Response:

How have I allowed others to control me? How do others control me, how does it feel? How can I change things so that I control my own destiny? First I made a book to tell my story, wrote words n phrases to show abusive control. Transformed book into anklet=W2Nemesis=ball n chain=hold me back, prisoner to others control. W3=animal-like blinkers, limited vision, 1 direction, control, not permitted to have own view on life. W4a=resonating pipes, echoing, booming, -ve words, put down constantly, reverberating, feel hollow, empty. Use symbol of hands as ultimate manipulator=force, control me as puppet. W4b made of same empty hollow pipes=At beck n call of puppeteer, manipulator. Hands push, pull, squeeze life out=W6. Initially in clay=malleable and compliant, vase form bulbous new promise, then squeezed and suffocated of air, narrow vase neck, windpipe. Then W7 used hands/gloves on corset=idea of abuse, dirty, pull tight, also suffocating. How does it stop? W8 cup half full look at positive side take ownership, gather strength. Change roles. W9 Weave own story, take control, redirect, wire also malleable=now I am in control make decisions. W10 hand motif again now to say Enough! Put end to abuse, break free, reach out, breathe.
## Scoring Criteria

### Row A: Inquiry – Score: 2

Written evidence **identifies** an inquiry that **relates** to the sustained investigation.

**AND**

Visual evidence **demonstrates** the sustained investigation.

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### Rationale for Score

The written evidence identifies an inquiry that relates to the sustained investigation, "How have I allowed others to control me? How do others control me, how does it feel? How can I change things so that I control my own destiny?" The visual evidence demonstrates this, but the statement does not inform the viewer how the idea guided the student work. The student explores many ideas and approaches evidenced through documented writing on the study pages (images 1 and 5) and the written statement. The inquiry is quite broad, and while there is an undercurrent of “control issues” as the focus, the written evidence (both the statement and the process text under each image) does not clarify guidance. Furthermore, the student seems to be writing with symbols, such as equal signs, in what would appear to be an attempt to present a more extensive description within the character limit. However, doing so does not inform the reader how the idea guided the sustained investigation; instead, it merely identifies and relates to the visual evidence.

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### Row B: Practice, Experimentation, and Revision – Score: 2

Visual evidence of practice, experimentation, **OR** revision **relates** to the sustained investigation.

**AND**

Written evidence **relates** to the visual evidence of practice, experimentation, **OR** revision.

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### Rationale for Score

The visual evidence shows practice and experimentation, and while the written evidence relates, it does not describe how or if there is revision. Furthermore, because the visual evidence displays a range of approaches (using ceramic vessels, clothing, books, metal structures, and wire), the viewer does not gain insight about revision. Instead, the written and visual evidence reveals the student exploring ideas and many techniques (images 1 and 5). A range of approaches is not necessarily a problem. However, when the written evidence does not inform the viewer how using different techniques furthered student ideas, it relates but does not guide. Thus, the visual evidence of practice, experimentation, or revision relates to the sustained investigation, and the written evidence relates to the visible evidence of practice, experimentation, or revision, which is a score of 2.

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### Row C: Materials, Processes, and Ideas – Score: 3

**Visual relationships** among materials, processes, **AND** ideas are **clearly evident** and **demonstrate synthesis**.

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### Rationale for Score

The visual relationship among materials, processes, and ideas is evident and demonstrates synthesis. That relationship becomes apparent when reading the process statements under each image. For example, the process statement for image 2 says, "Bound book=story pages words=negative things said to me affect my core=heart=red thread blood veins." The process of image 7 explains, "Gloves stitched on corset=pull/tighten til no air, conform to others ideal, abusive, tarnished, stained." The student has thought about materials and ideas, combining them in an integrated way. The other works have similar descriptions of materials and processes, such as "Metal, wire constrains=brutalized service animal. Mechanical, no feeling, brutal, dirty. Caged thoughts" for image 3. The student’s symbolic use of materials to describe the idea behind each work demonstrates synthesis.

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### Row D: 2-D/3-D/Drawing Art and Design Skills – Score: 3

**Visual evidence of good and advanced 2-D/3-D/Drawing skills.**

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### Rationale for Score

The visual evidence demonstrates good to advanced understanding of 3-D elements and principles of design. Many works demonstrate the sophisticated use of light and shadow, rhythm, repetition, proportion, and balance (images 2, 4, 6, 7, 8, 9, and 10). In particular, the visual evidence shows a highly developed understanding of emphasis, contrast, texture, hierarchy, and juxtaposition (images 2, 6, 7, 9, and 10).
**Image 1**

Sustained Investigation

**Height:** NA

**Width:** NA

**Depth:** NA

**Material(s):** Process Documentation

**Piece 1 - Paper collage, ink, photo images, sketchbook pages**

**Process(es):** Journaling ideas, mind map brainstorming SI, source material, personal relevance, themes

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**Image 2**

Sustained Investigation

**Height:** 9 inches

**Width:** 13 inches

**Depth:** 13 inches

**Material(s):** Nemesis Anklet

**Handmade paper, thread, binding thread, wire, ink, collage, paper, coffee stain**

**Process(es):** Bound book=story pages words=negative things said to me affect my core=heart=red thread blood veins
**Image 3**
Sustained Investigation

**Height:** 20 inches  
**Width:** 10 inches  
**Depth:** 18 inches  
**Material(s):** Face Cage Wire, gauze, coffee stain  
**Process(es):** Metal, wire constrains=brutalized service animal. Mechanical, no feeling, brutal, dirty. Caged thoughts

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**Image 4**
Sustained Investigation

**Height:** 15 inches  
**Width:** 14 inches  
**Depth:** 10 inches  
**Material(s):** Resonating Pipes  
Porcelain, iron oxideB. Control GroupTerracotta, porcelain, string  
2x6x15inch  
**Process(es):** Pipes, echo, booming, -ve words, put down reverberating, feel hollow, empty. Pipes in Puppet=manipulated=me
Image 5
Sustained Investigation
Height: na
Width: na
Depth: NA
Material(s): Process Documentation
Piece 2 - Paper collage, ink, photo images, sketchbook pages
Process(es): Sub themes, ideas, brainstorming reworking, solution, resolve, source material, personal relevance

Image 6
Sustained Investigation
Height: 13 inches
Width: 4 inches
Depth: 5 inches
Material(s): Subjugation Porcelain
Process(es): Clay malleable manipulate comply=many hands=power=compress force restrict prevent freedom release
**Image 7**
Sustained Investigation

**Height:** 28 inches  
**Width:** 25 inches  
**Depth:** 14 inches  

**Material(s):** Manipulation Cotton calico, thread, zipper, vintage cotton and silk gloves, coffee, tea staining  

**Process(es):** Gloves stitched on corset=pull/tighten til no air, conform to others ideal, abusive, tarnished stained

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**Image 8**
Sustained Investigation

**Height:** 5 inches  
**Width:** 15 inches  
**Depth:** 14 inches  

**Material(s):** Cup Half Full - On the Bright Side Glazed porcelain clay  

**Process(es):** Positive outlook, affirmative=life's new direction/take control. Whichever way look at it=diff perspctv
**Image 9**
Sustained Investigation

**Height:** 27 inches

**Width:** 8 inches

**Depth:** 8 inches

**Material(s):** Regaining Control - A New Direction Porcelain clay, wire

**Process(es):** Gather loose threads, not helpless, a plan, come together, weave path. Start new journey = I have control

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**Image 10**
Sustained Investigation

**Height:** 11 inches

**Width:** 7 inches

**Depth:** 7 inches

**Material(s):** Enough! Glazed and unglazed Porcelain, wire

**Process(es):** Hands in air, cheer, break hold. Contrast black/white. Finally free, a relief. Hands move = alive, escape, air