1. The body of work created for the School-assessed Task (SAT) is based on work developed and completed in Unit 3 Outcome 2 and Unit 4 Outcome 2. The following information is provided to teachers of VCE Art in relation to the authentication and assessment of this SAT.

(a) AUTHENTICATION

2. The study design requires students to document how any assistance will be sought and/or use of appropriated images or other material will be acknowledged or copyright observed.

3. The VCE Art study design notes that ‘work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own’ (p. 10).


5. Undue assistance should not occur at any time during the development of the body of work and teachers need to be vigilant. Students are required to demonstrate development of their thinking and work practices. The progressive realisation of the body of work should reflect personal concepts, ideas, directions, explorations, aesthetic qualities and technical skills. Teachers are reminded that it is not appropriate to provide ‘detailed advice on, corrections to, or actual reworking of students’ drafts or productions or folios’ (section 5.2, p. 84).

6. Teachers must sight and monitor the development and documentation of the student’s thinking and working practices throughout the unit to authenticate the work as the student’s own. Students must acknowledge the source of materials and information used to support the development of ideas including materials identified for inspiration and further development. This includes documentation of any appropriated imagery with information detailing how the work has evolved from the source imagery (See p. 3 [www.vcaa.vic.edu.au/Documents/vce/art/SBA_art.pdf](http://www.vcaa.vic.edu.au/Documents/vce/art/SBA_art.pdf)).

7. Students should be encouraged to complete their artwork at school. Where students use external service providers, their documentation should demonstrate that they have researched and identified the appropriate and correct technical methods required and also created their own specifications for the service provider. This will show their complete creative control over the making of their artwork. Without this evidence the teacher may not be able to authenticate the student’s artwork or apply the SAT assessment criteria fairly.

8. During development of the body of work teachers must plan and use observations of student work in order to monitor and record each student’s progress as part of the authentication process (see pp. 3 and 5 and p. 13 [www.vcaa.vic.edu.au/Documents/vce/art/SBA_art.pdf](http://www.vcaa.vic.edu.au/Documents/vce/art/SBA_art.pdf)). Teachers must ensure that all source and reference material, all appropriate imagery used in the final artwork, all use of non-school (home, outsourced) resources and any external assistance (for example, tutors) are acknowledged on the authentication form. If a student acknowledges using appropriated imagery, outsourcing production and/or receiving external assistance the teacher should record complete details as an attachment to the Authentication Form.

9. The use of external support and/or equipment must be planned and documented with appropriate detail to demonstrate that the student has retained complete creative control and teachers must certify that such support does not constitute undue assistance.

10. This ensures the body of work can be authenticated and that the student is not receiving undue assistance. This in turn ensures that all students are assessed equitably. Teachers should use the Authentication Record Form VCE Art School-assessed Task available on page 13 of the SBA information.

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11. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to this SAT. School-based audits include the inspection of authentication records. Where authentication records are not provided, the school is automatically audited the following year. Authentication records will also be required to be forwarded for all works nominated for Seasons of Excellence awards in 2014. Incomplete authentication records will result in an automatic disqualification of the student work from the nomination process.

(b) ASSESSMENT

1. The assessment criteria for this SAT are reproduced below.
2. Teachers’ assessment of student work against these criteria must apply only to the knowledge and skills demonstrated by the student submitting the work.
3. In assessing the body of work, teachers must focus on the student’s ‘Exploration of personal ideas through a conceptual and practical investigation in artmaking’. (Criterion 1). This focus on the student’s ideas flows through to Criteria 2–5 and is reinforced in Criterion 6 ‘Resolution of ideas, directions and/or personal concepts in a body of work that includes at least two finished artworks’.

VCE Art SAT Assessment Criteria

1. Exploration of personal ideas through a conceptual and practical investigation in artmaking.
2. Progressive development and refinement of ideas and concepts demonstrated in the body of work.
3. Exploration, investigation and experimentation of materials, techniques, processes and artforms and in the development of related technical skills.
4. Understanding, application and manipulation of visual language and elements and principles in artmaking.
5. Reflective annotation and documentation of working practices that use art language and selected Analytical Frameworks.
6. Resolution of ideas, directions and/or personal concepts in a body of work that includes at least two finished artworks.