

# Senior assessment techniques and conditions

## The Arts learning area

Subject	Assessment information	
<b>Dance</b> General senior subject	Summative internal assessment 1 (IA1): Performance (20%)	<ul style="list-style-type: none"> <li>• Preparation time: 10–15 hours (rehearsal and presentation); this will involve class time and students' own time</li> <li>• Performance time: continuous sequence of 3–4 minutes</li> <li>• Other:               <ul style="list-style-type: none"> <li>– may be presented individually, in pairs or in small groups (maximum of four performers), but should be assessed individually</li> </ul> </li> <li>• Submission:               <ul style="list-style-type: none"> <li>– performance — .mov, .mp4, .pptx or .avi for dynamic files</li> <li>– teacher choreographic statement — pdf or .pptx.</li> </ul> </li> </ul>
	Summative internal assessment 2 (IA2): Choreography (20%)	<p>Students must be given continuous class time to develop the choreography.</p> <ul style="list-style-type: none"> <li>• Preparation time: 10–15 hours (including development and presentation); this will involve class time and students' own time.</li> <li>• Length of choreography:               <ul style="list-style-type: none"> <li>– 2–4 minutes or equivalent section of a larger work (individual choreography in a larger work must be able to be authenticated)</li> <li>– may be presented individually, in pairs or in small groups.</li> </ul> </li> <li>• Choreographic statement:               <ul style="list-style-type: none"> <li>– written, 300–400 words, or</li> <li>– filmed oral or audio explanation, 2–3 minutes</li> </ul> </li> <li>• Submission:               <ul style="list-style-type: none"> <li>– choreographic statement — pdf, .mov, .mp4, .pptx or .avi for dynamic files</li> <li>– choreography — .mov, .mp4, .pptx or .avi for dynamic files.</li> </ul> </li> </ul>
	Summative internal assessment 3 (IA3): Project — dance work (35%)	<ul style="list-style-type: none"> <li>• Preparation time: 20–25 hours, including rehearsal and presentation of choreographing, performing and responding</li> <li>• Choreography length: 3–4 minutes — individually assessed choreography, developed with a minimum of two performers included in the work</li> <li>• Performance length: 3–4 minutes — individually assessed performance, presented in pairs or small</li> </ul>

		<p>groups (maximum of four performers)</p> <ul style="list-style-type: none"> <li>• Responding length: <ul style="list-style-type: none"> <li>- choreographic statement — written, 300–400 words</li> <li>- evaluative response to a choreographic problem/s — written 600–800 words, including images (maximum 6 still images or 30-second video excerpts)</li> </ul> </li> <li>• Submission: <ul style="list-style-type: none"> <li>- choreographic statement/s and evaluative response — pdf or .pptx</li> <li>- choreography and performance — .mov, .mp4, .pptx or .avi for dynamic files.</li> </ul> </li> </ul>
	Summative external assessment (EA): Examination — extended response (25%)	<ul style="list-style-type: none"> <li>• Time: 2 hours plus 20 minutes planning time</li> <li>• Mode: written</li> <li>• Length: 800–1000 words</li> <li>• Other: <ul style="list-style-type: none"> <li>- unseen stimulus will be succinct enough to allow students sufficient time to engage with them</li> <li>- students will be provided with contextual information during the examination to support understanding of the stimulus.</li> </ul> </li> </ul>
<b>Drama</b> General senior subject	Summative internal assessment 1 (IA1): Performance (20%)	<ul style="list-style-type: none"> <li>• Preparation time: 9–12 hours (rehearsal and presentation); this will involve class time and students' own time</li> <li>• Performance time: 3–5 minutes (all students must be actively engaged on stage for a minimum of 3 minutes and no more than 5 minutes)</li> <li>• Other: presented as a group (recommendation 2–10 people), but assessed individually</li> <li>• Submission: <ul style="list-style-type: none"> <li>- performance –.mov, .mp4, .pptx or .avi for dynamic files</li> <li>- text with role highlighted with brief annotations – pdf or .pptx.</li> </ul> </li> </ul>
	Summative internal assessment 2 (IA2): Project — dramatic concept (20%)	<ul style="list-style-type: none"> <li>• Preparation time: 14–16 hours</li> <li>• Length: Analysis and evaluation (maximum 400 words) and My Concept (maximum 800 words), including digital record of 10–12 images</li> <li>• Submission: <ul style="list-style-type: none"> <li>- dramatic concept — pdf or .pptx</li> </ul> </li> </ul>
	Summative internal assessment 3 (IA3): Project — practice-led project (35%)	<ul style="list-style-type: none"> <li>• Duration: <ul style="list-style-type: none"> <li>- directorial vision — 12–18 hours including preparation and individual presentation <ul style="list-style-type: none"> <li>▪ 5–7 minutes of multimodal pitch (combining spoken word with digital visual presentation)</li> </ul> </li> <li>- performance — 6–9 hours including preparation and group presentation</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ 3–5 minutes of performance (all students must be actively engaged on stage for a minimum of 3 minutes).</li> <li>• Other: <ul style="list-style-type: none"> <li>- individual or group (recommendation for group size 2–4 people)</li> </ul> </li> <li>• Submission: <ul style="list-style-type: none"> <li>- directorial vision — .mov, .mp4, .pptx or .avi for dynamic files</li> <li>- performance — .mov, .mp4, .pptx or .avi for dynamic files</li> <li>- text with role highlighted with brief annotations – pdf or .pptx.</li> </ul> </li> </ul>
	Summative external assessment (EA): Examination — extended response (25%)	<ul style="list-style-type: none"> <li>• Time: 2 hours plus 20 minutes planning time</li> <li>• Mode: written</li> <li>• Length: 800–1000 words</li> <li>• Other: <ul style="list-style-type: none"> <li>- unseen stimulus will be succinct enough to allow students sufficient time to engage with them</li> <li>- students will be provided with contextual information during the examination to support understanding of the stimulus.</li> </ul> </li> </ul>
<b>Film, Television &amp; New Media</b> General senior subject	Summative internal assessment 1 (IA1): Case study investigation (15%)	<ul style="list-style-type: none"> <li>• Written: 1000–1500 words.</li> <li>• Other: in-text referencing and bibliography required</li> <li>• Submission: <ul style="list-style-type: none"> <li>- pdf file</li> </ul> </li> </ul>
	Summative internal assessment 2 (IA2): Multi-platform project (25%)	<ul style="list-style-type: none"> <li>• Length: <ul style="list-style-type: none"> <li>- treatment of 800–1000 words</li> <li>- storyboard of 12–24 shots</li> <li>- 45-second to 5-minute individual production</li> </ul> </li> <li>• Submission: <ul style="list-style-type: none"> <li>- pdf of treatment and storyboard</li> <li>- .mov, .mp4 or .avi for dynamic files.</li> </ul> </li> </ul>
	Summative internal assessment 3 (IA3): Stylistic project (35%)	<ul style="list-style-type: none"> <li>• Length: <ul style="list-style-type: none"> <li>- treatment of 800–1000 words</li> <li>- individual production of 2–5 minutes</li> <li>- reflective statement of 200–400 words.</li> </ul> </li> <li>• Submission:</li> </ul>

		<ul style="list-style-type: none"> <li>- pdf of treatment and reflective statement</li> <li>- .mov, .mp4 or .avi for dynamic files.</li> </ul>
	Summative external assessment (EA): Examination — extended response (25%)	<ul style="list-style-type: none"> <li>• Time: 2 hours plus 20 minutes planning time</li> <li>• Mode: written</li> <li>• Length: 800–1000 words</li> <li>• Other: <ul style="list-style-type: none"> <li>- unseen stimulus will be succinct enough to allow students sufficient time to engage with them</li> <li>- students will be provided with contextual information during the examination to support understanding of the stimulus.</li> </ul> </li> </ul>
<b>Music</b> General senior subject	Summative internal assessment 1 (IA1): Performance (20%)	<ul style="list-style-type: none"> <li>• Duration: approximately 15 hours, in both class time and students' own time. Students must be given continuous class time to develop the performance</li> <li>• Length: approximately 2–3 minutes</li> <li>• Performance statement: written 200–400 words, or filmed oral or audio explanation, 1–2 minutes explaining the use of music elements and concepts to communicate meaning through the performance choices made</li> <li>• Other: <ul style="list-style-type: none"> <li>- the performance must reflect the use of an innovation</li> <li>- the performance may be a solo or ensemble performance (if the performance is in an ensemble, the student's part must be independent and aurally identifiable, i.e. one person per part)</li> <li>- where students choose to accompany themselves, both music roles will be assessed as a unified performance</li> <li>- repertoire must be different from that performed in the senior Music Extension course, if applicable</li> </ul> </li> <li>• Submission: <ul style="list-style-type: none"> <li>- Performance — .mov, .mp4, .ppts or .avi for dynamic files</li> <li>- Performance statement — .pdf, .mov, .mp3, .mp4, .ppts or .avi for dynamic files.</li> </ul> </li> </ul>
	Summative internal assessment 2 (IA2): Composition (20%)	<ul style="list-style-type: none"> <li>• Duration: approximately 15 hours, in both class time and students' own time. Students must be given continuous class time to develop the composition</li> <li>• Length: The composition must be of at least one minute duration to ensure compositional devices can be seen.</li> <li>• Statement of compositional intent: written 200–400 words, or filmed oral or audio explanation, 1–2 minutes explaining the use of music elements and compositional devices in shaping the purpose and execution of the composition</li> <li>• Other:</li> </ul>

		<ul style="list-style-type: none"> <li>- the composition must demonstrate either the student's own innovation or the use of an innovation studied in the unit</li> <li>- students must present their compositions as a sound recording, or a score (traditional, graphic or contemporary) or both</li> <li>- compositions that are arrangements of existing music require substantial reworking of music elements and must be well removed, but derived, from the original composition</li> <li>• Submission: <ul style="list-style-type: none"> <li>- Composition — .pdf of scored compositions, .mov, .mp3, .mp4, .pptx or .avi for dynamic files</li> <li>- Statement of compositional intent — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.</li> </ul> </li> </ul>
	<p>Summative internal assessment 3 (IA3): Integrated project (35%)</p>	<ul style="list-style-type: none"> <li>• Duration: approximately 25 hours, in both class time and students' own time. Students must be given continuous class time to develop the integrated project.</li> <li>• Mode — multimodal <ul style="list-style-type: none"> <li>- live or virtual presentation, 6–10 minutes</li> <li>or</li> <li>- digital presentation (e.g. digital book, slide show); 10–15 digital pages/slides.</li> </ul> </li> <li>• The integrated project must include a musicology component <i>and</i> either <ul style="list-style-type: none"> <li>- a composition component of approximately one minute duration to ensure compositional devices can be seen and <ul style="list-style-type: none"> <li>▪ a statement of compositional intent: written 200–400 words, or filmed oral or audio explanation, 1–2 minutes explaining the use of music elements and compositional devices in shaping the purpose and execution of the composition.</li> </ul> </li> </ul> <p>Students must present the composition component as a sound recording, or a score (traditional, graphic or contemporary) or both.</p> <p>Compositions that are arrangements of existing music require substantial reworking of music elements and must be well removed, but derived, from the original composition.</p> <li>or <ul style="list-style-type: none"> <li>- a performance component of approximately 2–3 minutes in length and <ul style="list-style-type: none"> <li>▪ a performance statement: written 200-400 words, or filmed oral or audio explanation, 1–2 minutes explaining the meaning communicated in and/or through the work and the performance choices made.</li> </ul> </li> </ul> <p>The performance component must be audiovisually recorded.</p> <p>The performance may be a solo or ensemble performance (if the performance is in an ensemble, the student's part must be independent and aurally identifiable, i.e. one person per part).</p> <p>Where students choose to accompany themselves, both music roles will be assessed as a unified performance.</p> </li> </li></ul>

		<p>Repertoire must be different from that performed in the senior Music Extension course, if applicable.</p> <ul style="list-style-type: none"> <li>• Submission: <ul style="list-style-type: none"> <li>- .pdf, .mov, .mp4, .pptx or .avi for dynamic files.</li> </ul> </li> </ul>
	Summative external assessment (EA): Examination (25%)	<ul style="list-style-type: none"> <li>• Time: 2 hours plus 20 minutes planning time</li> <li>• Mode: written</li> <li>• Length: 800–1000 words</li> <li>• Other: <ul style="list-style-type: none"> <li>- unseen stimulus will be succinct enough to allow students sufficient time to engage with them</li> <li>- students will be provided with contextual information during the examination to support understanding of the stimulus.</li> </ul> </li> </ul>
<b>Visual Art</b> General senior subject	Summative internal assessment 1 (IA1): Investigation — inquiry phase 1 (15%)	<ul style="list-style-type: none"> <li>• Mode: <ul style="list-style-type: none"> <li>- written report, 1000–1500 words <i>or</i></li> <li>- multimodal presentation, 7–9 minutes <i>or</i></li> <li>- digital presentation (e.g. video, digital book) 8–10 A4 pages/slides or equivalent timed digital media</li> </ul> </li> <li>• Visual support, including relevant annotated artworks, images, diagrams and/or experimental representations</li> <li>• Experimental artworks are included to support individual interpretation of researched art practices, and are presented using appropriate methods for the mode of delivery</li> <li>• Submission: <ul style="list-style-type: none"> <li>- written — pdf file stored by school</li> <li>- digital/multimodal — .mov, mp4, pptx or .avi for dynamic files.</li> </ul> </li> </ul>
	Summative internal assessment 2 (IA2): Project — inquiry phase 2 (25%)	<p>Students must be given continuous class time to resolve Project — inquiry phase 2. Student submission includes:</p> <ul style="list-style-type: none"> <li>• student-selected media area/s</li> <li>• single resolved artwork, or a collection of resolved artworks, related to each other in some way, with each one being as important as the other. Documentation includes <ul style="list-style-type: none"> <li>- photographic evidence of resolved work, including details as required</li> <li>- photographic evidence to demonstrate display of work realised in physical form, or intended display demonstrated through digital or virtual forms</li> <li>- video and audio recording of time-based media or site-specific work as required</li> </ul> </li> <li>• artist's statement/s that assist/s audience understanding of body of work focus and critical thinking <ul style="list-style-type: none"> <li>- one statement for a single artwork or a collection of artworks, or multiple statements for individual artworks in a collection, as determined by the student focus</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- maximum 150 words per statement (name, title, media and size are not included in word count)</li> <li>• annotated illustration of the resolved artwork/s to support performance descriptors in developing, researching and reflecting criteria as required. Maximum 200 words in annotations for a single artwork or a collection of artworks</li> <li>• focus from inquiry phase 1 to assist communication of ideas and representations. The focus will not be re-assessed</li> <li>• supporting evidence to communicate relevant development of solutions, research and experimentation in the creative process, and evaluation and judgment during problem-solving <ul style="list-style-type: none"> <li>- can be 1–4 pages, slides, or similar and may include student’s experimental artwork, sketches, annotated diagrams and images, notes, ideas, photographs and/or collections of stimulus with reflective commentary</li> <li>- can be documented in any form suited to the student focus and/or process, such as sketchbook, folder, container of three-dimensional objects, digital files, website, blog</li> <li>- is selected by the student to demonstrate a connection between processes of conceptual development and resolved work; appropriate evidence is dependent on the nature of the work, media and approaches</li> <li>- supports the authenticity of student work through evidence of primary sources, acknowledgement of secondary sources and/or documentation of progressive development.</li> </ul> </li> <li>• Submission: <ul style="list-style-type: none"> <li>- pdf, .mov, mp4, pptx or .avi for dynamic files.</li> </ul> </li> </ul>
	<p>Summative internal assessment 3 (IA3): Project — inquiry phase 3 (35%)</p>	<p>Student submission includes:</p> <ul style="list-style-type: none"> <li>• student-selected media area/s</li> <li>• single resolved artwork, or a collection of resolved artworks, related to each other in some way, with each one being as important as the other. Documentation includes <ul style="list-style-type: none"> <li>- photographic evidence of resolved work, including details as required</li> <li>- photographic evidence to demonstrate display of work realised in physical form, or intended display demonstrated through digital or virtual forms</li> <li>- video and audio recording of time-based media or site-specific work as required</li> </ul> </li> <li>• artist’s statement/s to assist audience understanding of body of work focus and creative thinking <ul style="list-style-type: none"> <li>- one statement for a single artwork or a collection of artworks, or multiple statements for individual artworks in a collection, as determined by the student focus</li> <li>- maximum 150 words per statement (name, title, media and size are not included in word count)</li> </ul> </li> <li>• annotated illustration of the resolved artwork/s to support performance descriptors in developing, researching and reflecting criteria as required. Maximum 200 words in annotations for a single artwork or a collection of artworks</li> </ul>

		<ul style="list-style-type: none"> <li>• focus from inquiry phase 1 and annotated illustration of the resolved work from inquiry phase 2 to assist the demonstration of alternate representations or expansion of the ideas from Unit 3. This work will not be re-assessed</li> <li>• supporting evidence to communicate relevant development of solutions, research and experimentation in the creative process, and evaluation and judgment during problem-solving <ul style="list-style-type: none"> <li>- can be 1–4 pages, slides, or similar and may include student’s experimental artwork, sketches, annotated diagrams and images, notes, ideas, photographs and/or collections of stimulus with reflective commentary</li> <li>- can be documented in any form suited to the student focus and/or process, such as sketchbook, folder, container of three-dimensional objects, digital files, website, blog</li> <li>- is selected by the student to demonstrate a connection between processes of conceptual development and resolved work; appropriate evidence is dependent on the nature of the work, media and approaches</li> <li>- supports the authenticity of student work through evidence of primary sources, acknowledgement of secondary sources and/or documentation of progressive development.</li> </ul> </li> <li>• Submission: <ul style="list-style-type: none"> <li>- pdf, .mov, .mp4, .pptx or .avi for dynamic files.</li> </ul> </li> </ul>
	Summative external assessment (EA): Examination (25%)	<ul style="list-style-type: none"> <li>• Time: 2 hours plus 10 minutes planning time</li> <li>• Mode: written</li> <li>• Length: 800–1000 words</li> <li>• Other: <ul style="list-style-type: none"> <li>- unseen stimulus will be succinct enough to allow students sufficient time to engage with them</li> <li>- students will be provided with contextual information during the examination to support understanding of the stimulus.</li> </ul> </li> </ul>
<b>Music Extension (Composition)</b> General senior subject	Summative internal assessment 1 (IA1): Composition 1 (20%)	<ul style="list-style-type: none"> <li>• Duration: approximately 15 hours, in both class time and students’ own time. Students must be given continuous class time to develop Composition 1</li> <li>• Length: The composition must be of at least one minute duration to ensure compositional devices can be seen</li> <li>• Statement of compositional intent: written 200–400 words, or filmed oral or audio equivalent, 1–2 minutes that examines and evaluates the music elements, concepts and compositional devices, and expresses the meaning communicated through the composition.</li> <li>• Other: <ul style="list-style-type: none"> <li>- students must present their compositions as a sound recording, or a score (traditional, graphic or contemporary), or both</li> <li>- compositions that are arrangements of existing music require substantial reworking of music</li> </ul> </li> </ul>



		<p>elements and must be well removed, but derived, from the original composition.</p> <ul style="list-style-type: none"> <li>• Submission: <ul style="list-style-type: none"> <li>- Composition — .pdf of scored compositions, .mov, .mp3, .mp4, .pptx or .avi for dynamic files</li> <li>- Statement of compositional intent — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.</li> </ul> </li> </ul>
	Summative internal assessment 2 (IA2): Composition 2 (20%)	<ul style="list-style-type: none"> <li>• Duration: approximately 15 hours, in both class time and students' own time. Students must be given continuous class time to develop Composition 2</li> <li>• Length: The composition must be of at least one minute duration to ensure compositional devices can be seen</li> <li>• Statement of compositional intent: written 200–400 words, or filmed oral or audio equivalent, 1–2 minutes that examines and evaluates the music elements, concepts and compositional devices, and expresses the meaning communicated through the composition.</li> <li>• Other: <ul style="list-style-type: none"> <li>- students must present their compositions as a sound recording, or a score (traditional, graphic or contemporary) or both</li> <li>- compositions that are arrangements of existing music require substantial reworking of music elements and must be well removed, but derived, from the original composition.</li> </ul> </li> <li>• Submission: <ul style="list-style-type: none"> <li>- Composition — .pdf of scored compositions, .mov, .mp3, .mp4, .pptx or .avi for dynamic files</li> <li>- Statement of compositional intent — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.</li> </ul> </li> </ul>
	Summative internal assessment 3 (IA3): Composition project (35%)	<ul style="list-style-type: none"> <li>• Duration: approximately 25 hours, in both class time and students' own time. Students must be given continuous class time to develop the composition project</li> <li>• Length: The composition must be of at least two minutes duration to ensure compositional devices can be seen</li> <li>• Statement of compositional intent: written 200–400 words, or filmed oral or audio equivalent , 1–2 minutes that examines the music elements, concepts and compositional devices, and expresses the meaning communicated through the composition</li> <li>• Other: <ul style="list-style-type: none"> <li>- students must present their compositions as a sound recording, or a score (traditional, graphic or contemporary), or both</li> <li>- compositions that are arrangements of existing music require substantial reworking of music elements and must be well removed, but derived, from the original composition.</li> </ul> </li> <li>• Submission: <ul style="list-style-type: none"> <li>- Composition — .pdf of scored compositions, .mov, .mp3, .mp4, .pptx or .avi for dynamic files</li> <li>- Statement of compositional intent — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- Reflective statement — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.</li> </ul>
	Summative external assessment (EA): Examination — extended response (25%)	<ul style="list-style-type: none"> <li>• Time: 2 hours plus 20 minutes planning time</li> <li>• Length: written, 800–1000 words</li> <li>• Other: <ul style="list-style-type: none"> <li>- unseen stimulus will be succinct enough to allow students sufficient time to engage with them</li> <li>- students will be provided with contextual program notes during the examination to support understanding of the stimulus.</li> </ul> </li> </ul>
<b>Music Extension (Musicology)</b> General senior subject	Summative internal assessment 1 (IA1): Investigation 1 (20%)	<ul style="list-style-type: none"> <li>• Duration: approximately 15 hours, in both class time and students' own time. Students must be given continuous class time to develop Investigation 1</li> <li>• Length: written, 1500–2000 words</li> <li>• Submission: <ul style="list-style-type: none"> <li>- Annotated bibliography — .pdf.</li> </ul> </li> </ul>
	Summative internal assessment 2 (IA2): Investigation 2 (20%)	<ul style="list-style-type: none"> <li>• Duration: approximately 15 hours, in both class time and students' own time. Students must be given continuous class time to develop Investigation 2</li> <li>• Length: <ul style="list-style-type: none"> <li>- written 1500–2000 words <i>or</i></li> <li>- spoken: 8–10 mins <i>or</i></li> <li>- multimodal: live or virtual presentation, 9–11 mins <i>or</i></li> <li>- digital presentation, 10–15 digital pages or slides.</li> </ul> </li> <li>• Submission: <ul style="list-style-type: none"> <li>- Investigation — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.</li> </ul> </li> </ul>
	Summative internal assessment 3 (IA3): Musicology project (35%)	<ul style="list-style-type: none"> <li>• Duration: approximately 25 hours, in both class time and students' own time. Students must be given continuous class time to develop the musicology project</li> <li>• Mode: <ul style="list-style-type: none"> <li>- multimodal extended response: live presentation 9–11 mins</li> <li>- digital presentation 10–15 digital pages/slides, including at least 2 minutes of video and/or audio excerpts that may include their own or others' work</li> </ul> </li> <li>• Reflective statement: written 300 words, or filmed oral or audio explanation, 1–2 minutes evaluating at least two techniques and/or strategies of best practice that influenced the multimodal extended response.</li> <li>• Submission: <ul style="list-style-type: none"> <li>- Multimodal extended response — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- Reflective statement — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.</li> </ul>
	Summative external assessment (EA): Examination — extended response (25%)	<ul style="list-style-type: none"> <li>• Time: 2 hours plus 20 minutes planning time</li> <li>• Length: written, 800–1000 words</li> <li>• Other: <ul style="list-style-type: none"> <li>- unseen stimulus will be succinct enough to allow students sufficient time to engage with them</li> <li>- students will be provided with contextual program notes during the examination to support understanding of the stimulus.</li> </ul> </li> </ul>
<b>Music Extension (Performance)</b> General senior subject	Summative internal assessment 1 (IA1): Investigation 1 (20%)	<ul style="list-style-type: none"> <li>• Duration: approximately 15 hours, in both class time and students' own time. Students must be given continuous class time to rehearse Performance 1</li> <li>• Length: approximately 2–3 minutes</li> <li>• Performance statement: written 200–400 words, or filmed oral or audio equivalent, 1–2 minutes that examines and evaluates the performance choices made in the work, and expresses the meaning communicated through the performance.</li> <li>• Other: <ul style="list-style-type: none"> <li>- if the performance is in an ensemble, the student's part must be independent and aurally identifiable (one person per part)</li> <li>- where students choose to accompany themselves, both music roles will be assessed as a cohesive performance</li> <li>- repertoire must be different from that performed in Music.</li> </ul> </li> <li>• Submission: <ul style="list-style-type: none"> <li>- Performance —.mov, .mp4, .pptx or .avi for dynamic files</li> <li>- Performance statement — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.</li> </ul> </li> </ul>
	Summative internal assessment 2 (IA2): Investigation 2 (20%)	<ul style="list-style-type: none"> <li>• Duration: approximately 15 hours, in both class time and students' own time. Students must be given continuous class time to rehearse Performance 2</li> <li>• Length: approximately 2–3 minutes</li> <li>• Performance statement: written 200–400 words, or filmed oral or audio equivalent, 1–2 minutes that examines and evaluates the performance choices made in the work, and expresses the meaning communicated through the performance.</li> <li>• Other: <ul style="list-style-type: none"> <li>- if the performance is in an ensemble, the student's part must be independent and aurally identifiable (one person per part)</li> <li>- where students choose to accompany themselves, both music roles will be assessed as a cohesive performance</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- repertoire must be different from that performed in Music.</li> <li>• Submission: <ul style="list-style-type: none"> <li>- Performance — .mov, .mp4, .pptx or .avi for dynamic files</li> <li>- Performance statement — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.</li> </ul> </li> </ul>
	Summative internal assessment 3 (IA3): Performance project (35%)	<ul style="list-style-type: none"> <li>• Duration: approximately 25 hours, in both class time and students' own time. Students must be given continuous class time to rehearse the performance project</li> <li>• Length: approximately 5–6 minutes</li> <li>• Performance statement: written 200–400 words, or filmed oral or audio equivalent, 1–2 minutes that examines the performance choices made in the work and expresses the meaning communicated through the performance.</li> <li>• Reflective statement: written 300 words, or filmed oral or audio explanation, 1–2 minutes evaluating at least two techniques and/or strategies of best practice that influenced the performance</li> <li>• Other: <ul style="list-style-type: none"> <li>- if the performance is in an ensemble, the student's part must be independent and aurally identifiable (one person per part)</li> <li>- where students choose to accompany themselves, both music roles will be assessed as a cohesive performance</li> <li>- repertoire must be different from that performed in Music.</li> </ul> </li> <li>• Submission: <ul style="list-style-type: none"> <li>- Performance — .mov, .mp4, .pptx or .avi for dynamic files</li> <li>- Performance statement — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files</li> <li>- Reflective statement — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.</li> </ul> </li> </ul>
	Summative external assessment (EA): Examination — extended response (25%)	<ul style="list-style-type: none"> <li>• Time: 2 hours plus 20 minutes planning time</li> <li>• Length: written, 800–1000 words</li> <li>• Other: <ul style="list-style-type: none"> <li>- unseen stimulus will be succinct enough to allow students sufficient time to engage with them</li> <li>- students will be provided with contextual program notes during the examination to support understanding of the stimulus.</li> </ul> </li> </ul>
<b>Arts in Practice</b> Applied senior subject	Project A response to a single task, situation and/or scenario.	<p>The Project in Arts in Practice requires:</p> <ul style="list-style-type: none"> <li>• a product (artwork) that demonstrates the significant contribution of at least two art forms</li> <li>• at least one other component from the following: <ul style="list-style-type: none"> <li>- Written 500–900 words</li> <li>- Spoken 2½ – 3½ minutes</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- Multimodal: <ul style="list-style-type: none"> <li>▪ non-presentation 8 A4 pages max (or equivalent)</li> <li>▪ presentation 3–6 minutes.</li> </ul> </li> </ul>
	<p><b>Product (Artwork)</b> A technique that assesses the application of skills in the creation of an original product (artwork) that expresses a personal aesthetic.</p>	<ul style="list-style-type: none"> <li>• Product (artwork): variable conditions. Schools give students some continuous class time to develop the response. Schools should give students guidance so that products are possible to complete with available resources and within the allocated time.</li> </ul>
	<p><b>Extended response</b> A response that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</p>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• Written: 600–1000 words</li> <li>• Spoken: 3–4 minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>- non-presentation 10 A4 pages max (or equivalent)</li> <li>- presentation 4–7 minutes.</li> </ul> </li> </ul>
	<p><b>Investigation</b> A response that includes locating and using information beyond students' own knowledge and the data they have been given.</p>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• Written: 600–1000 words</li> <li>• Spoken: 3–4 minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>- non-presentation 10 A4 pages max (or equivalent)</li> <li>- presentation 4–7 minutes.</li> </ul> </li> </ul>
<p><b>Dance in Practice</b> Applied senior subject</p>	<p><b>Project</b> A response to a single task, situation and/or scenario.</p>	<p>Project in Dance in Practice requires:</p> <ul style="list-style-type: none"> <li>• a dance performance: 1½–2 minutes.</li> <li>• at least one other component from the following: <ul style="list-style-type: none"> <li>- Written: 500–900 words</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- Spoken: 2½–3½ minutes</li> <li>- Multimodal: <ul style="list-style-type: none"> <li>▪ non-presentation 8 A4 pages max (or equivalent)</li> <li>▪ presentation 3–6 minutes</li> </ul> </li> <li>• Product: variable conditions.</li> </ul>
Performance	A response that assesses the physical demonstration of identified skills.	<ul style="list-style-type: none"> <li>• Dance performance: 2–3 minutes</li> <li>• Production performance: variable conditions</li> <li>• Teaching performance: variable conditions</li> </ul>
Product	A response that assesses the production of a design solution and folio or choreographic work.	<ul style="list-style-type: none"> <li>• Design solution and folio: variable conditions</li> <li>• Choreographic work: 2–3 minutes</li> </ul>
Extended response	A response that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• Written: 600–1000 words</li> <li>• Spoken: 3–4 minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>- non-presentation 10 A4 pages max (or equivalent)</li> <li>- presentation 4–7 minutes.</li> </ul> </li> </ul>
Investigation	A response that includes locating and using information beyond students' own knowledge and the	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• Written: 600–1000 words</li> <li>• Spoken: 3–4 minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>- non-presentation 10 A4 pages max (or equivalent)</li> <li>- presentation 4–7 minutes.</li> </ul> </li> </ul>

	data they have been given.	
<b>Drama in Practice</b> Applied senior subject	<b>Project</b> A response to a single task, situation and/or scenario.	At least two different components from the following: <ul style="list-style-type: none"> <li>• Written: 500–900 words</li> <li>• Spoken: 2½–3½ minutes</li> <li>• Multimodal:             <ul style="list-style-type: none"> <li>– non-presentation 8 A4 pages max (or equivalent)</li> <li>– presentation 3–6 minutes</li> </ul> </li> <li>• Performance onstage (stage acting):             <ul style="list-style-type: none"> <li>– 2–4 minutes individual</li> <li>– 1½–3 minutes group</li> </ul> </li> <li>• Performance onstage (screen acting):             <ul style="list-style-type: none"> <li>– 2–3 minutes individual</li> <li>– 1½–2 ½ minutes group</li> </ul> </li> <li>• Performance offstage (directing, designing): 4–6 minutes individual (excluding actors delivering text)</li> <li>• Workshop performance (other): variable conditions. Schools give students some continuous class time to develop the workshop performance component/s of their project. The length of this component will depend on the nature of the task.</li> <li>• Product: variable conditions. Schools give students some continuous class time to develop the product component/s of their project. Schools should consider the complexity of producing the product and should guide students accordingly. The number of products required should reflect the available time and resources, including cost. In most instances a single realised product would be appropriate.</li> </ul>
	<b>Performance</b> A response that assesses the physical demonstration of identified skills.	<ul style="list-style-type: none"> <li>• Acting performance (stage):             <ul style="list-style-type: none"> <li>– 3–5 minutes individual</li> <li>– 2–4 minutes group</li> </ul> </li> <li>• Acting performance (screen):             <ul style="list-style-type: none"> <li>– 2½–3½ minutes individual</li> <li>– 2–3 minutes group</li> </ul> </li> <li>• Directing performance: 5–7 minutes individual (excluding actors delivering text)</li> </ul>
	<b>Product</b> A response that assesses the	<ul style="list-style-type: none"> <li>• Product: variable conditions. Schools give students some continuous class time to develop the product/s. Schools should consider the complexity of producing the product/s and should guide students accordingly. The number of products required should reflect the available time</li> </ul>

	production of a design solution and folio or choreographic work.	and resources, including cost. In most instances a single realised product would be appropriate.
	Extended response A response that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• Written: 600–1000 words</li> <li>• Spoken: 3–4 minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>– non-presentation 10 A4 pages max (or equivalent)</li> <li>– presentation 4–7 minutes.</li> </ul> </li> </ul>
	Investigation A response that includes locating and using information beyond students' own knowledge and the data they have been given.	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• Written: 600–1000 words</li> <li>• Spoken: 3–4 minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>– non-presentation 10 A4 pages max (or equivalent)</li> <li>– presentation 4–7 minutes.</li> </ul> </li> </ul>
<b>Media Arts in Practice</b> Applied senior subject	Project A response to a single task, situation and/or scenario.	At least two different components from the following: <ul style="list-style-type: none"> <li>• Written: 500–900 words</li> <li>• Spoken: 2½–3½ minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>– non-presentation 8 A4 pages max (or equivalent)</li> <li>– presentation 3–6 minutes</li> </ul> </li> <li>• Product: variable conditions. Schools give students some continuous class time to develop the product component/s of their project. Schools should consider the complexity of producing the product and should guide students accordingly. The number of products required should reflect the available time and resources, including cost. In most instances a single realised product would be appropriate.</li> </ul>
	Product	<ul style="list-style-type: none"> <li>• Product: variable conditions. Schools give students some continuous class time to develop the</li> </ul>



	A response that assesses the production of a design solution and folio or choreographic work.	product component/s of their project. Schools should consider the complexity of producing the product and should guide students accordingly. The number of products required should reflect the available time and resources, including cost. In most instances a single realised product would be appropriate.
	Extended response A response that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• Written: 600–1000 words</li> <li>• Spoken: 3–4 minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>– non-presentation 10 A4 pages max (or equivalent)</li> <li>– presentation 4–7 minutes.</li> </ul> </li> </ul>
	Investigation A response that includes locating and using information beyond students' own knowledge and the data they have been given.	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• Written: 600–1000 words</li> <li>• Spoken: 3–4 minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>– non-presentation 10 A4 pages max (or equivalent)</li> <li>– presentation 4–7 minutes.</li> </ul> </li> </ul>
<b>Music in Practice</b> Applied senior subject	Project A response to a single task, situation and/or scenario.	At least two different components from the following: <ul style="list-style-type: none"> <li>• Written: 500–900 words</li> <li>• Spoken: 2½–3½ minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>– non-presentation 8 A4 pages max (or equivalent)</li> <li>– presentation 3–6 minutes</li> </ul> </li> <li>• Performance: variable conditions. Schools give students some continuous class time to develop the performance component of the collection of work. The length of this component will depend on the nature of the task.</li> <li>• Product: variable conditions. Schools give students some continuous class time to develop the product component of the collection of work. The length of this component will depend on the nature</li> </ul>

		of the task.
	<p><b>Performance</b> A technique that assesses the physical demonstration of identified skills.</p>	<ul style="list-style-type: none"> <li>• Music performance: minimum of two minutes total performance time. Schools give students some continuous class time to develop the performance response. The length of this response will depend on the nature of the task.</li> <li>• Production performance: variable conditions. Schools give students some continuous class time to develop the performance response. The length of this response will depend on the nature of the task.</li> </ul>
	<p><b>Product (Composition)</b> A technique that assesses the application of skills to create music.</p>	<ul style="list-style-type: none"> <li>• Manipulating existing sounds: minimum 2 minutes</li> <li>• Arranging and creating: minimum of 32 bars or 60 seconds</li> </ul>
	<p><b>Extended response</b> A response that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</p>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• Written: 600–1000 words</li> <li>• Spoken: 3–4 minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>– non-presentation 10 A4 pages max (or equivalent)</li> <li>– presentation 4–7 minutes.</li> </ul> </li> </ul>
	<p><b>Investigation</b> A response that includes locating and using information beyond students' own knowledge and the data they have been given.</p>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• Written: 600–1000 words</li> <li>• Spoken: 3–4 minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>– non-presentation 10 A4 pages max (or equivalent)</li> <li>– presentation 4–7 minutes.</li> </ul> </li> </ul>
<p><b>Visual Arts in Practice</b> Applied senior subject</p>	<p><b>Project</b> A response to a single task, situation</p>	<p>A project consists of:</p> <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> </ul>

	and/or scenario.	<ul style="list-style-type: none"> <li>• at least one different component from the following: <ul style="list-style-type: none"> <li>- Written: 500–900 words</li> <li>- Spoken: 2½–3½ minutes</li> <li>- Multimodal: <ul style="list-style-type: none"> <li>▪ non-presentation 8 A4 pages max (or equivalent)</li> <li>▪ presentation 3–6 minutes</li> </ul> </li> </ul> </li> <li>• Product: variable conditions. Schools should consider the complexity of producing the product/artwork and should guide students accordingly. The number of products/artworks required should reflect the available time and resources, including cost. In most instances a single realised artwork would be appropriate.</li> </ul>
	<b>Product</b> A technique that assesses the application of identified skills to the production of artworks.	<ul style="list-style-type: none"> <li>• Product: variable conditions. Schools should consider the complexity of producing the product/artwork and should guide students accordingly. The number of products/artworks required should reflect the available time and resources, including cost. In most instances a single realised artwork would be appropriate.</li> </ul>
	<b>Extended response</b> A response that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• Written: 600–1000 words</li> <li>• Spoken: 3–4 minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>- non-presentation 10 A4 pages max (or equivalent)</li> <li>- presentation 4–7 minutes</li> </ul> </li> </ul>
	<b>Investigation</b> A response that includes locating and using information beyond students' own knowledge and the data they have been given.	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• Written: 600–1000 words</li> <li>• Spoken: 3–4 minutes</li> <li>• Multimodal: <ul style="list-style-type: none"> <li>- non-presentation 10 A4 pages max (or equivalent)</li> <li>- presentation 4–7 minutes</li> </ul> </li> </ul>