

Candidate identifier		Story Box			
Criterion	A	B	C	D	Total
Level awarded	6	7	5	7	25

Criterion A: Knowing and understanding	Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
<b>Strand i:</b> demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology	The evidence demonstrated some considered synthesis of the knowledge gained through research, although there was little analysis which lacked detail. Subject specific terminology was frequently used in an appropriate way.	5
<b>Strand ii:</b> demonstrate understanding of the role of the art form in original or displaced contexts	The evidence demonstrates, in detail, how the artists have told stories through their artwork, and how they have expressed their ideas in a thoughtful way.	6
<b>Strand iii:</b> use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork	There are strong connections in their commentary between their own artwork and the artwork of the artists studied. The evidence convincingly explains how the knowledge acquired influenced the product.	6
<b>Overall criterion level</b>	<b>Level 6</b>	<b>What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"?</b>

<b>Criterion B: Developing skills</b>		<b>Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?</b>	<b>Level by strand</b>
<b>Strand i:</b> demonstrate the acquisition and development of the skills and techniques of the art form studied		The response demonstrated considerable personal progression in the acquisition of skills and techniques.	Level 6
<b>Strand ii:</b> demonstrate the application of skills and techniques to create, perform and/or present art		The final product demonstrated effective and consistently well-focussed control of skills and techniques.	Level 7
<b>Overall criterion level</b>	<b>Level 7</b>	<b>What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”?</b> The student described in clear terms the difficulties encountered and the personal development of skills to overcome these difficulties ensuring a highly effective result. The student was disciplined and purposeful in achieving the realization of the intended outcome seeking further solutions outside the original plan to secure an effective outcome.	

<b>Criterion C: Thinking creatively</b>		<b>Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?</b>	<b>Level by strand</b>
<b>Strand i:</b> develop a feasible, clear, imaginative and coherent artistic intention		The artistic intention gives quite a detailed explanation of the intended outcome with evidence of often imaginative ideas explaining clearly the personal and cultural connections.	5
<b>Strand ii:</b> demonstrate a range and depth of creative-thinking behaviours		There is a range and depth of creating behaviours.	6
<b>Strand iii:</b> demonstrate the exploration of ideas to shape artistic intention through to a point of realization.		The initial ideas were explored although sometimes only in a surface manner and lacked depth.	5
<b>Overall criterion level</b>	<b>Level 5</b>	<b>What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”?</b> The response overall was at the lower level of the strands therefore a 5 was awarded.	

<b>Criterion D: Responding</b>		<b>Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?</b>	<b>Level by strand</b>
<b>Strand i:</b> construct meaning and transfer learning to new settings		The commentary contained detailed evidence of insightful and creative considerations between the final product and the statement of inquiry, as well as including powerful and meaningful connections to the student's own personal and cultural identity often referencing their own thoughts and feelings.	8
<b>Strand ii:</b> create an artistic response that intends to reflect or impact on the world around them		The response demonstrates strong connections between the artwork and the world.	7
<b>Strand iii:</b> critique the artwork of self and others		The work of other artists was evaluated, though the critique of the student's own artwork was detailed and insightful. The detailed insightful element compensated toward a holistic level for this strand at a low 6.  The response here was adequate in terms of the further critique of the artworks studied (4) whilst there were considerations of their own artwork in context of others (6) the overall critique of their own work was detailed and insightful (7)	Low 6
<b>Overall criterion level</b>	<b>Level 7</b>	<b>What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"?</b> The commentary was particularly insightful in the student's consideration of the statement of inquiry and global context with much personal expression conveyed within the critique of their own work.	