

Exercise walk-through

7.4

Writing About Your Work

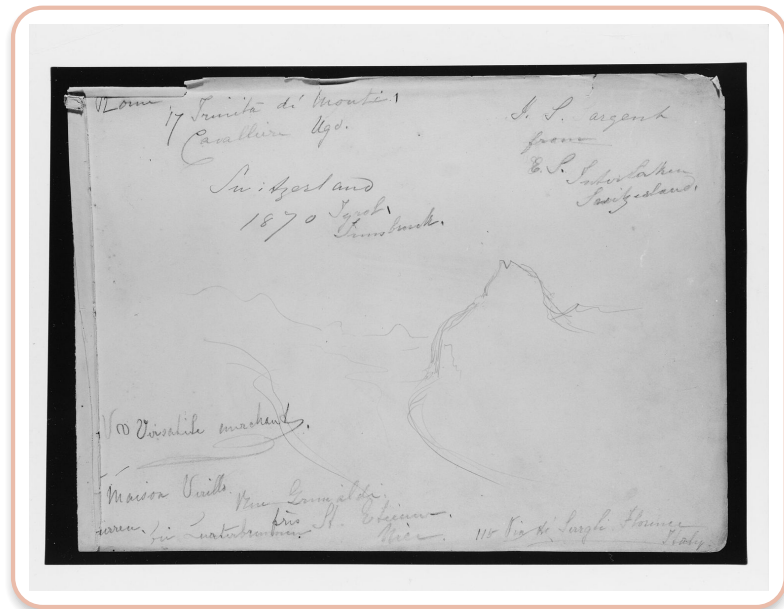
AP Drawing

Writing about your work

Writing speaks to viewers who **cannot ask you questions**.

- stay within character limits – concise and **specific**
- state the guiding question **clearly**
- name materials precisely in every caption field

Relevance rule: if the text could sit under someone else's portfolio, it is too generic.



Written evidence starts in the journal next to studies

The written evidence is short, factual and load-bearing

what it does

it **directs the scorer's attention** – it does not decorate the images (CED 3.D/3.E)

concrete nouns and verbs

“compressed charcoal on gessoed cardboard, lifted with erasers” beats “mixed media”

CED vocabulary

name the skills and the three components in the exam's own words

draft early, cut hard

character limits **reward the specific and punish the vague**

Write what you *did*, not what you hoped. Every adjective you cut makes room for a material, a process, or a decision.

Presentation and image quality

A 5-level drawing shot with glare reads as a 3. Reshoot anything you hesitate over.

Even lighting, sharp focus, true colour. Crop to the work; avoid glare and keystoneing. Keep resolution high.



Document process and finished pieces in clean light

Scorers see photographs, not originals

the consequence

photograph

quality **is** portfolio quality (CED 3.F)

lighting

even, indirect daylight, or a **two-lamp** setup at 45 degrees from each side

avoid

glare, shadows falling across the work, and **keystone distortion** from an angled camera

square on

camera parallel to the work, centred – or the rectangle photographs as a trapezium

check values on screen

a washed-out photo **erases the light-and-shade skill** you spent weeks building

This is the cheapest place in the whole course to gain or lose marks, and the only one where an afternoon's care protects a year's work.

Exercises 2.1·2.2

2.1 Written evidence completely unrelated to the works

[1]

☐

A boosts the score

B caps (limits) the score

C does not matter

D doubles the score

2.2 Why is 'I explored my emotions through visual language' weak writing?

[2]

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2.1 B

- relevance is a rubric rule – unrelated writing caps the score

2.2 Why is 'I explored my emotions through visual language' weak writing?

[2]

2.2

- it is generic and could fit anyone's portfolio; it names no materials/processes and ties to nothing visible

Exercise 2.3

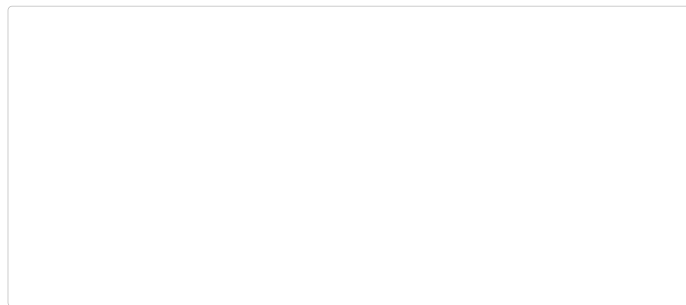
2.3 Rewrite 'I used mixed media' more concretely (one example). [1]

3 Studio & portfolio tasks

3.1 Draft **written evidence** for one work.

(a) Write three sentences: state the inquiry, name materials/processes, and link them to the idea. [3]

(b) Underline every phrase that ties to something visible in the image. [1]



3.2

() Take a vague sentence and rewrite it so it could NOT fit another student's work. [2]

Exercise 2.3

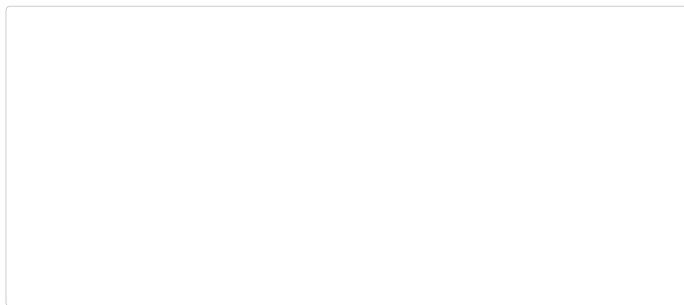
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2.3

- e.g. 'ink line over three charcoal washes on gessoed card'

3.1

- inquiry stated; concrete materials/processes named; a link to the idea; most phrases

Full solution 2.3

2.3

- e.g. 'ink line over three charcoal washes on gessoed card'

3.1

- inquiry stated; concrete materials/processes named; a link to the idea; most phrases tie to visible things

3.2

- the rewrite is specific to this work; names concrete, visible detail