

Candidate identifier		She pulled the trigger			
Criterion	A	B	C	D	Total
Level awarded	4	5	4	4	17

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
Strand i: demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology	The student writes well on both artists researched, demonstrating knowledge and some understanding of the wider context of the art form through partial analysis using appropriate subject specific terminology.	5
Strand ii: demonstrate understanding of the role of the art form in original or displaced contexts	The student does consider the role of the art form in its wider context although this lacks detail.	4
Strand iii: use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork	The student describes the use of acquired knowledge to make artistic decisions.	4
Overall criterion level	4	What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"?

Criterion B: Developing skills		Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: demonstrate the acquisition and development of the skills and techniques of the art form studied		Considerable progression of the acquisition and development of skills is demonstrated in the submitted evidence.	5
Strand ii: demonstrate the application of skills and techniques to create, perform and/or present art		The student demonstrates generally effective and generally consistent control of skills and techniques.	5
Overall criterion level	5	What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”?	

These materials are produced to exemplify marking standards and are for in-school use only.

Criterion C: Thinking creatively		Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: develop a feasible, clear, imaginative and coherent artistic intention		The student provides a brief account of the intended outcome for the realized work, but it is not always clear.	Low 2
Strand ii: demonstrate a range and depth of creative-thinking behaviours		There is evidence of creative thinking behaviours throughout the work that demonstrate range and depth. The exploration in task 2 describes a range of behaviours, but these lack depth.	5
Strand iii: demonstrate the exploration of ideas to shape artistic intention through to a point of realization.		The committed exploration of ideas to shape artistic intention through to a point of realization is very well evidenced throughout task 3.	6
Overall criterion level	4	What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”? The low level evidence for strand i was compensated for by the levels for strands ii and iii.	

Criterion D: Responding		Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: construct meaning and transfer learning to new settings		The student makes some connections between her work and the statement of inquiry/global context.	4
Strand ii: create an artistic response that intends to reflect or impact on the world around them		The work has some connections to the wider world when it reflects the student's own perceptions of a certain personality type.	4
Strand iii: critique the artwork of self and others		The student does engage in a limited critique of the two chosen artists although this is an analysis rather without evaluation. In the critique of her own work there is evidence of self-evaluation but it lacks depth.	4
Overall criterion level	4	What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"?	