



Cambridge Assessment  
International Education

Example Candidate Responses

Component 2

# 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 moderator comments on how the response could have been improved. In this way, it is possible for you to understand what candidates could do to improve their response.

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

The information about assessment objectives 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:

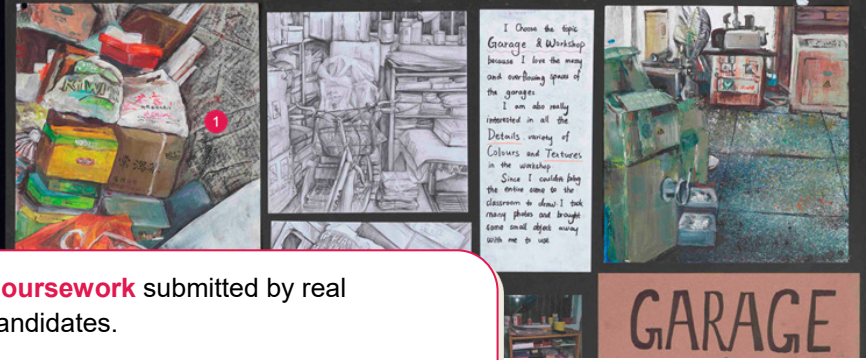
- vi. select and communicate information relevant to an idea, subject or theme and evaluate this in a systematic way;
- vii. make critical judgements and use personal ideas and images to show they are developing appreciation and cultural awareness.

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

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	Moderator comments
 <p data-bbox="165 600 539 663"><b>Coursework</b> submitted by real candidates.</p> <p data-bbox="165 696 668 797">Discuss and analyse the example coursework provided with your learners in the classroom to improve their skills.</p>	<p data-bbox="1114 320 1401 483">1 The candidate has used a range of media to record their observations. These studies demonstrate an outstanding ability to use the visual elements such as tone, shape, form, colour and texture to communicate their observations. AO2 and AO3.</p> <p data-bbox="1082 506 1458 663"><b>Moderator comments</b> are alongside the responses.</p> <p data-bbox="1114 656 1331 678">related to their theme. AO1.</p>

## How the candidate could have improved the answer

The study put forward compelling ideas and aspirations to discussing ambitious themes. Dalziel and Van Cook are popular artists to study; however, this research

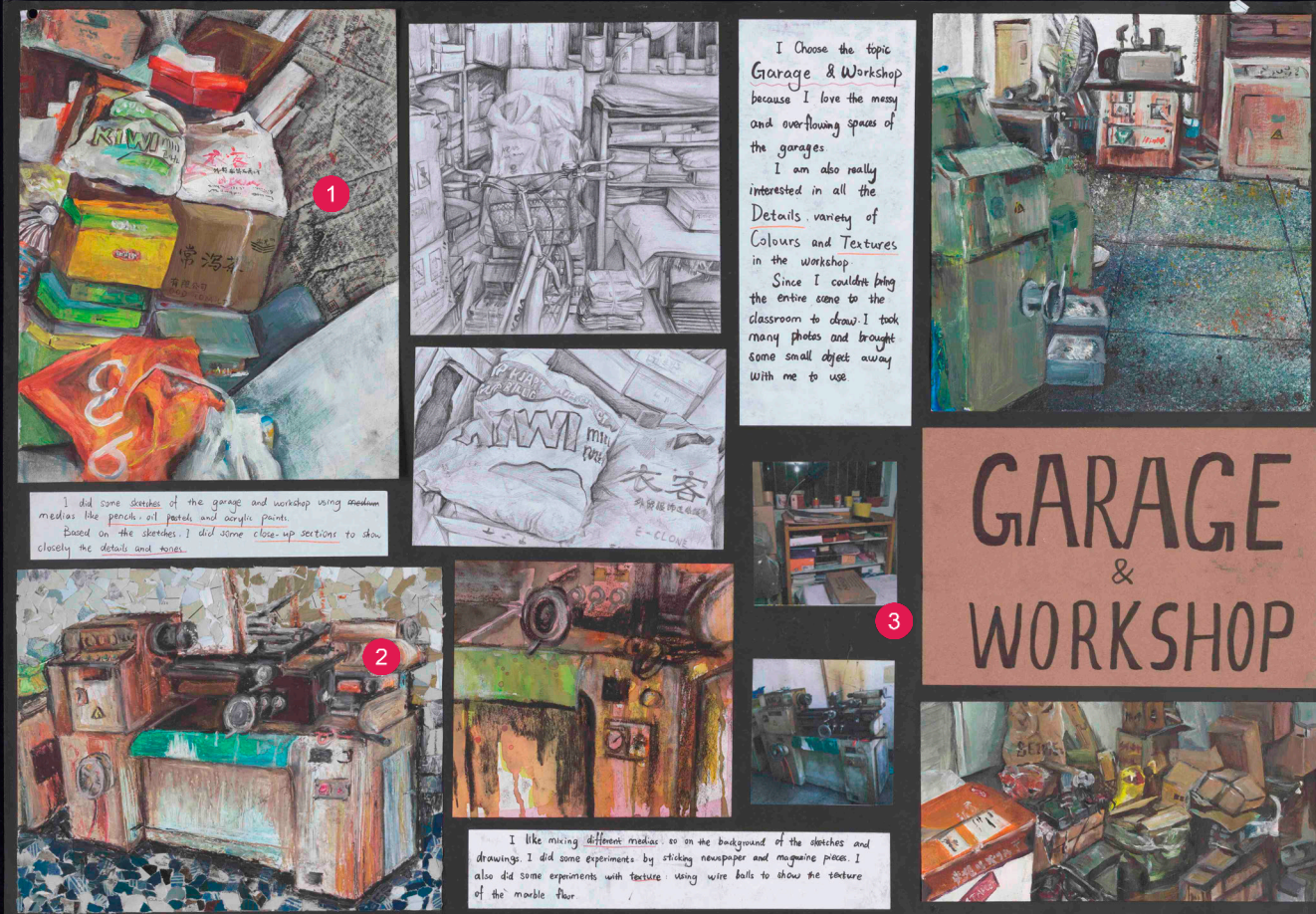
The candidates' response was extensive, personal and also aspects that could be supported by analysis and clear structure. A continuous prose style and illustrations help with the coherence in building a strong and convincing connections. The top level was achieved in all categories.

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

## Coursework

### Example Candidate Response 1

### Moderator comments



- 1 The candidate has used a range of media to record their observations. These studies demonstrate a very good ability to use the visual elements such as tone, shape, form, colour and texture to communicate their observations. AO2 and AO3.
- 2 These studies show that the candidate is able to explore and experiment confidently with media, for example combining collage with oil pastel to describe the texture of the objects. This demonstrates individuality and creativity in their approach to gathering images related to their theme. AO1.
- 3 The candidate has gathered their visual research from a wide range of sources, taking their own photographs and sketching the garage exploring different angles and viewpoints as well as taking small objects back to the classroom to continue observing in more detail.



Example Candidate Response 1, continued

Moderator comments



4 These studies demonstrate that the candidate is exploring a wide range of viewpoints with a high degree of skill as they continue to record their observations. AO2.

5 These studies demonstrate outstanding manipulative and analytical skills. AO3. The candidate is selecting appropriate media and processes to best record the objects. Pencil studies drawn on to a newspaper ground capture the feeling of chaos in the garage along with accurately representing the geometric shapes and forms of the objects. The candidate is sensitively observing detail and using pen and ink to identify negative space within the tool box. AO4.



Example Candidate Response 1, continued

Moderator comments



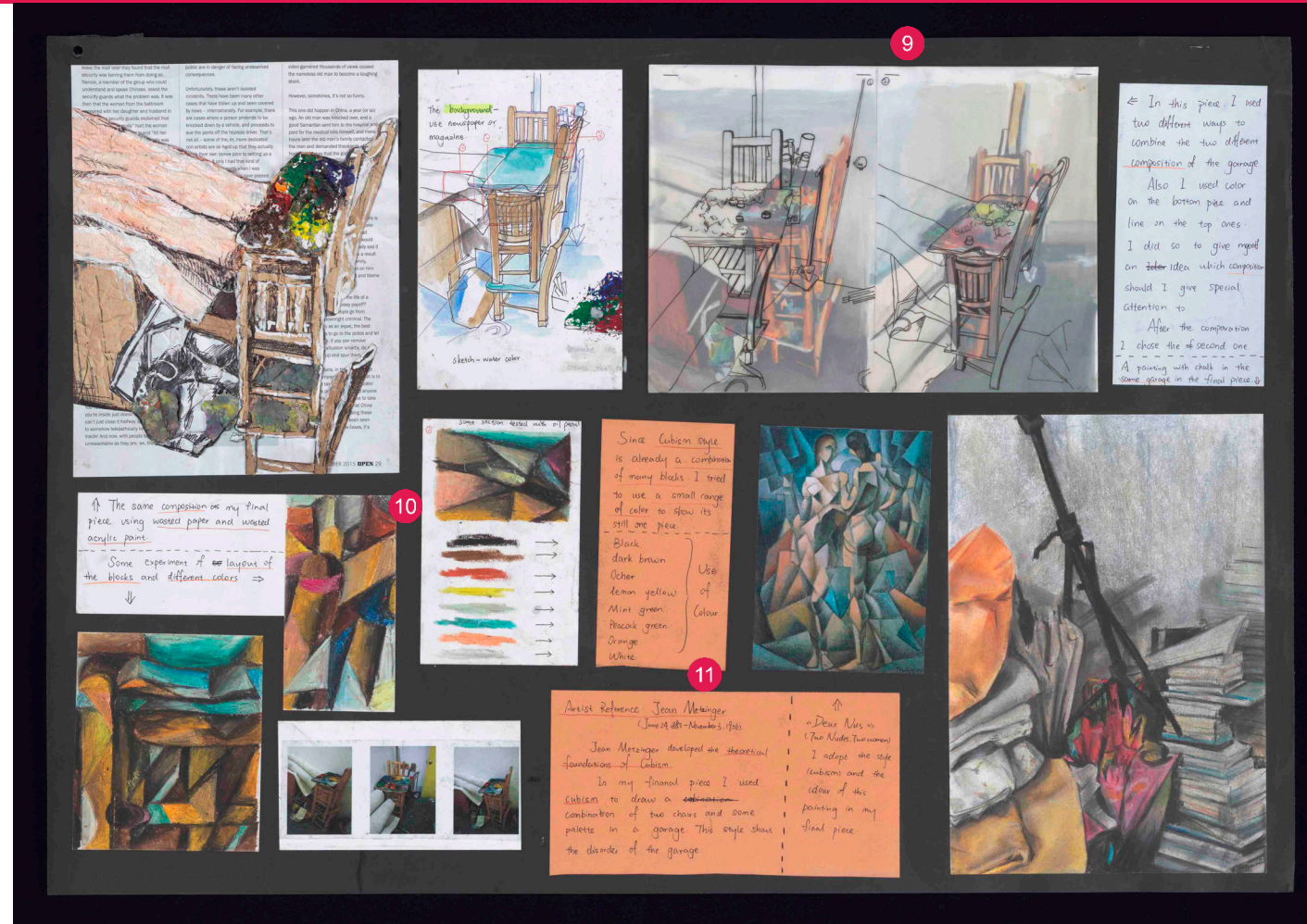
6 The candidate is applying knowledge gained from their artist research in their own drawings. This study shows an excellent ability to apply their understanding of aesthetic qualities to their own work, for example using their knowledge of perspective and colour theory to add depth and texture to their study of a collection of painting equipment. AO3 and AO4.

7 Artist research demonstrates high levels of critical knowledge and understanding as the candidate explores how using different colours can impact on the atmosphere of the work. The research informs the candidate's own studies and leads them to develop their initial observational studies into a study on the relationship between indoor and outdoor spaces as well as natural objects and manufactured objects found in and around the garage. This development shows that the candidate is able to reflect on the work of others and to analyse and review their own work as it progresses. AO4.

8 These small sketches demonstrate the candidate's ability to explore different composition options. AO3.



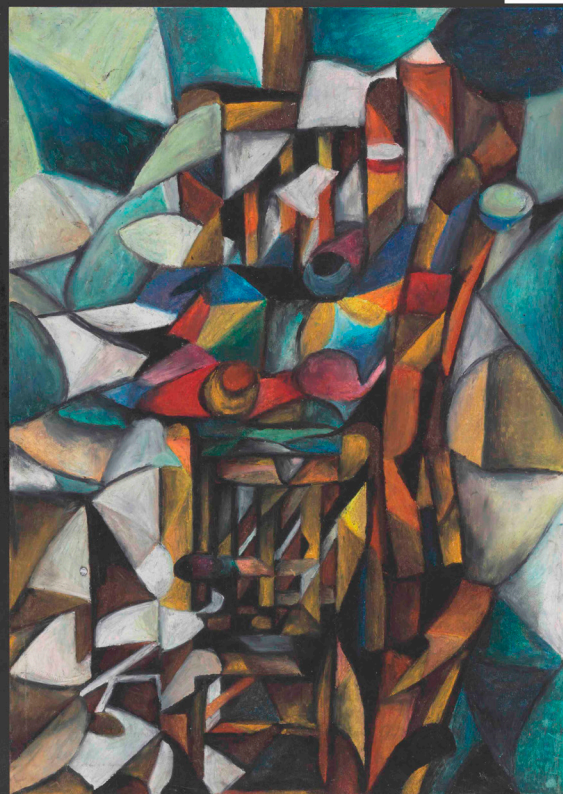
Example Candidate Response 1, continued



Moderator comments

- 9 The candidate is able to use their knowledge gained from their artist research to inform their own development. Using tracing paper and line drawings they manipulate the images by layering them to create new compositions.
- 10 Media tests help the candidate to evaluate their work and decide on which media they should use in their final piece. They recognise that their strength is in oil pastel and continue to practise their technical skill in this media. This shows high levels of analytical skill as well as manipulative skills. AO2 and AO4.
- 11 The candidate is exploring how to capture the disarray and chaos of the garage in their work. They use research into the work of cubist artist Jean Metzinger in their own sketches of the garage. They recognise the importance of colour to unite the composition and understand how the cubist artists drew still life from different viewpoints to explore the 3D qualities. AO2 and AO3.

Example Candidate Response 1, continued



12

Final Piece

Moderator comments

12 The candidate has produced an outcome of a cubist style still life using oil pastel in response to their chosen theme of 'Garage and workshop'. The work demonstrates high levels of technical skill in their chosen media and an outstanding ability to recognise and use colour, shape, form and tone to present a successful composition.

Mark for AO1 = 21 out of 25  
Mark for AO2 = 21 out of 25  
Mark for AO3 = 21 out of 25  
Mark for AO4 = 21 out of 25

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

## How the candidate could have improved the work

Overall these supporting studies demonstrate an outstanding ability to record from observation using a wide range of sources, media and viewpoints. The candidate has researched the work of other artists to inform their own composition and media development, demonstrating excellent knowledge and critical understanding. The studies of the garage show individuality, sensitivity and confidence whilst exploring a wide range of media and approaches.

The candidate has taken the theme ‘the garage’ by using their own photographs and drawings from observation and researching the work of relevant artists to inform their composition. The observational studies are of an outstanding level and the candidate has explored a wide range of media. They could have expanded on the idea of a garage and looked at other types of garages, perhaps exploring the environment in which they are situated as well as the structure of the building rather than focusing on the content of the garage. Although the candidate drew from a wide range of viewpoints, it would have been interesting to explore different light sources to create a dramatic atmosphere and to highlight the different forms seen in the garage.

As the candidate had looked at the work of the cubist artist Jean Metzinger they might have experimented with collage in more depth before deciding to use only oil pastel in their final outcome. This would have linked in well with the range and type of materials that might be found in a garage. More experimentation of drawing the same objects from different viewpoints and layering these to create abstract shapes and compositions would have informed their understanding of cubist art as well as developing their own composition ideas for their final outcome. The candidate had begun to consider colour as an important element of their final piece and chose to focus on a similar colour palette to their chosen artist. They could have tried out the effect of combining different colours, using their knowledge of colour theory to create movement, depth and an alternative feeling to the work before deciding on the final colour combination.



**Example Candidate Response 2**

**Moderator comments**





Example Candidate Response 2, continued

Moderator comments

**PAGE 1 Artist Research + Starting Point**

At first, I wanted to do some artworks on the contrast and integration of traditional and modern architecture, but when I saw the series of pictures released by the officials of the Forbidden City. My first sense of these photographs was these people from Qing Dynasty seemed to come to present, like ghosts? These photos are weird but in the same time they are interesting and compelling. I would like to use this kind of idea for my course work, and I decided to broaden my topic to...

These series of photos are called 故宫穿越照 (Time Travel in Forbidden City) which means people in the past travel to the present, released by the official magazine of The Palace Museum.

**Different ERAS**  
Same YOUTH  
(Painting and related medias)

Our school (Beijing National Day School) was a military school, established by the Central Military Committee in 1952. I want to talk about the changes to our students' lives in the course of the past 64 years. I went to our school's museum and asked for lots of old photos. Along with the photos I took at school of the present, I started to sort use all these pictures and started my whole project.

Photos of post Jewish life before Second World War projected in Berlin.

**Shimon Attie** (Artist Research)

Inspiration gained from a visual artist

Shimon Attie is an American visual artist who uses a wide range of media such as image projection to create striking relationships between two scenes or photographs. In his 2011 film based on the history of the Grand Canal like and in photographs. In his 2011 film based on the history of the Grand Canal like and in photographs. In his 2011 film based on the history of the Grand Canal like and in photographs. In his 2011 film based on the history of the Grand Canal like and in photographs.

By looking at Attie's work, I feel like the past is so close to the present that either I come back to the past or the past people come to the present. Attie used the technique of overlapping to create this effect, controlling the position of projector precisely (both right-to-left and front-to-back) to make the two scenarios overlap exactly.

These marvelous photographs convey not only valuable memories but the transition of people and building. After the hundreds of years, what changed and what stayed the same? Are these changes necessary or just destroy the traditional style for international comparisons are made through an artist's eye allowing us to think deeply while being amazed by the artist's effect.

- 1 Here the candidate has researched old photographs of their school, making connections with their artist research. They are beginning to think creatively and independently showing very good personal qualities. AO1.
- 2 These annotations demonstrate very good levels of analysis and critical thinking. The candidate is writing about their personal reactions to the work using art specific vocabulary and is considering how the work might influence their own development of ideas. AO4.



Example Candidate Response 2, continued

Moderator comments



3 Inspired by their artist research the candidate is taking their own photographs. They are considering view points and perspective of how the old photograph relates to the positioning of their shot, exploring different locations and figures. These photographs show very good manipulative and artistic skills as well as awareness of aesthetic qualities such as composition, perspective contrast and lighting. AO2 and AO3.

4 The candidate is annotating their photographs, clearly explaining the process. These annotations demonstrate that they are thinking carefully about the content and context of their choices when taking the photographs, which old photograph to place in which present location. For example they recognise the different clothing worn by the students and notice their activities in the old photographs, this influences their decisions regarding placement in order to best contrast them with figures in the present day.



Example Candidate Response 2, continued

Moderator comments



**5** The candidate builds on their previous artist research and identifies an artist that uses photomontage in a similar way to link images from different times and cultures, and that explore social issues. The candidate recognises that this research will help them to develop their compositions and to build strong contrast between the two scenes.

**6** Taking inspiration from their research into the work of artist Martha Rosler, the candidate is experimenting with photomontage and collage to develop composition and meaning within their work. The candidate is working carefully and considering where to place the cut out figures. The outcomes demonstrate high levels of personal qualities as well as manipulative skills. AO1 and AO2.



Example Candidate Response 2, continued

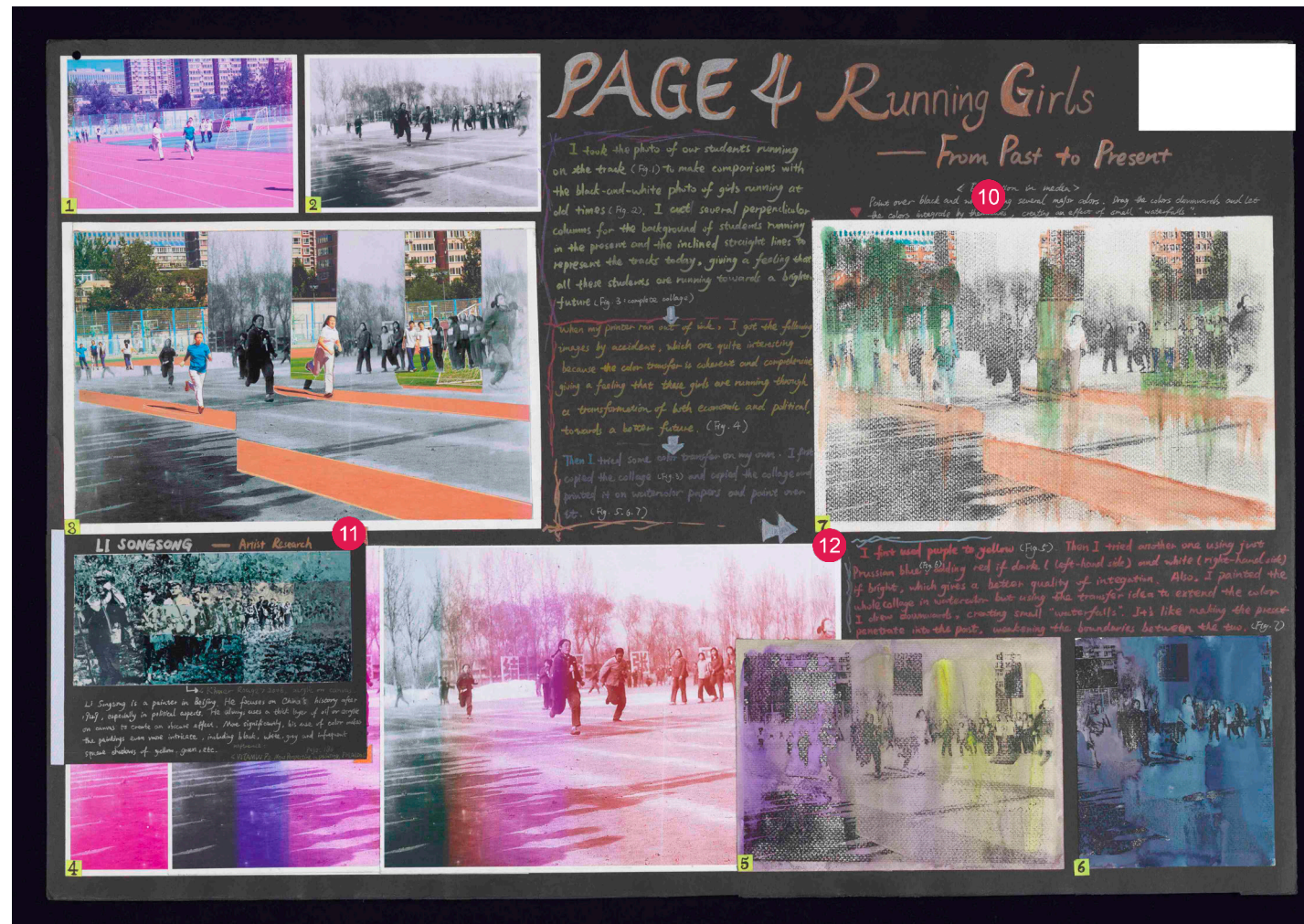
Moderator comments





Example Candidate Response 2, continued

Moderator comments



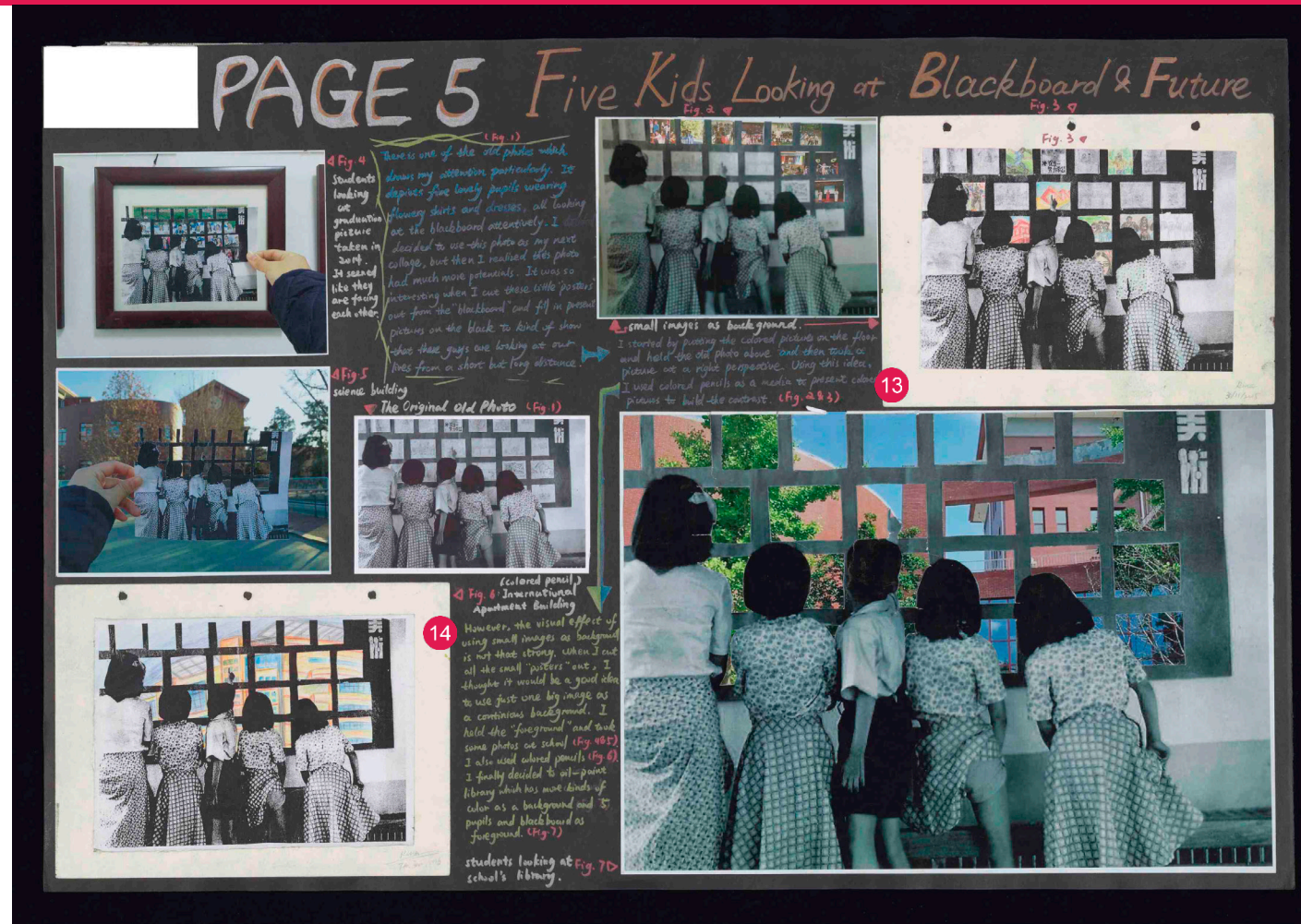
**10** The candidate is demonstrating an ability to confidently explore a range of media to develop their original photographs. Here they are applying layers of watercolour over transfers of their photomontage.

**11** Another artist research is introduced as the candidate attempts to build on their ideas. This time the artist research is informing technique and choice of colour to create atmosphere in their work. These studies indicate very good levels of personal qualities and builds their critical understanding as they make personal and thoughtful observations about the work. AO1.

**12** The annotations placed next to the relevant image give a clear description of the candidate's thought process and their observations about their work. They are using art specific language to explain the technical processes, why they are using these techniques and their thoughts on how successful it was. For example the candidate is describing their choice of colours taking inspiration from their artist research to try and integrate the scenes from the past and present. They recognise that the use of watercolour over the transfer creates the effect of weakening physical boundaries of the two images. AO2 and AO4.



Example Candidate Response 2, continued



Moderator comments

13 The studies on this page show that the candidate is exploring a new composition in detail. They have taken an old photograph and are placing the figures in front of a range of different images that represent the current time. The ability to build on prior work shows very good levels of manipulative, artistic and analytical skills. AO4.

14 Use of annotation show that the candidate is recognising areas of interest that they want to develop as well as technical problems they are facing and how to overcome them. For example they recognise that the visual effect of using small images is not as strong as using one complete image seen through the black grid created by cutting around the pictures on the black board.



Example Candidate Response 2, continued

Moderator comments



15 This oil painting shows good levels of technical skills. The candidate is able to use tones and mark making effects to create depth in the clothing of the figures. The use of colour in the background contrasting with the black and white foreground adds to the effect of the figures and the buildings belonging to different times. This shows good levels of personal qualities as the candidate is working with confidence to communicate their ideas. AO1 and AO3.



Example Candidate Response 2, continued

Moderator comments



16 The candidate is trying out more media to help inform their choice for the final piece.

17 The photograph of the shadow of the cut out collage shows more evidence of a creative response.

18 The candidate combines the cut out image with the photograph of the present day students. Here they are working out a composition for the final piece.



Example Candidate Response 2, continued

Moderator comments

**PAGE 8 Exploration In Media**

Following figure 6 on page 7, I placed the picture of four girls on a bigger scale in this watercolor paper. It was not easy to paint over it because the ink grain on the paper made the colors quite dark and dirty. But somehow satisfying.

Then I decided the photo into six equal pieces and print each one on an A4 paper. After printing each piece using the same method as figure 2, I stuck these six pieces together on a black A1 paper. I expected the black frame would cover the gap between the pieces. However, when I cut the frame out I found it better if the black frame was irregular. So after I put the silhouette on, the "gap" issue really even though the idea was good. I had to do my final work again, placing it as a whole first, and then finding an appropriate media to avoid the "dark" faces.

Figure 5 to 8 are the samples I drew to find the best media in terms of the transition from black-and-white to color. The reason I painted over paper was showing the idea that present people came from history, and shortening the sharp distance between the silhouette girls and colored girls. So among figure 5 to 8 I decided to use the media in figure 8, applying oil pastels to draw a very thin layer horizontally.

I first used watercolor as before but since the image was printed in ink, the important details of the paper did not transfer as before. The colors were directly absorbed by the paper.

Then I spent all pencils on a media since I didn't want the idea to be washed away. It was just successful because every stroke would make the original texture more prominent because of the irregularity of the pencil colors. The paper was too thick.

Soak the canvas in the highest of purity. Put it on A1 size. But the light became obvious.

Then two silhouettes with some "dots" I use charcoal on white paper. First and stick that on the back of the canvas to add the main part of us.

I filled that with...

**19**

**20**

**21**

**Final Work 88**

- 19** These studies show that the candidate is considering different media to use in their final outcome.
- 20** After analysing the media studies on this page the candidate has come up with their composition for their final piece.
- 21** The candidate is making judgements on their media experiments and chooses to work in oil pastel in a thin layer drawn horizontally over the transferred image. AO1.

Example Candidate Response 2, continued

Moderator comments



22 This is the final outcome which relates to the work in the supporting studies. The candidate has explored the theme 'different era, same youth' by looking at artists who use photography to examine the relationship between past and present. The outcome shows competent composition skills and technical ability with mixed media but the work has higher levels of personal qualities and knowledge and critical understanding, evident in the pages of the supporting studies.

Mark for AO1 = 22/25

Mark for AO2 = 22/25

Mark for AO3 = 23/25

Mark for AO4 = 23/25

**Total mark awarded = 70 out 100**



## How the candidate could have improved their coursework

The work on these supporting sheets demonstrates good levels of personal qualities as well as evidence of critical understanding. The candidate has worked through a series of experiments manipulating their own photographs from the present day and historical photographs from their school, to explore the idea of merging the past and present. They have referred to the work of relevant other artists for inspiration and demonstrated good ability to explore a range of media to build their manipulative skills.

The candidate had shown very good personal qualities and critical understanding through their research into the work of other artists in an attempt to develop ideas on combining images from the past and the present. They could have improved on their manipulative skills and their ability to create a successful composition by recognising their strengths in terms of media use. Some of the earlier photomontages on demonstrate good levels of technical skill in cutting, slicing and combining photographs. Recognising this strength and building on these skills, with further media experiments using their own photography, would have demonstrated higher levels of aesthetic qualities and manipulative and artistic skills.

As the work progressed, the candidate developed interesting ideas using a photograph of some students looking at a black board. This could have been combined with some of the cutting, slicing and collage techniques they had experimented with in previous studies, using their own photographs of current students and the school building. The use of small thumbnail composition sketches to explore alternative arrangements of the images could have proved useful. Previous studies and research into various artists had begun to reflect on how art can reflect the social environment, comparing the past with the future. This was an idea that the candidate could have benefited from exploring in more detail, for example exploring photographs that represent how current students see their place in the world today, opportunities open to them, activities that interest them, the effect of social media on their school life, for example, compared with those students from 1950's China.

The candidate chose to work in oil pastel in their final piece and could have spent more time practicing their technique in this media. As they had mostly researched artists who worked in photography and mixed media they were able to develop their own skills using photomontage, similarly they would have benefited from researching an artist that works in oil pastel to develop their technical skills with this media more fully before completing the final piece.

Example Candidate Response 3

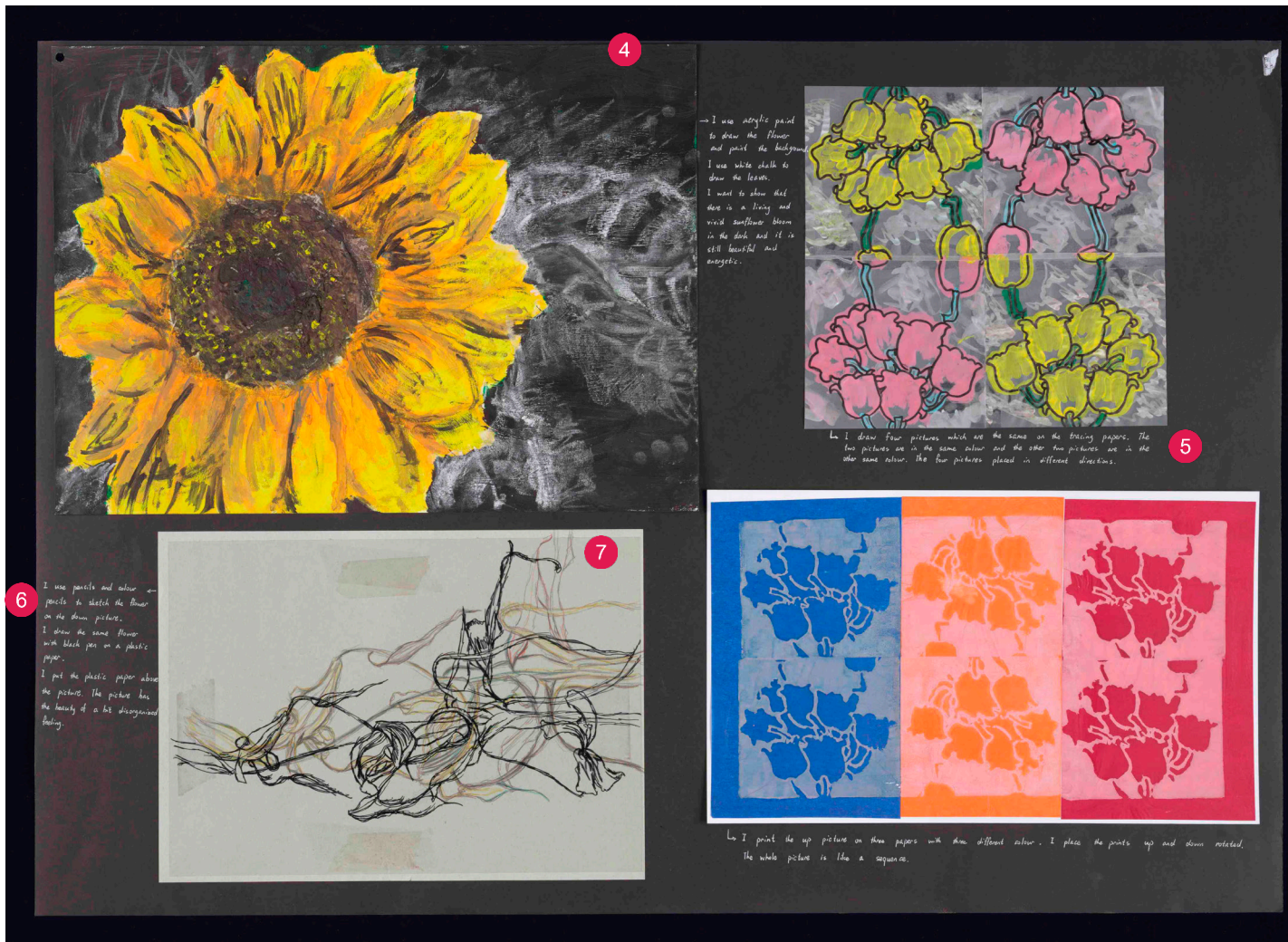
Moderator comments



- 1 It is unclear whether the candidate is drawing from observation or copying from a photograph of the rose and blossom. The rose is reproduced in crayons, pencil and acrylic paint demonstrating some ability to explore media and processes.
- 2 The candidate is gathering a range of images of flowers using their own photograph and drawings. The single photograph is drawn in monotone using pen and ink and chalk, on black and white paper. This shows some personal qualities in thinking creatively about what they are drawing with and on, as well as some technical skill in reproducing the forms of the unfolding petals of the flower. AO1 and AO2.
- 3 Here the candidate uses annotations to explain their thoughts and ideas about their drawings. The language is descriptive rather than analytical which demonstrates some ability to reflect on their work. AO4.



Example Candidate Response 3, continued



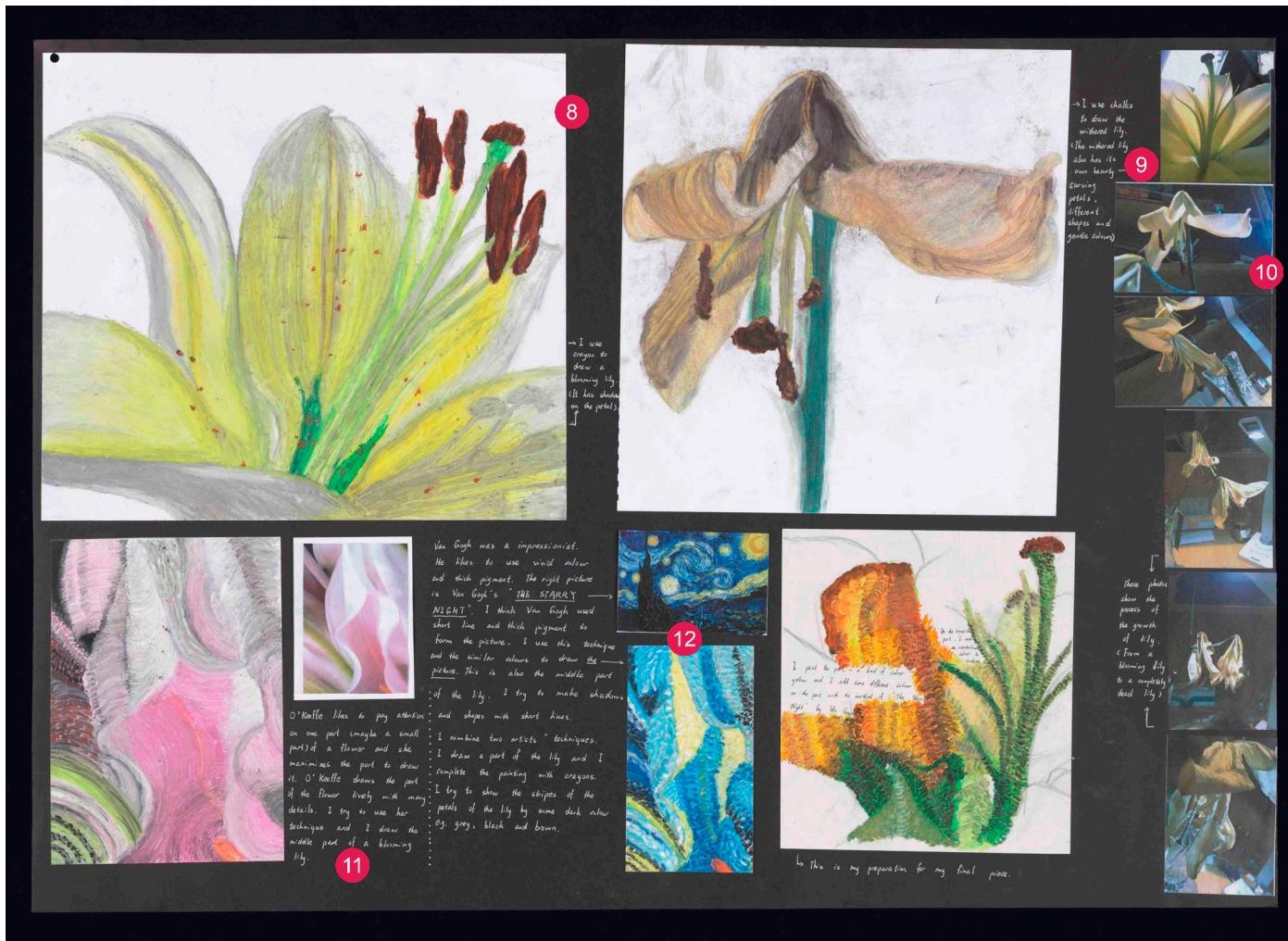
Moderator comments

- 4 This painting shows some attempt to explore different media and the candidate is able to use different tones of yellow as well as expressive brush marks to create depth and energy to the painting.
- 5 Here the candidate is beginning to manipulate their images of flowers by repeating and flipping the line drawings using tracing paper. They are showing some technical skill in print making in the image below and the candidate is experimenting with different colours to begin to create a repeat pattern.
- 6 The annotations describe what the candidate has done and show some ability to analyse the outcome, for example the candidate recognises that this outcome creates a disorganised feeling.
- 7 This is an other media experiment using overlapping images, one drawn in pen placed over the top of the original drawing. The candidate is exploring ways they can manipulate the images to develop their ideas and they are using a range of media and processes. These media experiments demonstrate some levels of technical skill.



Example Candidate Response 3, continued

Moderator comments



8 In these two drawings the candidate is looking carefully at the colours within the petals and is reproducing them using a range of tones to create depth to the drawing. They are trying out different media to practise and develop their technical skills.

9 Some of the annotations on this page are beginning to use more art specific language to describe the candidate's thoughts and observations. For example the candidate is commenting on the shapes and gentle colours of the lily, recognising the aesthetic qualities of the flower that they want to represent in their drawings.

10 These photographs are taken from different view points exploring the flower in some detail. The candidate has photographed the flower over a space of time as it dies. This demonstrates some personal qualities in recording the flower in a creative and imaginative way.

11 Here the candidate is researching two different artists and using their painting techniques to inform their own work. They have used Gorgia O'keeffe's technique of zooming in to a section of the flower with their own photography and have reproduced the image

**Example Candidate Response 3, continued****Moderator comments**

using oil pastel. This study demonstrates some knowledge of other artists and critical understanding.

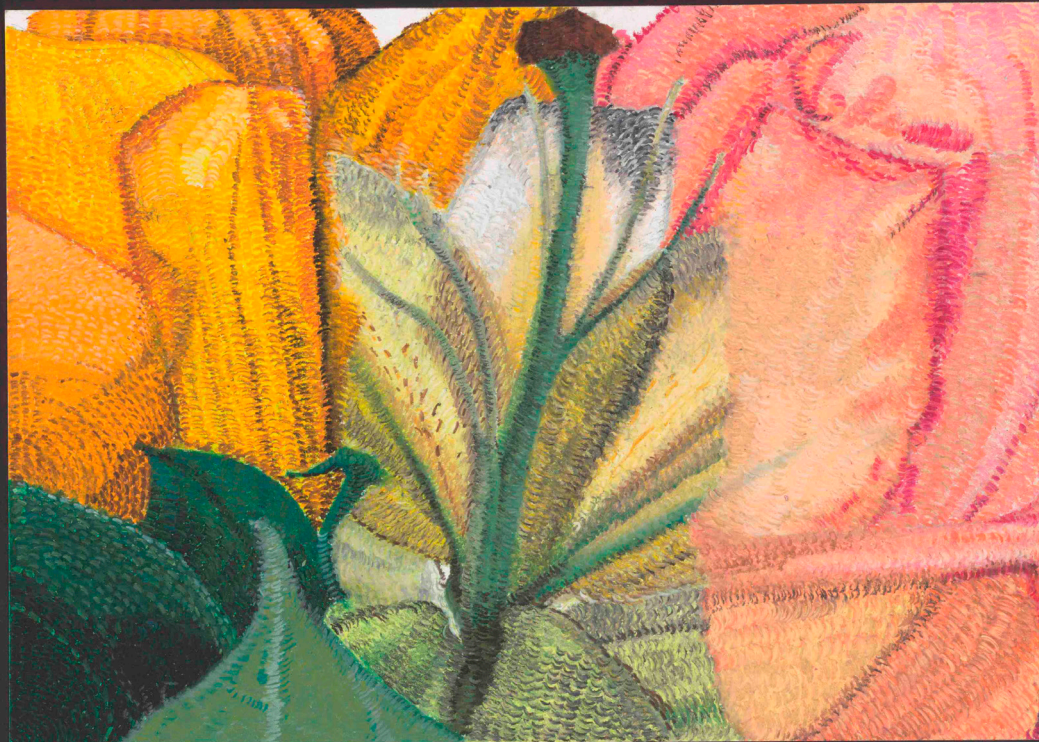
**12** The same approach is taken here. The candidate has taken a section of their flower study and reproduced it using similar colours and mark making techniques to Van Gogh. Again this demonstrates some knowledge and critical understanding. The candidate is also demonstrating development of their technical skills using oil pastel and the effect is successful.



Example Candidate Response 3, continued

Moderator comments

13



FINAL PIECE  
PARTS OF THREE DIFFERENT FLOWERS  
WITH VAN GOGH'S TECHNIQUES.

13 This candidate has produced a final outcome of a close up study for leaves and flowers. The use of different tones in the colour demonstrates some understanding of aesthetic qualities and there is some evidence of technical skill in the control of media. The quality of the marks are uniform and the placing of them is considered and thoughtful to create an overall composition that shows depth and texture.

Mark for AO1 = 12/25  
Mark for AO2 = 11/25  
Mark for AO3 = 12/25  
Mark for AO4 = 12/25

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



### How the candidate could have improved their coursework

The candidate had explored flowers through drawing, taking photographs and researching the flower paintings of Georgia O'Keefe. Although they had taken some interesting photographs of a lily as it progressed from coming into bloom to dying, the candidate could have explored their theme in more detail by taking more photographs of different types of flowers. They could have included more observational studies exploring the form, colour and texture of the flowers, varying the scale and media they used more fully. There was an attempt to experiment with the images by manipulating them using overlapping and repeat techniques. Some of these showed some promise and the candidate could have expanded on them. For example they had begun to create a repeat pattern using printing techniques but only tried one set of colour combination. They could have experimented with different rotations and flipping techniques to build more of a pattern, changing and trying out different colour ways to see if this accentuated the pattern.

The candidate's technical skill using oil pastel was developing well in the supporting studies and they had begun to explore different mark making techniques taking inspiration from the style of Van Gogh. By continuing to practise and experiment with, and combining different marks, perhaps working with a variety of images and on a range of coloured paper, they would have been able to reflect on more outcomes and assess which worked best. They could have considered a variety of different compositions before completing the final outcome.

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