Mark the portfolio.

You are the examiner. Four objectives, each marked on its own, out of its own marks. Every mark points at a page. Find the level word first, then the number. We compare marks afterwards, and the argument is the lesson.

NAME _____ **PORTFOLIO** the one on the screen, or in your hands **ITS THEME** _____ **DATE** _____

1 · START AT COMPETENT
Every objective begins at level 3. Argue it up or down with a page. No page, no move.

2 · WORD BEFORE NUMBER
Find the word that fits, then choose inside its range. High in the range if the word fits everywhere. Low if it fits in places.

3 · MARK WHAT IS THERE
Not the effort, not your taste, not the final piece alone. Cambridge marks the whole portfolio, once. So do you.

AO1 Record

15 MARKS · 25% OF THE PORTFOLIO

CAMBRIDGE *Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.*

LOOK FOR, AND TICK WHAT YOU FIND

- ☐ **Sources.** Objects, places and people drawn with the thing in front of them, or pictures copied from a screen? A variety, or one thing over and over?
- ☐ **Methods.** Drawing, painting, photography, print, a maquette. Angles, viewpoints, close-ups. Tone that reaches black. Surface, color, form.
- ☐ **Artists.** Looked at because they serve the intention, or pasted in because a page needed filling?
- ☐ **Reflection.** Do the words under the studies say what was decided, rejected or noticed? Or do they describe what you can already see?

LEVEL

☐	5	Perceptive	13 to 15
☐	4	Confident	10 to 12
☐	3	Competent	7 to 9
☐	2	Adequate	4 to 6
☐	1	Limited	1 to 3

MARK _____ / 15

THE PAGE THAT EARNED THE MARK *page number, and what is on it* _____

THE PAGE THAT COST IT _____

AO2 Explore

15 MARKS · 25% OF THE PORTFOLIO

CAMBRIDGE *Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops.*

LOOK FOR, AND TICK WHAT YOU FIND

- ☐ **Selection.** Media chosen with a reason and narrowed as the work goes on? Or every medium tried once and none taken forward?
- ☐ **Understanding.** Does the student know what the medium does: how charcoal behaves, what ink cannot do? Skill alone is not this objective.
- ☐ **Risk.** Something pushed until it broke, and the break annotated. Or one medium worked several ways until it gave up its range.
- ☐ **Refining.** Can you see a test on one page lead to a change on the next?

LEVEL

☐	5	Perceptive	13 to 15
☐	4	Confident	10 to 12
☐	3	Competent	7 to 9
☐	2	Adequate	4 to 6
☐	1	Limited	1 to 3

MARK _____ / 15

THE PAGE THAT EARNED THE MARK *page number, and what is on it* _____

THE PAGE THAT COST IT _____

The five words

Cambridge marks with these, in every column, in every component. Learn them as marks, not adjectives.

PERCEPTIVE LEVEL 5
Sees what the rest of the room missed, and acts on it. Every page pulls in one direction.

CONFIDENT LEVEL 4
Does the thing everywhere, without wobbling. You stop checking whether it will hold.

COMPETENT LEVEL 3
Does the thing, plainly, where it is asked for. Nothing wrong. Nothing you would remember.

ADEQUATE LEVEL 2
Enough of the thing to count, in places. You can find it if you look for it.

LIMITED LEVEL 1
It appears, barely. The page had to be there, so it is.

AO3 Develop

20 MARKS · 33% OF THE PORTFOLIO · THE LARGEST COLUMN

CAMBRIDGE *Develop ideas through investigations informed by contextual and other sources, making purposeful connections and demonstrating analytical and critical understanding.*

LOOK FOR, AND TICK WHAT YOU FIND

- ☐ **Connections.** Does the artist research change the student's own work, visibly, on a later page? Or do the two never meet?
- ☐ **Movement.** Read the pages in order. Does the idea move, and can you name the decision that moved it each time?
- ☐ **Alternatives.** Compositions, viewpoints, scales, formats tried and some rejected, with the reason written down.
- ☐ **Self-criticism.** Strengths and weaknesses named honestly, and a modification that followed from them.

LEVEL

☐ 5	Perceptive	17 to 20
☐ 4	Confident	13 to 16
☐ 3	Competent	9 to 12
☐ 2	Adequate	5 to 8
☐ 1	Limited	1 to 4

MARK ____ / 20

THE PAGE THAT EARNED THE MARK *page number, and what is on it* _____

THE PAGE THAT COST IT _____

AO4 Present

10 MARKS · 17% OF THE PORTFOLIO

CAMBRIDGE *Present a personal and coherent response that realises intentions and applies visual language to communicate ideas.*

LOOK FOR, AND TICK WHAT YOU FIND

- ☐ **Intention.** Read what the student set out to do on the first page. Does the end deliver it?
- ☐ **Selection.** Does the portfolio read as one argument, in order, or as everything that was made?
- ☐ **Visual language.** Color, tone, line, form, texture and composition handled the same way from page to page, on purpose.
- ☐ **Personal.** Cover the name. Would you know whose page this is?

LEVEL

☐ 5	Perceptive	9 to 10
☐ 4	Confident	7 to 8
☐ 3	Competent	5 to 6
☐ 2	Adequate	3 to 4
☐ 1	Limited	1 to 2

MARK ____ / 10

THE PAGE THAT EARNED THE MARK *page number, and what is on it* _____

THE PAGE THAT COST IT _____

AO1 ____ + AO2 ____ + AO3 ____ + AO4 ____ = ____ / 60

Cambridge gives one mark for the whole portfolio. This is yours. Before you total, look at the four level boxes: a portfolio can be confident on one objective and limited on another, and usually is.

After the discussion

Fill this in while we talk, not after. The gap between your mark and the room's is where the objective was unclear to you.

OBJECTIVE	MY MARK	THE ROOM'S MARK	DIFFERENCE
AO1 Record			
AO2 Explore			
AO3 Develop			
AO4 Present			
Total			

THE OBJECTIVE I WAS FURTHEST OUT ON, AND THE WORD I MISREAD *confident for competent, effort for evidence*

THE PAGE THE ROOM ARGUED ABOUT MOST, AND WHAT SETTLED IT

ONE RULE I TAKE TO MY OWN PORTFOLIO