

Annotation- GCSE Guidance

The purpose of annotation is to show that the students has:

- Critically analysed the work of others in relation to their own intentions.
- Critically analysed their own work.
- Expanded on the idea behind the work as it progresses.
- Explained connections between images made and found.

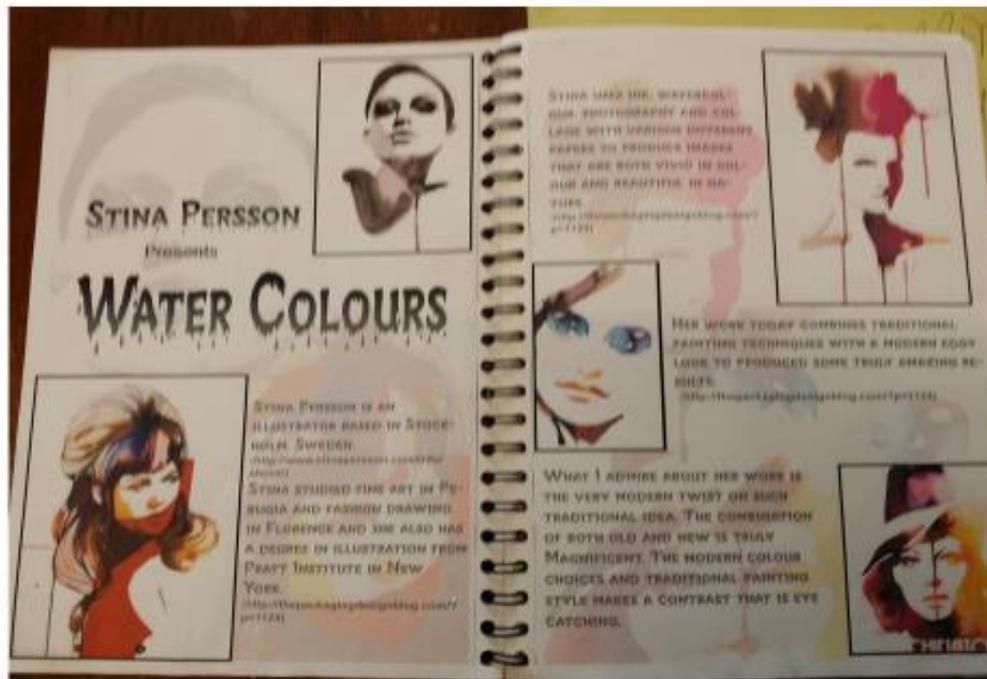
Pearson GCSE written annotation guide

Annotation – what are the expectations?

- In every title, students must show evidence of written annotation within Component 1 and Component 2.
- Written annotation **MUST** feature as evidence in AO3 but **CAN** also contribute to evidence in AOs 1, 2 and 4.

Source: AQA Subject guidance

Artist pages?



The annotation on artist pages such as these should be telling the audience how and why it has influenced the student, not a biography of the artist. And what is more important here; making a beautiful sketchbook page or practicing and learning Stina Persson's watercolour technique?

Annotation Common Errors

- Students often waffle on for much longer than is needed, writing reams and reams of useless information that gets them no extra marks
- Students have a habit of describing what is obvious
- Often, they simply copy information they find verbatim
- They often forget to label sources
- They spend hours decorating text rather than doing the actual work
- Often, students don't actually describe what they like about the source using the formal elements
- They often forget to inform you how the image might influence their work



Annotation – tips from the moderator

- In the best practice seen, written work evidently added value to what existed in visual form.
- Students frequently analysed sources through **brief but purposeful** annotation.
- Students had made purposeful statements that linked together their ideas and insights.
- Transcribed, plagiarised or downloaded information, used as a “bolt on” feature (is a low value exercise).

Annotation – exam board advice

- The exam boards do NOT have a formalised, expected way to annotate. *“The content and presentation of annotation will be determined by what the student wishes to communicate, and how it supports the development of their work.”*
- Students should understand where and how annotations can become an integral feature rather than a ‘bolt-on’ aspect of the creative process.
- There is no requirement for students to produce extended pieces of writing. Annotation should support the visual evidence and not in any way replace the practical work.
- Students should use the correct vocabulary when annotating their work to show that they are developing their knowledge, understanding and skills.

The annotations made should clearly support the visual and practical work by providing a context.

The written annotation should be purposeful and informative, using suitable specialist vocabulary.

The annotation should analyse critically, evaluate and reflect on the student’s own work and that of others.

Annotation can be handwritten, or digital

Source: AQA Subject guidance 2018

Investigating and commenting on artwork, artefacts and concepts

This document is to be used for reflecting, and annotating responses when looking at anything related to the development of a project. Simply describing what you see and relaying facts and biography type information, will not cover the requirements of the assessment criteria or the purpose of the course. More importantly, the work created will potentially be limited in ideas and be in danger of becoming merely pastiches.

Purposes of the course- what you should be covering:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and **as critical and reflective thinkers with enquiring minds**
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and **experimenting with ideas** processes, media, materials and techniques
- **develop critical understanding through investigative, analytical,** experimental, practical, technical and expressive skills
- **develop and refine ideas and proposals, personal outcomes** or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with **purpose and intent**
- **develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures**
- **develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries**
- **develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work**

Assessment objectives.

- AO1: **Develop ideas through investigations, demonstrating critical understanding of sources.**
- AO2: **Refine work by exploring ideas**, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: **Record ideas, observations and insights relevant to intentions as work progresses.**
- AO4: **Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.**

NB: all the above can and should be covered visually, but it is compulsory for written annotation to be evident for A03. The questions provided are a starting point and a guide, the key terms and elements of art highly recommend using and show clear understanding of these.