

Candidate identifier		Feminism, the empowerment of women			
Criterion	A	B	C	D	Total
Level awarded	5	6	6	7	24

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		There was demonstration of knowledge and understanding with partial analysis, including some synthesis of research. However, the comparison could have been more thorough. It was evident that the student understood the two dance genres she discussed and there was a good level of conceptual understanding.	5
Strand ii: demonstrate understanding of the role of the art form in original or displaced contexts		The understanding of the role of the art form was attentive and thoughtful.	5
Strand iii: use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork		The student described in detail how the knowledge she acquired was used to make artistic decisions, and this was communicated in her performance. She also commented on Kolb's Experiential Learning.	6
Overall criterion level	5	What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"? Although the student provided overall evidence fitting into the 5-6 achievement level band, some responses were less detailed. The Venn diagram did not facilitate a detailed response regarding the similarities and links between the styles of the two choreographers.	

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		There was considerable personal progression demonstrated in the recordings and in the process journal.	6
Strand ii: demonstrate the application of skills and techniques to create, perform and/or present art		There was an effective and consistent control of skills and techniques.	6
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 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 provided a detailed explanation of the intended outcome. This was mostly clear although the original idea of using the mirror as a prop was not followed through.	6
Strand ii: demonstrate a range and depth of creative-thinking behaviours		The student demonstrated evidence of creative thinking behaviours that demonstrate range and depth.	6
Strand iii: demonstrate the exploration of ideas to shape artistic intention through to a point of realization.		The student showed the intended exploration of ideas to usefully shape their artistic intention in the final choreographed piece.	6
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 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		This was executed to an excellent level with some with depth and insight. The work received a 7 rather than an 8 as there were valid reasons presented but these lacked specific detail such as to show how this dance impacted the world around the student.	7
Strand ii: create an artistic response that intends to reflect or impact on the world around them		There were meaningful, and sometimes sophisticated, connections between the outcome and the world such as the thoughtful idea that if her performance would be available on shared media, that others would also consider relationships through dance, just as she had by watching examples on YouTube.	7
Strand iii: critique the artwork of self and others		The student provided an analysis and evaluation of her performance which included a strong conceptual approach and a less critical evaluation of her own choreography and performance.	6
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 strong responses to strands i and ii allowed this work to be a level 7.	