## Ordinary Level

## Life Sketching Total 50 marks

## Pose 1:

Short pose ( $\mathbf{1 5} \mathbf{~ m i n s ) ~} 20$ marks: a wide range of approach appropriate to Ordinary Level is acceptable including swift gesture drawings
Materials may include a variety of papers and media including pencil, graphite, charcoal, ink and brush, crayons, paint, conte, etc. The combining of various media and materials is acceptable.

| A | Composition |  | Composition: use of the sheet as a whole; use of positive and negative <br> space. The full figure as described in the paper should be attempted. <br> Indicating the background context is acceptable. <br> Personal creative response. |
| ---: | :--- | :---: | :--- |
| B | Proportion | 5 | Anatomical correctness of the drawing: the relationship of parts to the <br> whole. |
| C | Tone/Line | 5 | Use of light and shade in chosen medium or combination of media as <br> an integral aspect of the depiction of three-dimensional form. <br> Shading or line quality/weight |
| D | Form/Volume | 5 | How the 2D representation suggests the 3D solidity of the body <br> through the use of any medium or technique, or combination, <br> including line. |
|  | Total | 20 |  |

Pose 2
Long Pose ( $\mathbf{3 0} \mathbf{~ m i n s ) : ~} 30$ Marks: a more detailed study of the body: head and shoulders or complete figure. Both very detailed drawing and strong expressive drawing are acceptable.

Materials may include a variety of papers and media including pencil, graphite, charcoal, ink and brush, crayons, paint, conte, etc. The combination of various media and materials is acceptable.

| A | Composition |  | Composition, use of negative space, the sheet as a whole, <br> indicating the background context is acceptable. Individual <br> interpretation of and personal expressive response to the <br> complete figure or head and shoulders/half figure option as <br> stated in the pose. |
| :--- | :--- | :---: | :--- | :--- |
| B | Proportion | $\mathbf{6}$ | Anatomical correctness of the drawing: (the relationship of <br> parts to the whole) of the complete figure or head and <br> shoulders/half figure option as stated in the pose. Full figure or <br> head and shoulders should be attempted. |
| C | Tone/Line | $\mathbf{6}$ | Use of light and shade in chosen medium and as an integral <br> aspect of the drawing. Line drawing leading to individual <br> interpretation and expressive response. Individual interpretation <br> and expressive response/personal selection of material and <br> media. |
| D | Form/Volume | $\mathbf{6}$ | How the 2D representation suggests the 3D solidity of the body <br> by using any medium or technique, including line, leading to <br> individual interpretation and expressive response. |
| E | Detail | $\mathbf{6}$ | The detailed treatment of any aspect of the figure as an integral <br> part of the drawing of the complete figure or head and <br> shoulders/half figure option as stated in the pose. |
|  | Total | $\mathbf{3 0}$ |  |

## Imaginative Composition

Total Marks 100
Materials may include a wide variety of papers and media including, pencil, graphite, charcoal, ink and brush, crayons, paint, conte, etc. The combining of various media and materials is acceptable.

| A | Interpretation | 20 | - Relevance to the descriptive passage. <br> - The degree to which the candidate interprets and visualizes the descriptive passage based on its sense and meaning. |
| :---: | :---: | :---: | :---: |
| B | Composition | 20 | - Composition and the organization of two-dimensional space. <br> - Organizational art elements: balance, tension, contrast space, scale, etc., in keeping with descriptive passage. |
| C | Art Elements | 20 | - Line, tone, shape, form, texture, colour ... etc <br> - How the candidate utilized art elements to create a personal response to the chosen question. |
| D | Personal Creative Response | 20 | - What is unique and personal in the candidate's use of chosen media and materials. <br> - The candidate's individual style in the use of media and materials in response to the chosen question relating to the descriptive passage. |
| E | The Finished Work | 20 | - Overall impact of the finished work. <br> - How the candidate demonstrates proficiency in technical and compositional elements in order to create a personal individual response to the chosen examination question. |
|  | Total | 100 |  |

## Still Life

A wide variety of papers and media including pencil, graphite, charcoal, ink and brush, crayons, paint, conte, etc. is acceptable. The combining of various media and materials is acceptable.

| A | Interpretation | 20 | - Relevance to the descriptive passage. <br> - The degree to which the candidate interprets and visualizes the descriptive passage based on its sense and meaning in order to create a Still Life Compositon. <br> - The translation of the 3D composition to a 2D representation ... organizational art elements: balance, tension, contrast space etc. |
| :---: | :---: | :---: | :---: |
| B | Composition | 20 | - Arrangement of the items in a pleasing, well balanced harmonious still life composition. <br> - Composition: use of the sheet as a whole; use of positive and negative space. |
| C | Art Elements | 20 | - The manner in which the 2D representation suggests the 3D solidity of still life group/arrangement by using any medium or technique, including line, leading to individual interpretation and expressive response. <br> - The employment of art elements <br> - The employment of tonal properties: the way in which media and materials are used in represent the 3D solidity of the chosen Still Life objects. |
| D | Personal <br> Creative <br> Response | 20 | - What is unique and personal in the candidate's use of chosen media and materials. <br> - The candidate's individual style in the use of media and materials in response to the chosen question relating to the descriptive passage. |
| E | The finished work Evidence of Skill | 20 | - Overall impact of the finished work. <br> - How the candidate demonstrates proficiency in technical and compositional elements in order to create a personal individual response to the chosen examination question. |
|  | Total | 100 |  |

## Design

A wide variety of papers and media including pencil, graphite, charcoal, ink and brush, crayons, paint, conte, etc. is acceptable.

| A | Interpretation/ | 20 | - Relevance to the question as posed. <br> - The degree to which the candidate interprets and visualizes the descriptive passage based on its sense and meaning in order to address the design task. <br> - The translation of the 3D composition to a 2D representation ... organizational art elements: balance, tension, contrast space etc. |
| :---: | :---: | :---: | :---: |
| B | Preliminary Sheet (Development) | 20 | - Consider different ideas. <br> - Analysis <br> - Evaluation <br> - Communication/ notation <br> - Sketches only <br> - Directly on to sheet <br> - Direct copying from preparatory to preliminary sheet not acceptable. |
| C | Realisation/ technical aspects ( See continuing chart for individual crafts) | 20 | Refer to accompanying sheet <br> - Technical considerations <br> - How the candidate resolves the design problems implicit in the chosen craft: the suitabiltiy of the candidate's design proposal as a relevant answer to the chosen question. |
| D | Presentation of Design Proposal | 20 | - Communication of design proposal as a relevant answer to the question <br> - Suitability and employment of media to present the design proposal/presentation |
| E | Overall Finished Design/Culmination of the design process | 20 | - Overall quality of the design <br> - Culmination of design process: how the proposal expresses personal concepts through executing the design process. |
|  | Total | 100 |  |

Q1 Lettering and Calligraphy

| Illustration | Penmanship |  | Spacing | Harmony/Balance |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Q2 Lino-Cutting and Printing |  |  |  |  |  |
| Line/Shape/ <br> Texture | Strength/Clarity |  | Overprinting | Contrast/Balance |  |
| Q3 Fabric Printing |  |  |  |  |  |
| Pattern/Shape | Techniques |  | Overprinting/ <br> Application of <br> Colour | Harmony/ <br> Balance |  |

## Q4 Embroidery

| Choice of <br> Materials/Media/ <br> Ground | Plan of Stitchery |  | Techniques | Harmony/Balance |  |
| :--- | :--- | :--- | :--- | :--- | :--- |

## Q5 Weaving

| Representation <br> of Texture |  | Plan of Weave |  | Materials/Yarn | Harmony/Balance |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Q6 Pottery |  | Structure |  | Function/Brief |  | Glaze/Decoration |  |
| Techniques | Q7 Puppetry | Assembly |  | Materials | Characterisation/ <br> Drama |  |  |
| Function/Brief |  |  |  |  |  |  |  |
| Q8 Bookcraft | Binding/Ties <br> Imagery |  | Lettering | Assembly |  |  |  |
| Materials |  |  |  |  |  |  |  |

Q9 Advertising Design - Poster

| Layout |  | Typography |  | Graphics | Colour |
| :--- | :--- | :--- | :--- | :--- | :--- |

## Q10 Modelling and Carving

| Techniques | Structure/ <br> Materials |  | Function/Brief | Finish/Light |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Q 11 Stage Sets |  |  |  |  |  |
| Techniques | Structure |  | Function | D: Construction |  |

