AUTHENTICATION AND ASSESSMENT OF VCE STUDIO ARTS
SCHOOL-ASSESSED TASKS (SATs)

1. The exploration proposal and developmental folio created for SAT 1 and the cohesive folio created for SAT 2 in VCE Studio Arts are based on work completed in Unit 3, Outcomes 1 and 2 and Unit 4, Outcomes 1 and 2. The following information is provided to teachers of VCE Studio Arts in relation to the authentication and assessment of these SATs.

(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 Studio Arts 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) http://www.vcaa.vic.edu.au/Documents/vce/studioarts/studioarts_ss2010.pdf.

4. In this context, teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the VCE and VCAL Administrative Handbook 2014. This is important to ensure that ‘undue assistance [is] not … provided to students while undertaking assessment tasks’ (p. 79). http://www.vcaa.vic.edu.au/Documents/handbook/2014/06-AdminHB-2014-School-based-Assess.pdf

5. Undue assistance should not occur at any time during the development of the Unit 3 exploration proposal and developmental folio and/or the Unit 4 folio and teachers need to be vigilant. Students are required to present an individual design process, a range of visual explorations and potential directions and a cohesive folio of finished artworks. 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. During the development of each folio 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. All use of external support must be planned and documented in the student’s folio and teachers must certify that such support does not constitute undue assistance.

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8. Teachers must ensure that where students appropriate the visual or intellectual property of others, the source is clearly acknowledged and that the use of such material does not constitute plagiarism or contravene copyright and licensing agreements. All images used in the design process must appear with evidence of their source and any development that clearly establishes the work as that of the student. The use of other artists’ aesthetic qualities should be carefully considered during the design process. Over-use or direct copying of aesthetics of others may not allow students to develop individually creative explorations. All developmental work must relate directly to the student’s individual ideas expressed in the exploration proposal (see www.vcaa.vic.edu.au/Documents/vce/studioarts/SBA_studioart.pdf). Teachers should use the Authentication Record Form VCE Studio Arts School-assessed Task available on the study page.
9. Students should be encouraged to complete their artwork in 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. Observations and additional documentation should ensure that all source and reference material not developed by the student, appropriated imagery, use of non-school (home, outsourced) resources and any external assistance (for example tutors are acknowledged and that details are recorded as an attachment to the Authentication form). Section 1.3 VCE and VCAL Administrative Handbook 2014.

10. It is particularly important to ensure that any use of external support and/or equipment is documented. This is important to ensure that ‘undue assistance [is] not … provided to students while undertaking assessment tasks’ (section 1.1 and 5.2).

11. This ensures the work can be authenticated and that the student is not receiving undue assistance which in turn ensures that all students are assessed equitably.

12. 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 may 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 SAT 1, the focus on ‘an individual design process’ in criterion 1 (Use of an exploration proposal to define the development of an individual design process that includes a plan of how the proposal will be undertaken) provides a basis for considering issues around the use of appropriated imagery and other artists’ aesthetic qualities which impacts on assessment of the remaining criteria for this SAT and may also impact on assessment of SAT 2 depending on the potential directions selected.

VCE Studio Arts SAT assessment criteria

SAT 1

The extent to which the exploration proposal and the individual design process demonstrate:

1. Use of an exploration proposal to define the development of an individual design process that includes a plan of how the proposal will be undertaken.

2. Exploration and development of subject matter and ideas within the design process that are related to concepts and ideas described in the exploration proposal.

3. Exploration and development of aesthetic qualities in the design process relevant to the ideas described in the exploration proposal.

4. Exploration of materials and development of techniques and processes within the design process relevant to the art form/s and ideas described in the exploration proposal.

5. Evaluation of exploratory and developmental work throughout the design process.

6. Selection and evaluation of a range of potential directions that will form the basis of artworks in Unit 4.
SAT 2
The extent to which the cohesive folio and folio focus, reflection and evaluation documentation demonstrate
1. Use of potential directions in producing finished artworks.
2. Application of materials, techniques and processes relevant to the chosen artform/s.
3. Communication and resolution of ideas presented in the cohesive folio.
4. Resolution of aesthetic qualities in the artworks that realises and communicates the student’s ideas.
5. Cohesive relationship between finished artworks in the folio.
6. Documentation that identifies the folio focus, evaluates the use of potential directions in finished artworks and reflects on the cohesive folio.