**Kathryn Hendy-Ekers** - Welcome to the professional learning videos for VCE Studio Arts. This is one of the sequence videos available on the VCE professional learning page. This video will provide information about the administrative information for School-based assessment. It should be viewed with the presentation on 'Developing the School-assessed Task' and 'Assessing the School-assessed Task' for Unit 3 and for Unit 4.

With me, I have Giuliana D'Angelo who is the State Reviewer for VCE Studio Arts, and I'm Kathryn Hendy-Ekers, the Curriculum Manager for Visual Arts. So we're just going to run through some of the administration and authentication details that you need to address with your students, particularly when you are developing any School-assessed coursework or School-assessed Task and School-based assessment.

All this information is on the VCE Studio Arts study design page. So when you go through this presentation by yourself or with your class, there are links that you will be able to click on to take you to the relative pages. So this first one is just the study design page, where we have the study design. There is the link to the examination specification and past examinations. There's also the, there will be the information for School-based assessment for the current year. So at the moment, if we're moving into 2022, that information will be there followed by support material at the bottom of the page. There is an Advice for teachers, for Studio Arts, with some detailed examples of each of the outcomes and some learning activities that you may use when you're developing your tasks with your students. It is available in a Word document under 'Support material' and is downloadable.

So the current one will go to the 31st of December, 2022 before new study designs are implemented for Units 1 to 4 in 2023. So all the information about the study and VCE assessment is available through the VCAA Bulletin which is issued on the first week of every month. You can see on the page here, the bulletin page, you can access bulletins from previous years, if you need to correct something back through.

The other notice is 'Notices to Schools'. So you can see at the top of the tabs, they're in different places. So the bulletin is under the 'News and Events' tab. The 'Notices to Schools' are under the 'Administration' tab. Now, Notice to Schools is issued to the School Principal or VCE coordinator with specific information about the study. So for example, when professional learning sessions are running, if there are any updates to the study design or assessment from the study design, they're issued to your Principal or VCE coordinator, and then passed onto the relevant teacher. But, therefore, if you are tracking back through, they're housed on the page and you can find ones from previous years, if you need that specific information. Also in two months, importantly, under Administration, you'll find the Administration schedule and Assessment Schedule.

So that's vital for you to find that with the VCE Coordinator, it gives you all the key dates for submission of scores into the VASS system in VCAA. So it should be read with the people who are in charge of leadership in your school so they get a sense. So that is the first document you will be asked to go to even if you do email the Curriculum Manager, looking for the dates, myself and other Curriculum Managers will direct you to this page and ask your VCE coordinator to acknowledge that they know where that information is. It is very much a School-based assessment decision and should be coordinated within the school. Again, there are also administrative dates for VCE coordinators. It's a good idea to schedule meetings with your VASS person so they're aware of what deadlines operate within the school, because I know as Giuliana will explain that in your school, there is a particular system of entering dates, essentially and then you're given a schedule at the start of the year.

**Giuliana D'Angelo -** Yes, at the beginning of the year, and we have to enter all our dates.

**Kathryn Hendy-Ekers** - Thank you. Okay, the Administrative handbook is there too as well. So you can see again, that has very key information for all VCE studies, completion of units, how to take in work and authenticate work right across the VCE. So that includes SATs and coursework and any information about breaches that need to be dealt with by the school. So again, a very valuable document. So it's under the 'Administration' tab and it's updated as you can see, it appears as a full handbook, but sections are updated each year. So that's available in the first week of the school year, that is currently running.

Also to the Administrative information for School-based assessment for SAT studies. So Studio Arts is one of those, that is issued each year. And I showed you earlier where it is on the study design page. So that's the Scope of the task for Units 3 and 4, the nature of the tasks for Units 3 and 4, assessment criteria, authentication information, and your Authentication Record Form. So the authentication of the School-assessed Task, again, we did a lot of information about authentication this year, particularly in 2021 with COVID operations. So that information is very clearly outlined for each VCE SAT study in the administration advice. So it is different for each SAT study for Art, Studio Arts, Visual Communication Design, and Media. So it's important in your faculty that your faculty head is aware of the authentication procedures and that your faculty actually has a policy for authentication within the school for all the studies.

So one of the key things for Studio Arts is that progressive authentication feedback. So we have spoken about this in the developing a School-assessed Task but you must plan throughout the year for Unit 3 and 4 observations of student work and provide students with feedback. So there are two purposes to it. It is to authenticate that the students work is their own. If you cannot authentic their work, you cannot asses it. And the second is to give students feedback on formative feedback throughout the progression of the folio. So this is the example for School-assessed Task for 2022, you can see that there are the criteria, there are some prompt questions to help you also to, there are two boxes, one for the submission of scores, when you actually submit the tasks, the students submit the task. And one, if you would like to give summative feedback, or formative feedback as you go through. So a student and teacher must sign and date that.

We do check those Authentication Record Forms, particularly in the Season of Excellence, just to ensure that the students' work is their own. So those questions there will help you with your feedback. And then the last video Giuliana actually spoke about how she uses that feedback with her students. So those questions might be quite handy for you if you're developing some feedback templates to use with your students as you move through. So we have an example here that Giuliana has. Do you just want to talk through that Giuliana? So it is for this year.

**Giuliana D'Angelo -** This is for this year. So I've tried to delete some information on the top end. However, I just showed you for Unit 3. This example here is word processed. So I've got two examples. One that's a handwritten one, one that's not handwritten. So this one here, for example, in Criterion 1, you can see where I met with the student. There's some formal feedback given, and the student obviously has to sign after she has read the comments. And then the criteria one is you can see there, the EP was submitted on the 26th of February. That's the final EP . And then I just look at the performance descriptors and the evidence, and I basically, I do cut and paste there straight from the criteria, assessment criteria to ensure that I know what level the student is at and I'm using the same language in terminology.

**Kathryn Hendy-Ekers** - So it goes through, we are not going to read through that. So that's one that is being typed. So for Unit 3, the final criterion was submitted on the 6th of June. And down the bottom here, this is really valuable as well. You'll see there is the checklist. Can you ensure that you have made sure that the student referenced all imagery, that the material is sourced and acknowledged. So we will show you later in the presentation, how to do that. You must ensure that you have done that. So and also in terms of copyright or trademark materials.

**Giuliana D'Angelo -** And don't sign it. If you, for example, this year in Unit 3, there were a couple of students where they didn't list any acknowledgement. And I left that blank and I said, "you come back and fix that up. And once you do that, then I will sign it." So don't be afraid to say, "No".

**Kathryn Hendy-Ekers** - Thanks, Giuliana. That's very good. So this one is a handwritten one.

**Giuliana D'Angelo -** Sorry my handwriting is not neat, and I've really decided now I'm word-processing from now. I just don't have enough room. I found this one, but yes. So this is just a Unit 4 one. And yes, there were lots of changes because of COVID. So things I found I had to write more.

**Kathryn Hendy-Ekers** - Yeah, if you were talking to them that's perfectly fine. We do make them available as word documents,

**Giuliana D'Angelo -** Yes.

**Kathryn Hendy-Ekers** - Sometimes some schools are providing feedback in a learning management system, just make sure that you have noted on the Authentication Record Form there is information somewhere else.

**Giuliana D'Angelo -** Yes. Explain when the student is entering Top Arts, Top Designs, or Top Screens that you do make that information available to the panel.

**Kathryn Hendy-Ekers** - So here we are moving through. It has been very handy this year, in terms of selection, seeing, what you as the teacher has said to the student based on your School-based assessment. So this is another direct sample of feedback you give Giuliana?

**Giuliana D'Angelo -** I do have quite a few different variations. This is probably one of my earlier ones, and this is just for Criterion 2 only as you can see each page. So this would have five pages and that's Criterion 2 and I've just broken it down. And where it's written in red, it means it needs attention. And green means all good and go. And each page of their feedback has the criterion underneath the Criterion 2, with the evidence so that they exactly and then I sort of tell them at the bottom, so you can see down the bottom there at this stage of the date of the review, which was the 27th of March, that criterion was at 7 to 8. So they know where they are at, at that stage.

**Kathryn Hendy-Ekers** - And you in the 'Developing the School-assessed Task' video Did go through that in a lot of detail. So that would be a good idea if you haven't watched that video do go back and have a look at it. So here's another example too of what you see in a student's work for authentication. So you can see that this student is planning a photographic shoot and they've actually documented. So there seems to be a little bit of language there from VCE Media, but some of these we've had from past presentations. So I think we can, through, we do have a few more.

**Giuliana D'Angelo -** We have some more recent ones, I think I've added. What we've seen this one from the previous slide. Yep, so these are a couple of more if I just put in here for you to show progressive, or that's another one from this year, a textile piece. So in a little A4 or visual diary, basically just progressing, and these were during lockdown. So these students still worked in their own A4 Visual diaries at home in terms of, for documentation purposes. And then they would scan them and send them to me. And I organised a Google folder for each student and they would update on a weekly basis and they had to show me what they were up to.

**Kathryn Hendy-Ekers** - Fantastic so there's a Ceramic version.

**Giuliana D'Angelo -** The Ceramic girl had to do that too.

**Kathryn Hendy-Ekers** - So what we're encouraging you to do, you may want to pause the video, have a look at some of these screens also too, the presentation will be available as a PowerPoint. So you can actually take part of it and provide it to your own students for professional learning, we do have permission from the students for that. Now, just going on to authentication, and also that Administrative advice about monitoring progressive development of the student's thinking and working practises. So acknowledging the source materials. So you can see here and this, we can't stress strongly enough.

We have seen a lot in Top Designs and Top Arts, that have not been correctly sourced. So, and often it's very, very problematic for the selection panel when they're trying to select, to find where the imagery is coming from, you do as a teacher and we do check it. That's where we go and check the Authentication Record Form. But it is really vital that any sort of drawing or work that the student's doing, so for example, here, the student has downloaded some images from a website she's annotated, given the citation, and then she has her drawing. So we can actually see where the drawings are coming from. So another one with inspiration for John Brack there too. And these are some of yours, I think.

**Giuliana D'Angelo -** These are some of mine from this year. So the one on the left is from a surgical news front page. So she's had to cite that from some Top Arts past students that she's seen, she's cited that then in the middle, she went to a gallery and she's obviously cited the pamphlet. And then on the right, a whole list of artists that she's discovered along the way, and she's correctly cited and given their full title dimensions. So it's a pretty thorough one, the one on the right.

**Kathryn Hendy-Ekers** - So, and as I said before, it is vital that you do check this list. When the students submits. If you have any, just make ensuring that you, as the teacher, if somebody else's is viewing the folio, they can know that the work has come from a source and the photograph might be the student's own, but where that material has come from, particularly if they've used third party material like logos, newspaper covers.

So the surgical a magazine Giuliana just shown even if they use it in their kind of work, that must be acknowledged as well, because unfortunately for Top Arts, the National Gallery of Victoria cannot put it in any third party material, unless if permission has been given from the producer and often that can be quite complicated to get right. So in terms of copyright, there is the information on the VCAA web page under the Season of Excellence. has some excellent copyright guidelines that have been written in student friendly language. It might be a great idea to go through that information with your students. Here's another great example of copyright where a student has acknowledged the source. Is this one of your works Giuliana?

**Giuliana D'Angelo -** No, it's a previous work, it looks like a while ago, but its been acknowledged.

**Kathryn Hendy-Ekers** - So the student has actually written to the producer and asked for their permission. So that's a really great way of acknowledging the copyright. The other area we just want to talk about is external assistance. So if the student is having something made for them, to their specifications, they need to be involved with that, the making of that work. So if it is outsourced, there has to be some information between the student and the producer of that artwork, how that work is being produced and what creative control the student has, particularly if it's... And again, this comes down to being equitable, just ensuring that your students are assessed as a cohort, and you don't want to have one student favoured above others because they're able to access this external providers. So just making sure that what the students are producing are equitable and they should be able to produce it at school.

**Giuliana D'Angelo -** And also that the receipts are not acceptable documentation.

**Kathryn Hendy-Ekers** - Yes, so it needs to be communication about the production of the work. So this is an example from a previous year where a student actually has documented the advice they got from an external supplier in the making of their work. So they've actually got some documentation there of the student actually making the work and discussing the photographic work with the actual supplier. So that's another great example. Now, finally, with presentation and final artworks, and we have seen this a bit in Top Arts again, where we feel that students are framing work unnecessarily.

So the work must be framed and it must be the intention of the the student to frame the work. Please don't assess something that's been put in a lovely mount under glass, just because the students think that makes them look better. And also too, when they're applying for Top Arts, it will be taken out of the frame unless the student, has stated that's how they intended the work to be. And that's because of conservation in particular and of the whole aesthetic of the exhibition. So just be aware of not encouraging the students to have expensive framing just because it's going to make their work look better, or it must be part of the student's intention in their presentation. So here's an example here, Giuliana, is this one of your students' work again? Do you want to step through it?

**Giuliana D'Angelo -** Yes, this was just a presentation example of how she wanted it, no mounting, no framing, because it wasn't going to add any sort of meaning to the work. So they were just basically pinned to the wall, and we keep it simple, and we don't need any expensive framing.

**Kathryn Hendy-Ekers** - Thank you, so another example, a textile example that's fantastic. And a ceramics example. So all great examples of no unnecessary framing there and it's really just the students work and pure intention. So here's another example here from a previous year, I would disencourage students. We say this a lot in VCE Media. We don't need photographs of the camera they've used. I don't think artists do that very much, but definitely that the student might want to talk through the way they've produced the work.

**Giuliana D'Angelo -** Yeah.

**Kathryn Hendy-Ekers** - All right, just for future reference. There's my details there. And thank you very much, Giuliana. And please watch two videos on 'Assessing Unit 3 and Unit 4' for the School-assessed Task.

**Giuliana D'Angelo -** Thank you.

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