

## Example Candidate Responses

### Component 1

# Cambridge International AS & A Level Art & Design 9704

For examination from 2017



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## Introduction

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The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS & A Level Art & Design (9704), and to show how candidate's performance relates to the subject's curriculum and assessment objectives.

In this booklet candidate's work is derived from June 2016.

The work is annotated with clear explanation of where and why marks were awarded or omitted. This is followed by examiner comments on how the response could have been improved. In this way, it is possible for you to understand what candidates have done to gain their marks and what they could do to improve their response.

This document provides illustrative examples of candidate work with examiner commentary. These help teachers to assess the standard required to achieve marks beyond the guidance of the mark scheme.

The information about assessment objective has been given below.

### 4.2 Assessment objectives

The assessment objectives have been grouped under the following categories:

#### A Personal Qualities

Candidates are expected to show:

- i. an individual, sensitive and creative response to a stimulus; ability to develop an idea, theme or subject;
- ii. independence in concept and execution.

#### B Manipulative, Artistic and Analytical Skills

Candidates are expected to:

- iii. select and control materials, processes and techniques in an informed and disciplined way to meet an objective;
- iv. select and record analytically from direct observation and personal experience.

#### C Aesthetic Qualities

Candidates are expected to:

- v. use and compose formal elements (contour, shape, colour/tone, texture, structure and the relationships between form and space) as appropriate.

#### D Knowledge and Critical Understanding

Candidates are expected to:

- vi. select and communicate information relevant to an idea, subject or theme and evaluate this in a systematic way;
- vii. make critical judgements and use personal ideas and images to show they are developing appreciation and cultural awareness.

Each of the assessment objectives is of equal importance and candidates will find there is a great deal of overlap between categories.

Past exam resources and other teacher support materials are available on the School Support Hub  
[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

## How to use this booklet

Example Candidate Response 1, continued	Examiner comments
<p><b>Work</b> submitted by real candidates.</p> <p>Discuss and analyse the example project provided with your learners in the classroom to improve their skills.</p>	<p>② The candidate has engaged in the question and is thinking creatively about what it means to them. They are making the connection of 'Transformation' with environmental issues, making thoughtful links between pollution and contamination of society and the purified outcomes from</p> <p><b>Examiner comments</b> are alongside the responses. This helps you to interpret the standard of Cambridge exams so you can help your learners to refine their exam technique.</p>

## How the candidate could have improved their response

Overall these supporting studies demonstrate a clear progression of ideas which develop initial images gathered from a range of sources into a very good response. The candidate has referred to the work of other designers to inform their own work. They have used a variety of media including charcoal, pencil, watercolour and collage to

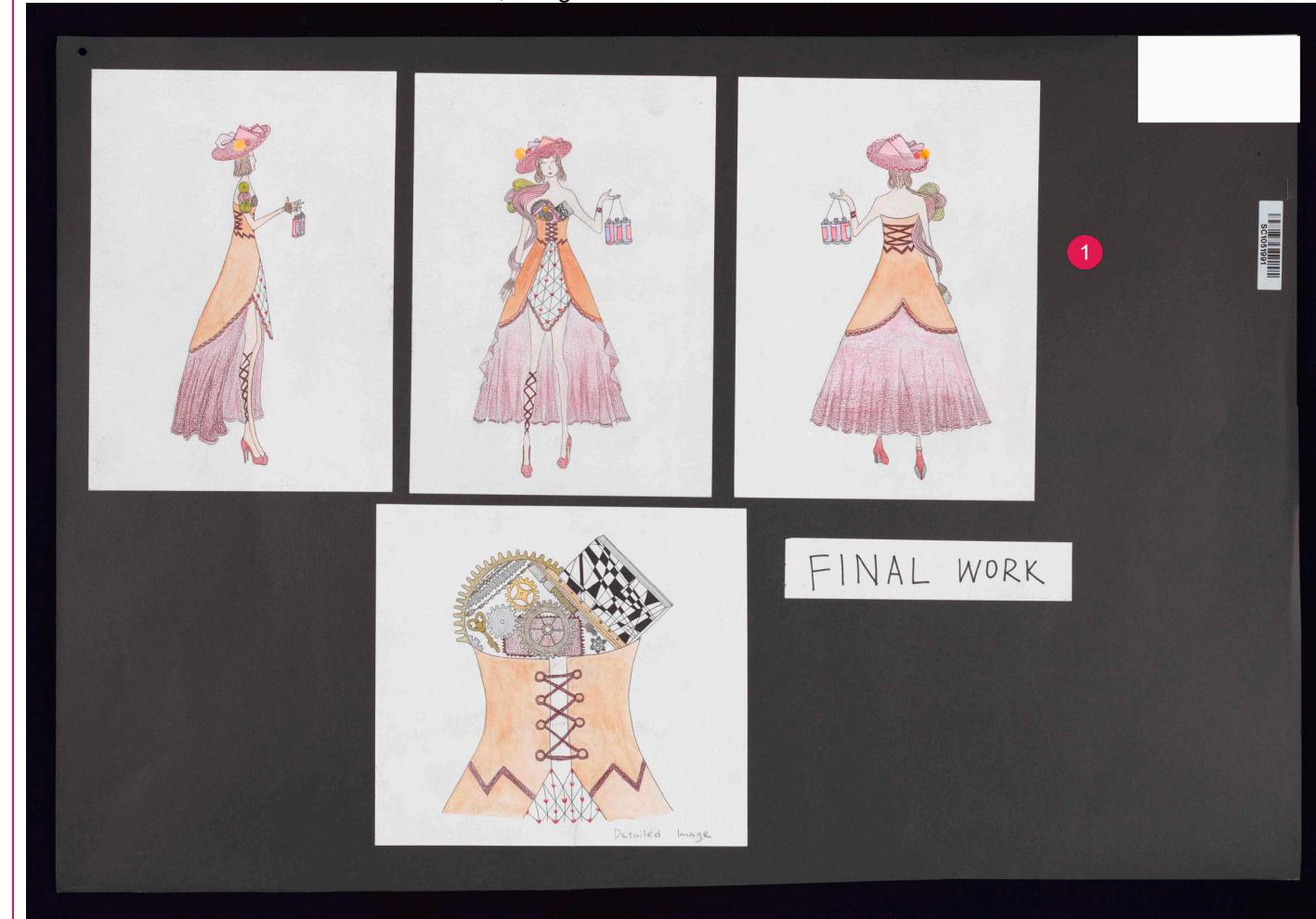
This section explains how the candidate could have improved their work. This helps you to interpret the standard of Cambridge assessments and helps your learners to refine their technique.

## Controlled test

### Example Candidate Response 1

Section C – Question 12

From studies of discarded household items, design a costume and headwear based on the theme **Transformation**.



### Examiner comments

- 1 The candidate has presented a series of fashion design drawings that illustrate a personal and creative response to the question 'Transformation' (AO1). The drawings show competent attention to detail and technical skill with coloured pencil. The proportion of the figure and use of tonal shading show a competent understanding of aesthetic qualities (AO3).

## **Example Candidate Response 1, continued**



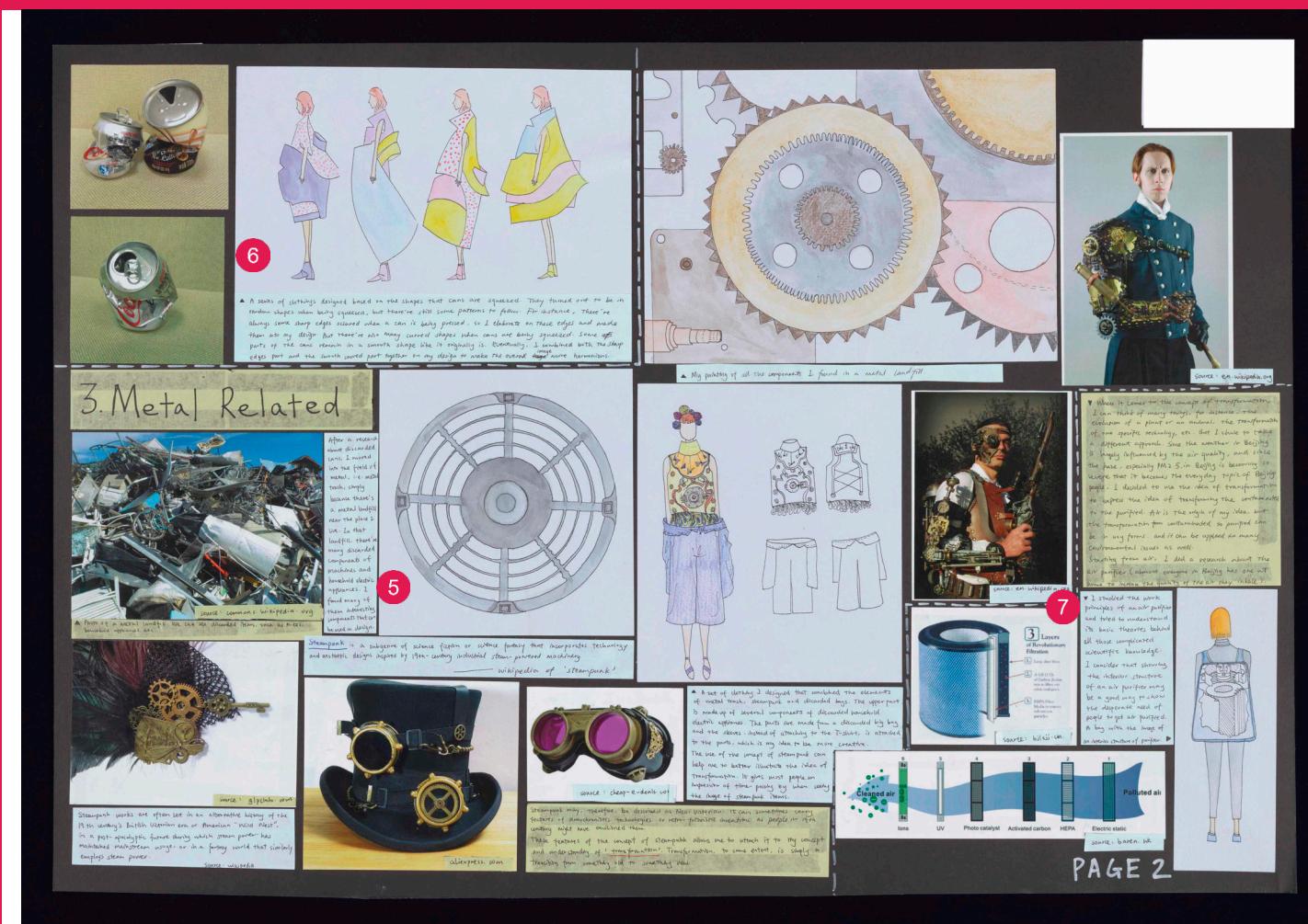
## **Examiner comments**

- 2 The candidate has engaged in the question and is thinking creatively about what it means to them. They are making the connection of 'Transformation' with environmental issues, making thoughtful links between pollution and contamination of society and the purified outcomes from recycling and environmental awareness. AO1 and AO4.

3 The candidate has recorded discarded packaging that will be thrown away or recycled by taking photographs and drawing the object using line to focus on the resulting shapes observed after it has been crushed. AO3.

4 This page is annotated throughout so that the intention and thought process of the candidate is clear. The annotation is placed close to the relevant images. These annotations demonstrate very good analytical skills, the candidate is making mature and thoughtful observations about the images they collect. Where they have used second source material, such as the coffee cans hanging from the fence holding plants, they have included the web address. AO3.

**Example Candidate Response 1, continued**



**Examiner comments**

5 The candidate is looking at other ideas and is connecting objects found in landfill sites with clothing seen in 'Steam Punk'. They are demonstrating very good levels of knowledge and critical understanding by incorporating the drawings from the mechanical forms within their own designs, taking inspiration from the Steam Punk designs they have researched. AO4.

6 Here the candidate is showing very good aesthetic qualities in their use of line, shape and proportion to create effective fashion designs. It is very clear that the shapes and forms have come from their drawings and observations of crushed cans and the progression of ideas in very well communicated. AO3.

7 The candidate is exploring another idea, this time they are looking at the inside working of air purifiers and incorporating the shapes into a simple fashion design. This demonstrates very good personal qualities as the candidate is demonstrating individuality and is confidently expressing their ideas through their drawings. AO1.

Example Candidate Response 1, continued

Examiner comments

**8** Work: the 3rd experiment - com  
Source: air pollution. Human's another kind of they that can stop us from breathing the contaminated air — the gas mask. It is a more straightforward expression of man's hate towards the contaminated environment and man's desire for a reconnection (from unconnected to protect). Hand 2 consider that only an air mask in my folder design can better illustrate my point.

**5. Other Discarded Items**

**4. Designer Link**

**10** Garry Harvey is a designer - a designer who uses discarded materials to make clothes that are provocative and interesting. His work is very creative and inspiring. Source: www.garryharveycreative.com

Garry Harvey's designs are inspired by unique textures made out of recycled materials like clothing, cass, bottles, cardboard boxes etc. His collection was initially created to raise people's awareness about the safety of school children and to find applications for discarded items.

On the right is a recycled dress that can be used as a coat or a skirt. It has a belt that can be used as a clutch bag. The fabric is made from discarded materials like cotton, wool, and viscose. This kind of recycled material is not widely used in today's fashion industry because it is not as durable as synthetic fabrics. But it's still a possibility that can be used if we have the right skills and knowledge available.

A lot of clothing I designed based on old cassette tapes produced by white and black tape. which is reusable and useful tapes very much.

handwoven on the loom:  
brown cassette tapes + cotton thread

**6** My bracelet design inspired by the idea of discarded cassette tapes. Tapes from cassette are frequently being discarded because older tapes are less valuable when the technology is more advanced.

**7** A pattern design I created using the idea of discarded wool balls. I found many of them are discarded by my grandmother when she was knitting. I wanted to turn them into a three-dimensional multicolored object, but the wool balls still remain the way that wool threads are twisted in the ball.

**8** Above is a necklace I designed using the pattern design of a wool ball.

**PAGE 3**

**8** These collage images demonstrate very good technical skills and confidence in manipulating a range of media. AO2.

**9** These designs come from the candidates' ability to manipulate the linear threads of discarded tape and wool. They are using visual elements such as line, contrast and pattern to create aesthetically pleasing outcomes. AO3.

**10** By researching the work of other relevant fashion designers, the candidate is showing very good critical understanding. They are reviewing the work of other designers and using their research to inform their own designs. You can see this in the way they have been inspired to include newspaper and other discarded materials in their work. AO4.

**Example Candidate Response 1, continued**

**Examiner comments**

**11**

A series of colour drawings of dresses designed according to the shapes and colours of perfume bottles. The notes explain how the candidate chose to make certain dress designs based on the shape and colour of specific perfume bottles.

**12**

Photographs of perfume bottles arranged in various ways, some suspended by strings. Handwritten notes describe the inspiration behind the arrangements, mentioning school events and environmental concerns like air pollution.

**6. Bottle Experimentation**

A title page for a section of work. It includes a photograph of several bottles hanging from strings against a yellow background, and a photograph of flowers growing out of discarded plastic bottles.

**PAGE 4**

Handwritten notes and photographs showing more bottle arrangements and experiments, including a small terrarium made from a plastic bottle.

11 Here the candidate is exploring another idea of different ways to use glass bottles expanding on the idea of transformation. They are creatively manipulating the objects by suspending them and arranging almost dead flowers in them to express individual ideas and concerns relating to the very poor air quality of the environment that the candidate lives in. The work is personal and individual, demonstrating very good personal qualities and analytical skills. AO3.

12 These dress designs inspired by perfume bottles are rendered in water colour showing very good technical skill to create form and tonal effects using colour. The candidate has recognised the aesthetic qualities of the bottles and used them to inform successful fashion designs. The shape and line observed within the perfume bottles are integrated within the design demonstrating very good aesthetic qualities as well as manipulative skills. AO3.

Mark for AO1 = 17 out of 25

Mark for AO2 = 17 out of 25

Mark for AO3 = 17 out of 25

Mark for AO4 = 17 out of 25

**Total mark awarded =  
68 out of 100**

## How the candidate could have improved their response

Overall these supporting studies demonstrate a clear progression of ideas which develop initial images gathered from a range of sources into a very good and thoughtful series of fashion designs. The candidate has referred to the work of other designers to influence ideas and techniques and made use of photography, installation art, pencil, watercolour and collage to explore a range of techniques and develop their ideas.

The candidate could have gathered more in the initial visual research from observation, for example by taking more of their own photographs from a range of sources related to discarded items and recycled objects. More observational studies looking closely at detail would have provided more visual source material from which the candidate could have drawn on when developing their ideas, rather than relying on the crushed cans. Although the candidate is focusing on the lines and shapes seen within the cans it would have been interesting to also include colour and tonal studies using a wider range of media techniques and processes, possibly to include the lettering of the can, as this would have provided more evidence of their technical and manipulative skills. There were some very promising shapes and forms observed in the perfume bottles but all of these were drawn from secondary source images. The candidate could have worked more from direct observation exploring the visual qualities of perfume bottles such as reflection, colour variation, form and decorative details as well as logos and lettering that may have been present.

The candidate has explored several ideas that are thoughtful and creative. Some of which could have been expanded on, such as the air purifier. The candidate produced one small sketch drawn on the back of a jacket, this could have improved by including a range of ideas, manipulating colours, layering shapes and changing the scale of different elements of the drawing. This would have provided further evidence of personal qualities, manipulative, artistic and analytical skills as well as aesthetic awareness.

The candidate includes photographs of arrangement of bottles representing the idea of wanting to escape from the pollution of the city in which they live. More thumbnail design drawings developed from the supporting studies would have demonstrated their ability to analyse and evaluate their work as it progressed. It would have been interesting for the candidate to explore ways of translating their drawn designs into simple 3D forms using folded paper or card as this would have broadened their range of media and experimentation with processes, which is required for assessment objective 2, manipulative, artistic and analytical skills.

More experimentation and analysis in the supporting studies and more planning in the final stages of the development would have helped.

Example Candidate Response 2	Examiner comments
<p>Section A – Question 3 – Embrace</p>  <p>1</p>	<p>1 The candidate has selected one photograph for their final piece. It is a literal interpretation of the question "Embrace" showing some personal qualities in their ability to interpret the question. The image demonstrates some awareness of composition as the models faces are the focal point of the image and are placed within the image using the rule of thirds technique. There is some evidence of an understanding of contrast in the way the candidate has selected the models clothing and their use of lighting.</p>

Example Candidate Response 2, continued

Examiner comments

The image is a collage of various photographs and digital manipulation screenshots. It includes:

- Photographs of horses:** A grid of nine photographs showing horses in different poses and settings, some being handled by people.
- Digital manipulation screenshots:** Two screenshots of photo editing software showing the 'Curves' and 'Levels' adjustment tools being used to alter the brightness and contrast of images.
- Internet source material:** Two screenshots from Pinterest showing images of horses being cuddled, with URLs (<https://www.pinterest.com>) visible.
- Text boxes:** Two text boxes containing handwritten-style text:
  - The first box says: "Once I saw this subject on the exam paper the idea of horses popped into my mind, so I searched on the internet and got some ideas out of it, and after I saw everything I started making it my own way."
  - The second box says: "Then I took pictures of my friends and my two mares hugging and cuddling."

② Screen shots of techniques the candidate has used, such as altering the brightness and shadows of the photographs using digital manipulation, help to explain the process that the candidate is exploring. There is some evidence of technical skills here in using digital manipulation. AO2.

③ Here the candidate has looked at second source material taken from the internet. The images are clearly referenced including the website address so that we know where the image has come from.

④ The candidate has demonstrated some personal qualities by taking their own photographs of horses embracing or being embraced by a range of different people. The view point is similar for each shot with only some evidence of exploration of compositional considerations such as scale, viewpoint and lighting. AO3

Example Candidate Response 2, continued

Examiner comments

5 I took close up shots of the horses with my friends.  
Using the sunlight I took a high contrast pictures.

6 I got the idea of kids hugging after the one with the horses.  
I felt it would show more emotions and love.

5 Annotations near the relevant images help to explain the candidates' ideas and demonstrate some skill in analysing their work as it progresses. They mention relevant technical terms such as 'contrast' and 'close up' however, there is little evidence in the images of understanding how to explore, vary and utilise these techniques as all of the images are taken from a similar distance and with similar levels of contrast. AO4.

6 The candidate is exploring a different idea by taking photographs of children embracing rather than horses. Again, the images are all quite similar in content and are taken from similar viewpoints. AO4.

## Example Candidate Response 2, continued

## Examiner comments



7 Here the candidate is showing some evidence of taking photographs from different distances, zooming in and moving away from the models. The photographs show some awareness of composition, the models have been dressed in contrasting colours and the colour of the walls and curtains create a simple black and white background of vertical lines. The photographs are in focus but use of aperture and exposure is less well understood as some are very dark. AO1.

8 The candidate has included images from second source to inform their own photography and they have correctly referenced them by included the website address so we know where the images have come from. It is clear which are their own photographs and which are taken by others. AO2 and AO4.

**Example Candidate Response 2, continued**

**Examiner comments**



9 The candidate has included some annotation of the photographs, the vocabulary is descriptive and includes some artistic vocabulary such as composition, brightness, contrast and saturation. AO3.

10 Screenshots show evidence of an ability to use technical tools in Photoshop such as hue and saturation levels. These demonstrate some awareness of manipulative, artistic and analytical skills to alter the lighting, change the image to black and white and use contrast to create their final composition. AO4.

11 The candidate has taken more photographs of children embracing, there is some attempt to alter the position of the models, some sitting and some standing. Again the view point and distance to the models are all very similar and there is no alteration or experimentation of background or light source. AO2.

Mark for AO1 = 10/25

Mark for AO2 = 10/25

Mark for AO3 = 9/25

Mark for AO4 = 9/25

**Total mark awarded = 38 out 100**

## How the candidate could have improved their response

Overall the supporting studies show that the candidate is able to carry out some investigation, research and development of ideas to explore the question 'Embrace'. The response is a straightforward interpretation of the question with some personal qualities demonstrated in the choice of subject. The candidate has explored a couple of different ideas in photographing the horses and then the children embracing. There is some evidence of experimenting with different models and locations and there is some evidence of some technical skill in using Photoshop to manipulate the image.

The candidate could have explored a wider range of images to research the question 'Embrace' by taking photographs from different angles, using different light sources and looking at a wider range of ideas in response to the question. For example they could have considered people from different age groups or different cultures, embracing. They could have researched other established photographers rather than referring to down loaded images from the internet, to influence their ideas for subject matter, composition, and techniques. More experiments with exposure, depth of field, aperture and lighting would have allowed the candidate to consider how these elements effect and alter the mood of the photograph. They could have included more evidence of evaluating their own work, for example they mention that they felt the photographs of children embracing show more emotion and love than those of the horses, but they don't explain why and how they are achieving this. This reflection on their work and analysis could have led them to take more interesting photographs exploring different emotions expressed through 'Embrace'.

More experimentation of the photographic process would have improved the candidate's knowledge and understanding of the media. For example, they could have attempted to photograph movement in the action of the embrace, experimenting with exposure and aperture to create blurred, out of focus images as well as capturing the moment of the embrace in focus. Experiments with light sources, outdoors and in the studio, would also have improved the candidate's range of gathering images and developed knowledge and understanding. Looking critically at the work of other photographers could have inspired ideas for these type of experiments and developments. More variety in composition arrangements by cropping the images both during the shooting and during the manipulation process on Photoshop would have helped the candidate to consider the most successful outcome for the final piece. This selection and editing process would have demonstrated higher levels of artistic and analytical skills as well as understanding of aesthetic awareness.

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