

Example Candidate Responses – Paper 1

Cambridge IGCSE™ / IGCSE (9–1)

Art & Design 0400 / 0989

Cambridge O Level

Art & Design 6090

For examination from 2020



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Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge IGCSE / O Level Art & Design, and to show how different levels of candidates' performance (high, middle and low) relate to the subject's curriculum and assessment objectives.

In this booklet, candidate responses have been chosen from the November 2020 series to exemplify a range of answers.

For each question, the response is annotated with a clear explanation of where and why marks were awarded or omitted. This is followed by examiner comments on how the answer 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 answers. There is also a list of common mistakes candidates made in their answers for each question.

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. Therefore, in some circumstances, such as where exact answers are required, there will not be much comment.

The questions and mark schemes and pre-release material used here are available to download from the School Support Hub. These files are:


November 2020 Paper 1 Mark Scheme

Past exam resources and other teacher support materials are available on the School Support Hub:

www.cambridgeinternational.org/support

How to use this booklet

This booklet goes through the paper one question at a time, showing you the high-, middle- and low-level response for each question. The candidate answers are set in a table. In the left-hand column are the candidate answers, and in the right-hand column are the examiner comments.

Example Candidate Response – high	Examiner comments
 <p>Answers are by real candidates in exam conditions. These show you the types of answers for each level. Discuss and analyse the answers with your learners in the classroom to improve their skills.</p>	<p>1 The candidate produces a confident composition in response to their theme: 'Nature', for their coursework component. AO4.</p> <p>The composition is developed from the candidate's direct observation of a range of natural forms and structures within the portfolio. AO1.</p> <p>Research into other artists clearly informs the candidate's decision making</p> <p>Examiner comments are alongside the answers. These explain where and why marks were awarded. 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 answer

- The candidate produced a creative response to their chosen theme of nature. They demonstrated excellent qualities of development and exploration of media to produce a well resolved and carefully thought-out final piece. Although they recorded from a range of different plants to inform their composition, they could have looked in more detail at the structure of some of the plants before integrating them with the figure. This would have helped them to consider different ways for integration.
- The candidate decided to include a figure in the composition to develop the idea of Mother Nature. It would have been interesting to record a range of figures, perhaps of different ages, to show a wider range of recording in the early stages of the project. A dramatic study of the face covered with shadows of leaves began to explore the use of negative space, which the candidate could have continued with. This would have provided the candidate with more options of different compositions and ways to add more depth in the composition.

This section explains how the candidate could have improved each answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine their exam technique.

High

Example Candidate Response – high



Examiner comments

1 The candidate produces a confident composition in response to their theme: 'Nature', for their coursework component. AO4.

The composition is developed from the candidate's direct observation of a range of natural forms and structures within the portfolio. AO1.

Research into other artists clearly informs the candidate's decision making in terms of composition and content. AO3.

Example Candidate Response – high, continued

Examiner comments



2 The candidate uses art-specific vocabulary to confidently reflect on their use of media and to record their thoughts and observations. AO1, AO2.

3 The candidate explores their chosen theme by drawing from a range of natural forms. They demonstrate a confident ability in a range of media to record their observations of the texture, tone and surface quality of the leaves and plants. AO1, AO2.

Example Candidate Response – high, continued

Examiner comments



4

John Kotze Artist Analysis

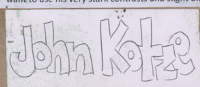
John Kotze is an incredible artist native to my home country, Zimbabwe. He has been featured in an exhibition at the Zeitz Museum of Contemporary African Art and this is rather incredible because professionally he used to be an engineer and he is completely self-taught in the arts. I really do enjoy his artwork.

I have been inspired by this pumpkin piece of his and I have chosen him because of his composition, subject matter, and ultra-realism – which is a style of art I really appreciate.

He depicted pumpkins in this piece and I really like the regularity of the subject matter and how, although the subject matter is the same, there are slight differences that distinguish each pumpkin from the other. You can also tell where the top is, showing how he did not just draw the pumpkins, but he added a bit of perspective in his piece, making his composition even more interesting. The very vivid contrasts between the light highlights and the dark shadows also makes this piece very interesting.

He used very smooth lines to blend creating a very smooth texture. I really loved this as he got the very essence of his subject matter and it is as if I can reach out and touch his painting. I like the rhythm he used in this piece, further creating a wonderful pattern that makes his composition very exciting.

I want to use his influence in my art as I want to explore rhythm and regularity like him, filling up the page with my subject matter, all to make my art more interesting. I also want to use his very stark contrasts and slight differences in pumpkins in my own work.



5



I used John Kotze's influence in this piece as I like the rhythm he showed in it. In the positive-negative piece, I used pencil to make it easy to blend very well. I used the mealies that we had gotten from our garden. I especially like how some of the grains are in a regular pattern and some are more random, and I feel this creates a very stark contrast in the compositions. Like in one of John Kotze's pieces, for my acrylic painted tomatoes, I only changed one element (the orange) to break the rhythm and to pull the observer's eye to the orange which is my focal point. I also made the background blue which is complementary to the orange focal point.

4 The candidate researches a relevant artist to generate ideas for their own artwork. Annotation demonstrates an excellent ability to analyse the artwork. For example, they observe how the artist's use of overlapping the pumpkins creates rhythm in the composition. AO3.

5 The candidate takes this idea of overlapping forms into their own studies of sweet corn and tomatoes. The candidate starts to consider how the use of contrasting colours effects the overall composition. AO3, AO4.

Example Candidate Response – high, continued

Examiner comments



6

Here I continued with John Kotze's influence. For my piece with the grapes and small berries I feel I should have made the composition more exciting by adding more berries to create the rhythm present in my artists' work. It is also a very basic still life composition and I feel I could have done better. I did use the complimentary colours yellow and purple to create contrast but I feel these are not very natural looking colours, in its simplest sense.

7

I liked how my piece with the palms and the palm fruits came out. I feel the black really makes the light coloured fruit pop out. The lines created by the branches guide the observer to my focal point, the fruits, and the palms fill the page. The brown and green really compliment each other and give a raw earthy and natural feel.



8

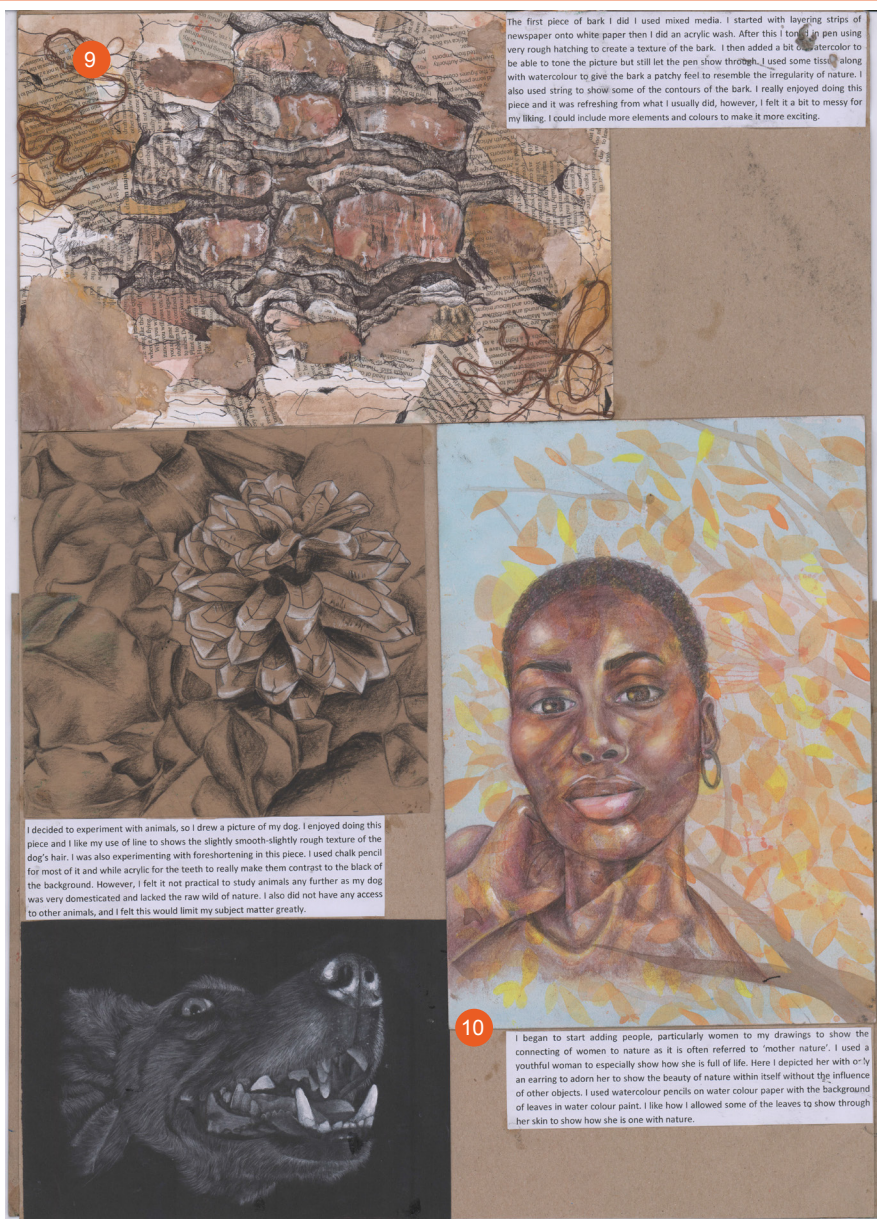
6 The candidate continues with the idea of using contrasting colours by including a yellow background to the purple colour of the grapes. AO3.

7 There is evidence of self-analysis and critical understanding in the annotation as the candidate reflects on the effects of the various colour combinations in the two different colour studies. AO3.

8 The candidate continues to record from different natural forms, exploring different arrangements such as overlapping different plants of contrasting qualities, including the palm leaves and the palm fruit. AO1.

Example Candidate Response – high, continued

Examiner comments



9 The candidate experiments with media to explore the qualities of the bark, using torn paper to represent the texture. The detail achieved in recording natural forms such as bark and pinecones demonstrate an excellent ability to control the media. AO2.

10 The candidate uses annotation to constantly reflect on their work. They observe that they want to include animals and people in their work, making the connection to Mother Nature which is an idea that they build on throughout the portfolio. AO1, AO3.

Example Candidate Response – high, continued

Examiner comments



Here I began to work in black and white to really get a sense of tone and to enjoy the simplicity of the lack of colour. I used the rough, zig-zag lines of the hair to contrast to the smooth hatching I did on the avocados. I used fruit to show how fruit and plants are the fruits of mother nature's womb and how this leads her to care for them.

11 Here I used this hairstyle of braids, very common in Zimbabwe, my country, because the smoothness of the braid's contrasts to their rough appearance. This hairstyle is also the essence of every woman, so I felt I had to include this into my art. The poinsettia flower was flowering at that moment and I used them as they had a delicacy and smoothness that could contrast to the rough texture of the hair.



These are two pieces I did of me with two avocados. In the first piece I drew a person reaching for an avocado in the tree. The mesmerized look in the person's face show how the nature itself was mesmerizing. I used contour lines in this to show the direction of the veins in the leaves. I used hatching to contrast the smoothness of the leaves and the roughness of the person's face and hair. The eyes guide the observer to the focal point being the avocado. I could have improved this by using smoother lines on the avocado and using a deeper contrast around this. This is because I created too deep of a contrast near the face which automatically leads your eyes to the face instead of my intended focal point - the avocado.



In this piece I used black paper to be able to create a large contrast between the leaves and the avocados. I used the unnatural blue to contrast to the natural green. I also added the blue and brown from the person to the leaves to create a better blend in the colours. This was also to try and unite the picture and create unity of colours. I also added reddish tones to the brown of the skin to contrast this to the red. I feel, however that this piece did not work out as the tones in the skin are not correct and the picture has no unity.



11 The candidate uses art-specific language to communicate their understanding of formal elements in their annotations, such as using line in a variety of different ways to reflect the contrasting textures of the hair and the avocado. The detail in the drawings reflects this understanding and is of an excellent standard. AO1, AO4.

12 The studies with the figure among the leaves and fruit show how the candidate is experimenting with visual elements such as colour, viewpoint, line, tone and reflecting on the outcomes, describing the effects they present. This is evidence of an excellent ability to investigate their theme in detail, using self-analysis to reflect on their progress and influence the development of their work. AO1, AO3.

Example Candidate Response – high, continued



Examiner comments

- 13** The studies explore different ways to integrate the natural forms with the figure to communicate the idea of Mother Nature. There is evidence of excellent use of the visual language such as tone, colour, form and composition in these studies. AO3, AO4.
- 14** The candidate builds on their ideas from the previous studies introducing stronger colour, trying out different background colours and different leaves and fruit. The candidate is trying out a range of compositions demonstrating an excellent ability to reflect critically on the outcomes. AO3.
- 15** There is evidence of exploration using a range of media. The candidate demonstrates excellent skill in controlling each of the media used and is able to reflect on their work which influences their choice of media appropriate to intention. For example, they observe that the process of smoothing chalk pastel to blend the colours and create tone reflects the smooth quality of the flowers. AO2.
- 16** The candidate considers which composition is best to communicate the feeling of joy in the composition and how the use of contrasting colours affects the feel of the work. They consider details such as the hairstyle common to the local culture, which demonstrates excellent development of ideas using effective critical understanding. AO3.

Example Candidate Response – high, continued

Examiner comments



17 The candidate reflects on the work of another artist to help develop their own composition. The artist's work is relevant and the candidate is able to reflect critically on elements such as subject content and composition comparing it to their own work. This research helps the candidate to consider covering the model's eyes with natural forms to communicate the idea of the importance of nature in our lives. AO3, AO4.

Example Candidate Response – high, continued

Examiner comments



18 The studies continue to explore compositions, building on the ideas of the natural forms covering the face, as though the plants and the figure are as one. The candidate draws new plants to include in their work, showing a confident ability to record from a variety of sources, relevant to their theme. AO1, AO3.

19 The drawing and colour studies show confident realisation of intentions and the progress of the candidate's ideas is very well communicated through a range of visual language such as composition, tone colour, form of the figure, plants, flowers and fruits for example. AO4.

20 The studies on this page show excellent exploration of media, including experimenting with mixed media such as pen and ink, pastel, paint and watercolour pencil in one image. AO2.

Mark for AO1 = 20 out of 25

Mark for AO2 = 21 out of 25

Mark for AO3 = 21 out of 25

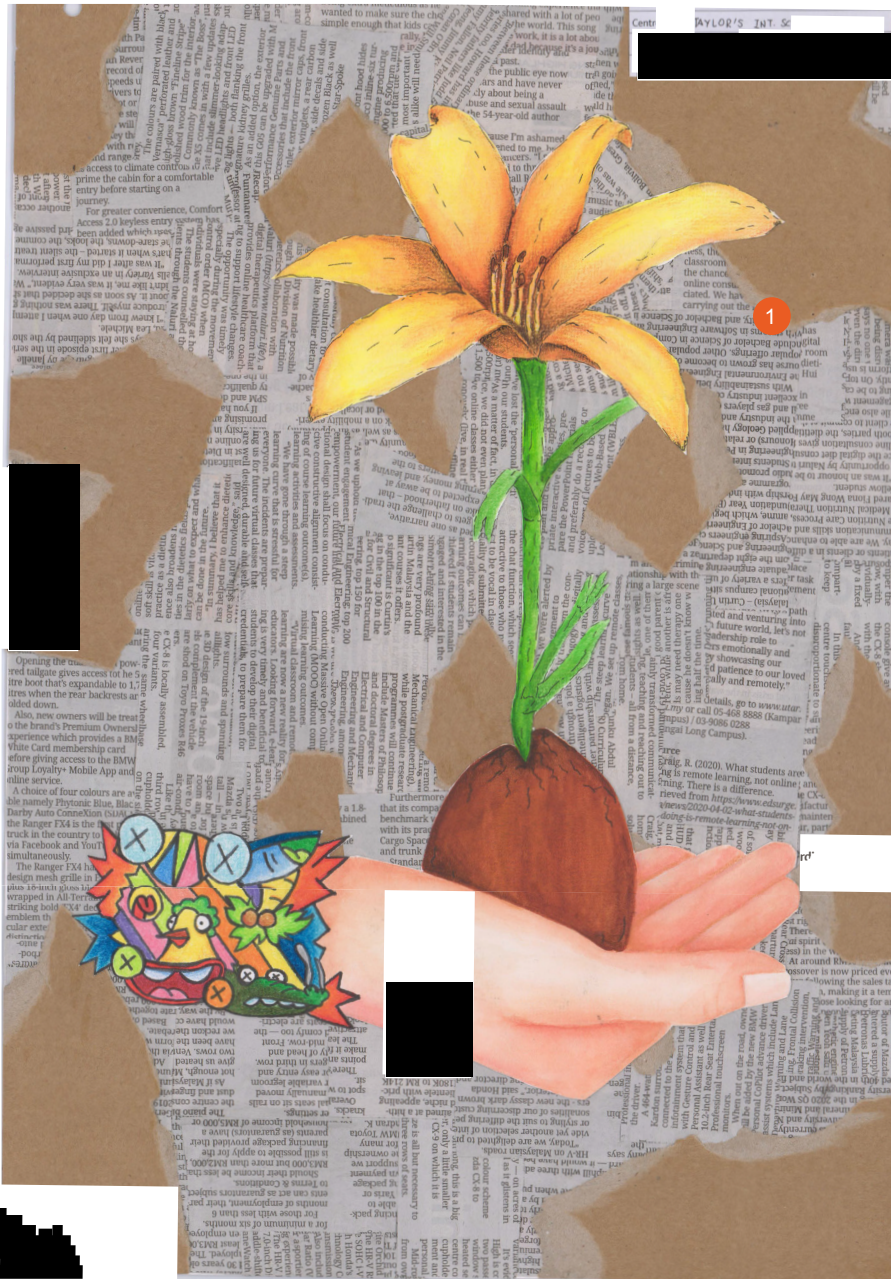
Mark for AO4 = 20 out of 25

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

How the candidate could have improved their answer

- The candidate produced a creative response to their chosen theme of nature. They demonstrated excellent qualities of development and exploration of media to produce a well-resolved and carefully thought-out final piece. Although they recorded from a range of different plants to inform their composition, they could have looked in more detail at the structure of some of the plants before integrating them with the figure. This would have helped them to consider different ways for integration.
- The candidate decided to include a figure in the composition to develop the idea of Mother Nature. It would have been interesting to record a range of figures, perhaps of different ages, to show a wider range of recording in the early stages of the project. A dramatic study of the face covered with shadows of leaves began to explore the use of negative space, which the candidate could have continued with. This would have provided the candidate with more options of different compositions and ways to add more depth in the composition.
- By changing the colours and the expression on the face of the model, the candidate began to explore how to create a particular mood in their work. They could have researched at least one more artist who explores identity in their work through the use of visual language such as colour, composition and subject matter. This may have presented them with possible ways to build on this interesting idea more fully.

Examiner comments



- Some research into other artists informs the candidate's decision making in terms of media use and content. AO2, AO3.

Example Candidate Response – middle, continued

Examiner comments

2 The candidate shows photographs of the pumpkin seeds and a wooden spoon from a few different viewpoints showing a competent ability to investigate their subject matter. AO1.

3 The candidate explores a variety of different seeds using competent drawing skills to record the shape and form. They use a range of media, such as pencil, oil pastel and watercolour, to try and describe textures and colours. AO1, AO2.

4 The candidate uses annotation to explain how they created the images and what techniques they used. The writing is mostly descriptive but there is some attempt at analytical thinking and reflection. For example, they comment that by adding shadows to the pumpkin seeds it makes them look more realistic. AO3.



Example Candidate Response – middle, continued

Examiner comments



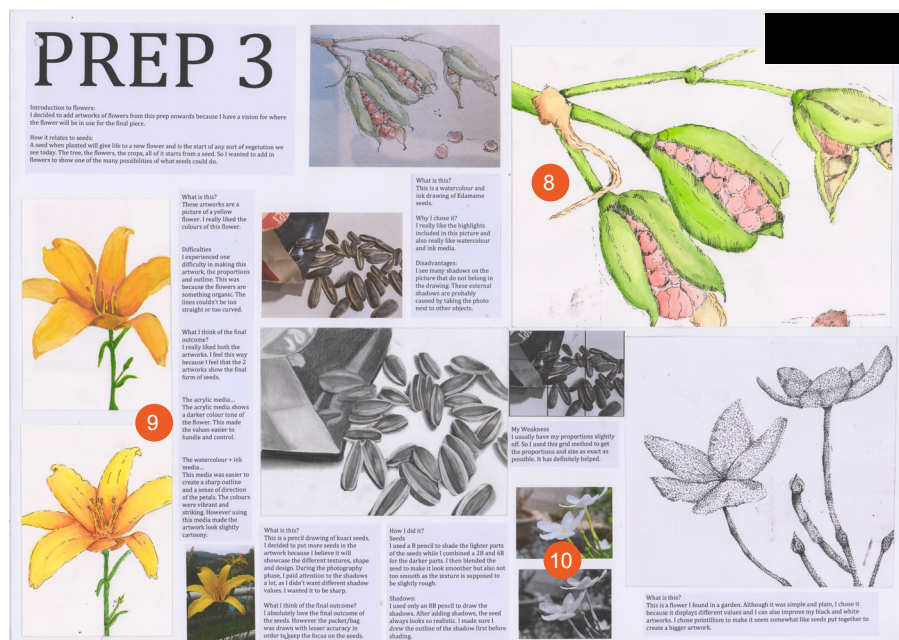
5 The candidate introduces a wider range of seeds, exploring their theme in more depth. They record more images from a wider range of sources, including secondary sources taken from the Internet. In the written annotation, they clearly identify the source of the image. AO1.

6 The technical skill in a range of media is of a competent ability. The candidate demonstrates good control and is able to mix a range of tones to describe the surface detail of the sunflower seeds and the form of the ciku seeds. AO1, AO2.

7 The candidate experiments more with media, trying out different techniques such as cross-hatching and stippling with pen and ink, as well as different painting effects. They have tried painting on black paper and are beginning to explore the media more fully. AO2.

Example Candidate Response – middle, continued

Examiner comments



8 All of the colour studies are copied from photographs, on white backgrounds and the media used is of a competent standard. AO1, AO2.

9 The photographs are reproduced in different media such as pen and ink, paint and watercolour paint with ink. The annotations reflect on the colour studies and there is good use of art-specific language to communicate the candidate's thoughts. For example, the candidate notes that the watercolour and pen and ink studies make the image look more like a cartoon, whereas the acrylic paint studies allow them to add more tonal qualities. AO1, AO2.

10 The candidate continues to record from relevant images, including photographs of flowers, to explore the theme further by looking at the possibilities of seeds as they grow into plants and flowers. AO1.

Example Candidate Response – middle, continued

Examiner comments

11 The candidate applies the same doodle style to their pumpkin seed drawing to manipulate their images and develop their ideas. AO3.

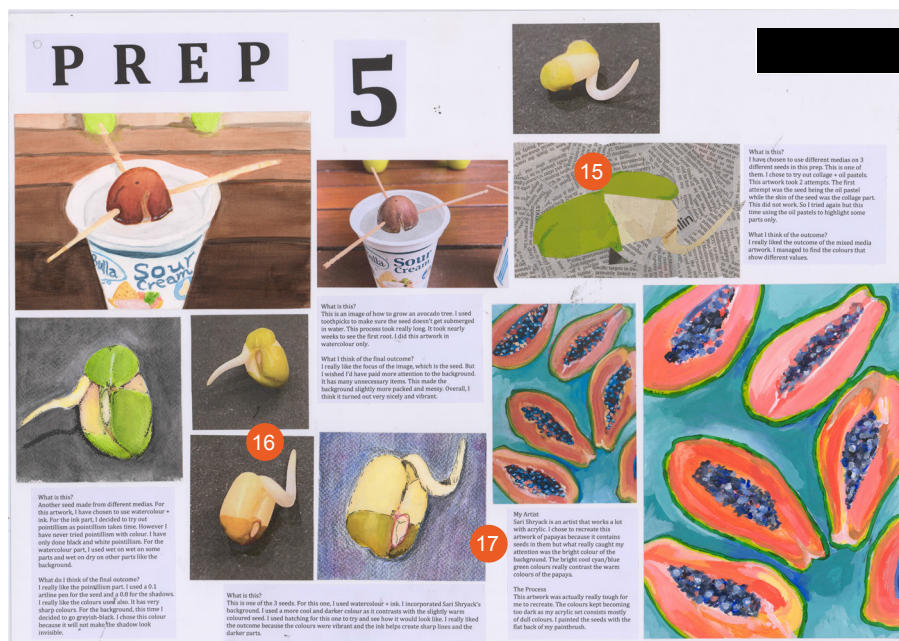
12 The candidate uses the cross-hatching technique that they have researched in one of their artist's copies in their own reproduction of the avocado seed to explore different media techniques. AO2.

13 The candidate looks for more images of flowers to use in their final outcome and takes another photograph of a flower. AO1.

14 The candidate researches a couple of artists to help them develop their own images of seeds. AO1, AO3.



Examiner comments



15 The image of the sprouting seedling is repeated in a range of media showing component media control and exploration. The candidate begins to consider the background in their composition through these media studies. They experiment with paper to create a collage of the image. AO2, AO3.

16 The candidate uses photography to record the process of the seed growing into a seedling in order to develop their theme more fully. AO1.

17 Research into another artist inspires the candidate to consider the use of colour in the background.
AO3.

Example Candidate Response – middle, continued

Examiner comments



18 In this image, the candidate manipulates their images by combining the flower and the seed to develop their ideas. AO3.

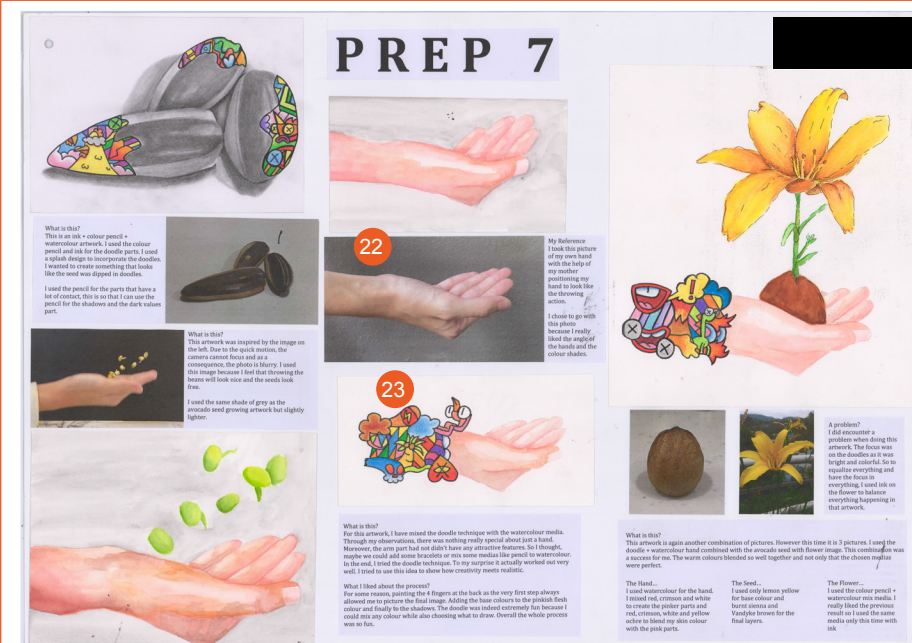
19 There is more evidence of competent media use in the painting study of the avocado seed as it sprouts. The candidate is able to carefully describe the peeling skin and the cracked interior using colour, tone and line. The media studies on this page demonstrate an understanding of the visual language such as colour form, tone and shape, to accurately describe the growing seeds. AO1, AO2 and AO4.

20 The candidate records further images of an avocado seed and beansprouts sprouting to reflect their idea of the life cycle of the seed. They use photography to a good standard to record the detail of the seeds as they grow. AO1, AO2.

21 The candidate manipulates their seed drawings by incorporating the doodle designs inspired by the artist research. Written annotations demonstrate their ability to reflect on their work as it progresses. AO3.

Example Candidate Response – middle, continued

Examiner comments



22 The candidate experiments with the various elements that they intend to include in their final outcome. They decide they need a hand to hold the seeds so they take more photographs that they use for reference. AO1, AO3.

23 The candidate continues with the idea of incorporating the doodle drawings in their image by adding it to the arm. AO3.

Low

Example Candidate Response – low

Examiner comments

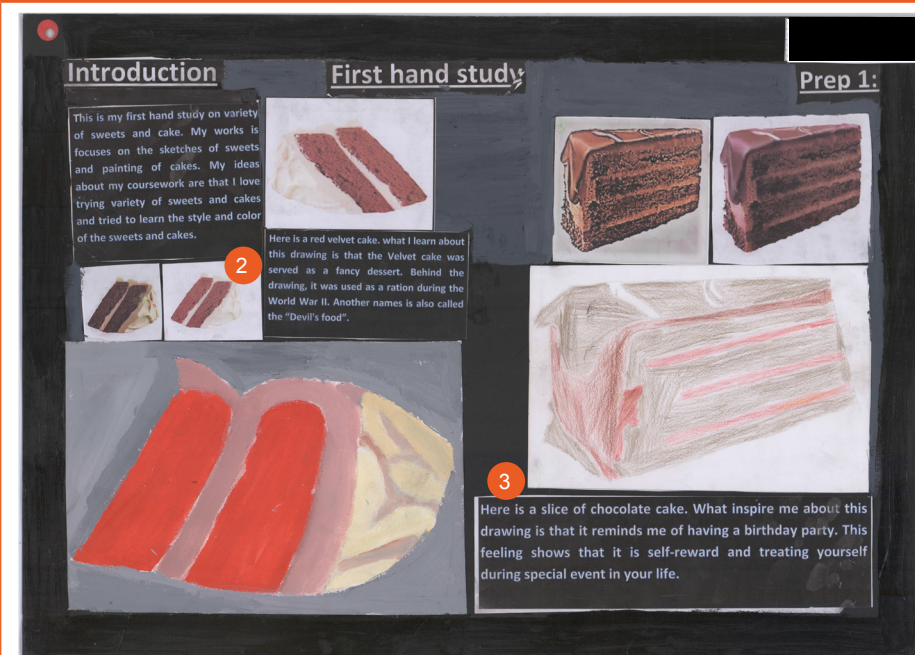


1 The candidate presents a colourful painting in response to their chosen theme of 'Sweets and cakes'. The outcome is informed by satisfactory recording of a range of different sweets and cakes using their own photography, AO1, and there is a satisfactory ability to develop their ideas through self-analysis and reflection, as well as by research into the work of relevant artists. AO3.

However, there is limited evidence of an understanding of the visual elements such as form, tone, line and composition seen in the portfolio and this is also reflected in the final outcome. AO4

Example Candidate Response – low, continued

Examiner comments

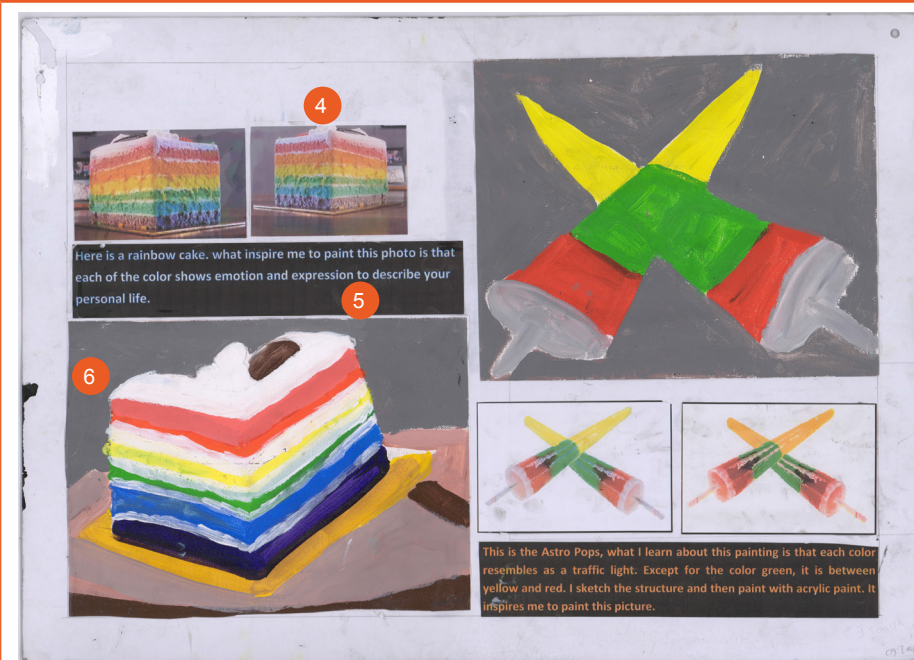


2 The candidate draws from photographs of slices of cake. It is not clear whether the photographs are the candidate's own or if they are secondary-sourced images from the Internet, for example. There is some ability to reflect the shape of the cake and some control over the strong use of colour in the painted copy. AO1, AO2.

3 Annotations describe the cake and give some of the candidate's thoughts about the cake, what it represents to them and how this might influence the development of their work. There is limited use of art-specific language in the annotations. AO1, AO3.

Example Candidate Response – low, continued

Examiner comments



4 This page shows a photograph of a different cake, which could be the candidate's own photograph, whereas the image of the Astro Pops seems to be from a secondary source. AO1.

5 The candidate reflects on the image of the cake and begins to look for meaning in the various colours. AO3.

6 The candidate creates a painted study of the cake and demonstrates a satisfactory use of colour to record the layers and the form of the cake. The image of the Astro Pops shows some awareness of form but is less successful. AO1, AO2.

Example Candidate Response – low, continued

Examiner comments



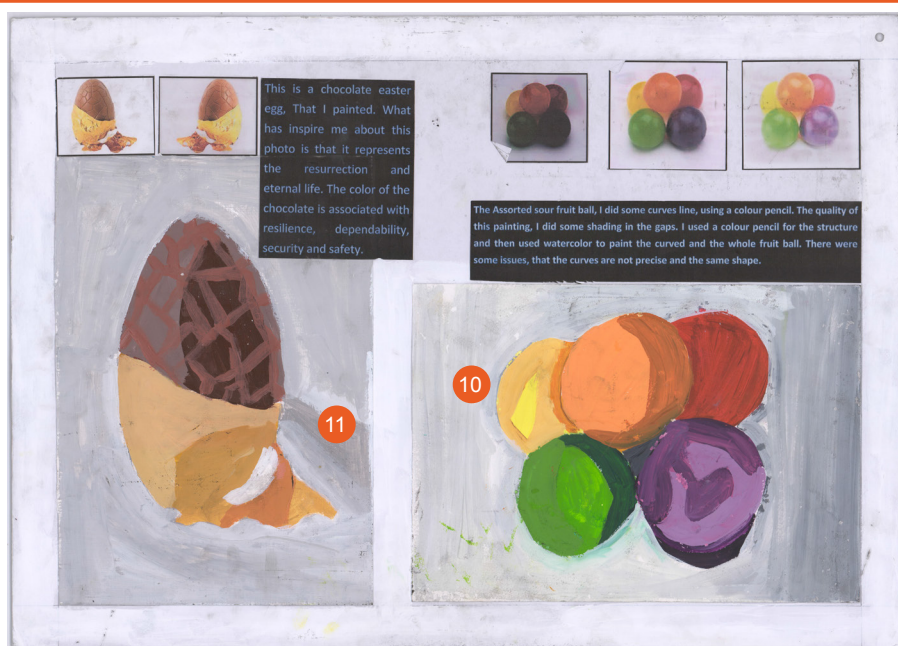
7 The painted studies show that the candidate is able to record the form of the cheesecake to a satisfactory standard. The use of tone in the background creates a strong bold image. AO2.

8 The candidate uses annotation to explain what the two cakes mean to them but they do not explain why the cakes represent the various emotions. AO1, AO3.

9 On this page, we see that the candidate is gathering more images of different cakes. These images seem to be the candidate's own photography. AO1.

Example Candidate Response – low, continued

Examiner comments



10 The candidate is copying from more images of sweets to explore their theme. They use tone on the coloured spheres to create depth and form. AO1.

11 The candidate continues to use paint in their media studies, mixing tones to apply in the background which helps to give interest to the composition. AO2.

Example Candidate Response – low, continued

Examiner comments

Artist study

Andy Warhol
Born August 6, 1928
Passed away February 22, 1987

Background

The name of Yankee artist Warhol is just about synonymous with Pop Art, the movement he helped shape within the 1960s. Later in his career, he expanded his oeuvre (artistic) to incorporate other types of media, including interview magazines and producing fashion shoots and films on site at his Factory, his world-famous studio in NY. He was born and educated in Pittsburgh. He moved to NY City in 1940 and built a successful career as a poster illustrator. The 1950s brought with it the ability to land a \$1000 a week salary as a poster illustrator. He incorporated his artwork advertising styles and techniques, during this time, when commercialism, Warhol was a prominent cultural figure in NY during the 1960s, 70s, and 80s. In the current day, he remains one among the foremost important artists of the 20th century and continues to exert influence on contemporary creative.

Style and technique

Warhol's drawings were often humorous, attractive, and unusual, and their manner is completely diverse from the cold and distant mood of his Pop art.

Andy Warhol's techniques also include Acrylic Painting, Watercolor Painting, Oxidation, Pastel, and Silk-Screening, which he later described as "tiny pictures that cry all the time," because most of the techniques he used were onto the canvas.

12

Prep 3:

13

14

My inspiration I got it from Andy Warhol's art work.

MAELYN DIPTYCH is a hand on the same publicity photograph from the 1953 film Niagara. The medium is acrylic paint on canvas.

My reference for my artist study is about the things that you remember and love about childhood, because the artwork on an actress, MAELYN DIPTYCH. It is a children's picture which contains the images of the actress, all taken from the 1953 film Niagara.

In addition my idea to make something that people will remember the tone of events and colors that they had loved before and experience the joy of happiness. In addition the use of different kinds of colors to express people's emotions on events and colors.

Here is my artwork, which is similar to his Pop art on Marilyn Diptych. Behind the scene, I was inspired that he uses variety of colour and texture to show expression on this person to describe the tone.

12 In this study, the candidate takes inspiration from the artist's work to develop their own images by repeating them in a grid. They simplify the previous image of the rainbow cake and paint a series of four repeated images in different colourways. AO3.

13 The candidate recognises similarities in the colour work of the artist Andy Warhol and the strong colours of their cake and sweet paintings. AO4.

14 The use of language in the annotation is confused at times but the candidate is looking at relevant images and making connections with their own art. AO4.

Example Candidate Response – low, continued

Examiner comments



15 The candidate is exploring alternative compositions by combining the shapes from their previous paintings and layering them together. There is some evidence of satisfactory development. For example, they crop the image of the rainbow cake, and combine the stripes from the Astro Pops onto the spherical forms of the sourballs. The images have some potential as bold abstract colour images. AO3.

16 There is some attempt to explore media in this composition as the candidate tries to combine paint and pencil in the same image. AO2.


Example Candidate Response – low, continued

Examiner comments



17 The candidate takes more photographs of a different cake and changes the colour slightly. This inspires them to create a repeated image of the same cake in various tones and to combine paint and pencil in the same image. AO1, AO2, AO3.

18 The candidate is exploring different compositions as they try to decide on a final outcome. AO3, AO4.

Example Candidate Response – low, continued	Examiner comments
 <p>19 What I know about this sketch, the tones of the images is darker. I used pencil to sketch the structure and layout of the image to express the expression, which describes the feature of how you feel.</p> <p>19 What I learn about this painting is that each color has its own emotion and expression to describe what you are feeling. I tried used color pencil to make it nice, but the quality is not accurate. However, I tried water color and the quality is nice and impression.</p> <p>20 The images shows that each of the color represents the tone which I use water color to make the image so extraordinary and to describe the type of expression and feeling to other people.</p> <p>20 What I know about this image, each of the object shows different varied and each color help to express your type of tastes and feeling on this image. I used acrylic paint to make the image beautiful and to attract your thought and understanding on this image.</p> <p>What amazes me that the structure of the object is resembled a mini burger and the color of the object is darker and the color means creativity, wisdom, dignity, devotion, peace and independence. I used acrylic paint to make the object look realistic and gloomy as it has darker tone to describe your feeling.</p>	<p>19 The candidate uses annotations to describe how the images have certain meaning to them and the colours express different emotions. AO1, AO3.</p> <p>20 On this sheet, the candidate tries to work out a composition from their images of cakes and sweets, exploring different background colours and combinations of shapes and colours in the foreground. AO3, AO4. Mark for AO1 = 7 out of 25 Mark for AO2 = 6 out of 25 Mark for AO3 = 7 out of 25 Mark for AO4 = 5 out of 25 Total mark awarded = 25 out of 100</p>

How the candidate could have improved their answer

- The candidate relied mostly on paint as a form of media throughout their portfolio. Exploring a range of application processes and techniques using paint could have helped the candidate to develop their painting skills. More exploration of different media and materials such as printmaking and collage would have been helpful to develop the candidate's understanding and experience of which media to select for various studies. This may have led them to select a more successful media to express their intentions. They researched the work of Andy Warhol and mentioned the fact that he used printmaking in his artwork. They could have used this information to explore printing techniques in their own work.
- In their portfolio work, the candidate often referred to the idea of colours representing certain feelings and emotions but there was little evidence to explain where these thoughts or ideas came from. This could have been explored in more detail, for example, by looking at how different colours have different meanings in various cultures.
- The candidate did not recognise some of the stronger images in the portfolio sheets, such as the bold use of colour and strong shadows. With more self-analysis, they may have recognised these strengths and could have explored them in more detail. For example, they could have manipulated their images more by cropping images, repeating forms, layering images, shapes and changing colours, to develop a more abstract image. Ideas on different ways to manipulate their images could have been inspired by researching an additional artist whose work was more abstract.

Common mistakes candidates made

- Researching artists that do not relate to their work or help to develop the candidates work in some way.
- Not exploring different compositions to consider the effect of background colour, form and subject content before creating the final outcome may result in less successful outcomes, which do not reflect candidates' strengths.
- Using only descriptive language to analyse their own work and others can limit a candidate's ability to reflect on their progress and make thoughtful and informed decisions.
- An over reliance on copying from photographs can limit a candidate's ability to understand the three-dimensional qualities of their subject. Candidates should consider recording more from direct observation.
- Not exploring a wide range of media, only using pencil or paint for example, restricting the exploration of materials.

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