

Assessment Schedule – 2023

Scholarship: Visual Arts – Photography (93310)

Assessment Criteria

| Total: / 24 | | Below Scholarship | | Scholarship | Outstanding Scholarship | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Critical thinking: / 8 | | 1 – 2 | 3 – 4 | 5 – 6 | 7 – 8 | |
| <p>The candidate employs research to situate the project and to identify practical strategies and context(s) to expand ideas.</p> <p>Critical reflection and evaluation shape all phases of the iterative process to inform practice-based exploration, synthesis, and communication.</p> | <p>The candidate:</p> <ul style="list-style-type: none"> demonstrates an ability to be reflective, to refine ideas, to think and work laterally, and to implement strategies for producing an original body of work locates, tests, evaluates, and integrates ideas from research and making, to sustain an iterative process. | <p>Does not meet the requirements of Level 8 of the Visual Arts curriculum.</p> | <p>Candidate demonstrates some ability to engage in research.</p> | <p>Candidate demonstrates analysis and critical thinking.</p> | <p>Candidate demonstrates high level of analysis and critical thinking to show perception and insight.</p> | |
| | | | <p>In the FOLIO, the candidate:</p> | | | |
| | | | <ul style="list-style-type: none"> identifies and explores ideas related to subject matter, adopting an iterative process to inform practice. | <ul style="list-style-type: none"> demonstrates an engagement with conceptual thinking, editing, and refining to consolidate ideas and resolution of work employs critical and investigative methods, reflecting on each iterative phase of practice to expand ideas. | <ul style="list-style-type: none"> evaluates and reforms ideas, using an iterative process to sustain primary and subsidiary ideas and concepts independently manages critical thinking and practical strategies, to locate and expand lateral and imaginative responses. | |
| | | | <p>In the WORKBOOK, the candidate:</p> | | | |
| | | | <ul style="list-style-type: none"> conducts research to extract knowledge of conventions and media and describes the steps undertaken in phases of testing and making. | <ul style="list-style-type: none"> documents a coherent inquiry that utilises reflective thinking and questioning strategies to establish new context(s) and avenues for investigation interprets and analyses from a range of references and acquires strategies to inform development. | <ul style="list-style-type: none"> takes ownership of the inquiry, positioning their relationship to the project and how it is informed by a range of context(s) pertinent to the central proposition analyses and reflects on the concepts and findings that emerge through phases of making and critical reflection in action. | |

| | | Below Scholarship | | Scholarship | Outstanding Scholarship |
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| | | 1 – 2 | 3 – 4 | 5 – 6 | 7 – 8 |
| Synthesis and application of skills and media: / 8 | | | | | |
| <p>The candidate uses appropriate methods, skills, and media to integrate all aspects of practice into a holistic form that actively recognises all the processes involved in the creation of relevant outcomes.</p> | <p>The candidate:</p> <ul style="list-style-type: none"> • applies technical, material and media processes with understanding, fluency, and clarity of purpose • derives knowledge through making and research; and integrates ideas to extend the line of inquiry and to form new connections. | Does not meet the requirements of Level 8 of the Visual Arts curriculum. | Candidate demonstrates some ability to work with media and processes. | Candidate demonstrates integration of knowledge and skills acquired through research, methods, and media processes to understand complex situations. | Candidate demonstrates sophisticated integration of knowledge and skills acquired through research, methods, media processes, and lateral thinking to understand complex situation. |
| | | In the FOLIO , the candidate: | | | |
| | | <ul style="list-style-type: none"> • applies knowledge of conventions, media, and processes to explore visual outcomes. | <ul style="list-style-type: none"> • consistently manages knowledge of subject conventions, media, and technical characteristics to construct outcomes responsive to the proposition • integrates ideas, gained from process and practicing and employs appropriate media to clarify outcomes. | <ul style="list-style-type: none"> • strategically explores lateral opportunities and integrates and extends knowledge gained through research, methods, and practice • exploits skills, techniques, and media processes to articulate visual language and craft original outcomes. | |
| | | In the WORKBOOK , the candidate: | | | |
| <ul style="list-style-type: none"> • identifies and documents relevant art and design skills, media and processes used to inform and develop practice. | <ul style="list-style-type: none"> • identifies skills and media processes intrinsic to the inquiry and analyses references to acquire practical knowledge • documents all developmental work and annotates connections between all aspect of the art making process. | <ul style="list-style-type: none"> • intelligently draws together artistic references and related cultural, historical contexts to integrate and re-position the line of inquiry into a new phase • deconstructs and integrates media and technical processes, evaluating the role that media and processes play in disseminating and understanding complex ideas. | | | |

| Communication and production: / 8 | | Below Scholarship | | Scholarship | Outstanding Scholarship |
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| | | 1 – 2 | 3 – 4 | 5 – 6 | 7 – 8 |
| <p>The candidate's work communicates through explicit and implicit means ideas, methods, and media exploration relevant to the chosen inquiry and field of practice. This specifically involves the relationship between intent, process, and outcome.</p> | <p>The candidate:</p> <ul style="list-style-type: none"> clarifies intention, and manages the application of appropriate media, methods, and processes to produce resolved and refined outcomes uses communication strategies to establish and sustain links between making and thinking, including documenting the holistic relationship between folio and workbook. | <p>Does not meet the requirements of Level 8 of the Visual Arts curriculum.</p> | <p>Candidate demonstrates some ability to engage with appropriate visual language.</p> | <p>Candidate demonstrates logical development and application of methods to communicate and produce visual ideas with clarity and resolution.</p> | <p>Candidate demonstrates independence and convincingly communicates and produces visual concepts and artwork with intent, clarity, and resolution.</p> |
| | | | <p>In the FOLIO, the candidate:</p> | | |
| | | | <ul style="list-style-type: none"> manages methods and develops a visual language relevant to the investigation. | <ul style="list-style-type: none"> selectively employs methods and formulates visual and conceptual devices to develop and communicate concepts selects, edits, and resolves ideas, ensuring high production values in all artworks. | <ul style="list-style-type: none"> utilises a sophisticated range of visual language strategies to communicate and generate authentic and original outcomes manages and edits knowledge obtained from methods and media processes to refine and produce resolved outcomes. |
| | | | <p>In the WORKBOOK, the candidate:</p> | | |
| | | | <ul style="list-style-type: none"> documents the thinking underpinning their ideas and the production processes involved in the creation of outcomes. | <ul style="list-style-type: none"> uses the workbook to clarify and locate communication strategies, and to evaluate the production steps for development and next steps engages with subject matter and interprets relevant context(s), ensuring that methods and media exploration clarify and communicate the central proposition. | <ul style="list-style-type: none"> examines formal and conceptual communication devices, interpreting research, context(s) and findings from their own practice and methods. formulates a critical perspective and point of view, and uses the workbook to highlight links established between intent, process, and outcome. |

Cut Scores

| Scholarship | Outstanding Scholarship |
|-------------|-------------------------|
| 13–19 | 20–24 |