



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2024**

**Marking Scheme**

**Art**

**Higher Level**

## **Note to teachers and students on the use of published marking schemes**

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

## **Future Marking Schemes**

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

## Leaving Certificate Art Marking Scheme 2024

There are three components in Art and the mark allocations are as follows:

Assessment Component	Marks	Level
Practical Coursework	250 marks	50%
Invigilated Practical Examination	100 marks	20%
Written Examination – Visual Studies	150 marks	30%
Total	500 marks	100%

## Practical Coursework and Invigilated Practical Examination

### Higher Level and Ordinary Level

The Leaving Certificate Art Brief for Practical Coursework and Invigilated Practical Examination is set as a common examination paper. This means that Higher-level and Ordinary-level candidates received the same stimulus material and were required to carry out the same tasks in developing and executing their artwork. However, a higher standard is expected of Higher-level candidates than of Ordinary-level candidates.

In order to ensure the correct alignment between the standard required to achieve grades at the two levels (H5=O1; H6=O2; H7=O3) the work is all marked initially on a reference scale. These reference marks are then converted to Higher or Ordinary level marks as appropriate.

For ease of implementation, the reference scale is designed to coincide with the Higher-level scale. Accordingly, after the candidate's Practical Coursework and Invigilated Practical Examination component have been awarded marks on the reference scale, Higher-level candidates have those reference marks recorded as their final mark for Practical Coursework and the Invigilated Practical Examination component, while Ordinary-level candidates have an adjustment made to convert the reference mark to their final mark for Practical Coursework and the Invigilated Practical Examination Component. The table below illustrates the alignment between the grades.

### Practical Coursework Component Adjustment

Higher grade	Ordinary grade	Reference mark	Higher mark	Ordinary mark
1		225 – 250	225 – 250	250
2		200 – 224	200 – 224	250
3		175 – 199	175 – 199	250
4		150 – 174	150 – 174	250
5	1	125 – 149	125 – 149	225 – 249
6	2	100 – 124	100 – 124	200 – 224
7	3	75 – 99	75 – 99	175 – 199
8	4	63 – 74	63 – 74	150 – 174
	5	50 – 62	50 – 62	125 – 149
	6	38 – 49	38 – 49	100 – 124
	7	25 – 37	25 – 37	75 – 99
	8	0 – 24	0 – 24	0 – 74

#### PRACTICAL COURSEWORK COMPONENT – conversion from reference mark to Ordinary-level mark

For Ordinary-level candidates, the final mark is found from the reference mark as follows:

- If the reference mark is 150 or more the final mark is 250.
- If the reference mark is at least 75 but less than 150 then add 100 to the reference mark to get the final mark.
- If the reference is at least 1 but less than 75 then double the reference mark and add 25 to get the final mark.
- If the reference mark is 0 the final mark is 0.

Reference Mark	Conversion
150 or more	Award 250 marks
75 – 149	Add 100 marks
1 – 74	Multiply the reference mark by 2 and add 25 marks
0	0

## Practical Examination Component Adjustment

Higher grade	Ordinary grade	Reference mark	Higher mark	Ordinary mark
1		90 – 100	90 – 100	100
2		80 – 89	80 – 89	100
3		70 – 79	70 – 79	100
4		60 – 69	60 – 69	100
5	1	50 – 59	50 – 59	90 – 99
6	2	40 – 49	40 – 49	80 – 89
7	3	30 – 39	30 – 39	70 – 79
8	4	25 – 29	25 – 29	60 – 69
	5	20 – 24	20 – 24	50 – 59
	6	15 – 19	15 – 19	40 – 49
	7	10 – 14	10 – 14	30 – 39
	8	0 – 9	0 – 9	0 – 29

### PRACTICAL EXAMINATION COMPONENT – conversion from reference mark to Ordinary-level mark

For Ordinary-level candidates, the final mark is found from the reference mark as follows:

- If the reference mark is 60 or more the final mark is 100.
- If the reference mark is at least 30 but less than 60 then add 40 to the reference mark to get the final mark.
- If the reference is at least 1 but less than 30 then double the reference mark and add 10 to get the final mark.
- If the reference mark is 0 the final mark is 0.

Reference Mark	Conversion
60 or more	Award 100 marks
30 – 59	Add 40 marks
1 – 29	Multiply the reference mark by 2 and add 10 marks
0	0

There are **two** practical components in Leaving Certificate Art. The practical components comprise **Practical Coursework** and the **Invigilated Practical Examination** and are based on a brief and viewed as a whole project.

For the practical components of Leaving Certificate Art in 2024, each candidate must submit the following:

- A State Examinations Commission Visual Journal containing the development work leading to **two** artefacts including the following pages:
  - ✓ Exploration of Chosen Theme
  - ✓ Artefact A: Development Sheet 1
  - ✓ Artefact A: Development Sheet 2
  - ✓ Artefact B: Development Sheet 1
  - ✓ Artefact B: Development Sheet 2
- Realised Artefact A which could be 2D, 3D or displayed as an MP4
- Realised Artefact B which could be 2D, 3D or displayed as an MP4.

#### Total Marks Available

Marking Criteria	Artefact A	Artefact B
Investigation of theme	10	10
Primary Sources	25	25
Development	40	40
Realised Artefact	90	90
Demonstration of distinctly different areas of practice	10	10
<b>Total marks for Coursework Component</b>	<b>250</b>	
<b>Total Marks for Practical Examination Component</b>		<b>100</b>
<b>Total marks for Practical Coursework and Practical Invigilated Examination Components</b>	<b>350</b>	

The use of the word Art throughout this marking scheme is taken to include the areas of fine art, design and craft in a range of traditional, contemporary, new and/or digital media.

The work should be first viewed in its entirety to establish the process of its development and realisation from the Exploration of Chosen Theme page to Development Sheets 1 and 2 for both artefacts and then the artefacts themselves. Then review the work again in detail before starting to mark. Follow the development of Artefact A from the Exploration of Chosen Theme page through to both development sheets for Artefact A and then review Artefact A itself. Then follow the same

process for Artefact B. Please ensure that you examine every part of the work in detail including all drawings, studies, plans, experiments, written text, etc.

You should be aware that marks are awarded for the use of primary sources. Primary sources are sources, physical or conceptual, that are viewed in their original state and are not filtered through another person's interpretation of them. You also should be aware of the difference between working from a primary source and working from a 2D image of a primary source such as a photograph, even if the candidate has taken the photograph themselves. Both are valid but you must look for the quality of learning being demonstrated.

You must examine the work carefully so that you can identify the features outlined in the Marking Scheme in the work that you view. No part of the marking criteria exists in isolation and each part of the marking criteria relates to other parts of the marking criteria in any piece of work. Drawing is core to the specification and should be demonstrated throughout the project.

The marks are divided into two parts which align with the two components. The first part which corresponds with **Practical Coursework** is applied to the Visual Journal, the development and realisation of Artefact A and to the development of Artefact B. The marks associated with this are in the green columns in the tables below. The second part which corresponds with the **Invigilated Practical Examination** is applied to the realised Artefact B. The marks associated with this are in the blue column in the tables below. These marks then are adjusted according to a differential for Higher level and Ordinary level as outlined above.

A guide is given below to aid marking. The levels of high, moderate, and low are attributed to mark bands. Read the criteria relating to each part of the Marking Scheme and note the mark bands. You must then choose which mark band best fits the specific criterion you are marking and then choose a specific mark within that band which best reflects the work presented. This mark is then awarded for that part of the Marking Scheme.

Quality of response	Common Level Mark Band Guide
High	The work submitted shows an advanced use and understanding of the listed marking criteria. Evidence of engagement with the listed marking criteria is demonstrated at an advanced level in the work being examined.
Moderate	The work submitted shows an effective use and understanding of the listed marking criteria. Evidence of engagement with the listed marking criteria is demonstrated at an effective level in the work being examined.
Low	The work submitted shows a limited use and understanding of the listed marking criteria. Evidence of engagement with the listed marking criteria is demonstrated at a limited level in the work being examined.

Visual Journal			Artefact A	Artefact B
A				
The work should show evidence of: <ul style="list-style-type: none"><li>a sustained, meaningful, creative and varied investigation of the theme.</li></ul>			10	10
Low	Moderate	High		
0-4	5-7	8-10		
B				
The work should show evidence of: <ul style="list-style-type: none"><li>choice of appropriate primary source(s). Relevance to chosen interpretation of the theme.</li><li>appropriate range of primary sources chosen.</li></ul>			5	5
Low	Moderate	High		
0-1	2-3	4-5		
C				
The work should show evidence of: <ul style="list-style-type: none"><li>analysis of the primary source(s); drawing using a range of visual means, media and techniques.</li></ul>			20	20
Low	Moderate	High		
0-8	9-15	16-20		
D				
The work should show evidence of: <ul style="list-style-type: none"><li>development of concepts in imaginative and creative ways.</li><li>production of an annotated visual record of an enquiry; drawing, experiment with ideas, media and techniques, use of problem-solving skills to develop ideas showing progression leading to a realised artefact.</li><li>development of a personal visual language to express ideas and to link the stimulus to intentions and to the realised artefact, in a confident and assured manner.</li></ul>			30	30
Low	Moderate	High		
0-12	13-23	24-30		
E				
The work should show evidence of: <ul style="list-style-type: none"><li>research, selection, organisation, and processing of relevant information from learning in Visual Studies.</li><li>an understanding of the conventions of the area of practice through which the work was produced.</li><li>the extent to which the research from Visual Studies has influenced the candidate.</li></ul>			10	10
Low	Moderate	High		
0-4	5-7	8-10		



Realised Artefact			Artefact A	Artefact B
F				
The work should show evidence of: <ul style="list-style-type: none"><li>• presentation of a personal and meaningful artefact that realises intentions and demonstrates understanding of visual language and aesthetics.</li><li>• the artefact effectively communicates the ideas developed in the Visual Journal.</li></ul>			30	30
Low	Moderate	High		
0-12	13-23	24-30		
G				
The work should show evidence of: <ul style="list-style-type: none"><li>• individual response showing knowledge and understanding of art elements and design principles.</li></ul>			20	20
Low	Moderate	High		
0-8	9-15	16-20		
H				
The work should show evidence of: <ul style="list-style-type: none"><li>• individual response showing knowledge and understanding of chosen media, materials and techniques.</li></ul>			30	30
Low	Moderate	High		
0-12	13-23	24-30		
I				
The work should show evidence of: <ul style="list-style-type: none"><li>• overall impact of finished artefact.</li></ul>			10	10
Low	Moderate	High		
0-4	5-7	8-10		
J				
The work should show evidence of: <ul style="list-style-type: none"><li>• realisation of two artefacts through two distinctly different areas of practice using different materials and techniques for each.</li></ul>			10	10
Low	Moderate	High		
0-4	5-7	8-10		
Total marks for Practical Coursework Component			250	
Total Marks for Invigilated Examination Component				100
	Total marks for Practical Coursework and Practical Invigilated Examination Components		350	

After you have awarded the candidate a final mark you must check this mark against the Grade Descriptor in order to ensure that the final mark you have awarded is correct.

Grade	<b>GRADE DESCRIPTOR - PRACTICAL COMPONENTS 2024</b> <b>Higher Level</b>
<b>H1</b>	<p><i>The candidate/work displays a high proportion of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• an excellent degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• excellent levels of drawing that show excellent levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows an excellent ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• excellent use of art elements and design principles.</li> <li>• excellent understanding of the properties, possibilities and constraints of media appropriate to intentions, with an excellent level of assurance and ease, and an excellent level of proficiency in techniques.</li> </ul>
<b>H2</b>	<p><i>The candidate/work displays a high proportion of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• a very good degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• very good levels of drawing that show very good levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows very good ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• very good use of art elements and design principles.</li> <li>• very good understanding of the properties, possibilities and constraints of media appropriate to intentions, with a very good level of assurance and ease, and a very good level of proficiency in techniques.</li> </ul>
<b>H3</b>	<p><i>The candidate/work displays a high proportion of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• a good degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• good levels of drawing that show good levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows good ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• good use of art elements and design principles.</li> <li>• good understanding of the properties, possibilities and constraints of media appropriate to intentions, with a good level of assurance and ease, and a good level of proficiency in techniques.</li> </ul>
<b>H4</b>	<p><i>The candidate/work displays a predominance of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• a fair degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• fair levels of drawing that show fair levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows fair ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• fair use of art elements and design principles.</li> <li>• fair understanding of the properties, possibilities and constraints of media appropriate to intentions, with a fair level of assurance and ease, and a fair level of proficiency in techniques.</li> </ul>

<b>H5</b>	<p><i>The candidate/work displays a predominance of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• a basic degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• basic levels of drawing that show basic levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows a basic ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• basic use of art elements and design principles.</li> <li>• basic understanding of the properties, possibilities and constraints of media appropriate to intentions, with a basic level of assurance and ease, and a basic level of proficiency in techniques.</li> </ul>
<b>H6</b>	<p><i>The candidate/work displays a predominance of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• a limited degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• limited levels of drawing that show limited levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows limited ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• limited use of art elements and design principles.</li> <li>• limited understanding of the properties, possibilities and constraints of media appropriate to intentions, with a limited level of assurance and ease, and a limited level of proficiency in techniques.</li> </ul>
<b>H7</b>	<p><i>The candidate/work displays a predominance of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• a very limited degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• very limited levels of drawing that show very limited levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows very limited ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• very limited use of art elements and design principles.</li> <li>• very limited understanding of the properties, possibilities and constraints of media appropriate to intentions, with a very limited level of assurance and ease, and a very limited level of proficiency in techniques.</li> </ul>
<b>H8</b>	<p><i>The candidate/work displays a predominance of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• little or no degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• little or no levels of drawing that show little or no levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows little or no ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• little or no use of art elements and design principles.</li> <li>• little or no understanding of the properties, possibilities and constraints of media appropriate to intentions, with little or no assurance and ease, and little or no proficiency in techniques.</li> </ul>

Grade	<b>GRADE DESCRIPTOR - PRACTICAL COMPONENTS 2024</b> <b>Ordinary Level</b>
<b>O1</b>	<p><i>The candidate/work displays a high proportion of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• an excellent degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• excellent levels of drawing that show excellent levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows an excellent ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• excellent use of art elements and design principles.</li> <li>• excellent understanding of the properties, possibilities and constraints of media appropriate to intentions, with an excellent level of assurance and ease, and an excellent level of proficiency in techniques.</li> </ul>
<b>O2</b>	<p><i>The candidate/work displays a high proportion of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• a very good degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• very good levels of drawing that show very good levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows very good ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• very good use of art elements and design principles.</li> <li>• very good understanding of the properties, possibilities and constraints of media appropriate to intentions, with a very good level of assurance and ease, and a very good level of proficiency in techniques.</li> </ul>
<b>O3</b>	<p><i>The candidate/work displays a high proportion of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• a good degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• good levels of drawing that show good levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows good ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• good use of art elements and design principles.</li> <li>• good understanding of the properties, possibilities and constraints of media appropriate to intentions, with a good level of assurance and ease, and a good level of proficiency in techniques.</li> </ul>
<b>O4</b>	<p><i>The candidate/work displays a predominance of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• a fair degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• fair levels of drawing that show fair levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows fair ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• fair use of art elements and design principles.</li> <li>• fair understanding of the properties, possibilities and constraints of media appropriate to intentions, with a fair level of assurance and ease, and a fair level of proficiency in techniques.</li> </ul>



<b>05</b>	<p><i>The candidate/work displays a predominance of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• a basic degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• basic levels of drawing that show basic levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows a basic ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• basic use of art elements and design principles.</li> <li>• basic understanding of the properties, possibilities and constraints of media appropriate to intentions, with a basic level of assurance and ease, and a basic level of proficiency in techniques.</li> </ul>
<b>06</b>	<p><i>The candidate/work displays a predominance of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• a limited degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• limited levels of drawing that show limited levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows limited ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• limited use of art elements and design principles.</li> <li>• limited understanding of the properties, possibilities and constraints of media appropriate to intentions, with a limited level of assurance and ease, and a limited level of proficiency in techniques.</li> </ul>
<b>07</b>	<p><i>The candidate/work displays a predominance of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• a very limited degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• very limited levels of drawing that show very limited levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows very limited ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• very limited use of art elements and design principles.</li> <li>• very limited understanding of the properties, possibilities and constraints of media appropriate to intentions, with a very limited level of assurance and ease, and a very limited level of proficiency in techniques.</li> </ul>
<b>08</b>	<p><i>The candidate/work displays a predominance of the following attributes:</i></p> <ul style="list-style-type: none"> <li>• little or no degree of perseverance, creativity and imagination, focus and relevance.</li> <li>• little or no levels of drawing that show little or no levels of skill, fluency and confidence to convey information and support the candidate's ideas and work.</li> <li>• shows little or no ability in selecting recording and evaluating visual information from primary source/s to develop work.</li> <li>• little or no use of art elements and design principles.</li> <li>• little or no understanding of the properties, possibilities and constraints of media appropriate to intentions, with little or no assurance and ease, and little or no proficiency in techniques.</li> </ul>

# Visual Studies Examination

## Introduction

### Annotations used in the marking

The scripts were marked by examiners using an online marking platform. The following table illustrates the various annotations (symbols) applied by the examiners when marking the scripts. The meaning and use of each of the annotations applied are also explained in the table. These annotations will be seen on a script if viewed as part of the appeal process. Annotations applied by an examiner will be viewed in red. Scripts that were also marked by an advising examiner will show annotations in a green colour.

Symbol	Description	Denoting
	Tick (blank)	Written and/or drawn response seen by the examiner.
	Vertical wavy	Blank page/section seen by the examiner.

Note: Some annotations may not be relevant to particular scripts.

### The Irish Bonus

Bonus marks at the rate of 10% of the marks obtained will be given to a candidate who answers entirely through Irish and who obtains less than 75% of the total marks. In calculating the bonus to be applied decimals are always rounded down, not up e.g., 4.5 becomes 4; 4.9 becomes 4, etc. The bonus table given on the next page applies to candidates who answer entirely through Irish and who obtain more than 75% of the total marks.



## Coimisiún na Scrúduithe Stáit

### *Marcanna Breise as ucht freagairt trí Ghaeilge*

Léiríonn an tábla thíos an méid marcanna breise ba chóir a bhronnadh ar iarrthóirí a ghnóthaíonn níos mó ná 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthrata a bhronnadh ar iarrthóirí nach ngnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin a **shlánú síos**.

### *Tábla 150 @ 10%*

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 150 marc san iomlán ag gabháil leo agus inarb é 10% gnáthrata an bhónais.

Bain úsáid as an ngnáthrata i gcás 112 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
113	11
114 - 116	10
117 - 120	9
121 - 123	8
124 - 126	7
127 - 130	6

Bunmharc	Marc Bónais
131 - 133	5
134 - 136	4
137 - 140	3
141 - 143	2
144 - 146	1
147 - 150	0

The procedure for marking consists of:

- Careful reading and analysis of all the responses
- Allocation of marks to the components according to the agreed scheme.

Read the entire answerbook to familiarise yourself with the content presented for marking. Identify what questions have been answered and if sketches have been submitted.

The detail required in any answer is determined by the context and the manner in which the question is asked and by the number of marks assigned to the answer in the examination paper. Requirements may therefore vary from year to year.

Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradictions the marks may not be awarded.

Where sketches are included to answer any question, they should be reviewed as part of the material on which the mark is based using the mark allocation for the part of the question that the sketch is answering or supporting.

If you are not familiar with the artwork or artist in a response it is your responsibility to make yourself familiar with the artwork or artist before you mark the question. All valid points will be taken into consideration.

As a general rule, if in doubt about the validity of any answers, examiners must consult their advising examiner before awarding marks.

Note: Be careful not to penalise skilful brevity, nor to reward unwarranted length.

Candidates are being marked on the quality of their answers demonstrating the features in the tables below. This marking scheme uses descriptor marking to allocate marks. The mark to be allocated is dependent on the mark available for that particular part of the question. Each time you prepare to award marks associated with a specific part of the marking scheme you must read the relevant answer with the criteria for that specific part of the marking scheme in mind. In this way, you will read each answer a number of times to ensure that you have properly analysed and awarded the correct marks.

<b>Section A</b>	<b>Today's world</b>	<b>50 marks</b>
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Candidates must answer any five questions in this section from Question 1 to Question 7. Each question is worth 10 marks.

A guide is given below to aid marking. The levels of low, moderate and high are attributed to mark bands. In 2024, all of the questions in this section are either 4-mark questions, 5-mark questions or 6-mark questions. A descriptor is used for 4-mark questions, 5-mark questions and 6-mark questions in this section. These descriptors should be interpreted in the context of the challenges and demands of the question the candidate has chosen.



## Today's world – Descriptor for short questions

### Skills of critical literacy and contextual inquiry to decode, decipher and make meaning from a range of stimuli/questions.

<i>The response shows evidence of the following where appropriate:</i> <ul style="list-style-type: none"> <li>Limited understanding of the requirements of the question.</li> <li>Limited application of accurate and informed practice, knowledge and understanding to new and unfamiliar situations.</li> <li>A limited level of problem-solving skills in relation to Visual Studies and the practical application of art.</li> <li>Limited analysis, interpretation and evaluation of any given stimulus material.</li> <li>Limited presentation of accurate and/or relevant arguments, explanations and ideas which are based on little or no evidence.</li> <li>Presentation of an answer with limited and/or no coherence and focus.</li> <li>Use of visual art terminology and/or sketches with limited accuracy and relevance.</li> </ul>	<b>4</b>	<b>5</b>	<b>6</b>
	Marks <b>Low</b> <b>0-1</b>	Marks <b>Low</b> <b>0-1</b>	Marks <b>Low</b> <b>0-2</b>
<i>The response shows evidence of the following where appropriate:</i> <ul style="list-style-type: none"> <li>Good understanding of the requirements of the question.</li> <li>Good application of accurate and informed practice, knowledge and understanding to new and unfamiliar situations.</li> <li>A good level of problem-solving skills in relation to Visual Studies and the practical application of art.</li> <li>Good analysis, interpretation and evaluation of any given stimulus material.</li> <li>Good presentation of accurate and relevant arguments, explanations and ideas which are in the main based on evidence.</li> <li>Presentation of a good coherent and focused answer.</li> <li>Good, accurate and relevant use of visual art terminology and/ or sketches.</li> </ul>	<b>Mod- erate</b> <b>2-3</b>	<b>Mod- erate</b> <b>2-3</b>	<b>Mod- erate</b> <b>3-4</b>
<i>The response shows evidence of the following where appropriate:</i> <ul style="list-style-type: none"> <li>Thorough understanding of the requirements of the question.</li> <li>Thorough application of accurate and well-informed practice, knowledge and understanding to new and unfamiliar situations.</li> <li>A thorough level of problem-solving skills in relation to Visual Studies and the practical application of art.</li> <li>Consistent and well-informed analysis, interpretation and evaluation of any given stimulus material.</li> <li>Thorough presentation of accurate and relevant arguments, explanations and ideas based on evidence.</li> <li>Thorough presentation of a coherent and focused answer.</li> <li>Thorough, accurate and relevant use of visual art terminology and/ or sketches.</li> </ul>	<b>High</b> <b>4</b>	<b>High</b> <b>4-5</b>	<b>High</b> <b>5-6</b>

**Question 1**

Question 2

Answer			
(a) Description of the painting using the given headings: composition, perspective, colour.			
Low	Moderate	High	6 Marks
0-2	3-4	5-6	
Answer			
(b) Reasonable interpretation of, or suggestion as to, what the painting is about. Reasons for the answer given.			
Low	Moderate	High	4 Marks
0-1	2-3	4	

**Question 2**

Question 2

Answer			
(a) How the artist created a sense of depth in the print illustrated.			
Low	Moderate	High	6 Marks
0-2	3-4	5-6	
Answer			
(b) Discussion of the advantages of creating an edition. Justification for the answer given.			
Low	Moderate	High	4 Marks
0-1	2-3	4	

**Question 3**

Question 1

Answer			
(a) An account of a contemporary living sculptor's work using the given headings: themes, media, scale.			
Low	Moderate	High	6 Marks
0-2	3-4	5-6	
Answer			
(b) Opinion on if the artist's career is successful. Justification for the answer given.			
Low	Moderate	High	4 Marks
0-1	2-3	4	

**Question 4**

Question 1

Answer			
(a) Description of the artwork using the given headings: use of materials, colour, line.			
Low	Moderate	High	6 Marks
0-2	3-4	5-6	
Answer			
(b) Opinion on the type of imagery that inspired the artwork. Reasons for the answer given using evidence from the illustration shown.			
Low	Moderate	High	4 Marks
0-1	2-3	4	

**Question 5**

Question 5

Answer			
(a) Discussion of why the role of the curator in a public gallery is important.			
Low	Moderate	High	5 Marks
0-1	2-3	4-5	
Answer			
(b) Discussion of what makes a visual art exhibition popular with the general public. Explanation for the answer given.			
Low	Moderate	High	5 Marks
0-1	2-3	4-5	

**Question 6**

Question 6

Answer			
(a) Description of the artwork using the given headings: composition, motif, colour.			
Low	Moderate	High	6 Marks
0-2	3-4	5-6	
Answer			
(b) Discussion whether the artwork suits its location. Justification for the answer given.			
Low	Moderate	High	4 Marks
0-1	2-3	4	

**Question 7**

Answer			
(a) Description of the poster design using the given headings: layout, light, contrast.			
Low	Moderate	High	6 Marks
0-2	3-4	5-6	
Answer			
(b) Discussion of what the imagery is communicating about the product. Justification for the answer given.			
Low	Moderate	High	4 Marks
0-1	2-3	4	

**Section B****Europe and the wider world****50 marks**

Candidates must answer **one** question from this section. There are 50 marks per question. All responses must be carefully observed and interrogated including any responses in the Optional Planning Space, Optional Answer Space for sketches, diagrams, etc. and in the Additional Answer Spaces.

Candidates may choose from a wide range of relevant examples and content to answer a question. Relevant content must be credited.

If candidates answer more than one question etc. per section then the question with the highest score is used to award marks.

Answers to this section will be marked using the criteria below.

**Quality of Response**

Before commencing marking read the entire answer to the chosen question to familiarise yourself with the content presented for marking. Check to see if sketches or diagrams are included. **Note: Be careful not to penalise skilful brevity, nor to reward unwarranted length.** These descriptors should be interpreted in the context of the challenges and demands of the question the candidate has chosen.

**Section C****Ireland and its place in the wider world****50 marks**

Candidates must answer **one** question from this section. There are 50 marks per question. All responses must be carefully observed and interrogated including any responses in the Optional Planning Space, Optional Answer Space for sketches, diagrams, etc. and in the Additional Answer Spaces.

Candidates may choose from a wide range of relevant examples and content to answer a question. Relevant content must be credited.

If candidates answer more than one question etc. per section then the question with the highest score is used to award marks.

Answers to this section will be marked using the criteria below.

**Quality of Response**

Before commencing marking read the entire answer to the chosen question to familiarise yourself with- the content presented for marking. Check to see if sketches or diagrams are included. **Note: Be careful not to penalise skilful brevity, nor to reward unwarranted length.** These descriptors should be interpreted in the context of the challenges and demands of the question the candidate has chosen.

<b>Band Descriptor for Section B and Section C</b>	
<b>Coherence and Focus. 10 Marks.</b>	
<b>Low</b>	<b>0-3</b>
<i>The response shows evidence of:</i> <ul style="list-style-type: none"> <li>• A limited ability to understand the demands of the question and to create an answer based on the question posed.</li> <li>• A limited ability to form and present reasonable, sequential and logical arguments and ideas. Work is based on very limited or no evidence.</li> <li>• A limited ability to articulate a personal understanding in the response.</li> </ul>	
<b>Moderate</b>	<b>4-6</b>
<i>The response shows evidence of:</i> <ul style="list-style-type: none"> <li>• A good ability to understand the demands of the question and to create an appropriate answer based on the question posed.</li> <li>• A good ability to form and present reasonable, sequential and logical arguments and ideas which are for the most part based on evidence.</li> <li>• A good ability to articulate a personal understanding in the response.</li> </ul>	
<b>High</b>	<b>7-10</b>
<i>The response shows evidence of:</i> <ul style="list-style-type: none"> <li>• A thorough ability to understand the demands of the question and to create a high-level answer based on the question posed.</li> <li>• A thorough ability to form and present reasonable, sequential and logical arguments and ideas which are clearly based on evidence.</li> <li>• A thorough ability to articulate a personal understanding in the response.</li> </ul>	

<b>Band Descriptor for Section B and Section C</b>	
<b>Subject Knowledge. 20 Marks.</b>	
<b>Low</b>	<b>0-7</b>
<i>The response shows evidence of:</i> <ul style="list-style-type: none"> <li>• A limited level of recall, knowledge and understanding of the section of focus.</li> <li>• A limited level of critical thinking to analyse and evaluate their knowledge of the section of focus.</li> <li>• A limited critical or perceptive use of their knowledge of the section of focus to appropriately support their approach to the question.</li> </ul>	
<b>Moderate</b>	<b>8-13</b>
<i>The response shows evidence of:</i> <ul style="list-style-type: none"> <li>• A good level of recall, knowledge and understanding of the section of focus.</li> <li>• A good level of critical thinking to analyse and evaluate their knowledge of the section of focus.</li> <li>• A good critical and perceptive use of their knowledge of the section of focus to appropriately support their approach to the question.</li> </ul>	
<b>High</b>	<b>14-20</b>
<i>The response shows evidence of:</i> <ul style="list-style-type: none"> <li>• A thorough level of recall, knowledge and understanding of the section of focus.</li> <li>• A thorough level of critical thinking to analyse and evaluate their knowledge of the section of focus.</li> <li>• A thorough critical and perceptive use of their knowledge of the section of focus to appropriately support their approach to the question.</li> </ul>	

<b>Band Descriptor for Section B and Section C</b>	
<b>Relevant Examples. 10 Marks.</b>	
<b>Low</b>	<b>0-3</b>
<i>The response shows evidence of:</i> <ul style="list-style-type: none"> <li>• A limited choice of artists, and examples of artworks/artefacts with limited relevance/not recognised and support a very limited response.</li> <li>• A limited understanding of the selected artists used and a limited understanding of the examples of artworks/artefacts used to justify the response.</li> </ul>	
<b>Moderate</b>	<b>4-6</b>
<i>The response shows evidence of:</i> <ul style="list-style-type: none"> <li>• A good choice of artists, and examples of artworks/artefacts that are mostly relevant/recognised and support a mostly accurate response.</li> <li>• A good understanding of the selected artists used and a good understanding of the examples of artworks/artefacts used to justify the response.</li> </ul>	
<b>High</b>	<b>7-10</b>
<i>The response shows evidence of:</i> <ul style="list-style-type: none"> <li>• A thorough choice of artists, and examples of artworks/artefacts that are most relevant/recognised and support a highly accurate response.</li> <li>• A thorough understanding of the selected artists used and a thorough understanding of the examples of artworks/artefacts used to justify the response.</li> </ul>	



<b>Band Descriptor for Section B and Section C</b>	
<b>Visual Language (terminology and/or sketches). 10 Marks.</b>	
<b>Low</b>	<b>0-3</b>
<i>The response shows evidence of:</i> <ul style="list-style-type: none"> <li>• A limited use and understanding of terminology to communicate ideas.</li> <li>• If sketches are used: the sketches demonstrate a limited ability to support the answer and communicate ideas.</li> </ul>	
<b>Moderate</b>	<b>4-6</b>
<i>The response shows evidence of:</i> <ul style="list-style-type: none"> <li>• A good use and understanding of terminology which is accurate and relevant and adds to the communication of ideas.</li> <li>• If sketches are used: the sketches demonstrate a good ability to support the answer and communicate ideas. The sketches are mostly accurate and relevant.</li> </ul>	
<b>High</b>	<b>7-10</b>
<i>The response shows evidence of:</i> <ul style="list-style-type: none"> <li>• A thorough use and understanding of terminology which is accurate, relevant and supports the communication of ideas.</li> <li>• If sketches are used: the sketches demonstrate a thorough ability to support the answer and communicate ideas. The sketches are thorough, accurate and relevant.</li> </ul>	





