

Candidate identifier		Present A Song			
Criterion	A	B	C	D	Total
Level awarded	6	5	5	7	23

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 provides a thorough analysis of both pieces with perceptive interpretation of research using consistently relevant subject-specific terminology. At times there are some broad generalisations made about the music which makes the lower part of the achievement band most appropriate.		7
Strand ii: demonstrate understanding of the role of the art form in original or displaced contexts	The student makes comparisons between the two selected pieces that are attentive and thoughtful, but not thorough and perceptive, when demonstrating their understanding of the role of the art form in original contexts.		6
Strand iii: use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork	Whilst the student referred to knowledge acquired as a result of studying this unit of work, they didn't always refer back specifically to knowledge gained in relation to the study of the two songs. The student describes in broad detail the knowledge used to make artistic decisions. A level 5 is awarded due to the fact that there is clear evidence of knowledge being used.		5
Overall criterion level	6	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		<p>Only two recordings are provided.</p> <p>Recording 1 is performed unaccompanied. The student demonstrates good accuracy of intonation for the most part.</p> <p>In recording 2 some of the higher notes are strained, although intonation is good for the lower notes and the vocals show some personal progress.</p> <p>(This recording is performed with a piano accompaniment recorded without ideal balance meaning that it is more difficult to hear the student perform.)</p>	4
Strand ii: demonstrate the application of skills and techniques to create, perform and/or present art		<p>The final product involves the student singing with accompaniment by oud and piano. The student enters the verse early and intonation is generally accurate. The higher notes are strained and the performance demonstrates effective and generally consistent control of skills and techniques.</p>	5
Overall criterion level	5	<p>What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”?</p> <p>A level 5 is awarded. The student chose to incorporate the oud to represent her heritage and the performance choices are reflected in her desire to tell her story. Her vocal performance is beyond the 3-4 markband. A level 5 is the best fit.</p>	

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 presents a detailed explanation of the intended outcome for her chosen song and performance, which is often feasible, clear, imaginative and coherent.	6
Strand ii: demonstrate a range and depth of creative-thinking behaviours		The student explores the ideas to incorporate cultural expression in her performance. She explores two ideas in detail. The work shows evidence of creative thinking behaviours that demonstrate range but not significant depth.	4
Strand iii: demonstrate the exploration of ideas to shape artistic intention through to a point of realization.		The student explores relevant ideas to shape her artistic intention through to a point of realization. The student discusses accompaniment instruments selected, vocal strength and incorporating cultural expression in her performance.	4
Overall criterion level	5	What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"?	

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 constructs meaning and transfers learning with depth and insight. She makes detailed, meaningful and creative connections between process and product and the unit's statement of inquiry and the global context.	8
Strand ii: create an artistic response that intends to reflect or impact on the world around them		The student makes multiple clearly stated connections between her performance, how the audience could relate to her performance and the world.	6
Strand iii: critique the artwork of self and others		Whilst the self-critique wasn't quite as detailed, the critique of the two pieces of music were excellent. The student provided detailed, insightful critiques of the artwork within the art form studied and she evaluated the artwork of herself and her ability to tell her own story through music.	7
Overall criterion level	7	What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"? The best fit for this student is a level 7. Whilst the level awarded for strand Di is excellent, it is not significant to justify a level 8 overall considering the level 6 awarded for strand Dii.	