

Candidate identifier		Programme Music			
Criterion	A	B	C	D	Total
Level awarded	7	6	7	7	27

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 presents a thorough analysis of both pieces including instruments used, volume, tempo and texture amongst other musical devices used by the composers to tell the story. Relevant subject-specific terminology is used.	7
Strand ii: demonstrate understanding of the role of the art form in original or displaced contexts		The student demonstrates substantial understanding of the role of the art form in original contexts. Further details are provided on the second piece in comparison to the first. The response is attentive and thoughtful but not thorough and perceptive.	6
Strand iii: use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork		The student explains convincingly how knowledge from the two pieces studied is used to make artistic decisions in the process of creating artwork. Comments are detailed and thorough. A level 7 is awarded and not an 8 because the student writes in more detail about their story instead of the compositional devices used.	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”? Work is mostly representative of the 7-8 band.	

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		Three recordings are provided which show the composition in varying stages of development. Considerable personal progression is shown: skills are substantial.	6
Strand ii: demonstrate the application of skills and techniques to create, perform and/or present art		The student shows effective and generally consistent control of skills and techniques The student could have explored the use of texture and harmony in their work more thoroughly in addition to the voices allocated to each character.	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”? A clear level 6.	

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 detailed explanation of the intended outcome for their composition, which is reliably feasible, clear, imaginative and coherent.	8
Strand ii: demonstrate a range and depth of creative-thinking behaviours		The work shows 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 shows thorough, relevant and meaningful exploration of ideas to successfully shape artistic intention through to a point of realization. The student discusses instruments selected, timbre, melody, harmony and dynamics.	8
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 work is of a high standard. A level 7 is awarded overall due to the range of creative-thinking behaviours shown.	

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 many connections in her work (both musical, cultural and personal) and provides detailed, meaningful and creative connections between process and product/outcome and unit's statement of inquiry/global context.	8
Strand ii: create an artistic response that intends to reflect or impact on the world around them		The response is excellent. The student makes meaningful, rich and sophisticated connection(s) between the composition and the world.	8
Strand iii: critique the artwork of self and others		The analysis of the two compositions are stronger than the self-critique. The self-critique includes detailed comments about choices which were made in the composition but doesn't analyse the composition in terms of how successful the musical devices were used to realize the artistic intention. Excellent and detailed critique of others and substantial self critique.	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 level 6 for strand iii is not enough to justify a level 8 overall and a level 7 is the best fit.	