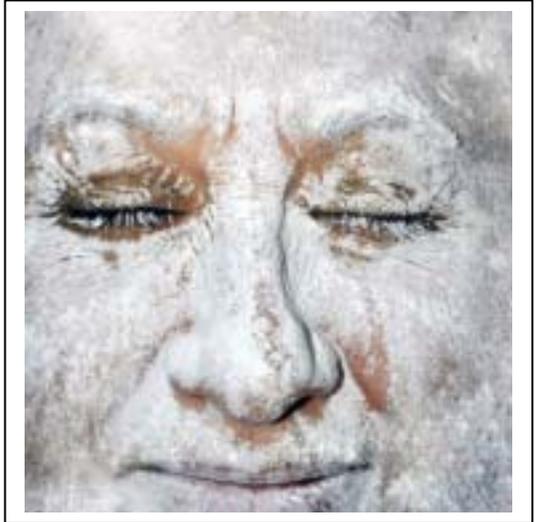


**OCR GCE A2 PHOTOGRAPHY
Lens and light-based media
F433 and F443**

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 A2 ASSESSMENT CRITERIA WHEN MARKING WORK.

Performance Descriptions A2 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.
A2 A/B boundary Performance Descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) develop and expand their ideas confidently by focused and in-depth investigation of a range of relevant sources; b) demonstrate clear critical understanding by perceptively analysing sources. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> c) experiment with a wide range of appropriate resources, media, materials, techniques and processes by recognising and exploiting emerging possibilities to successfully develop creative solutions; d) demonstrate skills and competencies effectively, perceptively and with focus by recognising, reviewing and refining potential solutions as work develops. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> e) record ideas, observations and insights confidently and with focus, to inform personal interests and concerns; f) demonstrate reflective, evaluative and independent judgements regarding their ideas, intentions and progress. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> g) present personal intentions in an imaginative, coherent and independent manner; h) make significant connections between visual and, where appropriate, written, oral and other elements and show these convincingly in their responses.
A2 E/U boundary Performance Descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> i) develop and expand their ideas from a range of relevant sources; j) demonstrate critical understanding by analysing sources. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> k) experiment with a range of appropriate resources, media, materials, techniques and processes to extend their work; l) demonstrate an ability to control and organise their ideas, by reviewing and refining them as work develops. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> m) record ideas, observations and insights, showing some sense of purpose and relevance to their intentions; n) demonstrate an ability to reflect on and evaluate their work and progress. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> o) present evidence of personal interests, concerns and qualities in their response; p) show evidence of some connections between visual and, where appropriate, written, oral and other elements.

Band

ASSESSMENT OBJECTIVES

	AO1 (Develop)	Marks	AO2 (Experiment)	Mark s	AO3 (Record)	Mark s	AO4 (Present)	Marks
1 partial	<ul style="list-style-type: none"> shows a partial development of ideas through investigations; demonstrates a limited understanding of objects, ideas, images and artefacts; shows an incomplete understanding of purpose; quality of language fails to aid development and has limited grammar and spelling. 	1–3	<ul style="list-style-type: none"> shows a partial exploration of materials, processes and resources, demonstrating a limited selection and use of ideas. 	1–3	<ul style="list-style-type: none"> partially records observations, ideas and insights in visual and other forms; quality of language uneven and disconnected from task with limited grammar and spelling 	1–5	<ul style="list-style-type: none"> presents personal response that partially realises intentions in a limited way; makes uneven connections between visual, written, oral or other elements; partial understanding and use of appropriate subject language. 	1–5
basic	<ul style="list-style-type: none"> provides a basic development of ideas through investigations by an uneven analysis of objects, ideas, images and artefacts; some awareness of purpose and meaning; quality of language aids development in a basic way but is inaccurate and poorly structured. 	4–7	<ul style="list-style-type: none"> provides a basic exploration in the use of materials, processes and resources; shows basic awareness in understanding with some refining of ideas. 	4–7	<ul style="list-style-type: none"> shows a basic recording of observations, ideas and insights in visual and other forms; quality of language starts to inform the recording process but is imprecise and weak in grammar and spelling. 	6–10	<ul style="list-style-type: none"> presents a basic personal response; with some accurate realisation of intentions; demonstrates some connections between visual, written, oral or other elements; basic understanding and use of appropriate subject language. 	6–10

<p>3 competent</p>	<ul style="list-style-type: none"> ▪ 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; ▪ quality of language aids the development of ideas and intentions accurately but is not evenly sustained. 	<p>8–11</p>	<ul style="list-style-type: none"> ▪ presents a competent exploration in the use of relevant materials, techniques processes and resources; ▪ shows an emerging awareness in understanding and refining ideas. 	<p>8–11</p>	<ul style="list-style-type: none"> ▪ competently records observations, ideas and insights in visual and other forms; ▪ demonstrates a growing understanding of intentions, meanings and their related contexts; ▪ quality of language has sound grammar and spelling and starts to aid recording process in a positive way. 	<p>11–15</p>	<ul style="list-style-type: none"> ▪ presents a competent personal response, realising intentions; ▪ demonstrates an emerging understanding of connections between visual, written, oral or other elements; ▪ competent understanding and use of appropriate subject language. 	<p>11–15</p>
<p>coherent</p>	<ul style="list-style-type: none"> ▪ develops ideas through coherent investigations by a thoughtful analysis of objects, ideas, images and artefacts; ▪ shows relevant understanding of purpose and meaning; ▪ quality of language has good grammar and spelling and gives clarity. 	<p>12–14</p>	<ul style="list-style-type: none"> ▪ develops a coherent exploration in the use of appropriate materials, techniques, processes and resources; ▪ presents a relevant understanding of reviewing and refining ideas. 	<p>12–14</p>	<ul style="list-style-type: none"> ▪ coherently records observations, ideas and insights in visual and other forms; ▪ demonstrates relevant understanding of intentions, meanings and their related contexts; ▪ quality of language good in structure and clearly informs recording process. 	<p>16–20</p>	<ul style="list-style-type: none"> ▪ presents a personal, coherent, response and demonstrates a thoughtful realisation of intentions; ▪ explains some relevant connections between visual, written, oral or other elements; ▪ coherent understanding and use of appropriate language. 	<p>16–20</p>

Band

ASSESSMENT OBJECTIVES

Band	AO1 (Develop)	Marks	AO2 (Experiment)	Marks	AO3 (Record)	Marks	AO4 (Present)	Marks
5 confident	<ul style="list-style-type: none"> communicates evidence of a confident development of ideas through investigations with an equally confident analysis of objects, ideas, images and artefacts; demonstrates evidence of a detailed and sustained understanding of purposes, meanings and their related contexts; quality of language has confident structure and informs and clearly explains ideas and intentions. 	15–17	<ul style="list-style-type: none"> communicates evidence of a confident and detailed exploration in the use of materials, techniques, processes and resources; confidently selects and demonstrates a sustained understanding of reviewing and refining ideas. 	15–17	<ul style="list-style-type: none"> confidently records observations, ideas and insights in visual and other forms; demonstrating an informed and sustained understanding of intentions, meanings and their related contexts; quality of language has well-organised structure that confidently aids recording and observations. 	21–25	<ul style="list-style-type: none"> presents evidence of a confident and informed response in realising intentions; confidently articulates sustained connections between visual, written, oral or other elements; confident understanding and use of appropriate language. 	21–25
6 mature	<ul style="list-style-type: none"> convincingly communicates evidence of an inventive development of ideas through investigations; perceptively analyses objects, ideas, images and artefacts; demonstrates evidence of a mature understanding of purposes, meanings and their related contexts; quality of language is mature and fluid and is fully engaged with informing development of ideas and images. 	18–20	<ul style="list-style-type: none"> communicates evidence of an inventive exploration of the use of materials, processes techniques and resources; convincingly selects and demonstrates a mature understanding of reviewing and refining ideas, successfully identifying and interpreting relationships. 	18–20	<ul style="list-style-type: none"> perceptively records and analyses images, objects and artefacts; evidence of a mature understanding of intentions, meanings and their related contexts; quality of language is perceptive and analytical fully aiding the recording process. 	26–30	<ul style="list-style-type: none"> presents evidence of a personal, creative, mature engaged and informed response realising intentions; fluently and perceptively articulates the connections between visual, written, oral or other elements; perceptive understanding and use of appropriate language.. 	26–30

Personal Investigation

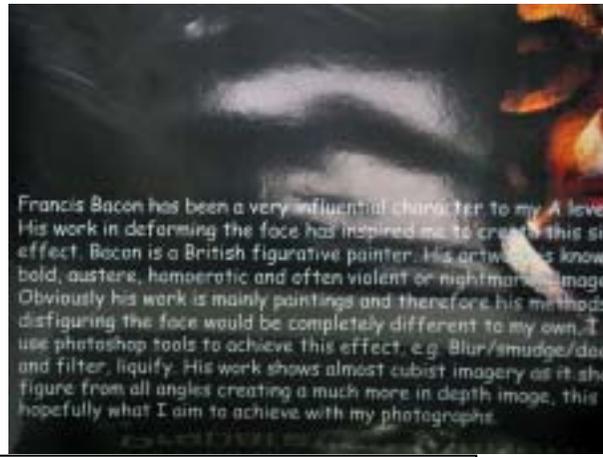
CODE F433

Photography

Mark 87

Title: Bound

Description	Band	Mark
<p>Photographic studies 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.</p>	<p>AO1: DEVELOP Band: 5 Confident</p>	<p>17</p>
<p>The candidate communicates evidence of an inventive and mature exploration in the use of manipulation techniques, processes and resources. The work demonstrates a mature understanding of reviewing and refining ideas.</p>	<p>AO2: EXPERIMENT Band: 6 Mature</p>	<p>18</p>
<p>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.</p>	<p>AO3: RECORD Band: 6 Mature</p>	<p>27</p>
<p>Throughout the portfolio the candidate presents evidence of a confident and informed response realising intentions fully.</p>	<p>AO4: PRESENT Band: 5 Confident</p>	<p>25</p>



Francis Bacon has been a very influential character to my A level. His work in deforming the face has inspired me to create this effect. Bacon is a British figurative painter. His artwork is known as bold, austere, homoerotic and often violent or nightmarish. Obviously his work is mainly paintings and therefore his method of distorting the face would be completely different to my own. I use photoshop tools to achieve this effect, e.g. Blur/smudge/dodge and filter, liquify. His work shows almost cubist imagery as it shows the figure from all angles creating a much more in depth image. This is hopefully what I aim to achieve with my photographs.



In this piece I have used string to create shapes and deformations in the face. The contrast between light and dark I find brings out these shapes, especially as the string outlines them. This photograph applies to the "rule of thirds" as the hair on the right side of the photograph takes up a third and then the cheek takes up a third and finally the jaw moves diagonally across the corner creating the last third with an empty space; this adds to the reception of the image to the human eye, as it is more pleasing and satisfying. I also feel that the radical diagonal lines across the face really draws attention to the shape of the nose/mouth/eye and eyebrow. The texture of the hair also complements the smoothness of the skin which I feel adds dramatic impact to the image. Finally when I finished editing this image I chose to add an "Unsharp Mask" to sharpen the image. I felt that this emphasized the different sections in the face and gave the image much more depth. This is definitely a shocking image, usually taking a while to realize what the context actually is.



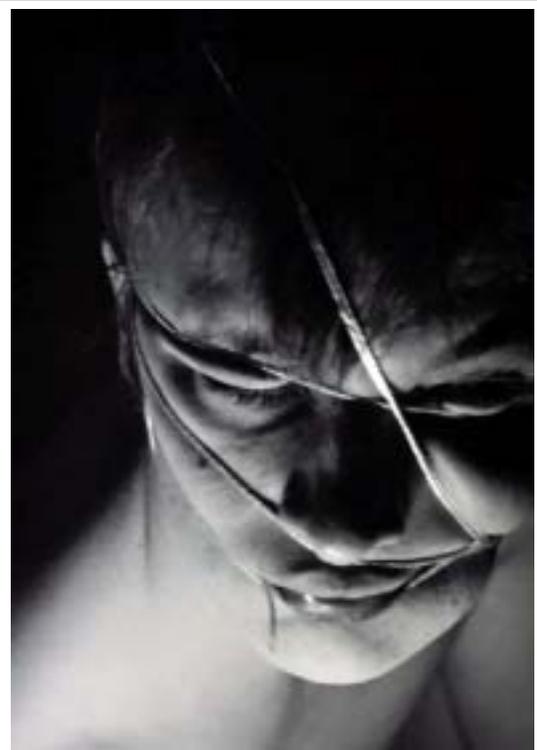
It looks as if someone is tired up and is trying to pull away from his bonds, indenting his face causing him to cringe with pain. To achieve this effect I had a strong light in one hand and moved it around his face, while I took photographs in constant succession, allowing me to have a selection of photographs at the end with multiple viewpoints and direction of light.



to mesh
obscure



white
like the
obscured



Personal Investigation

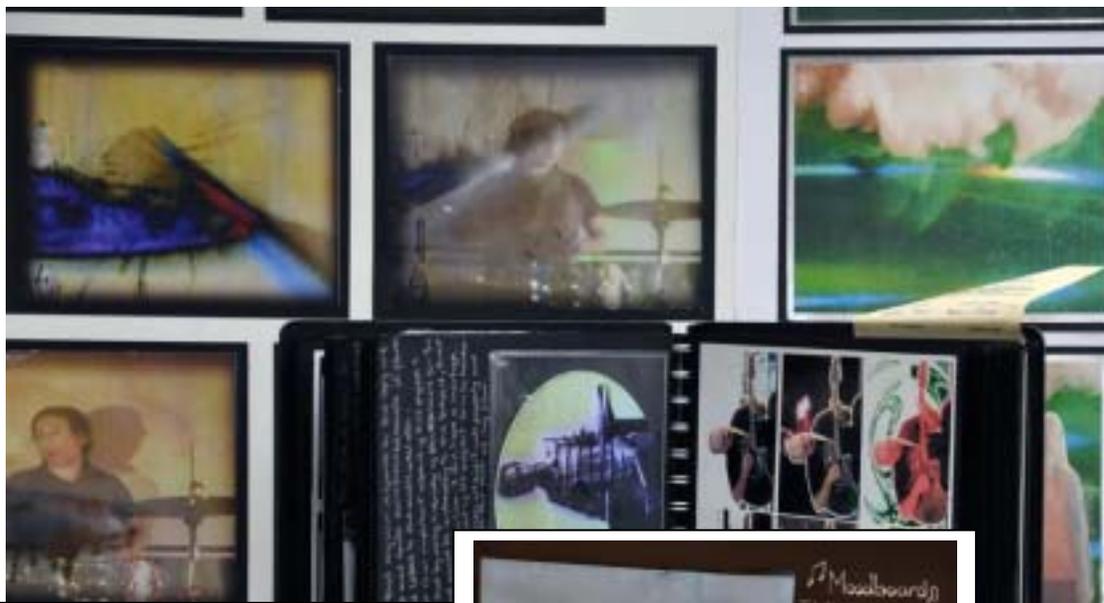
CODE F433

Photography

Mark 70

Title: Music

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	14
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	16
Throughout the photographic journals the candidate coherently records observations, ideas and insights in both written and visual forms.	AO3: RECORD Band: 4 Coherent	20
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	20



Artists

- Hadouken! - That Girl That Boy
- Music Video - Bob Harlow
- Skindred - Vern 'Pressure'
- Music Video - Marci Friesland
- The Crips - Mirror Kissers
- Virgil Widrich - Copyshop
- Helen Chadwick
- Kurt Schwitters

Ideas

- Similar to Hadouken! Video: a drummer playing with different viewpoints, colour of background changes progressively
- Moving instruments playing by themselves, music notes and colours appear with each sound.

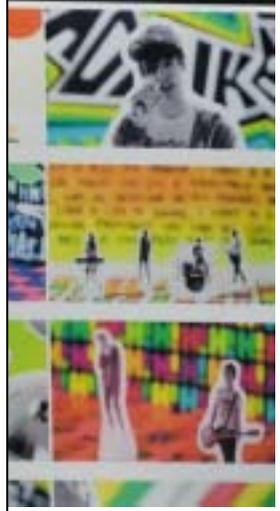
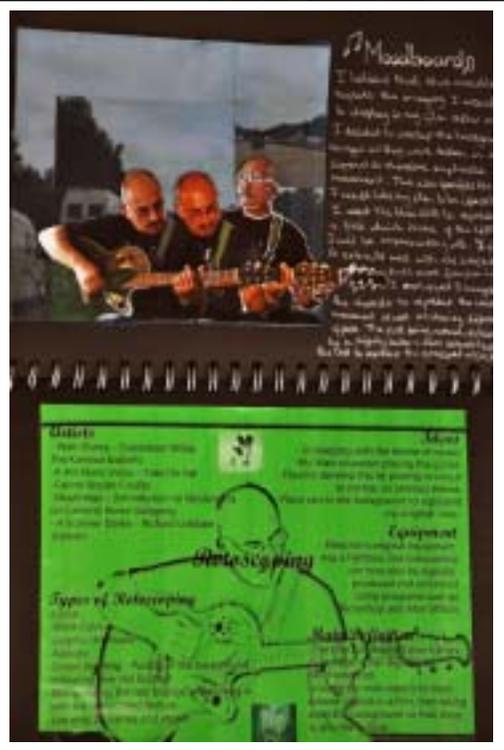
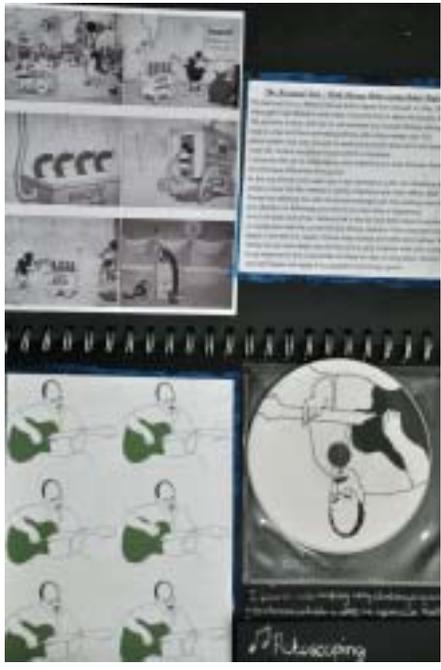
Copy Art

Effects

- Ripping/creasing the image
- Changing the saturation
- Use of colour in certain places
- Adjusting the lightness/darkness contrast
- Foreshortening and elongation

Techniques

- Involves using a photocopier
- The same photos used repeatedly and sequentially changed with different effects as it progresses
- A variety of stills taken from a film, photocopied and manipulated.
- Stills cut out and placed in a sequence then filmed used the stop motion technique



Personal Investigation

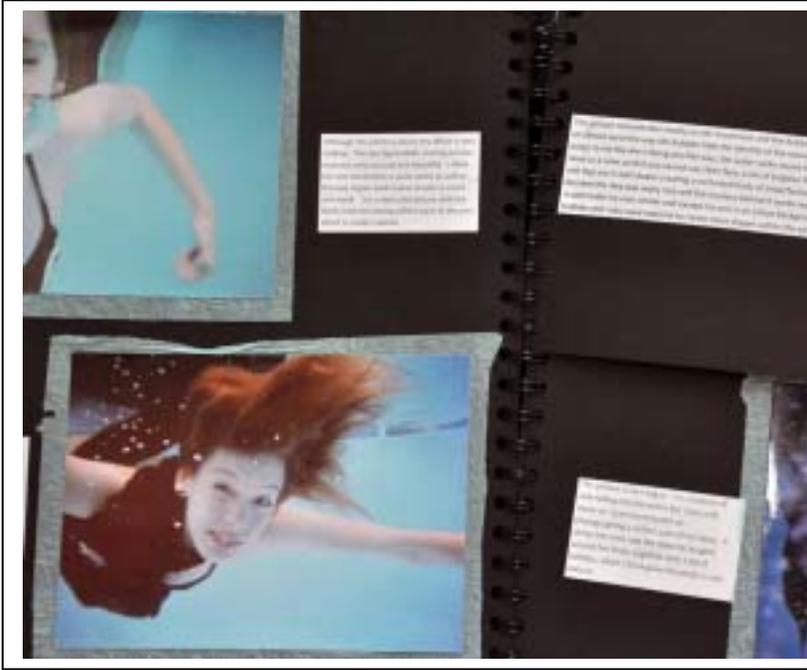
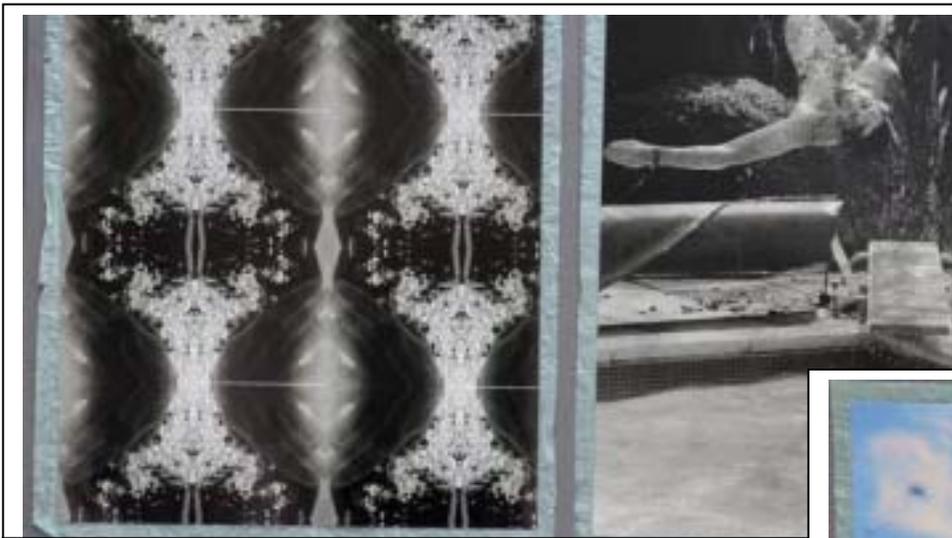
CODE F433

Photography

Mark 64

Title: Mermaid

Description	Band	Mark
The portfolio shows a coherent development of ideas through investigations and analysis of relevant photographers, their ideas and photographic images. In the development of ideas there is a relevant awareness of purpose in the direction of the projects.	AO1: DEVELOP Band: 4 Coherent	12
The work shows a coherent exploration in the use of relevant image manipulation techniques and processes.	AO2: EXPERIMENT Band: 4 Coherent	14
Throughout the photographic journals the candidate coherently records observations, ideas and insights in both written and visual forms.	AO3: RECORD Band: 4 Coherent	19
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	19



Personal Investigation

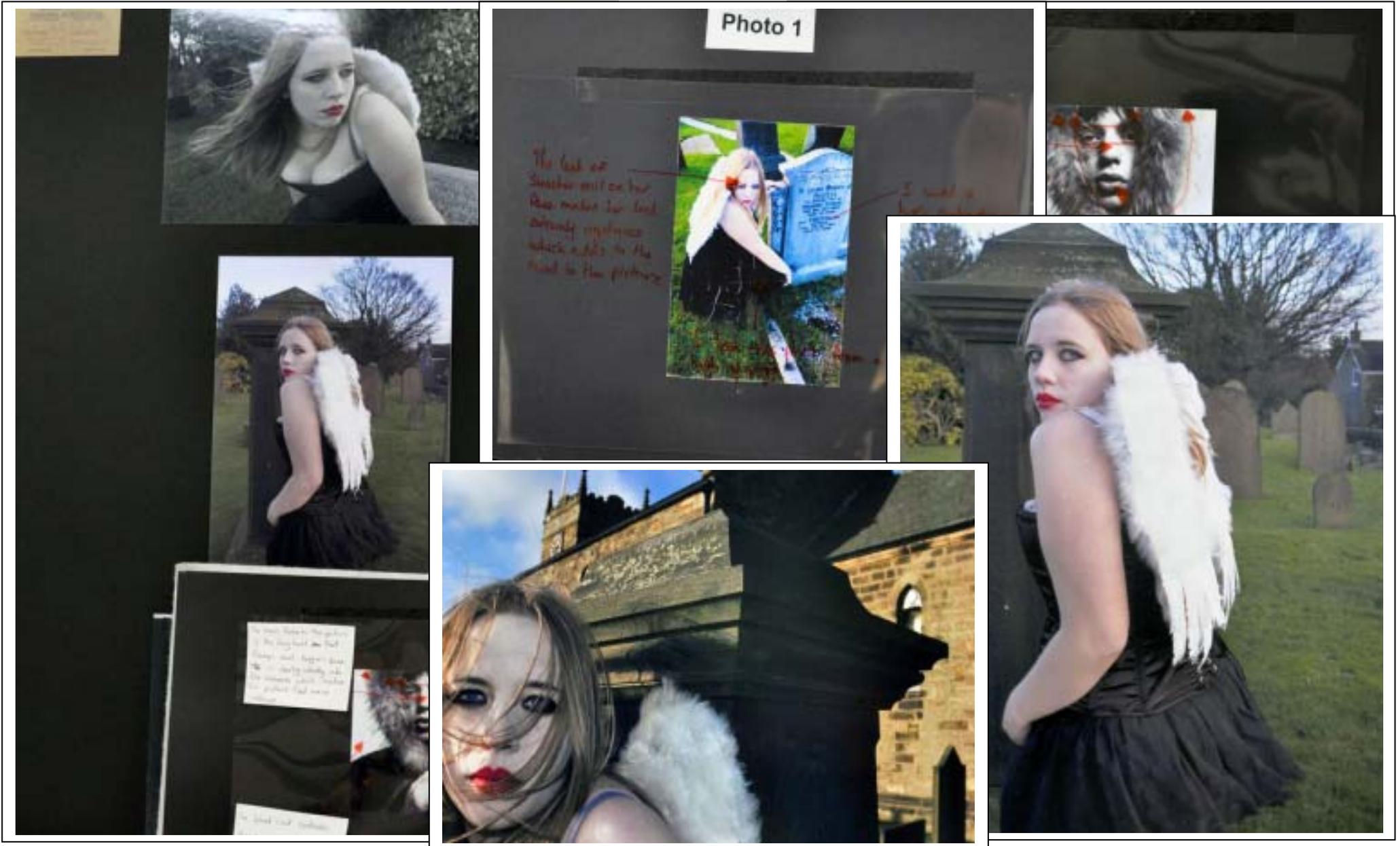
CODE F433

Photography

Mark 55

Title: Angel

Description	Band	Mark
The portfolio shows a coherent development of ideas through investigations and analysis of relevant photographers, their ideas and photographic images.	AO1: DEVELOP Band: 4 Coherent	13
The work shows a coherent exploration in the use of relevant image manipulation techniques and processes.	AO2: EXPERIMENT Band: 4 Coherent	13
The candidate competently records observations and ideas in this photography portfolio.	AO3: RECORD Band: 3 Competent	15
The candidate presents a competent personal response, realising intentions.	AO4: PRESENT Band: 3 Competent	14



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Controlled Assignment A2

Controlled Assignment

CODE F443

Photography

Mark 92

Title: Coast

Description	Band	Mark
The supporting journal convincingly communicates evidence of an inventive development of ideas through investigations; perceptively analyses photographic images and connections to the work of others.	AO1: DEVELOP Band: 6 Mature	18
The candidate convincingly selects and demonstrates a mature understanding of reviewing and refining ideas, successfully identifying and interpreting relationships.	AO2: EXPERIMENT Band: 6 Mature	18
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	28
Throughout the Controlled Assignment the candidate presents evidence of a personal, creative, mature and informed response realising intentions fully.	AO4: PRESENT Band: 6 Mature	28



301-0045 - I don't like this image because I feel that there is a subject in the photograph.

301-0052 - I do not like this image because I don't like how the foreground is slipping out of focus.

301-0060 - I like the image because I like the small depth of field used over the old church that has been built on the beach.

301-0067 - I do not like this image because it is too light and no contrast. You can't see anything.



Black and white photograph - Fog ocean.

In this photograph fog ocean has been used to reflect the sea to make the image and also fit the 'emerging' theme, with being the water and the reflection.

card test print - 100 magenta, 8 second exposure time



Controlled Assignment

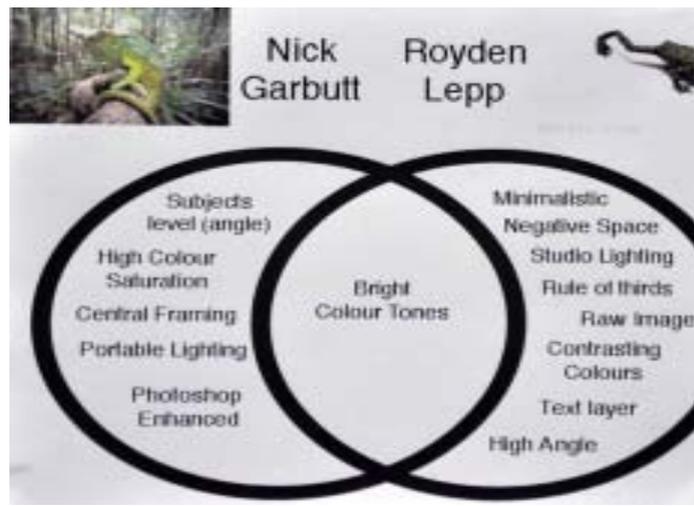
CODE F443

Photography

Mark 81

Title: Wildlife

Description	Band	Mark
<p>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.</p>	<p>AO1: DEVELOP Band: 5 Confident</p>	<p>15</p>
<p>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.</p>	<p>AO2: EXPERIMENT Band: 5 Confident</p>	<p>16</p>
<p>The candidate confidently records observations and ideas in response to the selected starting point.</p>	<p>AO3: RECORD Band: 5 Confident</p>	<p>25</p>
<p>Throughout the Controlled Assignment the candidate presents evidence of a confident and informed response realising intentions fully.</p>	<p>AO4: PRESENT Band: 5 Confident</p>	<p>25</p>



I took this image from a very interesting angle I think this is a very big component with this image and that the subject abilities and character are portrayed well within the image so I have selected this image for my final essay.

This image really captures the subject's character and gives it a nice personality as well as the subject being well complemented by its surroundings. I have selected this image to be part of my final essay.

This image complements the subject well and close cropping helps the eye be drawn to the main focal point (the eye of the subject). I have selected this image for my final essay.

This is one of my favorite images. It uses the rule of thirds well and the line created by the plant draws any wandering eyes back to the subject. I have selected this image for my final essay.



Nick Garbutt the photographer who has managed to capture the personality of the habitat that it lives in.

In this image the subject has been positioned as the main focal point of the image as to the rule of thirds too much if the person viewing the image creating a distraction centralizing the subject enough of the frame visual hierarchy correct. Another plus image is it creates a great line which would point back the subject. Garbutt has captured character of the subject by taking the image the subject a noble character as if it is very possible that Garbutt has raised the right colours.



Controlled Assignment

CODE F443

Photography

Mark 73

Title: Alice

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	15
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	15
The candidate confidently records observations and ideas in response to the selected starting point.	AO3: RECORD Band: 5 Confident	22
Throughout this Controlled Assignment the candidate presents evidence of a confident and informed response in realising intentions.	AO4: PRESENT Band: 5 Confident	21

Controlled Assignment

CODE F443

Photography**Mark 58****Title: Industrial**

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	12
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	12
In response to the selected starting point the candidate coherently records observations, ideas and insights in both written and visual forms.	AO3: RECORD Band: 4 Coherent	17
Throughout this Controlled Assignment the candidate presents evidence of a coherent and personal response in realising intentions.	AO4: PRESENT Band: 4 Coherent	17

