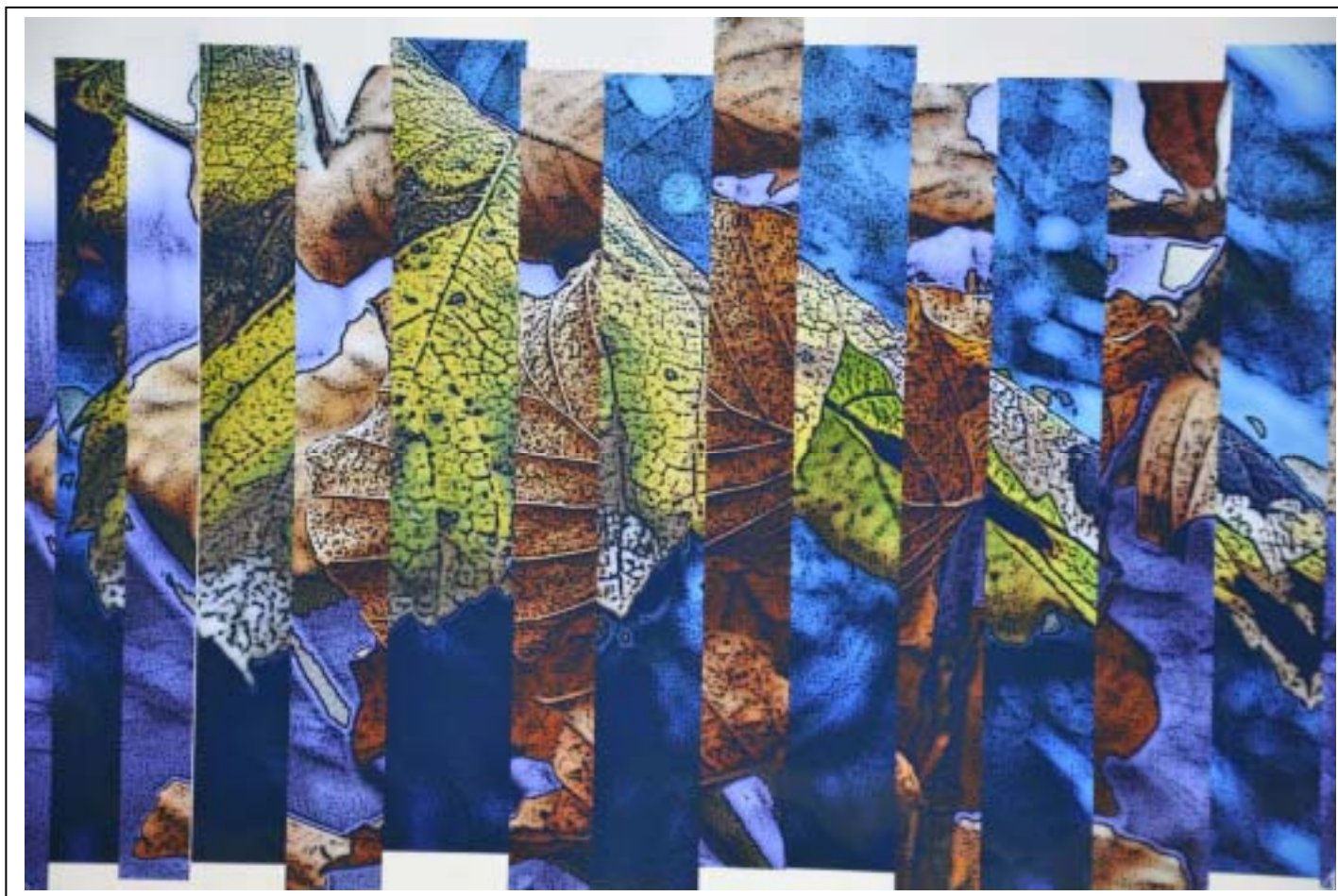


**OCR GCE AS PHOTOGRAPHY
Lens and light-based media
F413 and F423**

Centre Assessment Material

2011



CENTRES PLEASE NOTE: All other Endorsements have a separate Centre Assessment Material document

THE CONTENTS OF THIS DOCUMENT SHOULD BE USED FOR REFERENCE PURPOSES AND GUIDANCE ONLY. WHILST OCR HAS TAKEN EVERY OPPORTUNITY TO INCLUDE WORK RELEVANT TO THE MARKS SHOWN, IT WAS NOT POSSIBLE TO INCLUDE EVERY ITEM IN DETAIL, THEREFORE CENTRES SHOULD REFER DIRECTLY TO THE **AS** ASSESSMENT CRITERIA WHEN MARKING WORK.

Performance Descriptions AS Art and Design

	Assessment Objective 1 (includes QWC)	Assessment Objective 2	Assessment Objective 3 (includes QWC)	Assessment Objective 4 (includes QWC)
Assessment Objectives for both AS GCE and Advanced GCE	Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	Experiment with and select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas as their work develops. and contexts.	Record in visual and/or other forms, ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.	Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and where appropriate, make connections between visual, written, oral or other elements.

AS PERFORMANCE DESCRIPTIONS

AS A/B boundary Performance Descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) develop their ideas thoughtfully by investigating a range of relevant sources; b) demonstrate the ability to analyse sources thoroughly and confidently. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) experiment with a wide range of appropriate resources, media, materials, techniques and processes, by recognising and exploiting emerging possibilities; b) develop skills proficiently, by recognising, reviewing and refining potential ideas as work progresses. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> c) record ideas, observations and insights thoroughly and purposefully, focusing on aspects relevant to their intentions; d) demonstrate an ability to reflect on and evaluate their work and progress, showing independent judgement. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> e) communicate personal responses creatively in the light of intentions; f) make appropriate connections between visual and, where appropriate, written, oral and other elements to enhance meaning in the response.
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**AS E/U boundary
Performance
Descriptions**

Candidates characteristically:
g) develop their ideas from a range of sources;
h) demonstrate some ability to analyse sources.

Candidates characteristically:
i) experiment with resources, media, materials, techniques and processes;
j) review and refine their ideas as work progresses.

Candidates characteristically:
k) record ideas and observations relevant to their intentions;
l) demonstrate some ability to reflect on their work and progress.

Candidates characteristically:
m) present a personal response and realise intentions in part;
n) show evidence of some connections between visual and, where appropriate, written, oral and other elements in the response.

Appendix B: AS Assessment Criteria

The assessment criteria are based on an incremental system from partial to mature. The following criteria are designed to indicate how marks are to be awarded.

AS Unit F410–F415: Coursework Portfolio and Unit F421 – F425: Controlled Assignment

Band	Assessment Objectives							
	AO1 (Develop)	Mark s	AO2 (Experiment)	Mark s	AO3 (Record)	Mark s	AO4 (Present)	Marks
1 partial	<p>shows a partial development of ideas through investigations;</p> <p>demonstrates a limited understanding of objects, ideas, images and artefacts; shows an incomplete understanding of purpose;</p> <p>quality of language has limited spelling and structure and is disconnected from task.</p>	1–5	shows a partial exploration of materials, processes and resources, demonstrating a limited selection and use of ideas.	1–5	<p>partially records observations, ideas and insights in visual and other forms;</p> <p>quality of language disconnected from task with limited structure and spelling.</p>	1–3	<p>presents personal response that partially realises intentions in a limited way;</p> <p>makes uneven connections between visual, written, oral or other elements;</p> <p>partial understanding and use of appropriate language.</p>	1–3

<p>2 basic</p>	<p>provides a basic development of ideas through investigations by an uneven analysis of objects, ideas, images and artefacts;</p> <p>some awareness of purpose and meaning;</p> <p>quality of language is inaccurate and basic in structure and grammar.</p>	<p>6–10</p>	<p>provides a basic exploration in the use of materials, processes and resources;</p> <p>shows basic awareness in understanding with some refining of ideas.</p>	<p>6–10</p>	<p>shows a basic recording of observations, ideas and insights in visual and other forms;</p> <p>quality of language relates some elements of observed response but in a basic form with inaccurate spelling.</p>	<p>4–7</p>	<p>presents a basic personal response; with some accurate realisation of intentions;</p> <p>demonstrates some connections between visual, written, oral or other elements;</p> <p>basic understanding and use of appropriate language.</p>	<p>4–7</p>
<p>3 competent</p>	<p>presents a competent development of ideas through investigations by analysis of relevant objects, ideas, images and artefacts with an emerging awareness of purpose and meaning;</p> <p>quality of language has some relevance but informs the task in a purely descriptive form.</p>	<p>11–15</p>	<p>presents a competent exploration in the use of relevant materials, techniques processes and resources;</p> <p>shows an emerging awareness in understanding and refining ideas.</p>	<p>11–15</p>	<p>competently records observations, ideas and insights in visual and other forms;</p> <p>demonstrates a growing understanding of intentions, meanings and their related contexts.</p> <p>quality of language aids recording process in a relevant form to show some understanding.</p>	<p>8–11</p>	<p>presents a competent personal response, realising intentions;</p> <p>demonstrates an emerging understanding of connections between visual, written, oral or other elements;</p> <p>competent understanding and use of appropriate language.</p>	<p>8–11</p>

AS Unit F410 - F415: Coursework Portfolio and Unit F421 – F425 Controlled Assignment

Band	Assessment Objectives							
	AO1 (Develop)	Mark s	AO2 (Experiment)	Marks	AO3 (Record)	Marks	AO4 (Present)	Marks
4 coherent	<p>develops ideas through coherent investigations by a thoughtful analysis of objects, ideas, images and artefacts;,</p> <p>shows relevant understanding of purpose and meaning;</p> <p>quality of language has growing accuracy and starts to analyse in a positive way.</p>	16– 20	<p>develops a coherent exploration in the use of appropriate materials, techniques, processes and resources;</p> <p>presents a relevant understanding of reviewing and refining ideas.</p>	16– 20	<p>coherently records observations, ideas and insights in visual and other forms;</p> <p>demonstrates relevant understanding of intentions, meanings and their related contexts;</p> <p>quality of language gives clarity to the recording process and has good structure and vocabulary.</p>	12– 14	<p>presents a personal, coherent, response and demonstrates a thoughtful realisation of intentions;</p> <p>explains some relevant connections between visual, written, oral or other elements;</p> <p>coherent understanding and use of appropriate language.</p>	12– 14
5 confident	<p>communicates evidence of a confident development of ideas through investigations with an equally confident analysis of objects, ideas, images and artefacts;</p> <p>demonstrates evidence of a detailed and sustained understanding of purposes, meanings and their related contexts;</p> <p>quality of language has good structure and informs connections and gives clear, fluid analysis.</p>	21– 25	<p>communicates evidence of a confident and detailed exploration in the use of materials, techniques, processes and resources;</p> <p>confidently selects and demonstrates a sustained understanding of reviewing and refining ideas.</p>	21– 25	<p>confidently records observations, ideas and insights in visual and other forms;</p> <p>demonstrates an informed and sustained understanding of intentions, meanings and their related contexts;</p> <p>quality of language informs the recording process with confidence and good structure and grammar.</p>	15– 17	<p>presents evidence of a confident and informed response in realising intentions;</p> <p>confidently articulates sustained connections between visual, written, oral or other elements;</p> <p>confident understanding and use of appropriate language.</p>	15– 17

6 mature	<p>convincingly communicates evidence of an inventive development of ideas through investigations; perceptively analyses objects, ideas, images and artefacts;</p> <p>demonstrates evidence of a mature understanding of purposes, meanings and their related contexts;</p> <p>quality of language communicates ideas and development with perceptive analysis.</p>	26– 30	<p>communicates evidence of an inventive exploration of the use of materials, processes techniques and resources;</p> <p>convincingly selects and demonstrates a mature understanding of reviewing and refining ideas, successfully identifying and interpreting relationships.</p>	26– 30	<p>perceptively records and analyses images, objects and artefacts;</p> <p>evidence of a mature understanding of intentions, meanings and their related contexts;</p> <p>quality of language fully aids recording process with mature structure.</p>	18– 20	<p>presents evidence of a personal, creative, mature engaged and informed response realising intentions;</p> <p>fluently and perceptively articulates the connections between visual, written, oral or other elements;</p> <p>perceptive understanding and use of appropriate language.</p>	18– 20
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Coursework Portfolio AS

CODE F413

Photography

Mark 95

Title: Fairies

Description	Band	Mark
The supporting journal convincingly communicates evidence of an inventive development of ideas through investigations with perceptive analysis of photographic images and practitioners.	AO1: DEVELOP Band: 6 Mature	28
The candidate communicates evidence of an inventive and detailed exploration in the use of manipulation techniques, processes and resources. The work demonstrates a mature understanding of reviewing and refining ideas.	AO2: EXPERIMENT Band: 6 Mature	29
The candidate perceptively records and analyses photographic images and there is much evidence of a mature understanding of intentions, meanings and their related contexts within photography.	AO3: RECORD Band: 6 Mature	19
Throughout the portfolio the candidate presents evidence of a personal, creative, mature and informed response realising intentions fully.	AO4: PRESENT Band: 6 Mature	19



Coursework Portfolio AS

CODE F413

Photography**Mark 82****Title: Friends**

Description	Band	Mark
Photographic studies and supporting annotation show evidence of a confident development of ideas through the analysis of images and the work of others. Detailed and sustained understanding of purposes is clear in the development of the candidate's ideas.	AO1: DEVELOP Band: 5 Confident	25
The work shows a confident exploration in the use of materials, techniques, processes and resources. There is evidence of sustained understanding in reviewing and refining ideas throughout.	AO2: EXPERIMENT Band: 5 Confident	25
The candidate confidently records observations and ideas in photography, especially evident in the portraiture work.	AO3: RECORD Band: 5 Confident	15
Throughout this submission the candidate presents evidence of a confident and informed response in realising intentions both within the supporting journal and the final prints.	AO4: PRESENT Band: 5 Confident	17



PHOTOSHOP



Coursework Portfolio AS

CODE F413

Photography

Mark 69

Title: Baby

Description	Band	Mark
Photographic studies and supporting annotation show evidence of a coherent development of ideas through the analysis of images and the work of others. Relevant understanding of purposes is clear in the development of the candidate's ideas.	AO1: DEVELOP Band: 4 Coherent	20
The candidate communicates evidence of a confident and detailed exploration in the use of manipulation techniques, processes and resources. The work demonstrates a sustained understanding of reviewing and refining ideas.	AO2: EXPERIMENT Band: 5 Confident	21
Throughout the photographic journals the candidate coherently records observations, ideas and insights in both written and visual forms.	AO3: RECORD Band: 4 Coherent	14
The portfolio presents in both journals a personal, coherent, response and demonstrates a thoughtful realisation of intentions by the candidate.	AO4: PRESENT Band: 4 Coherent	14



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Controlled Assignment

AS

Controlled Assignment AS

CODE F423

Photography**Mark 84****Title: Surface Texture**

Description	Band	Mark
Photographic studies and supporting annotation show evidence of a confident development of ideas through the analysis of images and the work of others. Detailed and sustained understanding of purposes is clear in the development of the candidate's Controlled Assignment.	AO1: DEVELOP Band: 5 Confident	25
The candidate communicates evidence of a confident and detailed exploration in the use of photographic techniques, processes and resources. The work demonstrates a sustained understanding of reviewing and refining ideas.	AO2: EXPERIMENT Band: 5 Confident	25
The candidate confidently records observations and ideas in response to the selected starting point.	AO3: RECORD Band: 5 Confident	17
Throughout the Controlled Assignment the candidate presents evidence of a confident and informed response realising intentions fully.	AO4: PRESENT Band: 5 Confident	17



Controlled Assignment AS

CODE F423

Photography

Mark 76

Title: Jeans

Description	Band	Mark
Photographic studies and supporting text show evidence of a confident development of ideas through the analysis of images and the work of others.	AO1: DEVELOP Band: 5 Confident	21
The candidate communicates evidence of a confident and detailed exploration in the use of photographic techniques, processes and resources. The work demonstrates a sustained understanding of reviewing and refining ideas.	AO2: EXPERIMENT Band: 5 Confident	21
The candidate confidently records observations and ideas in response to the selected starting point.	AO3: RECORD Band: 5 Confident	17
Throughout this Controlled Assignment the candidate presents evidence of a confident and informed response in realising intentions.	AO4: PRESENT Band: 5 Confident	17

JEANS

Text block in the top left corner of the main page.

Used through worn, ripped, white, loose fit, true religion, brand, denim, fitted, capri, comfortable, armholes, red monkey, jeans, calvin klein, selection of, pockets, bagging, back and repairs, guess, natural, denim, bell bottoms, zipper, studs, studs, studs.



The jeans are made from denim fabric and are available in a variety of colors and styles. The most popular color is blue, but there are also black, white, and grey options. The fit of the jeans can range from tight to loose, and the length can be customized to suit the wearer's needs. The most popular brand of jeans is Levi's, but there are many other brands available, including Calvin Klein, True Religion, and American Eagle.



As a result of the high quality of the denim fabric, jeans are known for their durability and long-lasting wear. They are also a versatile wardrobe staple that can be worn in a variety of settings, from casual to semi-formal. The most popular style of jeans is the straight-leg, but there are many other styles available, including bootcut, flare, and wide-leg.

MORTEN FORR

When the photograph was taken, Morten Forr was a young man with long hair and a beard. He was wearing a dark jacket and blue jeans. The photograph was taken in a field of tall grass, and the background was a line of trees under a clear sky.

The photograph was taken in a field of tall grass, and the background was a line of trees under a clear sky. The photograph was taken in a field of tall grass, and the background was a line of trees under a clear sky.



POLO RALPH LAUREN



Controlled Assignment AS

CODE F423

Photography**Mark 64****Title: Clown**

Description	Band	Mark
The work shows a relevant understanding of purpose and the candidate develops ideas through coherent investigations and thoughtful analysis of photographic images and practitioners.	AO1: DEVELOP Band: 4 Coherent	16
The candidate communicates evidence of a coherent exploration in the use of photographic techniques, processes and resources. The work demonstrates a relevant understanding of reviewing and refining ideas.	AO2: EXPERIMENT Band: 4 Coherent	16
In response to the selected starting point the candidate confidently records observations, ideas and insights in both written and visual forms.	AO3: RECORD Band: 5 Confident	15
Throughout this Controlled Assignment the candidate presents evidence of a confident and informed response in realising intentions.	AO4: PRESENT Band: 5 Confident	17



Controlled Assignment AS

CODE F423

Photography**Mark 49****Title: Stairs**

Description	Band	Mark
Photographic studies and supporting text show evidence of a competent development of ideas through the analysis of images and the work of others.	AO1: DEVELOP Band: 3 Competent	13
The work shows a competent exploration in the use of photographic techniques, processes and resources.	AO2: EXPERIMENT Band: 3 Competent	14
The candidate competently records observations and ideas in response to the selected starting point.	AO3: RECORD Band: 3 Competent	11
Throughout this Controlled Assignment the candidate presents evidence of a competent and personal response in realising intentions.	AO4: PRESENT Band: 3 Competent	11



I liked this simple image of a staircase at Gunmart because of the twisted effect it gives off.



Pablo Picasso

remains the number one artist and lead to inspire photographers like David Laundy



Here Mind as I look like some piece that will



This photo was going to be my final piece. However, due to technical issues the 2.5 piece photo was lost and this is all that was left of it. It was created using Photoshop after by cutting up the image, I found this more artistic and gives me the ability to use the borders around each photograph image for impact.