# MARK SCHEME SECTION A (80 MARKS)

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good</th>
<th>Competent</th>
<th>Limited</th>
<th>Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-20</td>
<td>16-13</td>
<td>12-8</td>
<td>7-4</td>
<td>0-3</td>
</tr>
</tbody>
</table>

## Research and Investigation (20 marks)
- Systematic and focused research and in depth investigation related to key aspects of the chosen questions.
- Research and investigation from a variety of primary and secondary sources.
- Focused research and investigation related to some aspects of the chosen questions.
- Research and investigation from few primary and secondary sources.
- Adequate research and investigation with under emphasis on key aspects of the chosen question.
- Research and investigation from mostly secondary sources, with only a few primary sources.
- Limited and scanty research and investigation from secondary sources only.
- Limited and irrelevant/no research and investigation.
- Minimal/no research from primary or secondary sources.

## Exploration and development of idea (20 marks)
- Mature and consistent use of research and imagination to explore a range of ideas.
- Systematic and coherent development of creative and innovative ideas.
- Relevant use of research and imagination to explore ideas.
- Appropriate development of creative and original ideas.
- Some link between research and development of ideas.
- Evidence of some creativity and originality in compositions.
- Development of ideas is loosely linked to research.
- Limited creativity and originality in the development of ideas.
- Minimal/no use of research to explore ideas.
- Minimal/no development of ideas.
<table>
<thead>
<tr>
<th>Selection and control of materials, media and processes (20 marks)</th>
<th>Organization and presentation of composition (20 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Coherent and systematic experimentation demonstrating thoughtful selection of media, techniques and processes.</td>
<td>• Skillful use of elements of art (lines, colour, tone, texture, etc) Compositions demonstrate outstanding knowledge, understanding and application of compositional elements (layout, composition, balance, etc) Compositions demonstrate very good personal qualities and very informed aesthetic judgements.</td>
</tr>
<tr>
<td>• Focused experimentation demonstrating an appropriate selection of media, techniques and processes.</td>
<td>• Appropriate use of elements of art (lines, colour, tone, texture, etc) Compositions demonstrate good knowledge, understanding and application of compositional elements (layout, composition, balance, etc) Compositions demonstrate good personal qualities and informed aesthetic judgements.</td>
</tr>
<tr>
<td>• Adequate experimentation demonstrating a range of media, techniques and processes.</td>
<td>• Reasonable use of elements of art (lines, colour, tone, texture, etc) with under emphasis on few elements. Compositions demonstrate adequate knowledge, understanding and application of compositional elements (layout, composition, balance, etc) Compositions demonstrate adequate personal qualities and informed aesthetic judgements.</td>
</tr>
<tr>
<td>• Limited and incoherent experimentation demonstrating limited selection of media, techniques and processes.</td>
<td>• Limited use of elements of art (lines, colour, tone, texture, etc) Compositions demonstrate limited knowledge, understanding and application of compositional elements (layout, composition, balance, etc) Compositions demonstrate limited personal qualities and aesthetic judgements.</td>
</tr>
<tr>
<td>• Experimentation is minimal/missing.</td>
<td>• Minimal/very poor use of elements of art (lines, colour, tone, texture, etc) Compositions demonstrate very poor/ no knowledge, understanding and application of compositional elements (layout, composition, balance, etc). Compositions demonstrate minimal personal qualities and minimal aesthetic judgements.</td>
</tr>
</tbody>
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