Investigation Workbook **Markband Descriptors Standard Level Option A**

Links Presentation Sources Vocabulary Ideas Investigation Techniques Art Research

 and Reflection understanding

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| ***The markband descriptors for this component refer to:*** | ***The differentiated/graded terms that refer to achievement through the markbands:*** |
| ***The analysis and comparison of art from different cultures and times******Consideration of who inspired the artist and who they inspired*** | presents from different cultures and/or timesrarely for function and/or significance | presents and describessometimes for function and/or significance | presents, describes and sometimes analysessometimes | presents, describes, analyses and compares satisfactorilysatisfactorily most of the time | analyses and compares thoughtfully most of the timeusually | analyses and compares thoughtfullycarefully | analyses and compares perceptivelythoughtfully |
| ***The demonstration of skills, techniques and processes******Technical skill and analyzing your skill*** | fewmaking and describing | limitedmaking and describing | some effectivemaking and describing and/or analysing | mostly effectivemaking and analysing | effectivemaking and analysing | range of effectivemaking and analysing | appropriate range of effectivemaking and analysing |
| ***How well do you investigative into visual qualities, ideas and their contexts******How many different ways do you investigate******The connections between them*** | fewlack organization and focus | investigative strategieslack organization and/or focus | some organized and focused | organizedmostly focused | coherent and focusedmore than one approachsome connections | coherent, focused and individualrange of different approachessome informed connections | coherent, focused and individualappropriate range of different approachessome fresh connections |
| ***Depth and variety of techniques and investigation*** ***through improving ideas******and making connections with artists and own work*** | little breadth and/or depthvery poor | limited depth and/or breadthpoor development | at times emerging depth and/or breadthmediocre developmentfew explained connections | satisfactory depth and breadthsome successful developmentsome explained connections | good depth and breadthmostly successful developmentexplained connections | very good depth and breadthsuccessful development and synthesiswell-explained connections | considerable depth and breadthsuccessful development and synthesisthoroughly explained connections |
| ***Using Art Language*** | little use | limited and/or generally inaccurate use | mediocre and sometimes inaccurate use | satisfactory and generally accurate use | mostly carefuland accurate use | mostly effective and accurate use | effective and accurate use |
| ***The use of a range of sources,******which are properly acknowledged*** | limited rangeacknowledged inadequately | limited rangeacknowledged inadequately | rangeacknowledged properly most of the time | rangeacknowledged properly | appropriate rangeacknowledged properly | appropriate rangeacknowledged properly | appropriate rangeacknowledged properly |
| ***The effective and creative presentation of work******that demonstrates critical observation, reflection and discrimination*** | little presented effectively or creativelylittle critical observation | limited amount presented effectively and/or creativelylimited critical observation | some work presented fairly effectively and/or creativelysome emerging critical observation | some work presented effectively and creativelysome satisfactory critical observation and reflection | work presented effectively and creativelysome good critical observation and reflection | work presented effectively and creativelysome thoughtful critical observation, reflection and discrimination | work presented effectively and creativelyeffective critical observation, reflection and discrimination |
| ***The presentation of a relationship between investigation and studio*** | little | limited | developing | reasonably focused | focused | clear | close |
| MarkRange | **SLA** | **1–4 5–8 9–12 13–16 17–20** |  |
| Grade | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| SLA Mark | **0-2** | **3-5** | **6-8** | **9-11** | **12-14** | **15-17** | **18-20** |