

# VCE Art Creative Practice

School-based Assessment Audit  
information



VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY



# Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



# Overview

- General advice on the audit
- The process of School-based audit
- Administration
- School-assessed Coursework
- School-assessed Task
- Authentication

# General advice on the audit

Schools providing the VCE must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program. For school-based assessment the standards and requirements are stated in the assessment specifications set out in the relevant VCE study design and the VCE assessment principles.

All VCE studies have a school-assessed component: School-assessed Coursework (SAC) or School-assessed Tasks (SAT) or a combination of both.



# Why audit schools?

- The purpose is to check that the standards and requirements set out in study designs are being followed and that assessment is being carried out in line with the VCE assessment principles.
- Schools providing the VCE must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program.
- All schools are audited annually for at least one VCE study and all VCE studies are subject to the School-based Assessment Audit. An increased number of schools are audited for VCE studies in the first year of implementation of a reaccredited VCE study design.

# VCE Assessment Principles

Assessment is an integral part of teaching and learning that at the senior secondary level:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

# VCE Assessment Principles

As part of VCE studies, assessment tasks enable:

- the demonstration of the **achievement of an outcome** or set of outcomes
- judgment and reporting of a **level of achievement** for school-based assessments at Units 3 and 4.

# VCE Assessment Principles

VCE assessment should be

- valid (fair and reasonable)
- equitable
- balanced and
- efficient.



# Unit 3 and 4 Questionnaire

- The first stage consists of a study-specific audit questionnaire which is completed online by teachers on behalf of the school.
- The responses provided by the school to the audit questionnaire enable the VCAA to determine if school-based assessment is following the specifications and requirements set out in the accredited VCE study design and the VCE assessment principles.



# Unit 3 and 4 Questionnaire

For each submission received to the audit questionnaire, the VCAA determines one of the following outcomes:

- The evidence submitted shows that VCAA assessment standards and requirements have been met.
- There is not yet enough evidence to show that VCAA assessment standards and requirements are being met.
- The evidence submitted determines that VCAA assessment standards and requirements have not been met.

# Unit 3 and 4 Further evidence

- Depending on the outcome of the audit questionnaire, schools may be required to submit further evidence.
- The further evidence requested may be on any aspect of the assessment, including tasks, assessment information provided to students, conditions of assessment, marking schemes or criteria, assessment timeline or moderation processes.
- Samples of student work will only be requested if serious concern is raised.
- The submission of further evidence is completed electronically.

# Unit 3 and 4 Further evidence outcomes

For each further evidence submission, the VCAA determines one of the following outcomes:

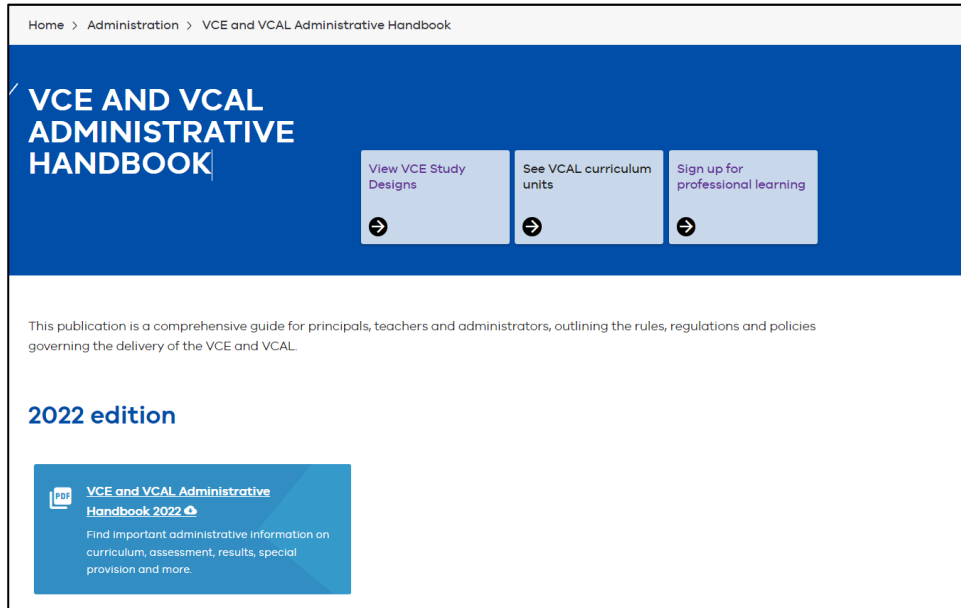
- The evidence submitted shows that VCAA assessment standards and requirements have been met.
- The evidence submitted determines that VCAA assessment standards and requirements have not been met.

# VASS Report

Schools will receive a report through VASS on the outcome of the audit. This report includes details such as:

- The outcome of the audit
- The VCE assessment principles not addressed
- Actions required by the school
- Comments provided by the Audit Panel

# Questionnaire: Administration




Home > Administration > VCE and VCAL Administrative Handbook

## VCE AND VCAL ADMINISTRATIVE HANDBOOK

[View VCE Study Designs](#) [See VCAL curriculum units](#) [Sign up for professional learning](#)

This publication is a comprehensive guide for principals, teachers and administrators, outlining the rules, regulations and policies governing the delivery of the VCE and VCAL.

### 2022 edition

 [VCE and VCAL Administrative Handbook 2022](#)

Find important administrative information on curriculum, assessment, results, special provision and more.

- School policies for School-based assessment
- Lost, stolen and damaged procedures
- Moderation and supervision of school-based assessment

[Pages - VCE and VCAL Administrative Handbook \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# Questionnaire: Timelines

Home > Administration > Key dates

## ADMINISTRATIVE DATES AND ASSESSMENT SCHEDULE

[2022 important administrative dates](#)

The [2022 administrative dates](#) are also available in [iCalendar format](#) (Updated September 2022).

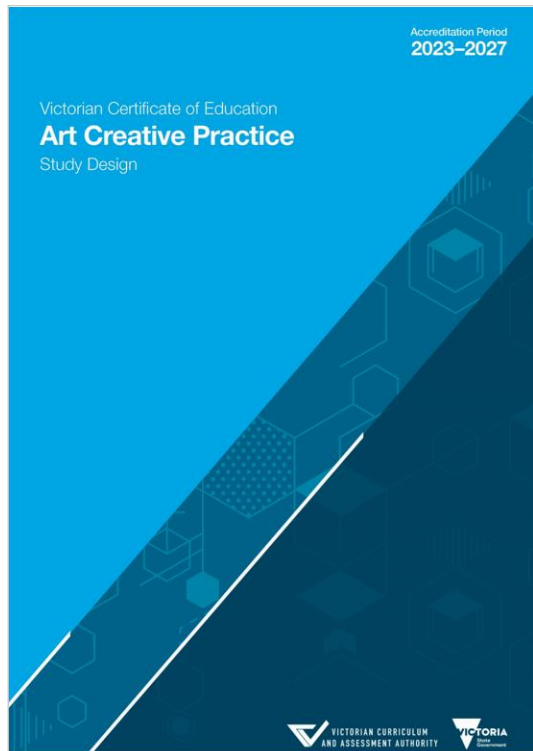
[2022 assessment schedule](#)

Information in the [2022 assessment schedule](#) should be used in conjunction with the 2022 administrative dates.

- Dates for submission of SAT tasks
- Dates for SAC tasks
- Key observation dates
- Return of SAT and SAC work to students

[Pages - Administrative dates and assessment schedule \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# Study Design page



VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY VICTORIA State Government

## VCE Art Creative Practice: Administrative information for School-based Assessment in 2023

### Units 3 and 4

#### School-assessed Task

The School-assessed Task (SAT) contributes 60 per cent to the study score and is commenced in Unit 3 and completed in Unit 4.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a score against each criterion that represents an assessment of the student's level of performance for Unit 3 Outcome 1 and Outcome 2 and Unit 4 Outcome 1 and Outcome 2. The recorded scores must be based on the teacher's assessment of the student's performance according to the criteria on pages 11–20. This assessment is subject to the VCAA's statistical moderation process.

The 2023 VCE Art Creative Practice assessment sheet on page 30 is to be used by teachers to record scores. The completed assessment sheet must be made available on request by the VCAA.

The mandated assessment criteria are published annually on the Art Creative Practice study page of the VCAA website and notification of their publication is given in the February VCAA Bulletin.

Details of authentication requirements and administrative arrangements for School Assessed Tasks are published annually in the [VCE and VCAL Administrative Handbook 2023](#).

The Authentication record form on pages 23–29 is to be used to record information for each student and must be made available on request by the VCAA.

The School-assessed Task has four components.

- Unit 3 Outcome 1
- Unit 3 Outcome 2
- Unit 4 Outcome 1
- Unit 4 Outcome 2

Teachers should be aware of the dates for submission of scores into VASS in July and November. These dates are published in the 2023 Important Administrative Dates and Assessment Schedule, published annually on the VCAA website. [www.vic.edu.au/pages/schooladmin/adminindates/index.aspx](https://www.vic.edu.au/pages/schooladmin/adminindates/index.aspx)

- Study Design
- Administrative information for School-based Assessment
- Examination links
- Support material



# School-assessed Coursework

- Number of tasks
- Format of task
- Sources used to develop the task
- Stimulus used for the task
- Questions for the task
- Instructions for the task
- Marking scheme for the task

# School-assessed Coursework

- Upload the task
  - Art Creative Practice – Unit 4 Outcome 3
- Explain how you scaffold the task for the students
- Describe how the task addresses the key knowledge and key skills
- The assessment scheme or rubric used for the task. These should be developed from the VCAA performance descriptors for VCE Art Creative Practice.

# School-assessed Coursework

## Performance descriptors

### VCE Art Creative Practice Performance Descriptors

DESCRIPTOR: typical performance in each range						
	Key skill	Very low	Low	Medium	High	Very high
<b>Unit 4 Outcome 3</b> 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.	<ul style="list-style-type: none"> <li>compare the practices of historical and contemporary artists</li> </ul>	The practices of historical and contemporary artists are listed.	The practices of historical and contemporary artists are described.	The practices of historical and contemporary artists are discussed and compared.	The practices of historical and contemporary artists are compared using identified examples from both artists.	The practices of historical and contemporary artists are compared using specific examples from the practices of both artists.
	<ul style="list-style-type: none"> <li>analyse, interpret and compare meanings and messages of historical and contemporary artworks</li> <li>apply the Structural, Personal and Cultural Lenses to the analysis and interpretation of the meanings and messages of artworks</li> </ul>	The meanings and messages of the artworks are identified.	Description of the meanings and messages of artworks using aspects of the Interpretive Lenses have been used.	Analysis of the meanings and messages of artworks using the appropriate Interpretive Lenses.	Interpretation of the meanings and messages of artworks using aspects of the interpretive lenses and evidence from the artworks.	Interpretation of the meanings and messages of artworks by evaluating and applying the interpretive lenses, and specific examples from artworks
		Meanings and messages of artworks are described.	Meanings and messages of artworks are compared.	Meaning and messages of artworks are compared using the appropriate Interpretive Lenses and by drawing on examples from the artworks	Meanings and messages of artworks are compared using appropriate aspects of the interpretive lenses and selected examples from the artworks.	Meanings and messages of artworks are connected, evaluated and compared using the interpretive lenses and selected evidence from the artworks and other sources.

# School-assessed Coursework

## Study specific information

- Historical artist and a contemporary artist
- Practices of the artist
- Application of Structural, Personal and Cultural lenses
- Comparison of artists and their practice
- Resources used in research
- Use of art terminology

# School-assessed Task

- Describe the sources you have used to develop the task.
- The information provided to students about the task. This is generally in a booklet where the stages of the School-assessed Task are explained and unpacked for the student
- Describe how you unpack and explain the assessment criteria for the School-assessed Task. This is generally in language that is accessible by students

# School-assessed Task

## Assessment criteria

VCE Art Creative Practice: Administrative information for School-based Assessment in 2023

VCE Art Creative Practice: School-assessed Task Assessment Sheet										
Assessment Criteria	Levels of Performance									
	Not shown	1–2 (very low)		3–4 (low)		5–6 (medium)		7–8 (high)		9–10 (very high)
<b>Criterion 4</b> <b>Unit 3 Outcome 1:</b> Present a critique to explain the use of the Creative Practice to develop and refine one finished artwork.	To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range.									
	Recount how the research, materials and techniques were used to explore ideas and develop an artwork.	Identify how the research, materials, techniques and processes were used to develop and refine an artwork.	Explain the use of the Creative Practice to develop and refine one artwork in a critique presented to an audience.		Explain and evaluate the use of the Creative Practice to develop and refine one artwork in a critique presented to an audience.		Evaluate and justify the use of the Creative Practice to develop and refine one artwork.			
			Acknowledge audience feedback.		Document and reflect on feedback from an audience and consider how ideas could be further developed in the Body of Work in Area of Study 2.		Document and critically reflect on feedback from an audience and consider how ideas could be further developed in the Body of Work in Area of Study 2.			
			0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
<b>Key skill</b> <ul style="list-style-type: none"> <li>apply appropriate methods to present a critique of the use of the Creative Practice and the finished artworks</li> <li>use appropriate written and visual material to document, reflect upon and evaluate the development and refinement of an artwork.</li> </ul>	<b>Evidence</b> A critique presented in a digital format, such as an online presentation or interactive website or an oral critique with written and visual evidence: <ul style="list-style-type: none"> <li>Explaining the use of the Creative Practice to develop and refine at least one finished artwork that is a response to the practice of an artist.</li> <li>Reflection and evaluation on the use of the Creative Practice to develop, refine and resolve at least one finished artwork.</li> <li>Appropriate written and visual material to document, reflect upon and evaluate the development and refinement of an artwork.</li> <li>Documentation and reflection of audience feedback to further develop ideas in Area of Study 2.</li> </ul> Details of the Critique and the Finished Artwork are outlined in the Scope of the task.									

- Nature of task
- Scope of task
- Assessment criteria
  - criterion
  - evidence
  - descriptor

# Study specific information

- Ideas and issues explored by a selected artist in their practice
- Research strategies
- Use of the Creative Practice
- Use of the Interpretive lenses
- Exploration, documentation and evaluation of the Creative Practice
- Conducting a critique
- Finished artworks
- Body of work
- Annotations
- School-assessed Task Unit 3 Outcome 1 and 2
- School-assessed Task Unit 4 Outcome 1 and 2
- Art terminology used in critical reflection

# Additional sources used to develop School-based assessment

- Commercial tasks, resources and textbooks
- Tasks and information from a previous year
- Examination questions



# Authentication

- Authentication processes
- Feedback to students for School-assessed Coursework
- Feedback to students for School-assessed Tasks
- Return of materials to students.

# Contact

- Dr Kathryn Hendy-Ekers
- Curriculum Manager, Visual Arts, Media and Visual Communication Design
- Ph: 03 9059 5147
- Email: [Kathryn.Hendy-Ekers@education.vic.gov.au](mailto:Kathryn.Hendy-Ekers@education.vic.gov.au)

© Victorian Curriculum and Assessment Authority (VCAA) 2022. Some elements in this presentation may be owned by third parties. VCAA presentations may be reproduced in accordance with the [VCAA Copyright Policy](#), and as permitted under the Copyright Act 1968. VCE is a registered trademark of the VCAA.