

# 'A' Level PHOTOGRAPHY

LINK TO EXAM BOARD SPECIFICATION: <https://www.ocr.org.uk/Images/170210-specification-accredited-a-level-gce-art-and-design-h600-h606.pdf>

OCR COURSE CODE: H603

Marked/assessed work

GCSE & 'A' Level Photography share the same Assessment Objectives so students will have a sound understanding prior to KS5 study.

## YEAR 12

WHEN	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)		New skill = NS Revisit = R Revision = RV	STRETCH & CHALLENGE (Differentiation – how will you stretch the most able to achieve top grades?)	CIEAG Trips, workshops, speakers, local environment and experiences	KS4 PRIOR LEARNING How will GCSE knowledge, skills & provide experience to support KS5 new knowledge & skills?	SMSC
TERM PLAN	KNOWLEDGE & SKILLS	ASSESSMENT OBJECTIVE		BAND 5 = INFORMED BAND 6 = MATURE			
SMSC		SPIRITUAL = SP “Explore beliefs & experience, respect values, discover oneself and the surrounding world, use imagination & creativity, reflect” A SENSE OF AWE & WONDER	MORAL = M “Recognise right and wrong, understand consequence, investigate moral and ethical issues, offer reasoned views” CARE & VALUE THE ENVIRONMENT	SOCIAL = SO “Use social skills in different contexts, work well with others, resolve conflict, understand how communities work” WORKING AS PART OF A TEAM	CULTURAL = C “Appreciate cultural influences, participate in culture opportunities, understand, accept, respect and celebrate diversity” UNDERSTANDING DIFFERENCES		
Term 1 (SEPT)	<b>Transition task</b> <i>‘Take a series of photographs to show the alphabet within the environment’</i> This is designed to check <i>prior learning</i> for: <ul style="list-style-type: none"><li>Understanding of composition</li><li>Successful photograph taking</li><li>Imagination and creativity</li><li>Ability to work independently</li><li>Ability to meet deadlines</li></ul> <i>Due to Covid this cohort have very little Photoshop knowledge therefor extra time will be spent on teaching the basic skills. This will then inform all future tasks.</i>	AO1 – 3 AO1 AO1 & 2	<b>R</b> Creativity & photography  <b>NS</b> Photoshop editing software	This exercise will demonstrate the creativity and independence of the group. Most able will take highly creative photographs with a good eye for composition  Photoshop skills will be given more time due to the nature of the cohort	<b>Local environment –</b> take photographs within the local environment and find relevant photographic compositions for development.	Checking prior knowledge of composition and photographic skill – explored throughout GCSE photography	<b>SP</b> = Learning new skills and experimentation of photographic compositional the studio setting.  Being creative in their approach.  <b>M</b> = meeting deadlines and respecting others whilst working on group photo-shoots in a shared space.
Term 1	<ul style="list-style-type: none"><li>Sketchbook presentation and course expectations</li><li>Research skills</li><li>Analysis of photographic images</li><li>Basic composition and photography</li><li>Basic Photoshop techniques</li></ul> There will be 2 mini projects throughout term 1 which will build skills and knowledge.	AO4  AO1 AO1 AO3 AO3 & 4	<b>NS</b> Presentation & analysis	<b>MATURE &amp; INFORMED</b>  More <u>detailed analysis</u> of images, taking <u>context</u> <u>into consideration</u>  More <u>considered</u> photography and experimental composition	Demonstrate expectation through previous student sketchbooks and teacher exemplar.  <b>Local environment –</b> take photographs within the local environment and find relevant	Students will have been creative in their presentation throughout GCSE. They should understand the basic principles	<b>C &amp; SO</b> = Recognise the work of different photographers and understand how their styles evolved over time and in social context.  <b>SP</b> = development is shown in their interest

	<p><b>Expectation will increase with each project</b></p> <p><b>1. COLOUR</b></p> <ul style="list-style-type: none"> <li>Research existing images and photographers</li> <li>Photography for chosen colour</li> <li>Photoshop development &amp; outcome</li> </ul> <p><b>2. URBAN LANDSCAPE</b></p> <ul style="list-style-type: none"> <li>Research existing images and photographers</li> <li>Urban Landscape Photography</li> <li>Photoshop development &amp; outcome</li> </ul> <p>This theme follows the same pattern as the Colour project. Students will build on their presentation, written skills and practical skills to improve on previous grades.</p> <p><b>By the end of term 1 all students will understand how to achieve the top marks with regards to presentation and analysis.</b></p>	<p><b>AO1 &amp; AO2</b></p> <p><b>AO3 &amp; AO2</b></p> <p><b>AO2 – AO4</b></p> <p><b>AO1 &amp; AO2</b></p> <p><b>AO3 &amp; AO2</b></p> <p><b>AO2 – AO4</b></p>	<p>Compositional photography</p> <p><b>R</b></p> <p>Presentation &amp; analysis</p> <p><b>NS</b></p> <p>Photoshop editing software – more complex editing skills</p>	<p><u>Complex</u> Photoshop experimentation</p> <p>More <u>detailed analysis</u> of images, taking <u>context into consideration</u></p> <p>More <u>considered</u> photography and experimental composition</p> <p><u>Complex</u> Photoshop experimentation</p>	<p>photographic compositions for development.</p> <p><b>Trip – Kettering Town centre to photograph architecture and architectural details.</b></p>	<p>of laying out their work.</p> <p>They should know how to research and complete basic analysis of photographs</p> <p>GCSE Photoshop skills will enable students to be more creative more quickly.</p> <p>Students without prior knowledge will be supported through exemplar</p>	<p>and enjoyment in learning about photography and by producing their own presentation.</p> <p><b>M</b> = Showing moral development understanding how different artists showed their feelings through their imagery and the different use of materials, tools and techniques.</p> <p>Find out the meaning – concept of chosen artist work</p> <p><b>M</b> = meeting deadlines and respecting others whilst working on group photo-shoots in a shared space.</p>
<b>Term 2</b>	<p><b><i>This term there will be greater emphasis on photographic skill, composition and Photoshop development.</i></b></p> <p>Again, students will complete 2 mini projects of differing themes.</p> <p><b>3. PORTRAITURE &amp; light painting</b></p> <ul style="list-style-type: none"> <li>Research existing images and photographers</li> <li>Portraiture and light Photography</li> <li>Photoshop development &amp; outcome</li> </ul> <p><b>4. LANDSCAPE</b></p> <ul style="list-style-type: none"> <li>Research existing images and photographers</li> <li>Landscape photography</li> <li>Photoshop development &amp; outcome</li> </ul> <p><i>By the end of this term students will have extended their knowledge of photography in context, photographic skills and Photoshop</i></p>	<p><b>AO1 &amp; AO2</b></p> <p><b>AO3 &amp; AO2</b></p> <p><b>AO2 – AO4</b></p> <p><b>AO1 &amp; AO2</b></p> <p><b>AO3 &amp; AO2</b></p> <p><b>AO2 – AO4</b></p>	<p><b>NS</b></p> <p>Camera settings, composition and complex Photoshop techniques</p> <p><b>R</b></p> <p>Presentation &amp; analytical skills</p>	<p>To achieve the highest marks students, need to demonstrate a <b>mature</b> understanding of photography in context by relating their own work to existing photographers work. They should also be able to demonstrate a sound understanding of Photoshop techniques and composition and be creative in their approach to all aspects of the projects.</p>	<p><b>Trip – Hunstanton to photograph land and seascapes in preparation for next project.</b></p> <p><b>Trip – Wicksteed Park, Ferym woods and Irchester Country Park to photograph natural environment</b></p> <p><b>Workshop – Northampton University photography workshops in studio practice</b> (pending resources)</p>	<p>Prior knowledge of photographic themes throughout GCSE will support creative ideas with regards to landscape and portraiture.</p> <p>Both of these were developed as exam questions and coursework ideas by most students.</p>	<p><b>SP</b> = Students can reflect on nature, their environment and surroundings through photography. Students develop aesthetic appreciation for art and artists using the themes given for study</p> <p><b>SP</b> = Students develop aesthetic appreciation for art and artists using the themes given for study.</p> <p><b>SP</b> = Students are encouraged to experiment with ideas, trusting in their own judgements, being given the freedom to use resources that are</p>

	skills in order to undertake their <b>PERSONAL INVESTIGATION (60%)</b>					Students without prior knowledge will be supported through exemplar	available to show their creativity. They reflect on those experiences by annotating and assessing their own work.
<b>Term 3</b>	<p><i>This final term of year 12 will have greater emphasis on photographic skill, composition and Photoshop development.</i></p> <p><b>5. SEASCAPES</b></p> <ul style="list-style-type: none"> <li>Research existing images and photographers</li> <li>Seascape Photography</li> <li>Photoshop development &amp; outcome</li> </ul> <p><b>1. PERSONAL INVESTIGATION BEGINS</b></p> <p><i>This term all students will decide on their chosen theme and begin their research of existing photographers. They will be advised based on their achievements within the first 2 terms if they are unsure of which route to take.</i></p> <p><b>2. ESSAY</b></p> <p><i>As part of the 60% PERSONAL INVESTIGATION unit, they must complete a visual essay of approx. 3000 + words. This essay must link to their practical work but aim to extend their knowledge of the chosen theme.</i></p> <p><u>They will learn to:</u></p> <ul style="list-style-type: none"> <li>Accurately source information from books and other sources</li> <li>Research their theme in context of social and economic events</li> <li>Write in detail and accurately analyse photographs for purpose</li> <li>Write an effective essay which demonstrates their understanding of the theme</li> <li>Compile a bibliography</li> </ul> <p><b>Deadline for completed written essay is the end of term 3. All students will be expected to complete the visual element of the essay and final presentation over the summer holiday.</b></p> <p><b>VISUAL ESSAY SUBMISSION</b></p>	<p><b>AO1,2 &amp; 3</b></p> <p><b>AO1 - 4</b></p>	<p><b>R</b></p> <p>Presentation &amp; analytical skills</p> <p><b>NS</b></p> <p>Essay writing &amp; presentation of visual essay</p>	<p><b>MATURE &amp; INFORMED</b></p> <p>Students will be expected to choose a theme that will have detailed and complex links to their practical work. They will be expected to write in great detail and accuracy about the photographers work and then demonstrate links to their own work.</p> <p>They will be advised to choose themes which will allow them to write about socio-economic influences within photography and their chosen time period.</p>	<p><b>Trip/experience - Tate Modern and photography gallery visit to be arranged pending students theme choices</b></p> <p><b>Use Unifrog to showcase photography as a career, show videos of practicing photographers and university courses to increase engagement and understanding of future career paths</b></p> <p><b>Trip – Northampton University to see Foundation and Degree shows - putting skills in further or higher education context</b></p>	<p>Thinking independently through a personal choice was explored in the GCSE exam.</p> <p>Prior research and photographic analytical skills will support the start of the written investigation.</p> <p>Students without prior knowledge will be supported through exemplar</p>	<p><b>SP</b> = Students are expected to create imagery for a particular theme; this means they need to understand different social and cultural differences.</p> <p><b>M</b> = They can see through the development of their project their own potential, regular assessment provides students with the understanding of their own strength and weaknesses encouraging them to achieve.</p> <p><b>SO</b> = Improved social skills as they need to work together and use each other for support during photo shoots and development work.</p> <p><b>M</b> = meeting deadlines and respecting others whilst in a shared space.</p>

# YEAR 13

YEAR 13							
WHEN	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)		New skill = NS Revisit = R Revision = RV	STRETCH & CHALLENGE (Differentiation – how will you stretch the most able to achieve top grades?)	CIEAG Trips, workshops, speakers, local environment and experiences	KS4 PRIOR LEARNING How will GCSE knowledge support new skills & knowledge	SMSC
TERM PLAN	KNOWLEDGE & SKILLS	ASSESSMENT OBJECTIVE		BAND 5 = INFORMED BAND 6 = MATURE			
Term 1	<p><b>DEADLINE FOR COMPLETED VISUAL ESSAY.</b> <i>Practical personal investigation continues.... By the end of this term the coursework unit must be completed to allow time for examination prep in term 2.</i></p> <p><i>The coursework will build on taught skills from year 12 of:</i> <b>Analysis</b> <b>Presentation</b> <b>Composition</b> <b>Photography</b> <b>Creativity.</b></p> <p><i>All students will be working independently on the major project which will have clear links to their visual essay. They will follow this breakdown:</i></p> <p><b>1. Research photographers and existing images</b> <b>2. Planning and shoot 1</b> <b>3. Development of ideas using Photoshop</b> <b>4. Shoot 2 and initial photographic development</b> <b>5. Photoshop manipulation of shoot 1 &amp; 2</b> <b>6. Shoot 3 and further photographic development</b> <b>7. Development of ideas using Photoshop</b> <b>8. Shoot 4 development and refinement</b> <b>9. Final development using Photoshop</b> <b>10. Outcome</b></p>	<p><b>AO1 – 4</b></p> <p><b>AO1 &amp; AO4</b></p> <p><b>AO1 &amp; AO3</b> <b>AO1 &amp; AO2</b> <b>AO1 – AO3</b></p> <p><b>AO1 – AO3</b> <b>AO1 – 3</b></p> <p><b>AO1 – 4</b> <b>AO1 – 4</b> <b>AO1 – 4</b> <b>AO1 – 4</b></p>	<p><b>R</b> Presentation, research &amp; analysis</p> <p><b>R</b> Photography skills and composition</p> <p><b>R</b> Photoshop techniques</p> <p><b>NS</b> <i>More complex Photoshop techniques as required</i></p>	<p>To achieve the top grades students will need to be <b>highly creative, sophisticated and insightful</b> within their response to the chosen theme.</p> <p>They will need to demonstrate <b>high levels of development</b> and understanding of photography in context.</p> <p>They will take <b>more photographs</b> which demonstrate <b>skill and aptitude</b></p> <p><b>They will develop a mature response that has clear and creative links to their research and ideas throughout</b></p>	<p><b>Trip/experience - Tate</b> Modern and photography gallery visit to be arranged pending students theme choices</p> <p><b>Use Unifrog to showcase photography as a career, show videos of practicing photographers and university courses to increase engagement and understanding of future career paths</b></p>	<p>Prior research and photographic analytical skills will support the start of the written investigation.</p> <p>This term will bring together prior skills from GCSE and year 12 as students independently and creatively build their final coursework project.</p> <p>Prior Photoshop editing skills from GCSE and year 12 will support their development ideas</p>	<p><b>SP</b> = Students can reflect on their chosen area of study through photography. Students develop aesthetic appreciation for art and artists using their themes in both written and visual contexts.</p> <p><b>SP &amp; M</b> = Students are encouraged to experiment with ideas, trusting in their own judgements, being given the freedom to use resources that are available to show their creativity. They reflect on those experiences by annotating and assessing their own work.</p>

<p><b>Term 2</b></p>	<p><b>EXAM PAPER RELEASED</b> <b>This is worth 40% of the final grade.</b></p> <p><i>The exam unit follows the same breakdown as the practical coursework unit. Students will choose a question starting point (list of 10 given on the exam paper). They will then follow this breakdown within their preparatory work leading up to the 15 hour test:</i></p> <ol style="list-style-type: none"> <li><b>1. Research photographers and existing images</b></li> <li><b>2. Planning and shoot 1</b></li> <li><b>3. Development of ideas using Photoshop</b></li> <li><b>4. Shoot 2 and initial photographic development</b></li> <li><b>5. Photoshop manipulation of shoot 1 &amp; 2</b></li> <li><b>6. Shoot 3 and further photographic development</b></li> <li><b>7. Development of ideas using Photoshop</b></li> <li><b>8. Shoot 4 development and refinement</b></li> <li><b>9. Final development using Photoshop</b></li> <li><b>10. Outcome</b></li> </ol> <p><i>New skills will be taught as required with regards to Photoshop or photographic needs. At this point in the course most students should be fully equipped and skilled to complete the majority of the task without intervention. Teacher support will be advisory.</i></p> <p><b>Final exam tbc – 15 hours across 3 days</b></p>	<p><b>AO1 &amp; AO4</b></p> <p><b>AO1 &amp; AO3</b></p> <p><b>AO1 &amp; AO2</b></p> <p><b>AO1 – AO3</b></p> <p><b>AO1 – AO3</b></p> <p><b>AO1 – 3</b></p> <p><b>AO1 – 4</b></p> <p><b>AO1 – 4</b></p> <p><b>AO1 – 4</b></p> <p><b>AO1 – 4</b></p>	<p><b>R</b> Presentation. research &amp; analysis</p> <p><b>R</b> Photography skills and composition</p> <p><b>R</b> More complex Photoshop techniques</p> <p><b>R</b> Devising a convincing and effective outcome or series of outcomes from an independent starting point</p>	<p>To achieve the top grades students will need to be <b>highly creative and sophisticated</b> within their response to the chosen theme.</p> <p>They will need to demonstrate <b>high levels of development</b> and understanding of photography in context.</p> <p>They will take <b>more photographs</b> which demonstrate <b>skill and aptitude</b></p> <p><b>They will develop a mature response that has clear and creative links to their research and ideas throughout</b></p>	<p><b>Use Unifrog to showcase photography as a career, show videos of practicing photographers and university courses to increase engagement and understanding of future career paths</b></p> <p><b>Trip/experience - photography gallery visit to be arranged pending students theme choices</b></p> <p><b>Local environment</b> To locations for photo shoots to support observations in context, where applicable</p>	<p>Prior knowledge of GCSE exam process will allow students to understand the process and expectations of work load, creativity and independence.</p> <p>Prior Photoshop skills from GCSE and year 12 will support their development ideas</p> <p><b>Experience</b> GCSE exam is 10 hours, 'A' Level exam is 15 hours.</p>	<p><b>SO</b> - They can see through the development of their project their own potential, regular assessment provides students with the understanding of their own strength and weaknesses encouraging them to reach their potential and beat target grades.</p> <p><b>C, SP</b> = Students are encouraged to experiment with ideas, trusting in their own judgements, being given the freedom to use resources that are available to show their creativity. They reflect on those experiences by annotating and assessing their own work.</p>
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COURSEWORK UNIT = 60% / EXAM UNIT = 40%

COURSE &amp; CODE: FINE ART – H601/ PHOTOGRAPHY – H603

Band	AO1 – DEVELOP Developing ideas/links with artist	Marks (24)	AO2 – EXPLORE Use of media/ experiment & refine	Marks (24)	AO3 – RECORD Observation & ideas	Marks (24)	AO4 – PRESENT Conclusion & presentation	Marks (24)
<b>1</b> Simple <b>E/U</b>	Ideas are simplistic with minimal reference to contextual or other sources, with evidence of unfocused investigation.  Demonstrates simplistic analysis and critical understanding.	<b>1 - 4</b>	Simple explorations with minimal ability to select resources, media, materials, techniques and processes.  Minimal evidence of review and refinement of work as it develops	<b>1 - 4</b>	Simple recording of ideas showing minimal links to any deliberate intention.  Simplistic ability to reflect critically on work and progress.	<b>1 - 4</b>	A personal response with simplistic realisation of intentions.  Connections between visual and other elements, where appropriate, are minimal and superficial.	<b>1 - 4</b>
<b>2</b> Basic <b>D</b>	Ideas are developed with evidence of some links to contextual or other sources, with evidence of basic investigation.  Demonstrates basic analysis and critical understanding.	<b>5 - 8</b>	Evidence of basic exploration and some ability to select resources, media, materials, techniques and processes.  Review of work is evident as it develops with some refinement made	<b>5 - 8</b>	Basic recording of ideas, observations and insights relevant to intentions.  Basic ability to reflect critically on work and progress	<b>5 - 8</b>	Personal response with some meaning and a basic realisation of intentions.  Connections between visual or other elements, where appropriate, are limited.	<b>5 - 8</b>
<b>3</b> Appropriate <b>C</b>	Ideas are developed with links to appropriate contextual or other sources, with some relevant and effective investigation.  Demonstrates relevant and effective analysis and critical understanding.	<b>9 - 12</b>	Evidence of appropriate exploration and ability to select relevant resources, media, materials, techniques and processes.  Review of work demonstrates effective refinement as work develops.	<b>9 - 12</b>	Effective and appropriate recording of ideas, observations and insights relevant to intentions.  Effective ability to reflect critically on work and progress.	<b>9 - 12</b>	A personal and meaningful response with appropriate and realised links to intentions.  Connections between visual and other elements, where appropriate, are effectively developed.	<b>9 - 12</b>
<b>4</b> Considered <b>B</b>	Ideas are well-developed, reflecting influences of relevant research of contextual and other sources, with evidence of focused and detailed investigation.  Demonstrates detailed and informed analysis and critical understanding.	<b>13-16</b>	Detailed and informed exploration and selection of relevant resources, media, materials, techniques and processes.  Detailed and informed review and refinement of work as it develops.	<b>13-16</b>	Detailed and informed recording of ideas, observations and insights relevant to intentions.  Purposeful ability to reflect critically on work and progress.	<b>13-16</b>	A personal and meaningful response with well-developed and purposeful links to intentions.  Connections made between visual and other elements, where appropriate, are well developed and purposeful.	<b>13-16</b>
<b>5</b> Informed <b>A</b>	Informed ideas are fully developed, with in-depth reflection of influences of contextual and other sources, with evidence of focused and insightful investigation.  Demonstrates fully developed and insightful analysis and critical understanding.	<b>17-20</b>	In-depth exploration and well-considered selection of relevant resources, media, materials, techniques and processes.  Fully developed and insightful review and refinement of work as it develops.	<b>17-20</b>	In-depth and well-considered recording of ideas, observations and insights relevant to intentions.  Insightful ability to reflect critically on work and progress.	<b>17-20</b>	A personal and meaningful response with fully developed and insightful realisation of intentions.  Connections made between visual and other elements, where appropriate, are fully developed and insightful.	<b>17-20</b>
<b>6</b> Mature <b>A+</b>	Informed ideas are fully and maturely developed, reflecting a sophisticated response to contextual and other sources, with evidence of mature and sustained investigation.  Demonstrates sophisticated and sustained analysis and critical understanding.	<b>21-24</b>	Sophisticated and sustained exploration and mature selection of relevant resources, media, materials, techniques and processes.  Sophisticated and sustained review and refinement of work as it develops.	<b>21-24</b>	Sophisticated and mature recording of ideas, observations and insights to reflect intentions.  Sophisticated ability to reflect critically on work and progress	<b>21-24</b>	A personal and meaningful response showing sophisticated and mature realisation of intentions.  Connections made between visual and other elements, where appropriate, are sophisticated and mature.	<b>TOTAL (96)</b>

COURSEWORK UNIT = 60% / EXAM UNIT = 40%

COURSE &amp; CODE: FINE ART – H601/ PHOTOGRAPHY – H603

Band	RELATED STUDY MARKING CRITERIA	Marks (24)
<b>1</b> Simple <b>E/U</b>	<b>Simplistic</b> ability to communicate ideas, with minimal exploration of critical and contextual understanding. Some inaccuracy and incoherence in recording when using specialist language and vocabulary are demonstrated. Simplistic knowledge and understanding are shown when presenting the study and realising intentions. Connections, where appropriate, between visual and other elements are minimal.	<b>1 - 4</b>
<b>2</b> Limited <b>D</b>	<b>Limited coherence</b> when communicating ideas, with some exploration and limited evidence of critical and contextual understanding. Limited accuracy and partially structured recording when using specialist language and vocabulary are demonstrated. Some evidence of knowledge and understanding is shown when presenting the study and realising intentions. Connections, where appropriate, between visual and other elements are limited	<b>5 - 8</b>
<b>3</b> Appropriate <b>C</b>	<b>Effective communication of ideas</b> , with appropriate exploration and clear evidence of critical and contextual understanding. Accurate and mainly structured recording when using specialist language and vocabulary are demonstrated. Evidence of knowledge and some understanding is shown when presenting the study and realising intentions. Connections, where appropriate, between visual and other elements are appropriately developed.	<b>9 - 12</b>
<b>4</b> Informed <b>B</b>	<b>Detailed communication of ideas with informed exploration</b> , refinement and critical and contextual understanding. Purposeful use of specialist language and vocabulary in recording is demonstrated. Evidence of knowledge and well-developed understanding is shown when presenting the study and realising intentions. Connections, where appropriate, between visual and other elements are well developed and purposeful.	<b>13-16</b>
<b>5</b> Insightful <b>A</b>	<b>Well-considered communication of ideas with insightful exploration</b> , refinement and critical and contextual understanding. Extensive and well-considered use of specialist language and vocabulary in recording is demonstrated. A high level of structured and reasoned knowledge and understanding is shown when presenting the study and realising intentions. Connections, where appropriate, between visual and other elements are fully developed and insightful.	<b>17-20</b>
<b>6</b> Sophisticated <b>A+</b>	<b>Sophisticated and sustained communication of ideas with thorough exploration</b> , refinement and excellent critical and contextual understanding. Extensive and sophisticated handling of specialist language and vocabulary in recording is demonstrated. An accomplished level of structured and reasoned knowledge and understanding is shown when presenting the study and realising intentions. Connections, where appropriate, between visual and other elements are sophisticated.	<b>21-24</b> <b>TOTAL</b> <b>(24)</b>

TOTAL MARKS AWARDED ARE 120 (96 FOR PRACTICAL &amp; 24 FOR ESSAY).

COURSEWORK UNIT = 60% / EXAM UNIT = 40%

COURSE &amp; CODE: FINE ART – H601/ PHOTOGRAPHY – H603

Band	AO1 – DEVELOP Developing ideas/links with artist	Marks (20)	AO2 – EXPLORE Use of media/ experiment & refine	Marks (20)	AO3 – RECORD Observation & ideas	Marks (20)	AO4 – PRESENT Conclusion & presentation	Marks (20)
<b>1</b> Simple <b>E/U</b>	Ideas are simplistic with minimal reference to contextual or other sources, with evidence of uneven or unfocused investigation.  Demonstrates simplistic analysis and critical understanding.	<b>1 - 4</b>	Simple exploration with minimal ability to select resources, media, materials, techniques and processes.  Minimal evidence of review and refinement of work as it develops.	<b>1 - 4</b>	Simple recording of ideas with limited observations showing minimal links to any deliberate intentions.  Simplistic ability to reflect critically on work and progress.	<b>1 - 4</b>	A personal response with simplistic realisation of intentions.  Connections between visual and other elements, where appropriate are minimal and superficial.	<b>1 - 4</b>
<b>2</b> Basic <b>D</b>	Ideas are developed with evidence of some links to contextual or other sources, with evidence of basic investigation.  Demonstrates basic analysis and critical understanding.	<b>5 - 7</b>	Evidence of basic exploration and some ability to select resources, media, materials, techniques and processes.  Review of work is evident as it develops with some refinement made.	<b>5 - 7</b>	Basic recording of ideas, observations and insights relevant to intentions.  Basic ability to reflect critically on work and progress.	<b>5 - 7</b>	A personal response with some meaning and a basic realisation of intentions.  Connections between visual or other elements, where appropriate, are limited.	<b>5 - 7</b>
<b>3</b> Appropriate <b>C</b>	Ideas are developed with links to appropriate contextual or other sources, with some relevant and effective investigation.  Demonstrates relevant and effective analysis and critical understanding.	<b>8 - 10</b>	Evidence of appropriate exploration and ability to select relevant resources, media, materials, techniques and processes.  Review of work demonstrates effective refinements as work develops.	<b>8 - 10</b>	Effective and appropriate recording of ideas, observations and insights, relevant to intentions.  Effective ability to reflect critically on work and progress.	<b>8 - 10</b>	A personal and meaningful response with appropriate and realised links to intentions.  Connections between visual and other elements, where appropriate, are effectively developed.	<b>8 - 10</b>
<b>4</b> Considered <b>B</b>	Ideas are well developed, reflecting influences of relevant research of contextual and other sources, with evidence of focused and detailed investigation.  Demonstrates detailed and informed analysis and critical understanding.	<b>11-13</b>	Detailed and informed exploration and selection of relevant resources, media, materials, techniques and processes.  Detailed and informed review and refinement of work as it develops.	<b>11-13</b>	Detailed and informed recording of ideas, observations and insights relevant to intentions.  Purposeful ability to reflect critically on work and progress.	<b>11-13</b>	A personal and meaningful response with well-developed and purposeful links to intentions.  Connections made between visual and other elements, where appropriate, are well-developed and purposeful.	<b>11-13</b>
<b>5</b> Informed <b>A</b>	Informed ideas are fully developed, with in-depth reflection of influences of contextual and other sources, with evidence of focused and insightful investigation.  Demonstrates fully developed and insightful analysis and critical understanding.	<b>14-16</b>	In-depth exploration and well-considered selection of relevant resources, media, materials techniques and processes.  Fully developed and insightful review and refinement of work as it develops.	<b>14-16</b>	In-depth and well-considered recording of ideas, observations and insights relevant to intentions.  Insightful ability to reflect critically on work and progress.	<b>14-16</b>	A personal and meaningful response with fully developed and insightful realisation of intentions.  Connections made between visual and other elements, where appropriate, are fully developed and insightful.	<b>14-16</b>
<b>6</b> Mature Sophisticated <b>A+</b>	Informed ideas are fully and maturely developed, reflecting a sophisticated response to contextual and other sources, with evidence of mature and sustained investigation.  Demonstrates sophisticated and sustained analysis and critical understanding.	<b>17-20</b>	Sophisticated and sustained exploration and mature selection of relevant resources, media, materials, techniques and processes.  Sophisticated and sustained review and refinement of work as it develops.	<b>17-20</b>	Sophisticated and mature recording of ideas, observations and insights to reflect intentions.  Sophisticated ability to reflect critically on work and progress.	<b>17-20</b>	A personal and meaningful response showing sophisticated and mature realisation of intentions.  Connections made between visual and other elements, where appropriate, are sophisticated and mature.	<b>TOTAL (20)</b>