

Candidate identifier	Creating an animation			
Criterion	A	B	C	TOTAL/MAXIMUM
Level awarded/maximum	8/8	8/8	8/8	24/24

Criterion A: Planning		Explanatory commentary: Referencing the task-specific clarification, what in this work characterizes it as limited, adequate, substantial, or excellent?	Level by Strand
Strand i: state a learning goal for the project and explain how a personal interest led to that goal.		There is a clear learning goal provided by the student. When the student says that they <i>"would love to see my own characters come to life"</i> , they are specifically making a connection between their personal interest and their learning goal, and giving reasons for this connection.	8
Strand ii: state an intended product and develop appropriate success criteria for the product.		The student states their product (the animation). Five criteria are presented by the student for the product, and they are considered to be appropriate because the student is able to justify the reasons for choosing them: <i>"My initial research told me that colouring backgrounds and frames would take me considerable time, but would be essential to achieve a finished look in my animation."</i> The criteria are also appropriate because they address different and multiple elements of the product (function, aesthetics and animation). The student has made their criteria detailed by including information on how they will be tested.	8
Strand iii: present a clear, detailed plan for achieving the product and its associated success criteria.		The student has successfully presented their plan in the form of a table. In addition to the dates and deadlines for each task, the student has included additional specific details in a 'to do' list for each task. The student has clearly linked the plan to each of the product criteria and sub-criteria (each element of the animation criterion is also addressed in the plan).	8
Overall criterion level	8	What aspects of the work made it difficult to arrive at a level? How did you compensate in 'best fit'? n/a	

Criterion B: Applying 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: explain how the ATL skill(s) was/were applied to help achieve their learning goal.		The student explicitly identifies research skills as an AtL skill that was applied to help them achieve their learning goal, and provides a number of examples for this. The student explains that the research skills (using a variety of primary and secondary sources) helped by including reasons such as <i>"This approach helped me to achieve my learning goal because it helped me to understand what was possible for me as an amateur, and the skills and techniques that I could practice for myself"</i> . This shows a clear link between the AtL skill (research skills) and the learning goal. The student provides multiple examples of evidence (a source evaluation, a research plan) to support their examples.	8

Strand ii: explain how the ATL skill(s) was/were applied to help achieve their product.		The student explicitly identifies thinking skills as an AtL that was applied to help them achieve their product. The student provides an example of problem solving, and explains that the solution directly helped in the creation of the product when they say <i>"This solution ultimately helped me to achieve my product as it allowed me the time I needed to ensure I had the necessary skills."</i>	8
Overall criterion level	8	What aspects of the work made it difficult to arrive at a level? How did you compensate in 'best fit'? n/a	

Criterion C: Reflecting		Explanatory commentary: Referencing the task-specific clarification, what in this work characterizes it as limited, adequate, substantial, or excellent?	Level by Strand
Strand i: explain the impact of the project on themselves or their learning.		The student explains that completing the project caused them to become more comfortable in a specific learning situation and gain new insights about themselves as a learner. The explanation is highlighted when the student says <i>"Overall, as a result of this, I will now feel more comfortable in taking risks and learning while doing, where I would have previously held back."</i>	8
Strand ii: evaluate the product based on the success criteria.		The student provides an evaluation by looking at the strengths and weaknesses of the product. These are clearly provided in a table format with headings showing 'areas of strength' and 'areas for development'. The student identifies features about the product which are strengths (<i>"All of the responses from my survey said that they had understood the story"</i>) and weaknesses (<i>"there were sometimes inconsistencies in the drawings between frames"</i>), using specific examples. The student addresses all of the product criteria and includes examples and evidence (including a sample of the survey).	8
Overall criterion level	8	What aspects of the work made it difficult to arrive at a level? How did you compensate in 'best fit'? n/a	