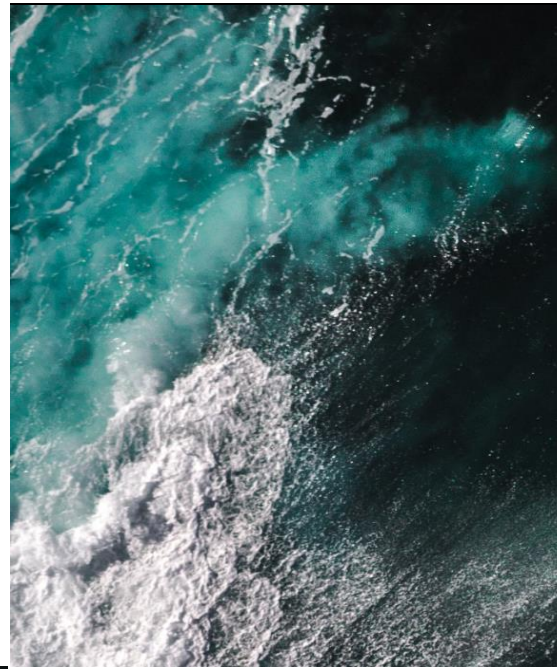


# ARTS FRAMEWORK



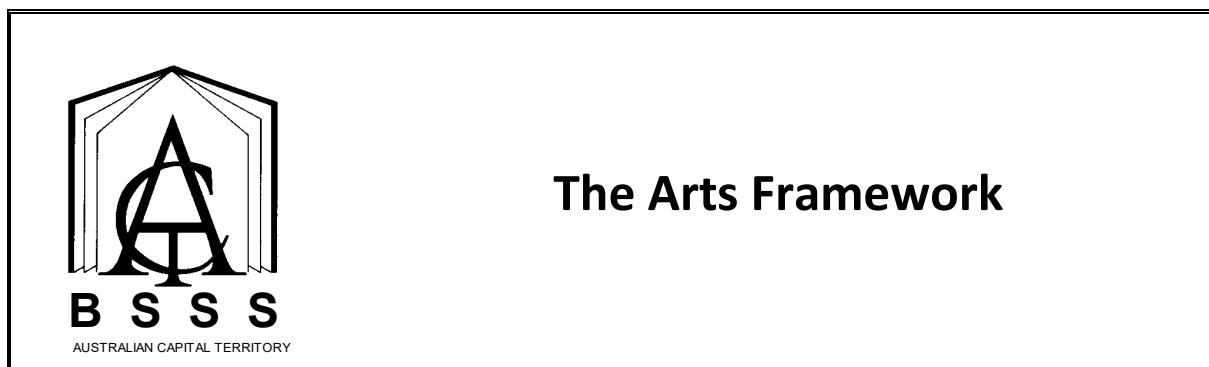
*From 2021*

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## Introduction

All courses of study for the ACT Year 12 Certificate should enable students to develop essential capabilities for twenty-first century learners. These ‘capabilities’ comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical behaviour
- intercultural understanding.

Courses of study for the ACT Year 12 Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.

Elaboration of these student capabilities and priorities is available on the ACARA website at: [www.australiancurriculum.com.au](http://www.australiancurriculum.com.au).

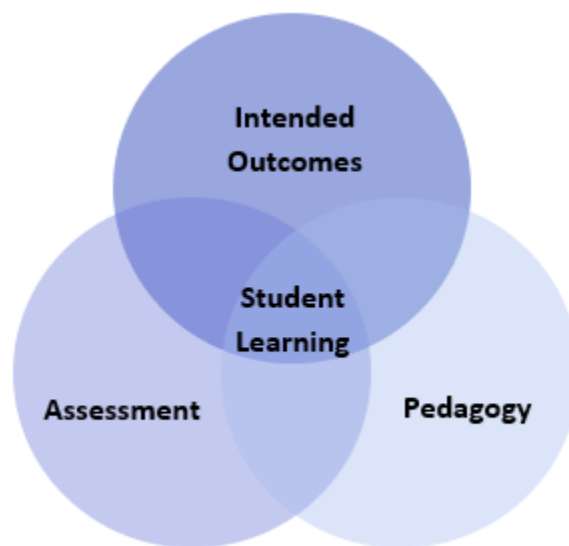
## Frameworks

Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Frameworks support a model of learning that integrates intended student outcomes, pedagogy, and assessment. This model is underpinned by a set of beliefs and a set of learning principles.

## Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



## Learning Principles

1. Learning builds on existing knowledge, understandings, and skills.  
*(Prior knowledge)*
2. When learning is organised around major concepts, principles, and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affects learning.  
*(Self-concept)*
5. Learning needs to take place in a context of high expectations.  
*(High expectations)*
6. Learners learn in different ways and at different rates.  
*(Individual differences)*
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
*(Socio-cultural effects)*
8. Learning is a social and collaborative function as well as an individual one.  
*(Collaborative learning)*
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
*(Explicit expectations and feedback)*

## Rationale

Through the study of the Arts, students learn to express their ideas, thoughts, and opinions, as they discover and interpret an increasingly complex technological and interconnected world.

The subjects in this Learning Area share common understandings and broad conceptual underpinnings and imperatives, as well as having their own distinct features, forms, and expressions. Each subject written under this framework, Dance, Drama, Media, Music, Photography and Visual Arts has its own language, traditions, histories, contexts, skills, and techniques.

Learning in the Arts is based on cognitive, emotional, and physical responses to arts practices. Students collaborate and work independently to explore complex ideas, skills and processes with developing confidence and sophistication. Communication in the arts involves developing the language: elements, conventions, shared symbol codes, and genres; motifs, metaphors.

The study of Arts excites the imagination through meaning-making experiences. The Arts incorporate ways of knowing or making sense of the world, life events, relationships, and self (Springgay, 2005; Wright, 2012). The Arts offer experiential ways of knowing, engaging the mind and body through the senses, perception, action, and reaction (Franco et al, 2015).

The study of the Arts also engenders curiosity, imagination and wonderment cultivated through inquiry-based learning - experimentation, reflection, creative thinking, and design. Students learn to apply critical and creative thinking through challenging problem solving.

In the Arts curriculum, studying of artists, cultural artefacts and artistic traditions of different societies and contexts provides insights into the values, beliefs, and customs of different cultures. When students' arts engagement is contextualised by reference to artists' works, they see how they belong, how others belong, what unites us, what distinguishes us and what is possible when people passionately strive to create something that speaks to our humanity.

In the Arts, students learn as artists and audience through the intellectual, emotional, and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices.

They learn that the processes of designing, producing, and resolving their work is as essential to learning in the Arts as is creating a finished artwork. Students develop their Arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes, and skills of the Arts subjects.

The Arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, through nurturing and challenging, developing active and informed citizens.

The Arts bring pleasure, joy, challenge and understanding into people's lives. It is about expression and communication of meaning. Arts learning provide students with pathways to engage with the broader community, creative industries, and arts professionals.

## Goals

All courses based on this Framework should enable students to:

- critically analyse how meaning is created and interpreted
- communicate meaning in a range of forms and mediums
- use inquiry and problems solving to synthesise styles, forms, processes, practices, and theories creatively to produce art works
- apply critical and creative thinking skills
- refine and apply technical skills to create and present meaningful art works
- critically analyse the influence of a diverse range of contexts on the Arts
- reflect on creative processes and own learning
- apply skills to work safely, ethically, independently, and collaboratively.

## Content

Courses developed under this Framework provide details of course content through the component units of the course. While this content will differ according to the particular course, all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

### Concepts and Knowledge

- critical and theoretical movements
- metalanguage
- codes, symbols, conventions, and styles
- conceptual, design and creative process
- ethical and legal issues
- historical, political, social, and cultural contexts
- marketing and public relations
- representation
- technology
- career pathways
- Workplace Health and Safety.

## Skills

- communication
- discipline specific skills and techniques
- making (including, producing, presenting, experimenting, refining, creative thinking, problem solving)
- responding (researching, selecting, analysing, evaluating, synthesising, critically reflecting)
- organisational and project management
- use of technology
- work independently and collaboratively.

## Teaching Strategies

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment, and generate relevant connections between learning and life experiences.

## Assessment

The identification of assessment criteria and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all of these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix B). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

## Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- making
- responding.

## Assessment Task Types

The table below outlines making and responding weightings for the Arts: dance, drama, media, music, photography, and visual arts.

<b>The Arts</b>	
<b>Task Types</b>	<p>Schools ensure that assessment programs reflect a variety of task types include elements from Making, Responding, or a combination of both, to enable students to demonstrate the knowledge, skills and understandings reflected in the Achievement Standards.</p> <p>Tasks may include, but not limited to:</p> <ul style="list-style-type: none"> <li>• performance</li> <li>• curating</li> <li>• installation</li> <li>• multimodal</li> <li>• composition</li> <li>• choreography</li> <li>• short films</li> <li>• ensemble theatre</li> <li>• sculpture</li> <li>• script writing</li> <li>• portfolio or body of work</li> <li>• critical essay</li> <li>• aural examination</li> <li>• research tasks</li> <li>• podcast</li> <li>• visual process diary</li> <li>• digital process diary</li> <li>• blog</li> <li>• directing</li> <li>• website</li> </ul>
<b>Weightings in A/T/M/V 1.0 and 0.5 units</b>	<p>No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit</p>

### Additional Assessment Information for A/T/M Courses

- For a standard unit (1.0) students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5) students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Duration, scope, or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, process journal, interview, or other validation tasks.

## **Achievement Standards**

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to the commencement of an assessment task so that success criteria are clear.

**Achievement Standards for The Arts A Course – Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>analyses styles, forms, processes, practices, and theories to communicate meaning</li> <li>analyses the significance of art works in a diverse range of contexts</li> <li>communicates complex ideas with coherent and sustained arguments using evidence and metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>explains styles, forms, processes, practices, and theories to communicate meaning</li> <li>explains the significance of art works in a broad range of contexts</li> <li>communicates complex ideas and coherent arguments using appropriate evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories to communicate meaning</li> <li>describes the significance of art works in a range of contexts</li> <li>communicates ideas and arguments using appropriate evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes some styles, forms, processes, practices, and theories to communicate meaning</li> <li>identifies the significance of art works in context</li> <li>applies the principles of academic integrity with some use of appropriate evidence and metalanguage to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>identifies styles, forms, processes and practices, theories to communicate meaning</li> <li>identifies art works with little or no reference to their significance</li> <li>communicates limited ideas and information with little or no application of academic integrity</li> </ul>
<b>Making</b>	<ul style="list-style-type: none"> <li>analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology</li> <li>creates imaginative and innovative art works with control and precision; analyses technical experimentation and reflects on strengths and opportunities</li> <li>creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>reflects with insight on their own art practice, thinking processes; and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>explains art practice, using the creative process to investigate and solve problems and explains own application of technology</li> <li>creates imaginative and innovative art works with control; explains technical experimentation and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>describes art practice, using the creative process to investigate and solve problems and describes own application of technology</li> <li>creates imaginative art works with control; describes familiar technical skills, and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences</li> <li>reflects on their own art practice, thinking and that of others and describes inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>identifies features of art practice, using the creative process to solve problems with application of technology</li> <li>creates art works using familiar technical skills and reflects on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate meaning to target audiences</li> <li>reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>identifies features of art practice, with little or no connection to creative processes or use of technology</li> <li>creates art works using familiar technical skills with little or no reflection on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate messages with assistance</li> <li>reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>

**Achievement Standards for The Arts T Course – Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>critically analyses styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>evaluates the significance of art works in a diverse range of contexts</li> <li>synthesises research on theories and ideas</li> <li>communicates complex ideas with coherent and sustained arguments with analysis of evidence, using metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>analyses styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>analyses the significance of art works in a broad range of contexts</li> <li>compares and analyses research on theories and ideas</li> <li>communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>explains styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>explains the significance of art works in a range of contexts</li> <li>compares and explains research on theories and ideas</li> <li>communicates ideas and arguments using relevant evidence, metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>describes the significance of art works in context</li> <li>describes research on theories and ideas</li> <li>applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>identifies styles, forms, processes and practices, theories, and techniques to communicate meaning to an audience</li> <li>identifies the significance of art works in context</li> <li>identifies research on theories and ideas</li> <li>communicates limited ideas and information with little or no application of academic integrity</li> </ul>
<b>Making</b>	<ul style="list-style-type: none"> <li>critically analyses art practice, using the creative process to investigate and solve complex problems</li> <li>creates and refines imaginative and innovative art works with control and precision; synthesises technical experimentation and reflects on strengths and opportunities</li> <li>creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate intended meaning to targeted audiences</li> <li>reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>analyses art practice, using the creative process to investigate and solve problems</li> <li>creates imaginative and innovative art works with control; analyses technical experimentation and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate intended meaning to targeted audiences</li> <li>reflects on their own art practice, thinking and that of others and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>explains art practice, using the creative process to investigate and solve familiar problems</li> <li>creates imaginative art works with control using familiar technical skills, and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate intended meaning to targeted audiences</li> <li>reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>describes art practice, using the creative process to investigate problems</li> <li>creates art works using familiar technical skills and reflects on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate intended meaning to target audiences</li> <li>reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>identifies basic features of art practice, with little or no connection to creative processes</li> <li>creates art works using familiar technical skills with little or no reflection on strengths and weaknesses</li> <li>presents own and/or group art practice using familiar techniques to communicate messages</li> <li>reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>

**Achievement Standards for The Arts A Course – Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>analyses styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>analyses the significance of art works in a diverse range of contexts</li> <li>compares and analyses research on theories, ideas, and practices to present a reasoned and independent response</li> <li>communicates complex ideas with coherent and sustained arguments with analysis of evidence and metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>explains styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>explains the significance of art works in a broad range of contexts</li> <li>compares and explains research on theories, ideas, and practices to present an independent response</li> <li>communicates complex ideas and coherent arguments using appropriate evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>describes the significance of art works in a range of contexts</li> <li>describes research on theories, ideas, and practices with some evidence of an independent response</li> <li>communicates ideas and arguments using appropriate evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning</li> <li>describes the significance of art works in context</li> <li>identifies research on theories, ideas, and practices with some evidence of an independent response</li> <li>applies the principles of academic integrity with some use of appropriate evidence and metalanguage to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>identifies styles, forms, processes and practices, theories, and techniques with little or no reference to meaning</li> <li>identifies the significance of art works in context</li> <li>identifies research on theories, ideas, and practices with little or no evidence of an independent response</li> <li>communicates limited ideas and information with little or no application of academic integrity</li> </ul>
<b>Making</b>	<ul style="list-style-type: none"> <li>analyses ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques</li> <li>analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology</li> <li>creates imaginative and innovative art works with control and precision; analyses technical experimentation and reflects on strengths and opportunities</li> <li>creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>reflects with insight on their own art practice, thinking processes; and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>explains ideas using sustained and creative practice, employing familiar and unfamiliar techniques</li> <li>explains art practice, using the creative process to investigate and solve problems and explains own application of technology</li> <li>creates imaginative and innovative art works with control; explains technical experimentation and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>describes ideas using creative practice, employing familiar techniques</li> <li>describes art practice, using the creative process to investigate and solve familiar problems and describes own application of technology</li> <li>creates imaginative art works with control; describes familiar technical skills, and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences</li> <li>reflects on their own art practice, thinking and that of others and describes inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>describes creative practice, employing some familiar techniques</li> <li>describes art practice, using the creative process to investigate familiar problems and identifies own application of technology</li> <li>creates art works using familiar technical skills and reflects on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate intended meaning to target audiences</li> <li>reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>uses creative practice, employing little or no techniques</li> <li>identifies basic features of art practice, with little or no connection to creative processes or use of technology</li> <li>creates art works using familiar technical skills with little or no reflection on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate messages with assistance</li> <li>reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>

**Achievements Standards for The Arts T Course – Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>critically analyses styles, forms, processes, practices, and theories; and evaluates how they are integrated to position an audience and communicate meaning</li> <li>evaluates the significance of art works in a diverse range of contexts; and critically analyses attitudes and values</li> <li>synthesises wide research on theories, ideas, and practices to present a coherent and independent response</li> <li>communicates complex ideas with coherent and sustained arguments; analysing evidence and metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>analyses styles, forms, processes, practices, and theories; and analyses how they are integrated to position an audience and communicate meaning</li> <li>analyses the significance of art works in a broad range of contexts; and explains attitudes and values</li> <li>compares and analyses wide research on theories, ideas, and practices to present a reasoned and independent response</li> <li>communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>explains styles, forms, processes, practices, and theories; and explains how they are integrated to position an audience and communicate meaning</li> <li>explains the significance of art works in a range of contexts; and describes attitudes and values</li> <li>compares and explains research on theories, ideas, and practices to present an independent response</li> <li>communicates ideas and arguments using relevant evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning</li> <li>describes the significance of art works in context; with some reference to attitudes and values</li> <li>describes research on theories, ideas, and practices with some evidence of an independent responses</li> <li>applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>identifies styles, forms, processes and practices, theories, and techniques with little or no reference to meaning</li> <li>identifies the significance of art works in context; with little or no reference to attitudes and values</li> <li>identifies research on theories, ideas, and practices own with little or no evidence of an independent response</li> <li>communicates limited ideas and information with little or no application of academic integrity</li> </ul>
<b>Making</b>	<ul style="list-style-type: none"> <li>synthesises ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques</li> <li>critically analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology</li> <li>creates and refines imaginative and innovative art works with control and precision; synthesises technical experimentation and reflects on strengths and opportunities</li> <li>creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>analyses ideas using sustained and creative practice, employing familiar and unfamiliar techniques</li> <li>analyses art practice, using the creative process to investigate and solve problems and explains own application of technology</li> <li>creates imaginative and innovative art works with control; analyses technical experimentation and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>reflects on their own art practice, thinking and that of others and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>explains ideas using creative practice, employing familiar techniques</li> <li>explains art practice, using the creative process to investigate and solve familiar problems and describes own application of technology</li> <li>creates imaginative art works with control using familiar technical skills, and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences</li> <li>reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>describes creative practice, employing some familiar techniques</li> <li>describes art practice, using the creative process to investigate problems and identifies own application of technology</li> <li>creates art works using familiar technical skills and reflects on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate meaning to target audiences</li> <li>reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>uses creative practice, employing little or no techniques</li> <li>identifies basic features of art practice, with little or no connection to creative processes or use of technology</li> <li>creates art works using familiar technical skills with little or no reflection on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate messages with assistance</li> <li>reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>

**Achievement Standards for The Arts M Course – Years 11 and 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>• responds to a variety of artworks for differing purposes and audiences, with independence</li> <li>• explains ideas, attitudes, and points of views in creative practice, with independence</li> <li>• reflects with insight on their thinking, creating, and learning, with independence</li> </ul>	<ul style="list-style-type: none"> <li>• responds to a variety of artworks for differing purposes and audiences, with some independence</li> <li>• explains ideas, attitudes, and points of view in creative practice, with some independence</li> <li>• reflects with insight on their thinking, creating, and learning, with some independence</li> </ul>	<ul style="list-style-type: none"> <li>• responds to artworks for differing purposes and audiences, with assistance</li> <li>• explains ideas and points of view in creative practice, with assistance</li> <li>• reflects on their thinking, creating, and learning, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• responds to artworks for differing purposes, with repeated cueing</li> <li>• explains ideas in creative practice, with repeated cueing</li> <li>• reflects on their thinking, creating, and learning, with repeated cueing</li> </ul>	<ul style="list-style-type: none"> <li>• responds to artworks, with direct instruction</li> <li>• identifies ideas in creative practice, with direct instruction</li> <li>• reflects in a limited way on their thinking, creating, and learning, with direct instruction</li> </ul>
<b>Making</b>	<ul style="list-style-type: none"> <li>• applies creative and technical skills in a variety of contexts, with independence</li> <li>• creates a variety of artworks using research and inquiry in different modes for different purposes, with independence</li> <li>• creates using individual or collaborative organisational and/or communication methods, with independence</li> </ul>	<ul style="list-style-type: none"> <li>• applies creative and technical skills in a variety of contexts, with some independence</li> <li>• creates a variety of artworks using research and inquiry different modes for different purposes, with some independence</li> <li>• creates using individual or collaborative organisational and/or communication methods, with some independence</li> </ul>	<ul style="list-style-type: none"> <li>• applies creative and technical skills in different contexts, with assistance</li> <li>• creates artworks using research and inquiry in different modes for different purposes, with assistance</li> <li>• creates using individual or collaborative organisational and/or communication methods, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• applies creative and technical skills in a designated context, with repeated cueing</li> <li>• creates artworks using research and inquiry for different purposes, with repeated cueing</li> <li>• creates using individual or collaborative organisational and/or communication methods, with repeated cueing</li> </ul>	<ul style="list-style-type: none"> <li>• applies creative and technical skills in a designated context, with direct instruction</li> <li>• creates different artworks using research and inquiry, with direct instruction</li> <li>• creates using individual or collaborative organisational and/or communication methods, with direct instruction</li> </ul>

## Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity, and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

### Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

### Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

## **The College Course Presentation**

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

### **Visual evidence for judgements made about practical performances**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

[http://www.bsss.act.edu.au/grade\\_moderation/moderation\\_information\\_for\\_teachers](http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers)

for current information regarding all moderation requirements including subject specific and photographic evidence.

## Appendix A - Framework Group

Name	Institution
Sandra Taylor	Burgmann Anglican School
Robert Howatson	Dickson College
Peter Anderson	Gungahlin College
Laura Pearce	Merici College
Andrew Jones	Orana Steiner School
Meredith Barnes	St Clare's College
Terry Eveston	UC Senior Secondary College, Lake Ginninderra

## Appendix B - Common Curriculum Elements

Common Curriculum Elements assist in the development of high quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
investigate	issues, problems	
organise, sequence, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

## Appendix C - Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities, and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategies, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events, or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words