



Assessment and Reporting in Visual Arts Stage 6

Effective from	2010 (Preliminary and HSC courses)
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This document contains the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses in Visual Arts for the Higher School Certificate, and provides details of the HSC examination in this course. From time to time changes are made to HSC assessment and examination requirements. Such changes will be made available through updates to this document. Please note that the version on the Board of Studies website is always the current version.

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Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the Visual Arts Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results in Visual Arts comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an

examination mark. The course report also shows, graphically, the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the Board's Assessment Resource Centre website.

Internal assessment

This section should be read in conjunction with advice on internal assessment in the Board's [Assessment Certification and Examination \(ACE\) Manual](#).

Preliminary course

The suggested components and weightings are designed to give guidance for the school's assessment of student achievement in the Preliminary course. They may be varied to suit school needs.

HSC course

The Board requires schools to submit an assessment mark for each HSC candidate in Visual Arts. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied ensure a common focus for internal

assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- assessment tasks reflect the weightings and components specified in this document
- tasks are designed to focus on objectives and outcomes
- the types of assessment task are appropriate for the outcomes being assessed
- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- the assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes
- students know the assessment criteria before they begin a task
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

The HSC examination

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

Board requirements for the HSC internal assessment mark

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- measures of objectives and outcomes that address values and attitudes. (However, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements.)
- measures that reflect student conduct.

See the Board's [ACE Manual](#) for further information.

Assessment components and weightings

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

Component	Weighting
Artmaking	50
Art criticism and art history	50
	100

HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Component	Weighting
Artmaking	50
Art criticism and art history	50
	100

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Visual Arts HSC examination specifications

The examination will consist of a written paper worth 50 marks and a Body of Work worth 50 marks.

Written Paper – Art Criticism and Art History (50 marks)

Time allowed: 1 hour and 30 minutes plus 5 minutes reading time.

The paper will consist of two sections.

Section I (25 marks)

- There will be three short-answer questions.
- Questions may consist of parts.
- One question/part will be worth from 10 to 15 marks.

Section II (25 marks)

- There will be six extended response questions, two questions on each of practice, the conceptual framework and frames.
- Candidates will be required to answer one question.
- The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).

Body of Work (50 marks)

Candidates will submit a Body of Work which should demonstrate the understanding of artmaking as a practice and represent the candidate's ideas and interests through the interpretation of subject matter and use of expressive forms.

See *Requirements for the Body of Work*, below.

Summary of external and internal HSC assessment

External examination	Mark	Internal assessment	Weighting
Written examination		Artmaking	50
<i>Section I</i> Short-answer questions	25	Art criticism and art history	50
<i>Section II</i> Candidates answer one extended response question	25		100
Body of Work	50		
	100		

Resources and advice

Further guidance and advice related to assessment and the HSC examination in Visual Arts can be found on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc.

Requirements for the Visual Arts Body of Work

Students will submit a body of work as part of the HSC examination for Visual Arts. In this body of work they should demonstrate their understanding of artmaking as a practice, and represent their ideas and interests through their interpretation of subject matter and use of expressive forms. For the body of work they should consider selecting a single work or a series of works that represent a coherent point of view and demonstrate conceptual strength and meaning.

The body of work must comply with the prescribed dimensions for HSC submitted artworks in terms of limitations on size, weight, dangerous and prohibited materials and duration. See below for details.

Development, Completion and Certification of the Body of Work

Development of the body of work may commence from the beginning of the HSC course.

The body of work must be conceived and executed by the student under the supervision of the Visual Arts teacher. Group projects are not permitted.

Schools must have procedures in place that will allow effective supervision of the development of the body of work for each student. This is particularly the case where work is done away from school. Schools must be confident that effective supervision and sufficient documentation of this work is possible before giving consent for students to begin work on their body of work.

Certification of body of work submissions is required to ensure that each body of work is the work of the student entered for the HSC and has been completed under the supervision of the Visual Arts teacher.

It is essential that:

- (a) the main development of the body of work takes place in school time
- (b) work completed away from the school is regularly monitored by the supervising Visual Arts teacher
- (c) each student signs a statement, witnessed by the supervising Visual Arts teacher and the principal, to certify that the body of work is their own original work.

Teachers must certify that the work has been completed under their supervision, and that the rules and procedures described here and in the [Board's ACE Manual](#) have been followed.

Principals must be able to endorse the teacher's declaration that the work:

- has been done under the teacher's supervision
- is the student's own work consistent with earlier drafts and other examples of the student's work
- was completed by the due date.

Teachers should:

- (a) advise on all matters related to the development of the body of work
- (b) demonstrate on a separate surface/object
- (c) refer students to sources of ideas, themes or examples
- (d) give information about availability of materials and sources of technical assistance
- (e) provide feedback in the visual arts process diary (see below) including a dated record of the development of the body of work.

Under no circumstances can any teacher work directly on any part of a student's body of work submission.

Schools will be notified by the Office of the Board of Studies of the exact date for the completion of the body of work. Dates for completion, hand-in to school and submission to the Board of Studies are specified in the *Higher School Certificate Practical Examinations Important Dates Schedule* provided to schools and published on the Board of Studies website.

Visual Arts Process Diary

Visual Arts Process Diaries are not marked as part of the body of work submission and must not be submitted with the body of work. They will only be looked at if the body of work cannot be assessed without further support material. The diaries must be retained at school until the HSC marking of submitted works is complete. This requirement is necessary if the body of work needs further verification, if further evidence of a student's work is required, and in cases of appeals being made to the Board. (See Visual Arts Syllabus Stage 6 pages 29–30.)

Diaries should suggest and provide evidence of a student's practice of artmaking. As marking takes place during the written examination period, teachers should advise students to photocopy those parts of the diary they may need to use in studying for their written examination.

For itinerant marking schools should ensure that students' diaries are readily available within the school, but not presented with the works. They may be required by examiners to authenticate the student's submissions. Students should ensure that their diaries are clearly identified by their Student Number.

A brief written record of each student's progress throughout the project must be kept by the teacher. This should not be submitted with the project, but may be requested in exceptional circumstances where the examiners require further information. This record should be retained in the school together with assessment records. A Practical Project: Record of Student's Progress pro-forma is available to download from *Schools Online*.

Overall limitations on size, weight, dangerous and prohibited materials and duration of HSC submitted works

The following information about HSC Body of Work should be read in conjunction with the *Visual Arts Syllabus Stage 6 Outcomes* (page 12), *Content* (page 17), *Course Requirements* (page 28).

- A body of work may be submitted in one of the 12 expressive forms. The following table provides advice for submissions in each of the expressive forms. This advice should be read in conjunction with the rules regarding overall size, weight, dangerous and prohibited materials and duration of submitted works.
- These rules apply to all bodies of work submitted for the HSC Visual Arts examination and should be strictly adhered to. Failure to comply with these rules could penalise marks awarded to students.

Expressive form	Suggested submission
Documented forms	An individual work or series of works documenting time-based events, happenings, performances and site-specific installations.
Collection of Works	A collection or series of works made using different expressive forms.
Drawing	An individual work or series of works with a focus on drawing.
Painting	An individual work or series of works with a focus on painting.
Photomedia	An individual work or series of works in black and white and/or colour made using wet (darkroom) and/or digital practices.
Printmaking	An individual work or series of works with a focus on printmaking.
Textiles and Fibre	An individual work or series of works with a focus on textiles and fibre.
Graphic Design	An individual work or series of works with a focus on graphic design.
Designed Objects	An individual work or series of works with a focus on 3D object design. This expressive form includes wearables, jewellery, architectural design and product design.
Sculpture	An individual work or series of works with a focus on sculpture.
Ceramics	An individual work or series of works with a focus on ceramics.
Time-based forms	An individual work or series of works with a focus on time-based forms. This expressive form includes film, video, digital animation and interactives.

- When displayed for marking the complete body of work must not exceed:
 - 6 square metres in area for 2D works OR 1 cubic metre in volume for 3D works and/or works with 2D and 3D components
 - 2 square metres in area for individual flat, rigid works. Individual works which exceed 2 square metres and are up to 6 square metres must be rolled
 - 35 kilograms in weight
 - 6 minutes in duration (including credits) for submissions in time-based forms, and 3 minutes in duration (including credits) for a time-based work included in a submission in another expressive form. If a time-based work is the entire submission in Documented Forms the maximum duration is 6 minutes (including credits).

- The maximum number of screens for the simultaneous viewing of time-based works is 2 screens.
- The volume of a body of work must not exceed 1 cubic metre when displayed for marking. The volume of a body of work is calculated by multiplying the maximum length, the maximum breadth and the maximum height (each measured in metres) of the work when displayed for marking. Positive and negative areas are taken into account in the calculation.

The *maximum length* is the greatest horizontal measurement that can be taken of the longer 'side' of the work.

The *maximum breadth* is the greatest horizontal measurement that can be taken of the shorter 'side' of the work.

The *maximum height* is the measurement taken from the lowest point of the work to the highest point of the work.

- **Time-based forms**

The running time of a submission must not exceed **6 minutes** (including credits).

All appropriated images and sound should be acknowledged in the credits or as a written addendum to the work. Titles and credits must not identify the student or school except by candidate number and school number.

All submitted works must be able to be played on standard consumer hardware.

Format for film and video and digital animation submitted works:

DVD-R 4.7 GB capacity disc. Works should not be submitted on DVD-RW discs.
VHS videotape

The work may be converted to a QuickTime™ format and submitted on DVD-R in a standard PAL DV format codec. If these formats are unavailable, the work may be transferred and presented for playback on high-quality videotape.

The work should be cued to the beginning of the submission.

Format for interactive submitted works:

Interactive works must be submitted on a single CD-R or DVD-R that has been formatted and developed for either a Microsoft Windows Operating System or an Apple Macintosh Operating System. They must not require any program downloads.

The interactive work must be able to function directly from the submitted CD-R or DVD-R. Submitted works cannot be copied to a hard drive to enable or improve playback performance.

Any number of interactive screens, frames, links and branches can be developed but the total time required to view and interact with the work should not exceed **6 minutes**.

Work produced in the form of an original website must be transferred and submitted as an interactive CD-ROM that must be able to be operated directly from CD-ROM, **without the use of the internet**.

The work should be thoroughly tested for appropriate playback and operation before submission.

Dangerous and Prohibited Materials

Dangerous materials must not be used. If a submission contains materials considered dangerous to health or safety it may not be unpacked, marked or returned to schools if marked corporately. Submissions considered dangerous to health or safety may not be marked in itinerant marking.

Teachers will need to ensure that artmaking practices comply with all current legislation relating to occupational health and safety as well as system and school requirements regarding safety.

Prohibited materials:

- **Hypodermic syringes** must not be included in any submitted works. This includes new or used syringes, with or without needles.
- **Bodily secretions** and blood products must not be included in any submitted works.
- **Food** and/or perishable materials and objects must not be included in any submitted works.
- **Liquids** in any form, must not be included in any submitted works.
- **Medications** in any form, including tablets and capsules, must not be included in any submitted works.
- **Glass** in any form must not be included in any submitted works. This includes unbroken glass such as bottles, mirrors or any other form.
- Any materials that have **sharp or jagged edges** (barbed wire, fish hooks, corrugated iron, broken machinery etc) must not be included in any submitted works.
- **Electrical wiring** that has not been certified by an electrician must not be included in any submitted works.

Submissions requiring a high voltage electrical current (eg 240 volts) must have a certificate for electrical safety attached. Any electrical wiring necessary for artworks should be undertaken by a qualified electrician. Details and records of such work should be noted in students' diaries.

Presentation and Packaging of HSC Body of Work

Teachers and students should ensure that the display requirements for marking the body of work are not complicated or time consuming to set up. Instructions, if submitted, should be clear and easy to follow.

Each work in a submission must be clearly labelled with the student's number, school number, title, the expressive form selected and the number of pieces.

Framing and/or mounting of artworks in a body of work is not necessary.

It is recommended that two-dimensional works are presented either flat, or in a folder or box. If works are mounted, simple cardboard mounts are preferred. Works in a series should be numbered to indicate the sequential order for display for marking.

Glass or rigid plastic must not be used in any framing of works as it impedes close inspection of the submission, and if broken, may cause damage to the work or to markers.

Mannequins must not be included with submissions of Wearables in the Designed Objects expressive form.

If batteries are required in a body of work they should be included with the submission.

Artworks must be stable in their construction to minimise any damage during handling. During marking, artworks might be handled many times.

Artworks should be well packed to minimise the possibility of damage during transport to the marking centre.

Most breakages occur because of insufficient packaging or too many fragile articles being packed together.

Boxes used for packaging should be kept as light as possible and all works within the box should be rigidly packed to stop movement. Damage can also occur when paintings are packed for transportation before paint is fully dry.

To protect artworks, the following ways of packing are the most effective.

2 Dimensional (2D) works

Paintings – place a sheet of brown paper over the front of the painting then cover the whole painting with bubble wrap, cardboard or similar material.

Drawing, photomedia, graphic design, printmaking and other 2 D works – should be protected in a cardboard folder.

00Hanging devices including hooks and chains are not to be supplied with paintings and other 2 dimensional works as they can cause damage to other works when they are stacked or stored for marking. Works must not be framed under glass or rigid plastic.

3 Dimensional (3D) works

Ceramics, sculpture and other 3D works – place in a box with either shredded paper, straw or bubble wrap packed tightly in and around the work(s). Care should be taken to pack around and beneath the article before it is placed in the box.

Corporate and Itinerant Marking

The Board will decide each year which schools will have their Visual Arts submissions marked corporately and which will be marked by itinerant markers in schools.

Body of Work Examination Criteria

- Conceptual strength and meaning
- Resolution