

VCE Studio Arts: Administrative advice for School-based Assessment in 2016

Unit 3 School-assessed Task 1

School-assessed Task 1 contributes 33 per cent to the study score and is commenced and completed in Unit 3.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) through VASS a score against each criterion that represents an assessment of the student's level of performance for Unit 3 Outcomes 1 and 2. The recorded scores must be based on the teacher's assessment of the student's performance according to the criteria on pages 7–19. This assessment is subject to the VCAA's statistical moderation process.

The 2016 Studio Arts assessment sheet on page 7 is to be used by teachers to record scores. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA. The performance descriptors for the assessment criteria are published annually on the Studio Arts study page on 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 will be updated annually and published in the current year's *VCE and VCAL Administrative Handbook*.

The Authentication Record Form on pages 22 and 23 are to be used to record information for each student and must be made available on request by the VCAA.

The School-assessed Task for Unit 3 has two components:

- Outcome 1 Exploration proposal
- Outcome 2 Design process.

Outcome 1

Prepare an exploration proposal that formulates the content and the parameters of an individual design process, and that includes a plan of how the proposal will be undertaken.

Nature of task

An exploration proposal should create a framework for an individual design process in which the student plans how their subject matter, ideas, aesthetic qualities, materials and techniques will be explored and developed through the design process.

The student's exploration proposal needs to be developed on an individual basis and personal and creative responses should be encouraged throughout the preparation.

The teacher and student should negotiate the contents of the exploration proposal and the art form/s in which the work will be undertaken to ensure the student is working within the range of art form/s and facilities the school is able to offer.

It is expected that the exploration proposal will be of a substantial length and comprehensively addresses the scope of the task.

Scope of task

The exploration proposal should include:

- an explanation of the focus and subject matter to be explored and developed in the design process
- a discussion of the conceptual possibilities and an explanation of the ideas to be explored
- a description of the art form/s to be explored in reference to the ideas to be explored
- a discussion of the sources of inspiration to be investigated
- an explanation of the aesthetic qualities to be explored in relation to ideas to be explored
- an explanation of the appropriate materials to be explored in reference to ideas to be explored
- an explanation of the techniques, processes and skills to be developed in reference to ideas to be explored
- a plan for how the exploration proposal will be implemented.

The area of exploration should be defined in the exploration proposal in enough breadth to allow for substantial exploration during the design process to facilitate the development of a range of potential directions.

The exploration proposal should be developed prior to the commencement of the individual design process but may be expanded upon during the initial stages of the design process. However, it should be noted that the exploration proposal sets out the content and parameters of the student's future proposed work and is not a summary of what has been done.

The exploration proposal should, where possible, be word processed and may be presented as an extended statement or a series of short paragraphs and may include dot points and visual reference material. This visual reference material may include illustrations, diagrams or images of other artists' work as a means of clarifying ideas expressed in the exploration proposal. The visual reference material must be cited or appropriately acknowledged.

If an exploration proposal is not presented a student has not satisfactorily achieved the outcome and is unable to score in Criteria 1, 2, 3, 4 and 6 of School-assessed Task 1 and should be assessed as NS (Not Shown) for these criteria.

Outcome 2

Present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.

Nature of task

The individual design process should consist of experimental and developmental work that clearly addresses aesthetic qualities, techniques and processes related to the student's individual ideas and subject matter defined in the exploration proposal. Students should use the exploratory and developmental stage to investigate, clarify and consolidate ideas. They should explore, develop and refine the application of techniques, the use of materials and the manipulation of visual and other elements related to their ideas, concepts and aesthetic qualities as outlined in the exploration proposal. Students undertake annotation throughout the individual design process to reflect, analyse and evaluate the experimental and developmental work and the refinement of ideas. Students should clarify their thinking and working processes via images and annotations throughout the design process. The annotation will identify and select aspects of the individual design process

that will contribute to the production of a folio of artworks in Unit 4. All annotations and written documentation should use appropriate art language and terminology. Students should fully acknowledge any borrowed visual or written material, with clear evidence, through annotations, of the relevance of this material to their own art making, and explain how it will inform the exploration and development of ideas and subject matter.

Potential directions

Potential directions should reflect and demonstrate approaches undertaken by the student to communicate ideas and concepts discussed in the exploration proposal. Potential directions are developed progressively, evolving from and throughout the individual design process, and should be seen in this context rather than as finished artworks. The nature of the potential directions will vary according to the characteristics of individual art forms and may contribute in their entirety or in part to final artworks.

Annotation throughout the design process should identify potential directions as part of the students' process of evaluation. It should be noted that a range of potential directions is required and that the presentation of one potential direction does not satisfy the requirements for this task. At the completion of SAT 1 students should have presented a range of potential directions. From this range students must select and clearly identify and evaluate the potential directions that will be used to develop artworks in Unit 4 for the production of a cohesive folio.

Students might select potential directions that:

- most effectively communicate concepts, ideas and aesthetics documented in the exploration proposal
- offer the opportunity to demonstrate an appropriate level of technical skill
- provide the appropriate qualities to support a cohesive folio of work.

If students appropriate the visual or intellectual property of others, teachers must ensure that this 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 should 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 should relate directly to the students' individual ideas expressed in the exploration proposal.

At the conclusion of Unit 3 it is expected that the students will have developed a range of potential directions. At the commencement of Unit 4 they select the potential directions that will be used to create finished artworks in a cohesive folio.

Students may have access to Unit 3 potential directions when undertaking the School-assessed Task in Unit 4. Access to this exploratory work should be controlled and where possible take place under supervised conditions. Access should only be given to the exploratory work that is relevant to the production of a cohesive folio of finished artworks in Unit 4.

Unit 4 School-assessed Task 2

School-assessed Task 2 contributes 33 per cent to the study score and is commenced and completed in Unit 3.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) through VASS a score against each criterion that represents an assessment of the student's level of performance for Unit 3 Outcomes 1 and 2. The recorded scores must be based on the teacher's assessment of the student's performance according to the criteria on pages 7–19. This assessment is subject to the VCAA's statistical moderation process.

The 2016 Studio Arts assessment sheet on page 7 is to be used by teachers to record scores. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA. The performance descriptors for the assessment criteria are published annually on the Studio Arts study page on 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 will be updated annually and published in the current year's *VCE and VCAL Administrative Handbook*.

The Authentication Record Form on pages 22 and 23 are to be used to record information for each student and must be made available on request by the VCAA.

The School-assessed Task 2 for Unit 4 has two components:

- Outcome 1 Folio
- Outcome 2 Focus, reflection and evaluation.

Outcome 1

Present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student's ideas.

Nature of task

A cohesive folio of finished artworks that demonstrates the refinement and resolution of themes, concepts, ideas, techniques and aesthetics explored and developed in the design process. The artworks should be presented in a manner appropriate to the art form/s.

Finished artworks in the folio demonstrate:

- realisation and communication of individual ideas
- a connection of ideas between finished artworks
- application of materials, techniques and processes to support the resolution of ideas and aesthetic qualities
- an understanding of the inherent characteristics of materials, techniques and processes and their relationship to the depiction of subject matter
- use of aesthetic qualities that contribute towards an interpretation of subject matter and communicate ideas in the finished artworks
- an application of art elements that contribute towards the development and resolution of aesthetic qualities
- appropriate use of materials, techniques, processes and methods of presentation that demonstrates an understanding of the student's selected artform/s.

Scope of task

In this task students are expected to develop, refine and evaluate artworks in order to contribute to the production of a cohesive folio of finished artworks based on the investigation and development of potential directions in the design process in Unit 3.

The term 'materials and techniques' may not be relevant to all art form/s, for example in relation to digital media the art forms could be explained as 'media and processes'.

The folio must consist of no fewer than two finished artworks. There should be a cohesive relationship between the artworks, illustrating related concepts. Each artwork should contribute to the development of a cohesive folio. Finished artworks can be connected through the depiction of subject matter, the use of aesthetic qualities and the application of materials and techniques. However, the number of finished artworks will be determined by the nature, the scale and complexity of the work undertaken, the art form/s and the design process completed. For example, a series of small, intricately designed art forms produced through a process of complex techniques may be equivalent in time and effort to two large, expressively painted canvases or a series of digitally manipulated images.

If only one finished artwork is submitted for assessment a student has not satisfactorily achieved the outcome and is unable to score in Criteria 1, 2, 3, 4, 5 and 6 of School-assessed Task 1 and should be assessed as NS (Not Shown) for these criteria. The submission of only one finished artwork deems that the student has not satisfactorily completed the Outcome and could receive an N for Unit 4.

Presentation of artworks for assessment should be carefully considered to ensure that the surface qualities of the work are not obscured and the close examination of aesthetic qualities and technical applications is not obstructed. Framing of artworks is not required; however, it may be considered as part of the presentation of the finished artwork. Decisions surrounding the presentation of the framed or mounted work should be documented in visual and written form. It should be remembered that the use of glass, perspex, plastic or other such materials may obscure the surface and obstruct the close examination of the techniques and texture of the medium/media used in the work presented for assessment. Presenting a series of images in a concertina book would be considered one artwork. Mounting more than one piece of work in a multi-cut mount may be considered one piece of artwork and as such does not present a folio of artworks, which is required for Unit 4. An installation work, documented in the final reflection and evaluation document, may consist of many individual works but should be considered in refinement as one work. The process of evaluation and refinement must be clearly documented throughout Unit 4.

Outcome 2

Provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.

Nature of task

A visual and written statement completed after the production of the art works. The documentation identifies the refined focus of the folio, reflects on the communication of ideas, use of materials and techniques, the resolution of aesthetics and the relationship between the artworks that form the cohesive folio.

The documentation should be produced at the end of the folio in Unit 4. It is not a repetition of the design process; rather it is a clear and succinct visual and written document that clearly defines the

folio focus, provides evidence of the potential directions that informed the focus of the folio and provides evidence of the student's reflection and evaluation of the cohesive folio. Depending on the degree of resolution in the potential directions, the student may need to further refine them prior to commencing the final artworks. Where further refinement is undertaken, evidence of such refinement and a description and/or explanation of the processes involved must be documented. Refinement of potential directions must be resolved within the first two weeks of Unit 4, to allow the student sufficient time to complete the cohesive folio of artworks. This refinement should not supplement work that should have been undertaken in Unit 3, School-assessed Task 1. Prior to the commencement of the folio the student must provide visual evidence of the potential directions selected at the end of Unit 3, which will contribute to the production of finished artworks.

After the completion of the folio the student must use appropriate art language and terminology to complete the visual and written statement that will:

- identify and discuss the refined focus and subject matter of the folio
- discuss ways in which potential directions contributed to the production of finished artworks
- identify and discuss reasons why particular potential directions were selected
- discuss, in visual and written form, any further refinement, development and refocusing of potential directions completed in order to produce artworks in a cohesive folio
- explain how materials and techniques were applied in the finished artworks
- explain how aesthetic qualities and ideas were communicated, resolved and realised in the finished artworks
- analyse how the finished artworks realise the student's communication of ideas
- evaluate how relationships between finished artworks were established
- discuss the presentation of the cohesive folio.

Scope of task

The written component of the Focus, Reflection and Evaluation should be word processed and may be presented as an extended statement or short paragraphs and where appropriate may include dot points.

Visual material that must be included in the extended statement and collated prior to the commencement of the folio may include photographs, screen dumps or photocopies of selected potential directions from Unit 3, School-assessed Task 1.

Students may also include sketches and plans of the proposed artworks, images, drawings and/or screen dumps demonstrating the application of software to be used to create artworks. Annotations should accompany all the visual material.

Potential directions may include further refinement such as maquettes, mock-ups, sketches and highly effective plans that support the development of the finished artworks.

The folio Focus, Reflection and Evaluation documentation is used by the teacher to directly inform the assessment of Criteria 1, 4 and 6. The documentation may be used in conjunction with the cohesive body of work to support the assessment of Criteria 2, 3 and 5.

Without the folio Focus, Reflection and Evaluation documentation the student cannot be assessed in Criterion 6.

If a Focus, Reflection and Evaluation documentation is not presented a student cannot score in Criterion 3 of School-assessed Task 2 and should be assessed as NS (Not Shown). Failure to submit the Focus, Reflection and Evaluation Document deems that the student has not completed Outcome 2 and may receive an N for the Unit.

VCE Studio Arts: School-assessed Task 1 Assessment Sheet

Assessor:		Student:				Student no:	
Assessment Criteria	Levels of Performance						
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)	
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		<p>An exploration proposal and plan that provides limited evidence of aspects of the individual design process. The proposal demonstrates limited sense of exploration and development.</p> <p>The subject matter is poorly defined, with little indication of the process for investigation.</p> <p>Very little discussion of conceptual possibilities and reference to art forms is unclear. Little discussion of ideas to be explored or investigated.</p> <p>Very limited use of art language. Very limited reference to aesthetic qualities, with little indication of how they relate to the Ideas presented.</p> <p>Art form(s) or some materials, processes or techniques to be used are listed with very limited reference to ideas.</p>	<p>An exploration proposal and plan that provides evidence of aspects of the individual design process and its development.</p> <p>The subject matter is identified and simple ideas to be investigated are described.</p> <p>Limited discussion of conceptual possibilities. Some reference to art forms and ideas to be explored or investigated.</p> <p>Limited use of art language. Aesthetic qualities are suggested or described, with some indication of how they relate to the ideas presented.</p> <p>Art form(s) and some materials, techniques and skills to be explored and developed are listed with some reference to ideas.</p>	<p>A personal and clearly defined exploration proposal and plan that satisfactorily demonstrates how the individual design process will be developed.</p> <p>Satisfactory explanation of the focus and subject matter to be explored, with a discussion about the sources of motivation and inspiration to be investigated.</p> <p>Adequate discussion of the conceptual possibilities relevant to the subject matter and art forms and a range of related ideas to be investigated.</p> <p>Use of art language and explanation of some aesthetic qualities to be developed in relation to the ideas presented.</p> <p>Satisfactory description of the art form(s), materials, techniques and skills to be explored and developed in reference to ideas.</p>	<p>A personal and well-defined exploration proposal and plan that clearly demonstrates how the individual design process will be developed.</p> <p>Clear explanation of the focus and subject matter to be explored, with a discussion about the sources of motivation and inspiration to be investigated.</p> <p>Thoughtful discussion of the conceptual possibilities relevant to the subject matter and art forms and a range of related ideas to be investigated.</p> <p>Sophisticated use of art language and clear explanation of the aesthetic qualities to be developed in relation to the ideas presented.</p> <p>Confident description of the art form(s), materials, techniques and skills to be explored and developed in reference to ideas.</p>	<p>A personal and comprehensively defined, highly detailed and articulate exploration proposal and plan that demonstrates how the individual design process will be developed.</p> <p>The focus and subject matter to be explored are clearly defined and detailed and provide insight into the sources of motivation and inspiration to be investigated.</p> <p>Perceptive and thoughtful discussion of conceptual possibilities relevant to the subject matter and art forms and a range of related ideas to be investigated.</p> <p>Highly sophisticated use of art language and comprehensive explanation of the aesthetic qualities to be explored and developed in relation to the ideas. Demonstrates thorough, detailed documentation and visual material.</p> <p>Comprehensive description of the art form(s), materials, techniques and skills to be explored and developed in reference to ideas.</p>	
	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"/>	

VCE Studio Arts: School-assessed Task 1 Assessment Sheet

Assessor:	Student:	Student no:
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Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
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		Limited exploration of ideas within the design process related to the subject matter as described in the exploration proposal, with limited investigation of sources of inspiration and motivation.	Some exploration of ideas related to the subject matter within the design process, with limited investigation of sources of inspiration and motivation.	Demonstration of considered exploration of a number of related ideas in developing subject matter within the design process.	Demonstration of creative and well-articulated approaches in the exploration and development of a range of ideas and conceptual possibilities within the design process.	Demonstration of highly creative and insightful approaches in the exploration and development of a range of ideas and conceptual possibilities within the design process.
		Limited suggestions as to how ideas and subject matter contribute to the development of the imagery as described in the exploration proposal, and reliance on heavily borrowed imagery.	Some suggestions as to how ideas and subject matter contribute to the development of the imagery as described in the exploration proposal.	Relevant exploration develops and refines ideas and subject matter as described in the exploration proposal.	Clear and thoughtful exploration that develops and refines ideas and subject matter in the development of the personal imagery as described in the exploration proposal.	Comprehensive and thoughtful exploration that progressively develops and refines ideas and subject matter in the development of the personal imagery as described in the exploration proposal and supported by visual evidence.
		Limited investigation of sources of inspiration and motivation. Very limited evidence of documentation of the development of imagery.	Some investigation of sources of inspiration and motivation. Little documentation of the development of imagery.	Adequate investigation of sources of inspiration and motivation, including documentation of the development of imagery.	Well-informed investigation of sources of inspiration and motivation, including documentary evidence of the development of personal imagery.	Highly informative and detailed investigation of sources of inspiration and motivation, including documentary evidence of the development of personal imagery.
		Very limited evidence of individual ideas in the exploration and development of the design process. Limited reference to the exploration proposal.	Limited evidence of individual ideas in the exploration and development of the design process. Little relationship to the exploration proposal.	The visual effectiveness of the imagery is adequately developed to communicate ideas described in the exploration proposal.	The visual effectiveness of the imagery is developed and refined to communicate ideas described in the exploration proposal.	The imagery is progressively developed and refined to effectively communicate ideas described in the exploration proposal.

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'. 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.

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 such 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 the Season of Excellence in 2016. Incomplete authentication records may result in an automatic disqualification of the student work from the nomination process.

Authentication Record Form:

VCE Studio Arts School-assessed Task 1, 2016

This form must be completed by the class teacher. It provides a record of the monitoring of the student's work in progress for authentication purposes. This form is to be retained by the school and filed. It may be collected by the VCAA as part of its School-based Assessment audit.

Student name Student No.

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School

Teacher

Component of School-assessed Task	Date observed/ submitted	Teacher comments	Teacher's initials	Student's initials
Outcome 1 Exploration proposal and plan submitted Conceptual possibilities/Individual ideas				
Outcome 2 Investigation, exploration and development of art form/s, techniques and processes.				
Observation No. 1 of individual design process and identification of potential directions				
Observation No. 2 of individual design process and identification of potential directions				
Evaluation of potential directions				
Final submission of School-assessed Task.				

I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

Student signature Date

Authentication Record Form:

VCE Studio Arts School-assessed Task 2, 2016

This form must be completed by the class teacher. It provides a record of the monitoring of the student's work in progress for authentication purposes. This form is to be retained by the school and filed. It may be collected by the VCAA as part of its School-based Assessment audit.

Student name Student No.

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School:

Teacher:

Component of School-assessed Task	Date observed/ submitted	Teacher comments	Teacher's initials	Student's initials
Visual and written evidence of potential directions selected/refined from Unit 3 Outcome 2, contributing to the production of finished artworks				
Art/forms, selected techniques, processes and materials refined				
Observation #1 of progress in class				
Observation #2 of progress in class				
Clarification of focus, written reflection and evaluation component of task completed				
Discussion of potential directions selected/refined from Unit 3 Outcome 2 contributing to finished artworks				
Final submission of School Assessed Task. Description of two final artworks.				

I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

Student signature Date

2016

Victorian Certificate of Education

Studio Arts Assessment Sheet

School-assessed Task 1: Exploration proposal and design process

This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student's performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion with comments, as appropriate. Teachers then add the subtotals to determine the total score.

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

Criteria for the award of grades

	Not Shown (0)	Very Low (1–2)	Low (3–4)	Med (5–6)	High (7–8)	Very High (9–10)
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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3 exploration and development of aesthetic qualities in the design process relevant to the ideas described in the exploration proposal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 evaluation of exploratory and developmental work throughout the design process	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6 selection and evaluation of a range of potential directions that will form the basis of artworks in Unit 4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

PERFORMANCE ON CRITERIA: TEACHER'S COMMENTS

You may wish to comment on aspects of the student's work that led to your assessment of Very High, High, Medium, Low, Very Low or Not Shown for specific criteria.

If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.

SUBTOTALS

TOTAL SCORE

2016

Victorian Certificate of Education

Studio Arts Assessment Sheet

School-assessed Task 2: Folio and Focus, reflection and evaluation statement

This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student's performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion with comments, as appropriate. Teachers then add the subtotals to determine the total score.

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

Criteria for the award of grades

	Not Shown (0)	Very Low (1–2)	Low (3–4)	Med (5–6)	High (7–8)	Very High (9–10)
The extent to which the cohesive folio and focus, reflection and evaluation documentation demonstrate:						
1 selected use of potential directions in producing finished artworks	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 communication and resolution of ideas presented in cohesive finished artworks	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3 application of materials and skills in the use of techniques and processes relevant to the finished artworks	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4 documentation that clarifies the focus of the folio, evaluates the use of potential directions in the finished artworks and reflects on the cohesive folio	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 resolution of aesthetic qualities in the artworks that realises and communicates the student's ideas	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6 cohesive relationship between finished artworks	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

PERFORMANCE ON CRITERIA: TEACHER'S COMMENTS

You may wish to comment on aspects of the student's work that led to your assessment of Very High, High, Medium, Low, Very Low or Not Shown for specific criteria.

If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.

SUBTOTALS

TOTAL SCORE