VCE Art Creative Practice (Units 3 and 4: 2023–2027)

School-based Assessment report

This report is provided for the first year of implementation of VCE Art Creative Practice Study Design (2023–2027) and is based on the School-based Assessment Audit and VCAA statistical data.

All official communications regarding the Victorian Certificate of Education (VCE) Art Creative Practice Study Design (2023–2027) are provided in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) and [Notices to Schools](https://www.vcaa.vic.edu.au/administration/schooladministration/notices/Pages/index.aspx). It is recommended that teachers subscribe to the *[VCAA Bulletin](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)* to receive updated information regarding the study. Schools are required to alert teachers to information in the VCAA Bulletin and Notices to Schools, especially concerning assessment schedules. Important administrative dates and assessment schedules are published on the School administration page of the [VCAA website](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx).

General comments

This report is best read in conjunction with the study design, Support materials, and the Administrative information for School-based Assessment: Art Creative Practice and the VCE Administrative Handbook published annually.

The School-based Assessment Audit is a process used to monitor the integrity of the VCE Art Creative Practice Study Design (2023–2027). The audit provides an opportunity for schools to reflect upon their delivery of the curriculum to identify areas of best practice and areas for improvement.

Assessment advice for VCE Art Creative Practice is published as Support material on the [VCE Art Creative Practice Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/index.aspx) webpage under Assessment. Here, teachers will find advice on setting School-assessed Coursework and the School-assessed Task. Performance descriptors for the School-assessed Coursework task for Unit 4 Outcome 3 are published in this section. The [*VCE Art Creative Practice: Administrative information for School-based Assessment*](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/Assessment.aspx#AdminInfo) is published in February each year. This information provides teachers with advice for setting and assessing the School-assessed Task for Units 3 and 4 Outcomes 1 and 2.

The VCAA offers professional learning for VCE Art Creative Practice through published on-demand videos and online webinars throughout the year. For information about VCAA professional learning activities, please refer to the VCE Professional Learning section of the [*VCAA website*](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx) and the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). On-demand videos are published on the [VCE Art Creative Practice Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/index.aspx) page under Support materials. It is highly recommended that teachers view the on-demand videos and attend the follow-up webinars to clarify their understanding of the VCE Art Creative Practice Study Design (2023–2027).

VCAA examination specifications, sample materials and a sample written examination are available on the [VCCA Art Creative Practice](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/ArtCreativePractice.aspx) page as key resources schools can use to prepare students for Outcomes 3 and 4 School-assessed Coursework tasks.

Study specifications and key terms

The Study specifications on pages 11–16 of the study design provide the structure and key concepts that underpins Units 1–4 VCE Art Creative Practice, including an overview of the Creative Practice and the Interpretive Lenses. The Key terms listed in the study on pages 17–18 provide definitions of terminology included in the key knowledge and skills for Units 1–4.

It is imperative that teachers remain vigilant in accessing and reading all aspects of the study design and supporting materials and that their teaching resources reflect this. The study design should be used as the main source of assessment and is supported by any other material found on the [VCE Art Creative Practice study page](VCE%20Art%20Creative%20Practice%20Study%20Design). Students are required to demonstrate an understanding of the Key terms in the completion of assessment tasks and in the end-of-year examination.

Assessment of the School-assessed Task

The School-assessed Task for Units 3 and 4 VCE Art Creative Practice is one Graded Assessment (GA1) that contributes 60 per cent to the calculation of the student’s study score.

The task is progressively assessed using assessment criteria that are mandated. The total score of the School-assessed Task is 100 (assessed by 10 criteria equally weighted at 10 marks each). Student performance for each criterion is recorded on the assessment score sheet. Each criterion has performance descriptors and evidence to assist teachers with determining student achievement in the individual criterion. The criteria are updated and published each year by the VCAA in the *VCE Art Creative Practice: Administrative information for School-based assessment* published on the [VCE Art Creative Practice Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/index.aspx) page.

Cross-marking of outcomes is crucial to delivering a fair and accurate assessment of student learning. Where possible, teachers should collaborate with other teachers in their school or another school to cross-mark samples or entire classes of student work. Where there are multiple classes of the same study in the school, teachers must cross-mark the School-assessed Task between their classes. The assessment criteria should be discussed, and initial assessments moderated to establish a similar understanding or benchmark (high, medium and low) of the assessment criteria. Assessment of student learning outcomes should be delivered within a controlled and regulated context. Specific assessment policies are individual to each school and should be communicated to the students at the commencement of the School-assessed Task. Additional assessment advice and the VCE Assessment Principles can be found in the [VCE Administrative Handbook.](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx?Redirect=1)

When teachers plan for submission of the School-assessed Task, it must be done in consultation with the VCAA assessment schedules and communicated in writing to students at the beginning of the year for the whole of the task (Units 3 and 4). For most teachers, the timeline and assessment dates are usually recorded and shared for students in the course outline or overview.

Specific information about the assessment of Unit 3 and 4 Outcomes 1 and 2 can be found in the VCE Art Creative Practice: [Administrative Information for School-Based Assessment](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/Assessment.aspx#AdminInfo).Some schools modified the assessment criteria for students. The assessment criteria and descriptors are mandated and must **not** be modified. Schools are encouraged to scaffold the VCAA School-assessed Task mandated assessment criteria for students, using visual material to support their understanding.

It was noted that many schools employ cross-marking as part of their assessment policy. Cross-marking within school or with another school helps to ensure fair and accurate assessment of School-assessed Coursework and the application of the assessment criteria for the School-assessed Task. Where possible, teachers should aim to cross-mark a sample or the whole class with another Visual Arts teacher in their school or in a local Visual Arts network group. It is highly recommended that, with their class at the beginning of Units 3 and 4, teachers read and discuss the quality of work expected to achieve a ‘very high’ level of achievement in each criterion.

Schools should be aware of the annual VCAA Important Administrative Dates and Assessment Schedule published at the start of every school year on the [VCAA website](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx). Several schools had teaching and learning timelines that meant students completed the outcomes after the required date for entry of student scores into the VASS system. The return date in November for School-assessed Tasks is also published in the Assessment schedule each year. Schools are advised to develop a policy for the return of School-assessed Tasks to students prior to the release of results in December. The policy should include formal sign off by the student that the work has been returned to them.

Further information to assist with developing the School-assessed Task is available in the [VCE Art Creative Practice Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/index.aspx) page. A series of on-demand videos are published on the VCE Professional Learning page each year to assist teachers with assessment of the task.

Supporting material

Supporting material for the School-assessed Task is published on the [VCE Art Creative Practice Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/index.aspx) page under Planning, Teaching and learning, and Assessment. Planning topics include Developing a curriculum and assessment program, inquiry learning in Art Creative Practice, Creative and Critical thinking, Visual Arts diary and Critique. Teaching and learning recommendations are provided for the School-assessed Task for Units 3 and 4. The Assessment tab provides information specific to the delivery of the School-assessed Task with specific topics to scaffold the task.

Commercial providers publish textbooks and other supporting material to assist in the teaching of the study. These are not regulated or quality assured by the VCAA. If teachers choose to select and apply content from a textbook it must be aligned with the VCE Art Creative Practice Study Design 2023–2027 to ensure that the delivery of the study is compliant. The content of any resource should be modified to suit the capacity of students to meet the requirements of the learning outcomes.

VCAA Authentication record form for School-assessed Tasks

The VCAA Authentication record form for the School-assessed Task records the development of student learning and must be completed by the teacher. The form outlines the schedule of assessment criteria for the task and allows the teacher to document the outcomes of meetings between the student and the teacher, the areas for improvement, and areas to note deadlines and the submission of student work. The teacher and student co-sign and date the authentication record after each meeting. The completion of the VCAA Authentication record form for School-based Assessment and Additional Teacher Comment sheet are mandatory and can be requested at any time by the VCAA. The VCAA Authentication record form for School-based Assessment and Additional Teacher Comment sheets must be submitted by the students when they apply for the Season of Excellence (Top Arts).

Assessment of School-assessed Coursework tasks

The VCAA publishes specific advice on how to develop assessment strategies for School-assessed Coursework tasks under Support materials on the [VCE Art Creative Practice Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/index.aspx) page. General assessment advice for VCE Art Creative Practice is provided, including the VCE Assessment principles and any other administration and advice documents. Advice regarding the application of the published performance descriptors to assess each School-assessed Coursework task is unpacked for teachers. For VCE Art Creative Practice advice and performance descriptors are provided for Unit 3 Outcome 3 and Unit 4 Outcome 3.

In the 2023 audit schools indicated that they used the VCAA performance descriptors to assess the Unit 4 Outcome 3 School-assessed Coursework task. However, often the performance descriptors did not clearly align with the specific task devised by the school. Teachers are encouraged to acknowledge the descriptors and key knowledge and key skills in developing a rubric specific to their task.

Cross-marking is essential for fair and equitable assessment. Most schools had employed approaches to moderation as effective moderation ensures consistent and defensible judgments about student achievement. Teachers should be transparent in their discussions and understanding of performance descriptors and the expectations about the type of responses that will provide evidence of
achievement levels.

Students should be provided with feedback after the completion of the task in order to review their understanding of the key knowledge and key skills of the outcome, and to provide feedback on their performance in the task so as to prepare them for the end-of-year examination.

Most schools indicated that the School-assessed Coursework task(s) were completed both in class and out of class time. Where School-assessed Coursework tasks are being completed without teacher supervision, schools should have a documented policy in place around the authentication of student work. It is strongly advised that schools implement regular authentication checks throughout the School-assessed Coursework task.

Commercially produced materials

The audit noted a heavy reliance on commercially produced materials for both Unit 3 and 4 Outcomes 1 and 2 (School-assessed Task) and Outcome 3 (School-assessed Coursework). Commercial materials include online learning modules that scaffold tasks, textbooks, subject association materials and materials produced by galleries and museums. For School-assessed Coursework tasks, many schools simply scanned and uploaded the materials as handouts or PowerPoint presentations for students without modifications. Schools are advised not to upload directly from commercially produced publications and to check them against the requirements of the current VCE study design to ensure compliance. If a commercial resource is used the material should be scaffolded considering the needs and interests of the students.

Specific information

Unit 3 – Investigation, ideas, artworks and the Creative Practice

Area of Study 1: Investigation and presentation

Outcome 1

On completion of this unit the student should be able to develop personal ideas using research that examines one artwork and the practice of an artist and produce at least one finished artwork using the Creative Practice.

The School-assessed Task for Outcome 1 is the presentation of the research conducted by the student, using any one or a combination of the following:

* a written report of 300–500 words with documented visual evidence
* an annotated visual report
* a critique presented in a digital format, such as an online presentation or interactive website
* an oral critique with documented visual and written evidence.

AND

At least one finished artwork that responds to the ideas explored using the Creative Practice.

The Creative Practice and visual language

Throughout the audit process it was evident that teachers are providing effective support material to students to understand the Creative Practice and visual language. Most schools provided resources demonstrating examples of the use of visual language throughout the Creative Practice. The responses in the audit questionnaire demonstrated that students are considering and applying all relevant aspects of the Creative Practice throughout Unit 3. Students found it useful to base their initial application of the Creative Practice on the ideas researched in a selected artwork of interest to them. They were able to scaffold their learning and prepare for Unit 4 Area of Study 2.

Teachers are encouraged to support their students to understand the construct of the Interpretive Lenses by ensuring they are familiar with the appropriate sections of the study on pages 14 and 15. Teachers should provide examples of the use of the lenses and emphasise that it is essential for students to explicitly identify the lenses in their annotations. The application of Interpretive Lenses in annotation should be written with clear intent and not highlighted in retrospect. Students must select and clearly identify the lenses most appropriate to the critical evaluation and personal reflection of the selected artwork for Outcome 1 and to their own practice.

It is important that teachers unpack all aspects of the Creative Practice with examples of research and exploration, experimentation, development, reflection, and evaluation as well as refinement and resolution, to ensure that students are able to effectively apply the Creative Practice to achieve the requirements of Outcome 1. Students must ensure that any imagery they include for inspiration or as a source of influence is acknowledged appropriately. It was noted that students did not always cite and acknowledge inspiration throughout their Creative Practice. Schools are strongly advised to instruct students that any borrowed imagery is to be cited and appropriately acknowledged. The annotation of images includes the reference to source information including artist, title, date and materials must be included beneath the image.

Teachers should support students, with examples, on how to conduct research that examines an artwork and the practice of an artist, to analyse the ideas explored by artists in their artworks, and any issues related to the artwork or practice of the artist if applicable.

Students document their research, ongoing exploration, and experimentation, as well as the further development and refinement of their ideas and technical skills. They explicitly apply the appropriate Interpretive Lenses, using art terminology, to reflect on personal ideas and their development of visual language throughout the Creative Practice. The documentation of their use of the Creative Practice will be presented as evidence of the exploration of ideas for the critique they present in Area of Study 1.

Visual diary

In most audit reviews students documented their use of the Creative Practice in their visual diary as it occurred, rather than presenting curated folios. Most made use of a hard copy of a visual diary, some presented their Creative Practice in a digital format. Both options are accepted. Some students made us of plastic pocket folders which is not advised as it does not reflect the true nature of artistic practice. Students were able to select a method of documentation that was appropriate to their practice, and they should present a progressive and authentic record of their application of the Creative Practice. For authentication purposes, it is helpful, where possible, that pages are dated.

Critique

The critique is an important component of Unit 3 Outcome 1 and can provide the foundation for the development of artworks in Outcome 2. Advice regarding the scope and nature of the Critique is provided in the Administrative advice for School-based Assessment: VCE Art Creative Practice, and in the Support material under the Planning tab on the VCE Art Creative Practice study page.

For the critique, the student presents their research and finished artwork. They explain the use of aspects of the Creative Practice to develop and refine at least one finished artwork that is a personal response to the practice of an artist. They reflect upon and evaluate the use of the Creative Practice to develop and refine at least one finished artwork.

The critique is presented in one of the formats recommended on page 36 of the study design and must be presented to an audience for feedback. Feedback from the critique must be supported with evidence. Students can take their own notes or receive notes from the teacher or their peers. It is recommended that the critique is no longer than five minutes and can be recorded.

Students take advice from the critique, reflect upon it and then consider how they will further develop their work in Unit 3 Area of Study 2. They should document the reflection in their Visual Arts journal.

It is recommended that the critique is no longer than five minutes and can be recorded.

After the critique, the students collect feedback from the teacher and their peers. They document their feedback in their Visual Arts journal. Students provided evidence of feedback through sticky notes, video/audio recordings, notes taken by the teacher or peers, photographic documentation, or recorded using collaborative software tools.

The audit identified that teachers are providing excellent support to students on how to present a critique of their Creative Practice and the identified finished artwork. Clear instructions were provided by most schools to guide students to meet the requirements of Outcome 1, with examples of how to present a critique. However, some schools neglected to explain the role of other students in the class as observers and providers of feedback. It is important that both the presenter and audience completely understand their role in process of the critique. Teachers should make use of the Support materials on the VCE Art Creative Practice study page for examples of a critique. By reflecting positively on the critique, students were provided with the opportunity to communicate their ideas and reflect on and improve their application of the Creative Practice for art making in Outcome 2. The process also allowed students to reflect on the idea that they explored in Outcome 1 and decide if they wanted to continue focusing on this idea or start a new concept for Outcome 2.

Assessment

Further advice regarding the assessment of the Unit 3 Outcome 1 School-assessed Task is provided in the General information for Units 3 and 4 under Assessment of the School-assessed Task.

Area of Study 2: Personal investigation using the Creative Practice

Outcome 2

On completion of this unit the student should be able to apply and explore ideas and an area of personal interest using the Creative Practice.

In Outcome 2 students continue to develop a Body of Work through Inquiry learning. Teachers must communicate to students that in VCE Art Creative Practice the Body of Work consists of personal responses by the student in their art practice. The Body of Work consists of artworks that integrate the four components of the Creative Practice: research and exploration, experimentation and development, reflection and evaluation, and refinement and resolution. (Terms used in the study, page 17 VCE Art Creative Practice Study Design.) While finished artworks are not required for Unit 3 Outcome 2, as refinement and resolution only take place in Unit 4, the Body of Work includes work done in other components of the Creative Practice.

Students apply what they learnt in Area of Study 1 to the application and exploration of ideas and an area of personal interest using aspects of the Creative Practice. They may continue with the exploration of the same idea or issue that formed the focus of Outcome 1 or begin with a new idea of personal interest. They should consider the feedback that they received from their critique and address areas of weakness and continue to develop their strengths and skill, as they manipulate and apply materials, techniques and processes in selected art forms to develop their visual language in personal responses.

Students continue to use the Creative Practice as they progressively explore and develop their ideas, and investigate and experiment with materials, techniques and processes using art forms of their choice. These can be the same as selected for Area of Study 1, or any chosen range of art forms by the student. It was evident that students enjoyed the freedom that the study provided by working with one or multiple art forms.

Students document the Creative Practice using visual and written material. They critically analyse and evaluate their responses and art making throughout the Creative Practice, using art terminology. It is important that teachers provide examples of how they can do this to ensure students provide critical annotations and explicitly apply the appropriate Interpretive Lenses to annotate their art making throughout the Creative Practice.

Students are again able to select a method of documenting that is appropriate to their practice but should present a progressive and authentic record of their application of the Creative Practice. This may be different from Outcome 1.

Assessment

Further advice regarding the assessment of the Unit 3 Outcome 2 School-assessed Task is provided in the General information for Units 3 and 4 under Assessment of the School-assessed Task.

Specific information

Unit 4 – Interpreting, resolving and presenting artworks and the Creative Practice

Area of Study 1: Documentation and critique of the Creative Practice

Outcome 1

On completion of this unit the student should be able to document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.

In Outcome 1 students were required to present the following:

* A critique of the development, refinement and resolution of personal concepts, ideas, directions, explorations, and the use of visual language in artworks.
* A documented Body of Work that presents ongoing explorations and development of personal concepts within selected art forms, using the Creative Practice and including reflective annotations.

Unit 4 Area of Study 1 is taught concurrently with Unit 4 Area of Study 2. At the commencement of Unit 4, students present a critique and use the feedback from it to refocus their Body of Work. They use their written and visual documentation to reflect on decisions and directions. To prepare for the critique the students focus upon:

* the further refinement of personal visual responses
* refinement of materials, techniques, and processes in selected art forms
* refinement and resolution of visual language
* use of the Interpretive Lenses in refinement and resolution
* ideas and meanings they intend to communicate in the Body of Work.

Students were able to demonstrate how they were going to expand on the topics they explored in Unit 3. They were also able to identify and outline the components of the Creative Practice they used to develop and refine their Body of Work in Unit 4, and how they refined and resolved visual language. Most students were able to outline and explain their planned development and resolution of ideas, and their continued investigation and experimentation with materials, techniques, and processes in the Visual diary.

Students progressively documented and recorded the techniques and processes used when making the finished artwork(s) through the visual and written documentation Schools are encouraged, however, to assist students to document and reflect on the resolution of visual language to communicate ideas throughout the Body of Work, as this was covered to a lesser extent.

To assist students in fulfilling the requirements of Outcome 1, some schools created informative handouts and/or PowerPoints that clearly addressed and scaffolded all key knowledge and key skills of Outcome 1 in a manner that was accessible to students. The handouts contained explicit written and visual information to support each key knowledge and key skill, and their relationship to the assessment criteria. The provision of samples of student achievement gave students a clear understanding of the standard of work required to successfully achieve the requirements of the outcome. It exemplified effective teaching and learning practice to scaffold the outcome for students of all ability levels. However, schools are advised not to not alter or modify the original VCAA School-assessed Task mandated assessment sheet for students.

The critique

To prepare for the critique the students focus upon:

* the further refinement of personal visual responses
* refinement of materials, techniques, and processes in selected art forms
* refinement and resolution of visual language
* use of the Interpretive Lenses in refinement and resolution
* ideas and meanings they intend to communicate in the Body of Work.

The critique was extremely beneficial in allowing students to clarify their thinking and understand where further refinement of their ideas, skills and visual language were required in order to resolve their work. Students found the insights provided by their peers and their teacher in feedback helpful to further refine and resolve their Body of Work. The feedback should be documented in the Visual diary and the student should evaluate it to consider the further refinement and resolution of their Body of Work. It is important that teachers support students in using Art terminology by providing a glossary of art terms to assist them.

Assessment

Further advice regarding the assessment of the Unit 4 Outcome 1 School-assessed Task is provided in the General information for Units 3 and 4 under Assessment of the School-assessed Task.

Area of Study 2

Outcome 2

On completion of this unit the student should be able to use the Creative Practice to resolve and present a Body of Work.

To fulfill the requirements of Outcome 2 students were required to produce a Body of Work that resolves personal concepts, ideas and explorations using the Creative Practice, including the presentation of one or more finished artworks that resolve the student’s intentions. The investigations and personal explorations of Unit 3 continues as students respond to the feedback received from their critique and present a Body of Work in a specific context to communicate ideas and meaning to a viewer or audience.

Unit 4 is a continuation and evolution of the exploration of the Body of Work begun in Unit 3, with the introduction of a new visual diary. Students simply acknowledged the commencement of Unit 4 with a label or heading and continued with their Creative Practice.

As outlined in the Terms used in the study on page 18, ‘Visual Language is an integral component of artistic practice and refers to the combination of the art elements and art principles with materials, techniques and processes to communicate meaning and personal, cultural and contemporary ideas to an audience’. Throughout, Unit 4 students demonstrated and documented their use of visual language to communicate meaning across the range of art works in their Body of work. They also continued to select the appropriate Interpretive Lenses to reflect on and annotate their work in an informed manner. Both the use of visual language and the Interpretive Lenses should be documented in the Visual diary to demonstrate the resolution and refinement of the Body of Work.

Teachers should encourage students to annotate the refinement and resolution of their Body of Work in ‘real time’, rather than as a reflection at a later date, given they document and evaluate the refinement of materials, techniques, and processes as a component of the Creative Practice. They must continue to acknowledge all source imagery and information used to support the refinement and resolution of their ideas and artworks by documenting the source information including artist, title, date, and materials beneath the image.

Presentation of the Body of Work

In order to present a Body of Work in a specific context to communicate ideas and meaning to a viewer or audience, students must document and evaluate how the presentation and context of their Body of Work effectively communicates the intended ideas and meaning to a viewer or audience.

To support the students, teachers must unpack the definition of context as defined in the Terms on page 17 of the study design. The context of an artwork is more than its location. It is the frame of reference that allows the meaning of an artwork to be interpreted and also includes considerations of the economic, philosophical, historical, social and cultural influences the student was experiencing at the time the artwork was made. The students should communicate how they responded to their ideas, values and beliefs in their artworks in relation to the use of visual language, providing a context in which the audience views the work. The student’s ideas about the presentation of their Body of Work and the context should be documented in the Visual diary.

Framing of finished artworks

As advised in the Authentication advice in the *VCE Art Creative Practice: Administrative Advice for School-based Assessment,* the framing of finished artworks is not required. Framing of artworks may be considered in terms of presentation. In some cases, it was noted that poor framing choices could often diminish the overall presentation of the artwork. It is recommended that students should only frame artworks if it is considered in the refinement of ideas, context, techniques and processes in the finished artwork. If framing is considered as a component of the artwork, then the student should clearly document and evaluate the decisions made in framing the work, and how it contributes to the refinement of the work.

Assessment

Further advice regarding the assessment of the Unit 4 Outcome 2 School-assessed Task is provided in the General information for Units 3 and 4 under Assessment of the School-assessed Task.

Area of Study 3: Comparison of artists, their practice and their artworks

Outcome 3

On completion of this unit the student should be able to compare the practices of historical and contemporary artists and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

To meet the requirements of Outcome 3 students can complete the task in any or a combination of the following formats:

* a written report
* an extended response
* short-answer responses
* structured questions
* an annotated visual report
* a response presented in a digital format, such as an online presentation or interactive website
* an oral presentation with documented evidence.

The tasks viewed in the audit indicated that the majority of teachers selected historical and contemporary artists for the assessment task, although some schools allowed students to choose artists that inspired or supported their conceptual approach within the School-assessed Task. Most audit responses used resources and worksheets that provided students with comprehensive information on the artists and artworks to analyse and interpret. There was also evidence that indicated students were encouraged to research the selected artists further. Schools had provided handouts to students to assist them in drawing comparisons between the artworks and the practice of the artists.

Most tasks observed in the audit addressed the use of all Interpretive Lenses to analyse, interpret and compare meanings and messages of historical and contemporary artworks. It is important to note that students are not only required to compare the messages and meaning of the selected artworks, but also the practices of the historical and contemporary artists. Many schools had only assessed students on the comparison of meanings and messages of artworks and not the practices of artists.

Teachers must clearly communicate to students if they are able to select their own artists and artworks, that the contemporary artworks they select must have been made after 2000. This is particularly important when the selected contemporary artist produced artworks both before and after this date. Some students my select an inappropriate work produced before 2000.

The samples of coursework tasks provided by schools in audit indicated that the School-assessed Coursework tasks offered were generally appropriate to the key skills and key knowledge outlined in the outcome and allowed students to respond with depth and breadth. The tasks allowed students to demonstrate their understanding of the Interpretive Lenses and their application to specified artists and artworks. Overwhelmingly, teachers elected to use extended responses or a single essay to establish the key skills and knowledge required by students for this outcome. Some teachers also including short-answer questions that established a foundation for less able students to build on. The extended response questions provided students with the scope to apply the lenses.

Most tasks provided students with open-ended questions, which encouraged a full and meaningful answer, applying the learnt knowledge to compare the artists and artworks. A limited number provided closed questions that restricted the student’s ability to demonstrate their understanding of the key knowledge and skills and the application of the lenses.

Teachers are encouraged to assist the students with how to compare artworks or the practices of artists. Students often provide limited evidence of comparison with extended responses providing effective interpretation, often only linked by one or two comparative words. It is important that students are able to provide ongoing comparison, highlighting similarities and differences throughout an extended response.

Assessment

Further advice regarding the assessment of the Unit 4 Outcome 2 School-assessed Coursework task is provided in the General information for Units 3 and 4 under Assessment of School-assessed Coursework tasks.