

TCandidate identifier		Bikes			
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
Strand i: demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology		The response included detailed accurate factual information but lacked analysis. There was Some good use of subject specific terminology particularly when discussing sculpture as an artform.	Level 4
Strand ii: demonstrate understanding of the role of the art form in original or displaced contexts		The response gave a thoughtful account of the role of the artworks in context and clearly referenced the role of storytelling and its importance within the context of the artists' works.	Level 5
Strand iii: use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork		The knowledge acquired through task 1 was partially irrelevant to the final product; consideration was given for the peer presentation.	Level 3
Overall criterion level	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		The evidence submitted showed some personal progression in the acquisition and development of skills and techniques.	Level 4
Strand ii: demonstrate the application of skills and techniques to create, perform and/or present art		The evidence demonstrated partial control in the application of materials and positioning of final composition.	Level 3
Overall criterion level	Level 4	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 response included some developing ideas which gave some narrative to the possible intended outcome.	Level 3
Strand ii: demonstrate a range and depth of creative-thinking behaviours		A range of creative thinking behaviours was evidenced in the range of proposals.	Level 4
Strand iii: demonstrate the exploration of ideas to shape artistic intention through to a point of realization.		The ideas explored were relevant and reached a point of realization.	Level 4
Overall criterion level	Level 4	What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”? No clear artistic intention crossover between Cii and Bi	

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		There were some clear references to the statement of inquiry and global context in the submitted evidence.	Level 4
Strand ii: create an artistic response that intends to reflect or impact on the world around them		The artistic response demonstrated some connections to the world through the representation of culture in the product. Evidence was considered from tasks 2 and 3.	Level 3
Strand iii: critique the artwork of self and others		Evidence in task 1 contained factual information relating to the work of the artists studied. The critique of the student's artwork make reference to peer response for task 1.	Level 4
Overall criterion level	Level 4	What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"? The student did not use the knowledge gained from task 1 to develop ideas but was inspired by knowledge gained about artists presented by a peer, the student did however clearly use this in responding to the statement of inquiry and global context.	