | *Appropriate, sometimes predictable, selection and experimentation with a broadening range of resources and processes.* | | *Relevant selection in recording from sources, using growing technical control, including*  *expression of specialist terms where included, to support and communicate the intention in their*  *ideas with visual/ other forms:* | | *Work presented shows emerging individual qualities and intentions are appropriately realised. Personal responses demonstrate*  *connections between sources and contexts.* | | |
| **L. 6-7**  **13-16 marks** | *A diverse range of ideas is being explored*  *with exciting and imaginative developments. Personal, refined judgment conveys understanding of more complex issues.* | *Effective, coherent selection, experimentation and exploration of the potential and limitations of processes and resources.* | | *Selecting and recording from sources is purposeful, relevant and clear. Assured use of visual/other forms, consistent command of skills, techniques. Any specialist terms are expressed accurately.* | | *Produces skilful, personal showing consistent*  *application, knowledge and understanding. Effective and diverse connections are made in*  *realising intentions in a coherent outcome.* | | |
| **L.8-9 17-18 marks** | *Imaginative ideas supported by perceptive, sustained investigations. Independent, sensitive insights are supported by skilful use of critical understanding.* | *Insightful and in-depth review, resulting in creative and imaginative developments. Recognises the full potential of materials,*  *techniques and processes selected.* | | *Perceptive grasp of ideas and issues recorded, evidenced through sustained, comprehensive and*  *creative use of visual/other forms. Any specialist terms are used appropriately and are expressed*  *highly accurately* | | *Intentions are fully realised through personal outcomes, demonstrating original, imaginative, inventive and exciting qualities, with highly appropriate connections between elements.* | | |
| **Mark** | **16 /18** | **16/18** | | **16/18** | | **16/18** | | |
| **Your Target to Improve**  **(Highlighted)** | Complete all A.O.1 tasks from project task list  CHECK SPELLING  Research a wider range of artists/photographers  Annotate contact sheet  Use more specialist terms / key words.  State your opinion about the photograph/artwork.  Use your artist analysis sheet to write your **own** response to a photograph.  Try to explain the context of the photograph/artwork  Explain how the artist/photographer might influence you own photographs | Complete all A.O.2 tasks from project task list  Show more evidence of **experimentation** with different techniques and processes  Use **digital processing** to refine and improve the quality of your photographs  Use digital processing to create **different effects**  Annotate, evaluate and review your work as it develops  Explain the processes and technical processes you have used  Present your experiments and outcomes clearer | | Complete all A.O.3 tasks from project task list  Take more photographs relating to the theme  Make connections to the artist/photographer you have investigated.  Annotate and explain the decision-making.  Record camera settings for aperture/shutter speed, ISO if relevant.  Make connections to your theme when you record your photographs | | **Total Marks: 64/72** | | **Grade: 7**  **Level** |
| Present more final outcomes  Increase the scale of your work  Develop and improve your skills in:   * Recording/taking photographs * Digital editing * Analogue printing and processing * Display your work appropriately to your chosen theme. * Evaluate your outcomes. * Create a series of work. | | |
| **Estimated Boundaries Total: L9 = 69-72 L8 =66-68 L7 =61-65 L6 = 56-60 L5 = 49-55 L4 = 37-48 L3 = 25-36 L2= 13-24 L1= 1-12** | | | | | | | | |