

# **ACT Board of Senior Secondary Studies**

## **Public Consultation Report**

### **Arts Framework 2020**

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Framework writing team.
- Amendments to the Framework have been made where required, as a result of the consultation process.

**B S S S**

## Public Consultation Report 2020

### Arts Framework

Topic	Comment	Course Developers' Response
<b>RATIONALE</b> <b>The rationale provides clarity about the subject's broad scope, distinctive nature and importance</b>	Somewhat, again, extremely vague and lacking in any real substance.	The Arts rationale articulates the big ideas that underpin this learning area. Each course written under the Arts will include a rationale outlining the distinct nature of that subject. Thank you for your advice.
	The Rationale section of the Framework recognises the value and role that the Arts in general have beyond the scope of being an area of education quite well, but it doesn't provide clarity on the distinct nature that each of the subjects in the arts has. It is these distinctive qualities that separates the different art forms. This needs to be acknowledged as it will affect how and why certain components are significantly addressed and assessed in one subject but less so in another.	Noted. Each course written under the Arts will include a rationale outlining the distinct nature of that subject. Thank you for your advice.
	The rationale speaks well to current and future trends in education and needs of the 21st Century learner. Though as this rationale is for all the arts, it is very broadly written and would need to be read in conjunction with specific course documents to define specific art subject direction.	Noted. Each course written under the Arts will include a rationale outlining the distinct nature of that subject. Thank you for your advice.
	I believe it provides scope for the arts in general but does not cover specific elements for each subject. There are many common links between each discipline in the arts but there are distinct differences which are not made explicit in this rationale.	The Arts rationale articulates the big ideas that underpin this learning area. Each course written under the Arts will include a rationale outlining the distinct nature of that subject. Thank you for your advice.
	This rationale provides higher level thought around a range of different subject areas and does not provide clarity around any of the arts subjects, rather a broad blanket statement.	Noted. Each course written under the Arts will include a rationale outlining the distinct nature of that subject. Thank you for your advice.

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<p><b>GOALS</b></p> <p><b>The goals comprehensively describe the intended learning.</b></p>	<p>The learning is extremely vague. What is the intended learning? The document reads like a collection of tokenistic motherhood statements with no substance. For the Arts to be taken seriously, as with most other subjects in the curriculum it needs to be developed with time and consideration. This reads as if copied and pasted from other documents, it is difficult to unpack it has little relevance to what takes place within an actual arts classroom.</p>	<p>The draft rationale was informed by the current BSSS Framework and literature in the field.</p> <p>The Arts rationale articulates the big ideas that underpin this learning area. Each course written under the Arts will include a rationale outlining the distinct nature of that subject. Thank you for your advice.</p>
	<p>Mostly agree, but would like to see “demonstration of technical skill” explicitly included and not hidden in ‘practices’ or implied in areas that are more relevant to creativity and interpretation.</p>	<p>Noted.</p> <p>Framework developers to discuss.</p>
	<p>Too little emphasis on creating and making. The accepted standards and ways of making forms as well as experimenting with mediums and processes.</p>	<p>Noted.</p> <p>Framework developers to discuss.</p>
	<p>Goals are well defined and align to current principals in education ie: general capabilities.</p>	<p>Noted.</p>
	<p>I would like to see the use of the word imagine in the goals. imagination fosters creative thinking and many of the conceptual aspects of The Arts start with imagination</p>	<p>Noted.</p> <p>Framework developers to discuss.</p>
	<p>Making / Responding Would prefer to have 3 - Making /Responding + Performing (technique/execution - the demonstration of the technique of that art form - acting skills, dance technique, ability to perform. Reason - this would give a clear delineation between performing the work of others (technique) compared to creating your own work.</p>	<p>The BSSS creates curriculum that has coherence and consistence across the jurisdiction. ACARA has used Making/Responding as the two dimensions to organise knowledge.</p> <p>Students moving from Years 7-10 are used to understanding the Arts as Making/Responding.</p> <p>The draft Arts task table has removed the delineation between Making and Responding that currently exists in the Framework. This will enable performing to be recognised in assessment and rubrics tailored accordingly.</p>
	<p>Again, too broad to specifically represent all of the Arts subjects.</p>	<p>The Arts rationale articulates the big ideas that underpin this learning area. Each course written under the Arts will include a</p>

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		rationale outlining the distinct nature of that subject. Thank you for your advice.
<p><b>ASSESSMENT</b></p> <p><b>Do you think the Assessment Task Type table provides flexibility for colleges to assess students according to their needs and interests? Please provide a comment.</b></p>	<p>I agree, however there is too much flexibility of approach, The framework is incredibly vague, there is no consistency or expectation with regards to task weightings and this leaves it too open to interpretation. If moderation is to be rigorous and to have integrity there needs to be clear benchmarking of expectations at the outset with regards to assessment as with curriculum in Years 11 and 12 across most other states and territories. This document implies that teachers can teach whatever they want - how does that make for fair and accurate moderation procedures?</p> <p>Yes, the table of task types allows for flexibility but... The text explaining the table claims to outline the weightings for Making and Responding, but it doesn't. With the vagueness around 'Performing' (and its components of technique and expression/confidence/charisma/communication) and its necessity for certain arts subjects, greater clarity is required to explicitly identify what is considered 'Making' and what is considered 'Responding'. The implication of the table is that as long as you select task types from the list, that you have 3-5 tasks (for a semester unit) and that no weighting for a single task is more than 60%, you can create your own 'making/responding recipe' of assessment? Is it up to schools and their own internal moderation processes to ensure parity? Does this mean inequity between schools?</p> <p>They seem vague compared to the previous list, trying to consider all task types and forms from the various arts streams has made them too homogenous</p>	<p>The draft Assessment Task Type Table provides scope for teachers to engage students according to their needs and interests. It provides opportunities for teachers to apply a range of pedagogical approaches.</p> <p>The draft BSSS Achievement Standards articulate high expectations for learning. The Achievement Standards are the lever to ensure fair and accurate moderation procedures.</p> <p>Noted. Course developers to review language around performing.</p> <p>The draft Assessment Task Type Table provides scope for teachers to assess students according to their needs and interests. It provides opportunities for teachers to apply a range of pedagogical approaches. Teachers may construct their own 'recipes' using Achievement Standards, Programs of Learning and Content Descriptions from the courses.</p> <p>The draft BSSS Achievement Standards articulate high expectations for learning. The Achievement Standards are the lever to ensure fair and accurate moderation procedures.</p> <p>At Moderation Days 1 and 2, the Achievement Standards ensure equity of grades across schools</p> <p>In the ACT, senior secondary schools are required to conduct internal moderation.</p> <p>The listed tasks are examples only and teachers may collaborate with colleagues to devise tasks other than those listed.</p> <p>The draft Assessment Task Type Table provides scope for teachers to assess students according to their needs and interests. It</p>

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		<p>provides opportunities for teachers to apply a range of pedagogical approaches.</p> <p>The draft BSSS Achievement Standards articulate high expectations for learning. The Achievement Standards are the lever to ensure fair and accurate moderation procedures.</p> <p>Remember, the task type table will be included in the subject specific course which will provide a context.</p> <p>The listed tasks are examples only and teachers may collaborate with colleagues to devise tasks other than those listed.</p>
	<p>The assessment task type table is too broad and open to a significant difference in interpretation and opinion by teachers and colleges.. For a task to be weighted at a maximum of 60% potentially limits the types of assessment Colleges offer resulting in limiting learners in the way they can demonstrate their understanding of the Arts. The assessment task type table is too broad and open to a significant difference in interpretation and opinion by teachers and colleges. For a task to be weighted at a maximum of 60% potentially limits the types of assessment Colleges offer resulting in limiting learners in the way they can demonstrate their understanding of the Arts.</p>	<p>The draft Assessment Task Type Table provides scope for teachers to assess students according to their needs and interests. It provides opportunities for teachers to apply a range of pedagogical approaches.</p> <p>The draft BSSS Achievement Standards articulate high expectations for learning. The Achievement Standards are the lever to ensure fair and accurate moderation procedures.</p> <p>The task type table, Achievement Standards and content descriptions in the units combined will make clear expectations for learning.</p> <p>The developers concluded that having tasks over 60% was not beneficial to students, as it put too much pressure on students to achieve in a single task.</p>
	<p>More Task Types could be added to this list.</p>	<p>Noted. Course developers to review.</p>
	<p>There needs to be greater options of Units for students to complete double majors etc</p>	<p>The draft configuration of units does make provision for students to do the equivalent of a double major in an arts subject.</p>
	<p>Task types allow for schools/teachers to set meaning full tasks and for a diverse response from students.</p>	<p>Noted.</p>
	<p>Flexibility is available through the variety of task types</p>	<p>Noted.</p>

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	<p>The Assessment task type table is far too broad and open for interpretation. It does not provide enough parameters to ensure accountability and equity across colleges. This table could be interpreted to exclude responding or making, a student may end up doing a complete course in an arts subject without ever completing a critical analysis. This table and it's guiding information does not specifically state that there must be both written and practical components completed in each course.</p> <p>"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" this is the only statement that might suggest that both written and practical forms must be used in assessment but does not provide guidance on what percentage must be achieved as a minimum for each. A teacher may decide to make a written assessment worth 10% and other teachers have written assessments worth 40% it is not consistent and not providing a minimum standard of academic rigour. For new teachers no explanation is provided of what making and responding is. They may not understand that responding means academic or written responses.</p>	<p>The draft Assessment Task Type Table provides scope for teachers to assess students according to their needs and interests. It provides opportunities for teachers to apply a range of pedagogical approaches.</p> <p>The draft BSSS Achievement Standards articulate high expectations for learning. The Achievement Standards are the lever to ensure fair and accurate moderation procedures.</p> <p>The task type table, Achievement Standards and content descriptions in the units combined will make clear expectations for learning in regard to making, responding and the combination of those.</p> <p>Teachers will collaborate in their schools and faculties to ensure best practice. They will also receive feedback from moderation day.</p> <p>Beginning teachers are qualified teachers and will understand the language. They will also benefit from the advice of senior colleagues, supervisors and with colleagues on moderation days.</p>
	Comma needed after music in the opening sentence - unless music photography is a specific subject	Noted.
	I love how all arts subjects are now the same, and the restricted music assessments with their restricted weightings are now gone! This new task type and weighting will give me the flexibility my A students need. Finally a document I can work with! Thank-you!	Noted.

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<p><b>ASSESSMENT</b></p> <p><b>Do you think the Assessment Task Type table makes provision for a range of pedagogical approaches (i.e. instructional and inquiry-based learning)? Please explain your point of view.</b></p>	<p>The text explaining the table claims to outline the weightings for Making and Responding, but it doesn't. With the vagueness around 'Performing' (and its components of technique and expression/confidence/charisma/communication) and its necessity for certain arts subjects, greater clarity is required to explicitly identify what is considered 'Making' and what is considered 'Responding'. There appears to be a statement that indicates that there should be both theory (Responding) and practice/Practical (Making) but nothing explicit to stipulate just what the ratio should be. The implication of the table is that as long as you select task types from the list, that you have 3-5 tasks (for a semester unit) and that no weighting for a single task is more than 60%, you can create your own 'making/responding recipe' of assessment? Is it up to schools and their own internal moderation processes to ensure parity? Does this mean inequity between schools?</p>	<p>The draft Assessment Task Type Table provides scope for teachers to assess students according to their needs and interests. It provides opportunities for teachers to apply a range of pedagogical approaches.</p> <p>The draft BSSS Achievement Standards articulate high expectations for learning. The Achievement Standards are the lever to ensure fair and accurate moderation procedures.</p> <p>The task type table, Achievement Standards and content descriptions in the units combined will make clear expectations for learning.</p> <p>At Moderation Days 1 and 2, the Achievement Standards ensure equity of grades across schools</p> <p>The listed tasks are examples only and teachers may collaborate with colleagues to devise tasks other than those listed.</p>
	<p>Yes</p>	<p>Noted.</p>
	<p>This task type table better enables than the previous one broader flexibility for schools/teachers to develop learning program to suit teachers' schools' and student needs.</p>	<p>Noted.</p>
	<p>Could you please include devising in the left hand column and script writing in the right hand column? None of the tasks truly reflect the skills needed in these task types.</p>	<p>Noted.</p> <p>Framework developers to discuss 'devising'.</p> <p>The task type table, Achievement Standards and content descriptions in the units combined will make clear expectations for learning.</p> <p>The listed tasks are examples only and teachers may collaborate with colleagues to devise tasks other than those listed.</p>

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	It allows for a broad range of approaches but as mentioned above does not provide sufficient guidance or parameters.	Noted. The Achievement Standards and content descriptions in the units combined will make clear expectations for learning.
	There are many task types for each college to choose from, providing flexibility for both A and T music. A music needs so much more instructional learning, and these task types will give teachers much more scope and freedom to assess their students fairly. For too long A and T music have been too closely linked with regards to assessment and weightings. I feel I will be able to assess my A kids in music so much more fairly.	Noted.
<b>ACHIEVEMENT STANDARDS</b> <b>The A-E grade descriptors are clear and comprehensive descriptions. Please explain your perspective</b>	There is alignment within the achievement standards with the Australian Curriculum, scope for performance and theoretical aspects of course delivery.	Noted.
	There are descriptors under Making that appear to be more relevant to Responding. Making descriptors are hugely sways towards creative work and developing own ideas but there are no descriptors that pertain to Performance, Demonstration of technical skills, Expression, Charisma/Confidence, Communication to an audience (as opposed to communicating to a reader in Responding). This means a huge component of Dance is unclear as to how should be assessed.	<p>Achievement Standards are broadly the key knowledge, understanding and skills in all Arts subjects.</p> <p>Performance, Demonstration of technical skills, Expression, Charisma/Confidence, Communication to an audience is the level of detail that you would include in a rubric for specific tasks.</p> <p>Students make and perform in response to research, examples, stimulus and personal insight and experimentation. Making and performing at the senior secondary level must be more than demonstrations of technique, it must engage with debates, issues and ideas and be the result of experimentation and research. Thus, those processes are outlined in the Achievement Standards.</p>
	They are better than the previous framework as they include more elements focussed on making. However I feel that given the short amount time to teach a unit there seems to be far too many elements to cover. Some of the elements will need considerable explanation and unpacking for teachers, never mind students. Perhaps the BSSS needs to start giving examples of what is meant	The focus of the units on concepts such as creativity, communicating meaning etc, rather than genre or period, allows teachers to devote time to explicitly teaching approaches to creative practice and the key concept.

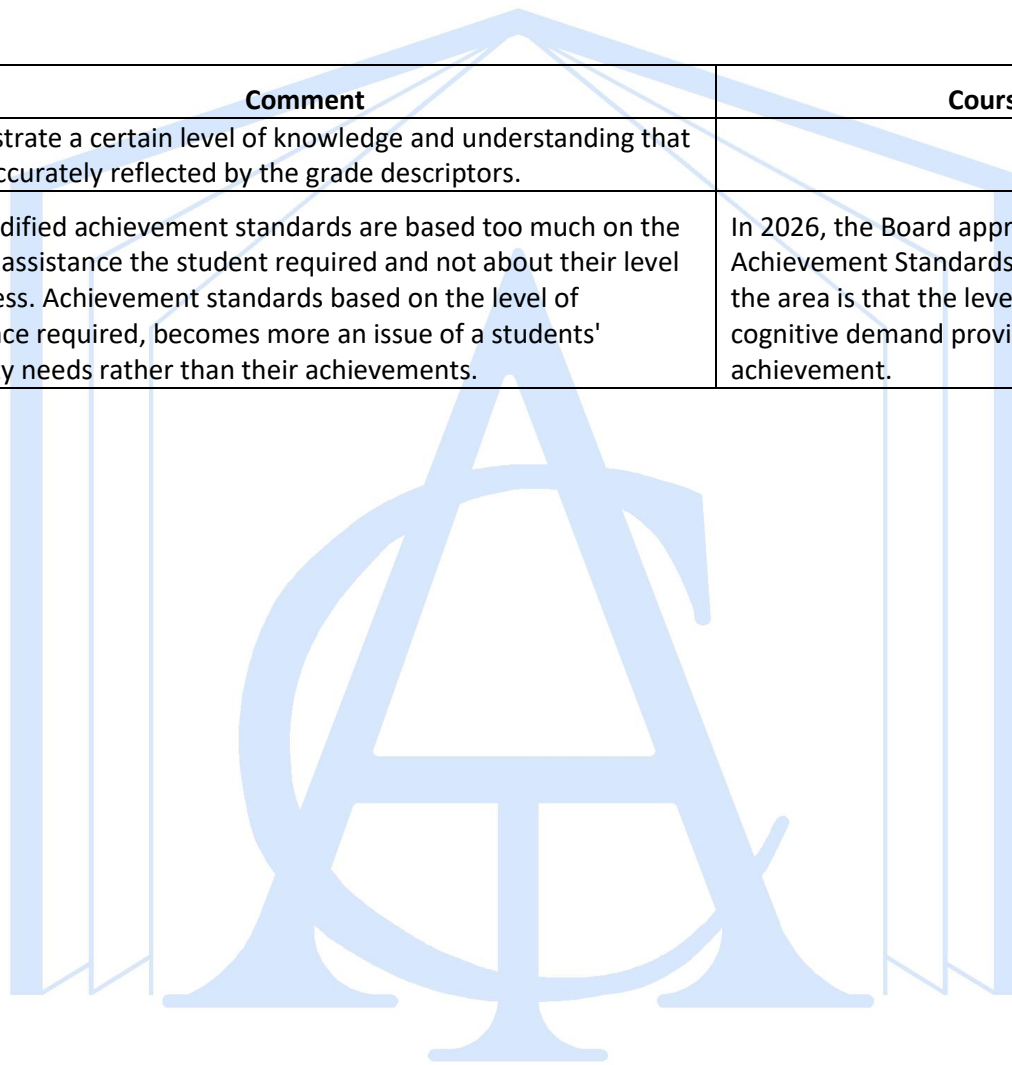


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	<p>by things like; "creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences". What does "insightful" look like? What does it look like to present work based on familiar and unfamiliar theories? "Reflecting with insight.." is a responding element and belongs there not the making "Criteria". I understand that a tertiary student needs to be able to analyse, but to try to write analysis and synthesis into almost every element is really taking the joy out of what to study the Arts subjects for the simple joy of it.</p>	<p>Developers agree that joy is a vital element in the Arts curriculum, but not one that can be assessed. As such, it is not in the AS. Joy will have expression in the rationale.</p>
	<p>In most these achievements standards are well written. The inclusion of descriptors that reward experimentation and risk taking is great. Arts education should also be about the students' journey and not just about the end product</p>	<p>Noted.</p>
	<p>There is no mention of refining a skill, showing accuracy, artistry, musicality and expertise. The emphasis in Making is on creating....what about performing? There are several mentions of reflecting and analysing in the Making section, these terms seem better placed in the responding section.</p>	<p>Achievement Standards are broadly the key knowledge, understanding and skills in all Arts subjects.</p> <p>'Refining a skill, showing accuracy, artistry, musicality and expertise' is the level of detail that you would include in a rubric for specific tasks.</p> <p>Performing is conceived as a combination of making and responding, and the open task type table will allow performance tasks to be devised explicitly and in their own right.</p> <p>Students make and perform in response to research, examples, stimulus and personal insight and experimentation. Making and performing at the senior secondary level must be more than demonstrations of technique, it must engage with debates, issues and ideas and be the result of experimentation and research. Thus, those processes are outlined in the Achievement Standards.</p>
	<p>These descriptors are far too broad and do not specifically address achievement standards for students undertaking Music courses. The current grade descriptors provide subject specific language</p>	<p>Achievement Standards are broadly the key knowledge, understanding and skills in all Arts subjects.</p> <p>Rubrics for specific tasks will provide subject specific language.</p>

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	and context for students and teachers to work towards developing a strong understanding of and skills in a unit.	
<b>ACHIEVEMENT STANDARDS</b> <b>Do the Year 12 T Achievement Standards reflect higher expectations for students learning in comparison to the Year 11 T Achievement Standards? Please explain your perspective.</b>	Minimal differences between. In reality, it's difficult to distinguish meaningfully between subtly different words.	Year 12 and 11 Achievement Standards are differentiated by the cognitive demand and volume of learning.
	What descriptor do you use if a Y12 student begins an Arts course for the first time in Y12? They don't have the preliminary knowledge of the course; should they be expected to attain the higher standard? The more I reflect on this structure the more ridiculous it becomes! Most of the descriptors are overly complicated for no other reason other than to differentiate what is 10 standards from Yr11 'E' to Yr12 'A' in each A/T stream. Show me a professional practicing 'artist' who would attain an A grade after only 50-60 hours of practice in an Arts unit! Perhaps it is time for the BSSS to create true assessment criteria with standard explanations rather than vague and overly complicated descriptors. This would leave no doubt about what evidence is required to attain a particular grade and would mitigate all the issues at moderation caused by individual teacher interpretation of the standards. Just look at how Tasmania does it, far better than this system! Expand the "Standards" tab on this page; <a href="https://www.tasc.tas.gov.au/students/courses/the-arts/med315117-4/">https://www.tasc.tas.gov.au/students/courses/the-arts/med315117-4/</a>	Year 12 students are assessed with year 12 AS.  The emphasis on process in the AS will reward students who make progress from a more preliminary level. However, year 12 courses must have a standard beyond the beginner. Further, even year 11 standards would also be a high level for a beginner to achieve.  The AS reflect the complexity of the creative process and of artistic practice.  It is impossible to write unambiguous grade standards. Teachers will collaborate within faculties, use moderation processes, and write POLS together to come to a shared understanding of the AS.
	There is no difference between the Year 11 and 12 achievement standards. An A in Year 11 = an A in Year 12.	Year 12 and 11 Achievement Standards are differentiated by the cognitive demand and volume of learning. This shows differentiation of expectations.
	There is differentiation between expectations.	Noted.
	There are only 3 differences from the year 11 T and year 12 T achievement standards. In responding - "critically analysis....Theories and evaluates how they are integrated to position an Audience? what does position an audience mean? Also in Responding - "and critically analyse attitudes and values"	There is more distinction than those listed, but developers will investigate.  Applications of technology relates to performing arts in terms of using technology to enhance performance and production values.

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	<p>has been added In Making - "evaluates own application of technology" has been added to a standard about critically analysing arts practice. How does this relate to performing arts? These three points are the only difference, they are vague and with the exception of the second point requesting analysis of attitudes and values (more appropriate to the Responding section) not adding to the academic rigour of the year 12 course.</p>	<p>Also, artists require technology to promote and project their practice into the digital space.</p>
<p><b>ACHIEVEMENT STANDARDS</b>  <b>Do the Year 12 A Achievement Standards reflect higher expectations for students learning in comparison to the Year 11 A Achievement Standards? Please explain your perspective</b></p>	<p>Minimal differences between. In reality, it's difficult to distinguish meaningfully between subtly different words.</p>	<p>Year 12 and 11 Achievement Standards are differentiated by the cognitive demand and volume of learning. This shows differentiation of expectations.</p>
	<p>There is no difference between the Year 11 and 12 achievement standards. An A in Year 11 = an A in Year 12.</p>	<p>Year 12 and 11 Achievement Standards are differentiated by the cognitive demand and volume of learning. This shows differentiation of expectations.</p> <p>There is more distinction than those listed, but developers will investigate.</p>
	<p>There are only 3 differences between the Yr 11 A and Yr 12 A achievement standards. In Responding - "to an audience" is added to the first point In Responding - "compares and analyses research on theories, ideas and practices to present a reasoned and independent response" (this is a good addition) In Making - "analyses ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques." Analyse is the wrong word when making a standard for creating/making, there should be a word that infers doing. Perhaps it could be "apply ideas using sustained and innovative creative practice.</p>	<p>Year 12 and 11 Achievement Standards are differentiated by the cognitive demand and volume of learning. This shows differentiation of expectations.</p> <p>There is more distinction than those listed, but developers will investigate.</p> <p>Making/creating/performing are analytical acts in that they pose arguments and engage in analytical debate about the issues with which the artwork engages.</p>
<p><b>ACHIEVEMENT STANDARDS re the Arts Modified Achievement Standards for Years 11 and 12 students with a mild to moderate disability appropriate? Please explain your perspective.</b></p>	<p>The descriptors don't always fit well. They seem to overly rely on a grade being reliant on completing work independently; working with or without guidance. It could be possible that a student can work independently but the resulting response is minimal or does not necessarily evidence high levels of attainment. Conversely a student may need significant assistance to stay on track or to address the criteria, but with that guidance is more likely to</p>	<p>In 2016, the Board approved design specification for Modified Achievement Standards. The advice received by expert teachers in the area is that the level of assistance in combination with cognitive demand provides a description of a student's achievement.</p>

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	demonstrate a certain level of knowledge and understanding that is not accurately reflected by the grade descriptors.	
	The Modified achievement standards are based too much on the level of assistance the student required and not about their level of success. Achievement standards based on the level of assistance required, becomes more an issue of a students' disability needs rather than their achievements.	In 2026, the Board approved design specification for Modified Achievement Standards. The advice received by expert teachers in the area is that the level of assistance in combination with cognitive demand provides a description of a student's achievement.



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