

Process Portfolio 40%		Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. Students submit (SL 9–18) or (HL 13-25) pages which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. SL students will submit work from 2 columns & HL will submit 3 forms from 2 columns of the <i>Art Making Forms</i> table.
A	Skills, techniques and processes Using the required number of art-making forms from the art-making forms table, to what extent does the work demonstrate: sustained experimentation and manipulation of a range of skills, techniques and processes, showing the ability to select and use materials appropriate to their intentions.	At the highest level of achievement Working across at least the required number of media and forms, the work demonstrates assured and sustained experimentation and manipulation of a range of skills, techniques and processes, and a highly appropriate selection of materials, consistent with intentions.
B	Critical investigation To what extent does the work demonstrate: critical investigation of artists, artworks and artistic genres, communicating their growing awareness of how this investigation influences and impacts upon their own developing art-making practices and intentions?	The work shows in-depth critical investigation, clearly communicating a secure and insightful awareness of how this investigation has impacted upon the student's own developing practices and intentions.
C	Communication of ideas and intentions in both visual and written forms Using the required number of art-making forms from the art-making forms table, to what extent does the student demonstrate: the ability to clearly articulate how their initial ideas and intentions have been formed and developed and how they have assimilated technical skills, chosen media and ideas to develop their work further?	The work clearly articulates how initial ideas and intentions have been formed and developed. The work effectively communicates how technical skills, media and ideas have been assimilated to develop the work further.
D	Reviewing, refining and reflecting in both visual and written forms To what extent does the work demonstrate: the ability to review and refine selected ideas, skills, processes and techniques, and to reflect on the acquisition of skills and their development as a visual artist?	The work demonstrates a highly effective and consistent process of reviewing & refining ideas, skills, processes & techniques. The work presents a meaningful & assured reflection upon the acquisition of skills and analysis of the student's development as an artist.
E	Presentation and subject specific language To what extent does the work: ensure that information is conveyed clearly and coherently in a visually appropriate and legible manner, supported by the consistent use of appropriate subject-specific language?	The work clearly and coherently conveys information which results in visually appropriate, legible and engaging work. Subject-specific language is used accurately and appropriately throughout.

Exhibition 40%		Students submit for assessment a selection of resolved artworks (SL 4-7) and (HL 8-11) from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. Additionally students will submit a curatorial rationale SL 400 words, HL 700 words.
A	Coherent body of works Evidence: curatorial rationale, the submitted artworks, exhibition text and exhibition photographs/video To what extent does the submitted work communicate: a coherent collection of works which fulfil stated artistic intentions and communicate clear thematic or stylistic relationships across individual pieces.	At the highest level of achievement The work forms a coherent body of work through effective communication of thematic or stylistic relationships across individual pieces. Stated intentions are consistently and effectively fulfilled through the selection and application of media, processes and techniques and the considered use of imagery.
B	Technical competence Evidence: curatorial rationale, the submitted artworks, exhibition text and exhibition photographs/video To what extent does the submitted work demonstrate: effective application and manipulation of media and materials; effective application and manipulation of the formal qualities?	The work demonstrates effective application and manipulation of media and materials to reach an assured level of technical competence in the chosen forms and the effective application and manipulation of the formal qualities.
C	Conceptual qualities Evidence: curatorial rationale, the submitted artworks, exhibition text and exhibition photographs/video To what extent does the submitted work demonstrate: effective resolution of imagery, signs and/or symbols to realize the function, meaning and purpose of the art works, as appropriate to stated intentions?	The work visually elaborates ideas, themes or concepts to a point of effective realization and demonstrates the subtle use of complex imagery, signs and/or symbols that result in effective communication of stated artistic intentions.
D	Curatorial practice Evidence: curatorial rationale, the submitted artworks, exhibition text and exhibition photographs/video To what extent does the curatorial rationale justify: the selection, arrangement and exhibition of a group of artworks within a designated space? (HL only >>> reflection on how the exhibition conveys an understanding of the relationship between the artworks and the viewer?	The curatorial rationale fully justifies the selection and arrangement of the exhibited works. (HL only >>> The curatorial rationale effectively articulates the relationship between the artworks and the viewer within the space made available to the student.

Comparison Study 20%		Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts: SL 10-15 pages, HL 10-15 Pages + 3-5 Pages which analyse the extent to which their work has been influenced by the art and artists examined.
A	Analysis of formal qualities To what extent does the work demonstrate: Effective identification and analysis of the formal qualities of the selected artworks, objects and artifacts?	At the highest level of achievement The work identifies and analyses the formal qualities of the selected pieces from at least two cultural origins. The analysis of these formal qualities is consistently informed and effective
B	Interpretation of function and purpose To what extent does the work demonstrate: Informed & appropriate interpretation of the function & purpose of the selected artworks, objects & artifacts within the cultural context in which they were created?	The work demonstrates a consistently informed and appropriate interpretation of the function and purpose of the selected pieces within the cultural context in which they were created.
C	Evaluation of cultural significance To what extent does the work demonstrate: Informed understanding of the cultural significance of the selected artworks, objects and artifacts within the specific context in which they were created?	The work demonstrates consistently informed and appropriate evaluation of the material, conceptual and cultural significance of the selected pieces within the specific context in which they were created.
D	Making comparisons and connections To what extent does the work demonstrate: Effective identification and critical analysis of the connections, similarities and differences between the selected artworks, objects and artifacts?	The work critically analyses the connections, similarities and differences between the selected pieces. These connections are logical and coherent, showing a thorough understanding of how the pieces compare.
E	Presentation and subject-specific language To what extent does the work: ensure that information is conveyed clearly and coherently in a visually appropriate and legible manner, supported by the consistent use of appropriate subject-specific language?	The work clearly and coherently conveys information which results in a visually appropriate, legible and engaging study. Subject-specific language is used accurately and appropriately throughout.
F	Making connections to own art-making practice <i>HL Only</i> To what extent does the work: Analyse and reflect on the outcomes of the comparative study investigation and on how this has influenced the student's own development as an artist, identifying connections between one or more of the selected works and the student's own art-making processes and practices?	The work analyses and reflects upon the outcomes of the investigation consistently and appropriately. The student effectively considers their own development, making informed and meaningful connections to their own art-making practice.

