

VCE Art Making and Exhibiting

School-based Assessment Audit
information

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).

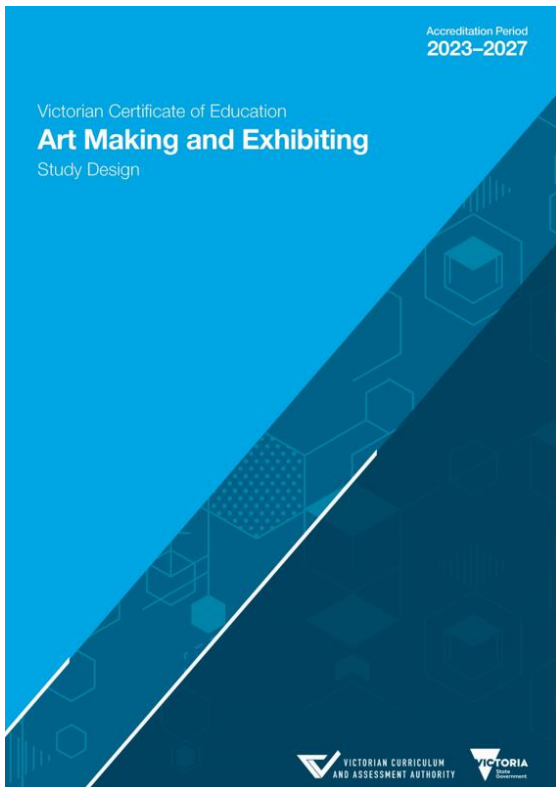
[2022 assessment schedule](#)

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

VCE Art Making and Exhibiting: 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 12–21. This assessment is subject to the VCAA's statistical moderation process.

The 2023 VCE Art Making and Exhibiting assessment sheet on page 21 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 Making and Exhibiting 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 VCAA Administrative Handbook 2023](#).

The Authentication record form on pages 24–30 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. [vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx](https://www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx)

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- 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 Making and Exhibiting – Unit 3 Outcome 3

Art Making and Exhibiting – 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 Making and Exhibiting

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
Unit 4 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.	<ul style="list-style-type: none"> compare the practices of historical and contemporary artists 	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"> analyse, interpret and compare meanings and messages of historical and contemporary artworks apply the Structural, Personal and Cultural Lenses to the analysis and interpretation of the meanings and messages of artworks 	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

Unit 3

- Exhibitions studied
- Characteristics of exhibition spaces
- Role and responsibilities involved in curating an exhibition
- Presentation and connection between artworks
- Didactic information
- Use of art terminology
- Exhibition proposal and design

School-assessed Coursework

Study specific information

Unit 4

- Exhibitions and exhibition spaces studied for Unit 4
- Methods and considerations used in the presentation, conservation and care of artworks
- Conservation and care considerations that relate to the handling, storage and transportation of artworks
- Conservation and care methods for the student's own artwork in a selected art form
- Development of a case study.

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 Making and Exhibiting: Administrative information for School-based Assessment in 2023

VCE Art Making and Exhibiting: 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)		
Criterion 4 Unit 3 Outcome 2: Develop and make artworks in specific art forms.	Makes artworks using materials, techniques and processes using specific art forms.		Make artworks using specific artforms based on influences and exploration.		Applies materials and techniques and processes in specific artforms to develop subject matter, ideas and style in two artworks.		To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range.		Responds to artistic inspiration and influences to make two artworks in specific artforms and develop ideas and visual language using materials, techniques and processes.		Develops two artworks from sources of artistic influences and inspiration demonstrating an understanding of style and visual language to represent ideas and communicate meaning.	
	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"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	
	Key skill <ul style="list-style-type: none"> make artworks in specific art forms based on influences, exploration, responses and reflection document and describe the development of subject matter, ideas, techniques and style in artworks by responding to the influences of artists and other forms of inspiration develop visual language in artworks to represent ideas and to communicate meaning progressively document and evaluate art making. 					Evidence Two artworks in a specific artform developed from responses to sources of inspiration, experimentation and exploration that demonstrate: <ul style="list-style-type: none"> development of subject matter, techniques and style the use of materials, techniques and processes in specific art forms development of visual language to represent ideas and communicate meaning. Documentation in written and visual form that progressively evaluates art making. Further information outlining the development of artworks for Unit 3 Outcome 2 are included in the Scope of the task. There is no requirement to refine and resolve artworks in Unit 3.						

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

Study specific information

- Student selection of specific art forms
- Research and collection of artistic influences and the analysis of connections between them and the development of the students' artworks.
- Materials, techniques and processes
- Visual language
- Documentation, reflection and evaluation of art making
- Annotations
- Use of the Visual Journal
- Finished artworks
- The critique
- Connections between Unit 3 and Unit 4
- Expansion and resolution of ideas in a specific art form in Unit 4
- Selection of art form for Unit 4
- Conservation and care of artworks in a specific art form

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.

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