

| Candidate identifier |   | Banksy |   |   |       |
|----------------------|---|--------|---|---|-------|
| Criterion            | A | B      | C | D | Total |
| Level awarded        | 4 | 4      | 4 | 4 | 16    |

| 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 response lacked thorough analysis of the art form. The factual account contained some detail of the artists and the works listed. Some subject-specific terminology is used in places but there is a lack of understanding of process as the focus is more on conceptual understanding. | Level 4         |
| <b>Strand ii:</b> demonstrate understanding of the role of the art form in original or displaced contexts  |                | There was some evidence of knowledge gained about the context in which the artist worked which was factually correct. Although the understanding of context lacked detail it was evident and factual.   | Level 4         |
| <b>Strand iii:</b> use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork                                       |                | The response provided some detailed evidence of the knowledge gained with further explanations of how this knowledge would then shape their artistic decisions.   | Level 5         |
| <b>Overall criterion level</b>   | <b>Level 4</b> | <b>What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"?</b><br>The whole response to task one was too factual with listing of information rather than clear demonstrations of understanding.  |                 |

| <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 artistic process provided little evidence of the acquisition of skills and the evidence of the acquisition of techniques was also minimal.   | Level 2                |
| <b>Strand ii:</b> demonstrate the application of skills and techniques to create, perform and/or present art      |                | The final product demonstrated partial control of skills as it demonstrated the style of Haring in its application.  | Level 4                |
| <b>Overall criterion level</b>  | <b>Level 4</b> | <p><b>What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”?</b></p> <p>There was little evidence of the process. It would have been helpful to see evidence of the student’s exploration of painting techniques though these were in part described reflectively. The final product was successful in its demonstration of the student’s understanding of the style of the artist, the artistic intention and response to the statement of inquiry.</p> |                        |

| <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                                |                | A clear artistic intention was evident which gave a detailed description of the final artworks describing style and technique.   | Level 4                |
| <b>Strand ii:</b> demonstrate a range and depth of creative-thinking behaviours  |                | There were some sketches produced as the student retold the story to a peer. These were submitted to demonstrate ideas though these were not always clear. There was a limited range of creative thinking behaviours with two possible products and the ideas developed had depth showing complexity and detail. | Level 3                |
| <b>Strand iii:</b> demonstrate the exploration of ideas to shape artistic intention through to a point of realization. |                | The two ideas explored by the student were appropriate and considered relevant and reached a point of realization through consideration of the elements of the artwork.  | Level 4                |
| <b>Overall criterion level</b>   | <b>Level 4</b> | <b>What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”?</b><br>Parts of the work submitted for Task 2 were more appropriate to Task 4 as they reflect upon the process.  |                        |

| <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                                 |                | There was evidence of connections to the statement of inquiry in the process and product which in part were quite meaningful as the student explored their own story.  | Level 4                |
| <b>Strand ii:</b> create an artistic response that intends to reflect or impact on the world around them |                | The artistic response was clear in its demonstration of the student's own story. There was an adequate analysis of the student's own artistic response creating an artwork that intended to impact on the world around them.                                       | Level 5                |
| <b>Strand iii:</b> critique the artwork of self and others   |                | The critique of Haring's work was mainly factual. The student considered how their own work compared with that of the artist they studied.   | Level 4                |
| <b>Overall criterion level</b>   | <b>Level 4</b> | <b>What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"?</b><br>A more considered approach to Diii in Task 1 would have benefitted the student as much of the response was factual without further consideration. |                        |