

Year 10 assessment techniques and conditions

Australian Curriculum learning areas and subjects

This resource provides a summary of suggested assessment techniques and conditions for Year 10 Australian Curriculum learning areas and subjects.

Subject	Techniques — formats	Open conditions	Supervised conditions
English	<p>Imaginative texts</p> <ul style="list-style-type: none"> performances narratives transformations of texts monologues in role creative responses to a text drama or television scripts <p>Informative texts</p> <ul style="list-style-type: none"> reports discussions literary analyses transformations of texts procedures presentations informative speeches comparative essays biographies and autobiographies travel writing <p>Persuasive texts</p> <ul style="list-style-type: none"> reports discussions debates transformations of texts speeches for special occasions or events feature articles, columns, editorials 	<p>Assessment requiring imaginative, informative and persuasive responses created in open conditions will typically:</p> <ul style="list-style-type: none"> be undertaken individually, in pairs or in small groups give prior notice of the assessment, e.g. two weeks notice before the due date allow access to resources (material or human) when developing the response provide opportunities for drafting and/or conferencing to scaffold learning and ensure the response is the student's own work be presented in class or submitted as an audio/audiovisual recording. <p>Suggested lengths</p> <ul style="list-style-type: none"> written responses of 200–800 words spoken/signed or multimodal responses of 3–5 minutes 	<p>Assessment requiring imaginative, informative and persuasive responses created in supervised conditions will typically:</p> <ul style="list-style-type: none"> be undertaken individually be unseen, e.g. no prior detail of the specific assessment or prepared questions, two days notice of the assessment provide lengthy stimulus materials to students prior to the administration of the supervised assessment be held under test or examination conditions allow perusal time, if required be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths</p> <ul style="list-style-type: none"> 45–90 minutes

	<ul style="list-style-type: none"> • reviews • biographies and autobiographies • travel writing • essays 		
Health and Physical Education	<p>Physical performances</p> <ul style="list-style-type: none"> • practising, refining and applying movement skills and movement concepts and strategies to new and challenging movement situations or activities • promoting fair play, inclusivity, leadership and cooperation • creating and performing movement sequences in a range of contexts • solving movement challenges individually or in groups <p>Research</p> <ul style="list-style-type: none"> • roleplays • interviews/debates • oral reports • written texts <ul style="list-style-type: none"> – descriptions – explanations – expositions – reports – feature articles – action plans/media campaigns • podcasts and webcasts • multimodal presentations • digital presentations using ICTs, e.g. PowerPoint, iPad applications, webpages • seminars <p>Collections of work</p> <ul style="list-style-type: none"> • visual descriptions and/or explanations 	<p>Physical performances, research and collections of work will typically be:</p> <ul style="list-style-type: none"> • undertaken individually and/or in groups • prepared in class time and/or in students' own time. <p>Suggested lengths</p> <ul style="list-style-type: none"> • written responses of 200–800 words • spoken/signed or multimodal responses of 3–5 minutes • performances are observed on a number of occasions over a period of time during lessons, and judgments relating to the quality of performance are made iteratively 	<p>Supervised assessment items will typically:</p> <ul style="list-style-type: none"> • be undertaken individually • be held under test or examination conditions • allow perusal time, if required • use stimulus materials that are succinct enough to allow students to engage with them in the time provided (if stimulus materials are lengthy, they may need to be given to students prior to the administration of the supervised assessment) • be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths</p> <ul style="list-style-type: none"> • 45–90 minutes • written responses of up to 400 words

	<ul style="list-style-type: none"> - categorised pictures - annotated drawings - photographs - 3D models • records of data from practical activities <ul style="list-style-type: none"> - tallies - tables - graphs • visual representations of a process <ul style="list-style-type: none"> - flow charts - diagrams • oral and/or written responses to a stimulus • oral and/or written texts about practical activities • journal entries, e.g. reflection and/or analysis of health and movement scenarios • annotated bibliographies <p>Supervised assessment</p> <ul style="list-style-type: none"> • short-response examinations requiring responses in formats such as <ul style="list-style-type: none"> - true/false - multiple choice - single word - sentence - cloze passage • extended-response examinations requiring, e.g. <ul style="list-style-type: none"> - response to a stimulus - explanation of a process and/or practical activity - construction, interpretation and/or analysis of primary or secondary data 		
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History	<p>Research</p> <ul style="list-style-type: none"> • reflective reports based on a field trip, e.g. local community site, museum • written assignments that test a hypothesis or answer a research question • analytical, persuasive or argumentative essays • journals • feature articles • interviews supported by contextualising essays • multimodal presentations • formal speeches with notes • webcasts and podcasts • seminars and conferences • webpages <p>Collections of work</p> <ul style="list-style-type: none"> • labelled diagrams • written explanations • journal entries • records of evidence gathered on a field trip • summaries and analyses of newspaper or magazine articles from a historical perspective • annotated bibliographies • oral, electronic or multimodal presentations <p>Supervised assessment items in response to questions or statements</p> <ul style="list-style-type: none"> • Questions or statements are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised. • Stimulus materials may also be used. Stimulus materials may be seen or unseen. 	<p>Research will typically be:</p> <ul style="list-style-type: none"> • undertaken individually • prepared in class time and/or in students' own time • referenced in a style appropriate to the genre • supported by research notes and/or a record of research. <p>Suggested lengths</p> <ul style="list-style-type: none"> • written responses of 400–800 words • spoken/signed or multimodal of 3–5 minutes <p>Collections of work will typically be:</p> <ul style="list-style-type: none"> • undertaken individually and/or in groups • prepared in class time and/or in students' own time. <p>Suggested lengths</p> <ul style="list-style-type: none"> • written responses of 200–800 words, depending on the nature of component tasks • spoken/signed or multimodal responses of 3–5 minutes 	<p>Supervised assessment will typically:</p> <ul style="list-style-type: none"> • be undertaken individually • be held under test or examination conditions • allow perusal time, if required • provide the question or statement that students are required to respond to prior to the assessment, if required • provide lengthy source materials to students prior to the administration of the supervised assessment • enable students to seek assistance from their teacher regarding comprehension and interpretation of sources • be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths</p> <ul style="list-style-type: none"> • 45–90 minutes • written responses of up to 400 words
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	<ul style="list-style-type: none"> Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to or have directly used in class. 		
Geography	<p>Research</p> <ul style="list-style-type: none"> reports based on fieldwork written assignments, in response to inquiry questions, that present findings in a range of text types, such as brochures, letters, analytical essays, persuasive or argumentative essays, interviews and feature articles multimodal presentations, such as seminars, conferences, photographic essays and formal speeches supported by cartographic and data sources ICT and/or spatial technology applications, such as webcasts, podcasts, webpages, blogs and digital urban trails or geocaching <p>Collections of work</p> <ul style="list-style-type: none"> drawing, labelling and/or explaining diagrams recalling spatial information, e.g. labelling maps records of evidence gathered from fieldwork practical exercises that include interpreting information (such as statistics, maps, photographs, images and graphs) and manipulating this information to produce graphic or cartographic presentations (such as choropleth maps, population pyramids, cross-sections and scatter graphs) using analytical and/or decision-making processes to identify and resolve issues arising from the components above 	<p>Research will typically be:</p> <ul style="list-style-type: none"> undertaken individually prepared in class time and/or in students' own time referenced in a style appropriate to the genre supported by research notes and/or a record of research. <p>Suggested lengths</p> <ul style="list-style-type: none"> written responses of 400–800 words spoken/signed or multimodal responses of 3–5 minutes <p>Collections of work will typically be:</p> <ul style="list-style-type: none"> undertaken individually and/or in groups prepared in class time and/or in students' own time. <p>Suggested lengths</p> <ul style="list-style-type: none"> written responses of 200–800 words spoken/signed or multimodal responses of 3–5 minutes 	<p>Supervised assessment will typically:</p> <ul style="list-style-type: none"> be undertaken individually be held under test or examination conditions allow perusal time, if required provide the question or statement that students are required to respond to prior to the assessment, if required provide lengthy source materials to students prior to the administration of the supervised assessment enable students to seek assistance from their teacher regarding comprehension and interpretation of sources be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths</p> <ul style="list-style-type: none"> 45–90 minutes written responses of up to 400 words

	<ul style="list-style-type: none"> • oral, electronic or multimodal presentations • summaries and analyses of newspaper or magazine articles • written explanations <p>Supervised assessment items in response to questions or statements</p> <ul style="list-style-type: none"> • Questions or statements are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised. Examples of items for a supervised assessment include <ul style="list-style-type: none"> – paragraph responses demonstrating a depth of conceptual understanding – sentence responses that define terms and give explanations and examples of those terms – essay responses to stimulus that demonstrate an ability to interpret, analyse and draw conclusions – tests in response to data that include a range of specific geographic data, e.g. aerial photos, maps, graphs, images, statistics, cartoons, texts – practical exercises that manipulate and represent geographical data from primary or secondary sources. 		
Mathematics	<p>Modelling and problem-solving tasks</p> <ul style="list-style-type: none"> • oral, electronic or multimodal presentations • computer-generated simulations • virtual models using computer software • 2D or 3D models <p>Mathematical investigations</p> <ul style="list-style-type: none"> • reports • brochures • journals 	<p>Modelling and problem-solving tasks, mathematical investigations or collections of work will typically be:</p> <ul style="list-style-type: none"> • undertaken individually and/or in groups • prepared in class time and/or in students' own time. <p>Suggested lengths</p> <ul style="list-style-type: none"> • written responses of 200–800 words • spoken/signed or multimodal responses of 3–5 minutes 	<p>Supervised assessment will typically:</p> <ul style="list-style-type: none"> • be undertaken individually • be held under test or examination conditions • allow perusal time, if required • allow time to check for students' understanding of instructions • use stimulus materials that are succinct enough to allow students to engage with them in the time provided (if stimulus

	<ul style="list-style-type: none"> • graphic organisers • oral, electronic or multimodal presentations • computer-generated simulations • virtual models using computer software • 2D or 3D models • blogs and wikis • podcasts and short videos • peer and self-reflections <p>Supervised assessment</p> <ul style="list-style-type: none"> • Questions: Items may include multiple-choice, single-word, true/false or sentence answers. These types of questions are useful for assessing content knowledge and are difficult to construct if trying to elicit meaningful higher order cognitive responses. • Prose: Items may include response-to-stimulus activities that require <ul style="list-style-type: none"> – explanations longer than one sentence – responses to seen or unseen stimulus materials. • Practical exercises and calculations: Items may require students to <ul style="list-style-type: none"> – construct, use, interpret or analyse primary or secondary data, graphs, tables or diagrams – apply algorithms or demonstrate mathematical calculations and problem-solving. <p>Collections of work</p> <ul style="list-style-type: none"> • Collections of work will typically be written and should be supported by the appropriate use of calculations, diagrams, flow charts, data, tables and graphics. 		<p>materials are lengthy, they may need to be given to students prior to the administration of the supervised assessment)</p> <ul style="list-style-type: none"> • be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths</p> <ul style="list-style-type: none"> • 45–90 minutes • written responses of up to 400 words
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Science	<p>Experimental investigations</p> <ul style="list-style-type: none"> • scientific reports • science journals • demonstrations • models • scientific phenomena models • computer-generated simulations • records of investigations involving setting up, making observations, and gathering and analysing data to maintain systems, e.g. aquariums, ecosystems or habitats <p>Research</p> <ul style="list-style-type: none"> • reports • multimodal presentations • interviews • debates • webcasts and podcasts • seminars and conferences • webpages <p>Collections of work</p> <ul style="list-style-type: none"> • labelled diagrams • written explanations • graphs and tables • flow charts and diagrams • science journal articles • reports on short practical activities • scientific analyses of real-world scenarios • records of research data or data gathered on a field trip or industry site visit • summaries and analyses of newspaper or magazine articles from a scientific perspective • annotated bibliographies • oral, electronic or multimodal presentations 	<p>Experimental investigations, research and collections of work will typically be:</p> <ul style="list-style-type: none"> • undertaken individually and/or in groups • prepared in class time and/or in students' own time. <p>Suggested lengths</p> <ul style="list-style-type: none"> • written responses of 200–800 words • spoken/signed or multimodal responses of 3–5 minutes 	<p>Supervised assessment will typically:</p> <ul style="list-style-type: none"> • be undertaken individually • be held under test or examination conditions • allow perusal time, if required • use stimulus materials that are succinct enough to allow students to engage with them in the time provided (if stimulus materials are lengthy, they may need to be given to students prior to the administration of the supervised assessment) • be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths</p> <ul style="list-style-type: none"> • 45–90 minutes • written responses of up to 400 words
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	<p>Supervised assessment</p> <ul style="list-style-type: none"> • Questions: Items may include multiple-choice, single-word, true/false or sentence answers. These types of questions are useful for assessing content knowledge and are difficult to construct if trying to elicit meaningful higher order cognitive responses. • Prose: Items may include response-to-stimulus activities that require <ul style="list-style-type: none"> – explanations longer than one sentence – ideas that are maintained, developed and justified – full-sentence responses and responses that may have one or several paragraphs – practical exercises and calculations – construction, use, interpretation or analysis of primary or secondary data, graphs, tables or diagrams – application of algorithms or demonstration of mathematical calculations and problem-solving. • Extended written response: Items require sustained analysis and evaluation to fully answer a problem, question or hypothesis. 		
Technologies — Design and Technologies	<p>Designed solutions</p> <ul style="list-style-type: none"> • Designed solutions tasks/formats may include opportunities to <ul style="list-style-type: none"> – meet local and community needs and current and future needs, and use environmental, economic and social sustainability factors – by the end of Year 10, create at least four designed solutions focused on one or more of the four technologies contexts <ul style="list-style-type: none"> ▪ Engineering principles and systems 	<p>Designed solutions, research and collections of work will typically be:</p> <ul style="list-style-type: none"> • undertaken individually and/or in groups • prepared in class time and/or in students' own time. <p>Suggested lengths</p> <ul style="list-style-type: none"> • written responses of 200–800 words • spoken/signed or multimodal responses of 3–5 minutes • continuous class time to develop the design 	<p>Supervised assessment will typically:</p> <ul style="list-style-type: none"> • be undertaken individually • be held under test or examination conditions • allow perusal time, if required • use stimulus materials that are succinct enough to allow students to engage with them in the time provided (if stimulus materials are lengthy, they may need to be given to students prior to the administration of the supervised

	<ul style="list-style-type: none"> ▪ Food and fibre production ▪ Food specialisations ▪ Materials and technologies specialisations (There is an additional open content description within this context to provide flexibility and choice.) <p>Research</p> <ul style="list-style-type: none"> • interviews/debates • oral reports • written texts <ul style="list-style-type: none"> – descriptions/explanations – expositions – reports – feature articles • evaluation of the advantages and disadvantages of design ideas and technologies with a focus on preferred futures, taking into account ethics, legal issues, social values and economic, environmental and social sustainability factors • multimodal presentations • digital presentations using ICTs, e.g. PowerPoint, iPad applications, webpages, podcasts • seminars <p>Collections of work</p> <ul style="list-style-type: none"> • descriptions of materials, systems, tools and equipment for a range of purposes <ul style="list-style-type: none"> – annotated drawings and/or photographs – labelled diagrams – 3D models – oral and/or written texts • exploring and testing a variety of materials, components, tools, equipment and 	project	<p>assessment)</p> <ul style="list-style-type: none"> • be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths</p> <ul style="list-style-type: none"> • 45–90 minutes • written responses of up to 400 words
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	<p>techniques to produce designed solutions</p> <ul style="list-style-type: none"> – tables – graphs <ul style="list-style-type: none"> • explanations of steps and design decisions <ul style="list-style-type: none"> – flow charts – diagrams – oral and/or written instructions • evaluations of processes and products <ul style="list-style-type: none"> – reflective journal entries – analyses of <ul style="list-style-type: none"> ▪ designed solutions that may consider aesthetic and functional requirements ▪ ethical decisions about the use of design and technologies, considering health and sustainability implications <p>Supervised assessment</p> <ul style="list-style-type: none"> • short-response examinations requiring responses in formats such as <ul style="list-style-type: none"> – true/false – multiple choice – single word – sentence – cloze passage • extended-response examinations requiring, e.g. <ul style="list-style-type: none"> – response to a stimulus – explanation of a process and/or practical activity – construction, interpretation and/or analysis of primary or secondary data 		
Technologies	Digital projects	Digital projects, research and collections of	Supervised assessment will typically:

<p>— Digital Technologies</p>	<ul style="list-style-type: none"> • digital solutions <ul style="list-style-type: none"> – interactive web applications – programmable multimedia assets – simulations of relationships between objects in the real world – redesigning and redeveloping robotics – database-driven websites – artificial intelligence engines – simulations, games and quizzes – mobile applications (apps) – designing and building robotics <p>Research</p> <ul style="list-style-type: none"> • interviews/debates • oral reports • written texts <ul style="list-style-type: none"> – descriptions/explanations – expositions – reports – feature articles • analyses of digital solutions that consider use of data, interactions with users and within systems, and possible impacts on people, the economy and environments • evaluation of the vital role that data plays in students' lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints • multimodal presentations • digital presentations using ICTs, e.g. PowerPoint, iPad applications, webpages, podcasts • seminars and conferences <p>Collections of work</p>	<p>work will typically be:</p> <ul style="list-style-type: none"> • undertaken individually and/or in groups • prepared in class time and/or in students' own time. <p>Suggested lengths</p> <ul style="list-style-type: none"> • written responses of 200–800 words • spoken/signed or multimodal responses of 3–5 minutes • continuous class time to develop the digital project 	<ul style="list-style-type: none"> • be undertaken individually • be held under test or examination conditions • allow perusal time, if required • use stimulus materials that are succinct enough to allow students to engage with them in the time provided (if stimulus materials are lengthy, they may need to be given to students prior to the administration of the supervised assessment) • be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths</p> <ul style="list-style-type: none"> • 45–90 minutes • written responses of up to 400 words
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	<ul style="list-style-type: none"> • descriptions of digital systems and their features <ul style="list-style-type: none"> – annotated drawings and/or photographs/labelled diagrams – 3D models – oral and/or written texts • collection and representation of data <ul style="list-style-type: none"> – tallies/tables – graphs • explanations of steps and decisions <ul style="list-style-type: none"> – flow charts/diagrams – oral and/or written instructions – algorithms • evaluations of processes and products <ul style="list-style-type: none"> – reflective journal entries – summaries and analyses of newspaper or magazine articles, social media or blogs – digital presentations using ICTs, e.g. PowerPoint, iPad applications <p>Supervised assessment</p> <ul style="list-style-type: none"> • short-response examinations requiring responses in formats such as <ul style="list-style-type: none"> – true/false – multiple choice – single word – sentence – cloze passage • extended-response examinations requiring, e.g. <ul style="list-style-type: none"> – response to a stimulus – explanation of a process and/or practical activity – construction, interpretation and/or analysis of primary or secondary data 		
The Arts —	Making	Assessment conducted under open conditions	Assessment conducted under supervised

Dance	<ul style="list-style-type: none"> recorded oral explanations proposals, briefs and/or pitches annotated diagrammatic representations of choreographic ideas freeze-frames and/or storyboards of the choreographic process sharing choreographed sequences throughout the making process (live or recorded) performances of teacher-choreographed or student-choreographed sequences performances of other prepared dance and/or movement sequences <p>Responding</p> <ul style="list-style-type: none"> explanations, analyses and evaluations using <ul style="list-style-type: none"> annotated pictures, diagrams and/or photographs oral and/or written responses reflective journal entries visual recordings with audio commentary blogs and/or webpages podcasts digital presentations using ICTs, e.g. PowerPoint, iPad applications, interactive whiteboard tutorials 	<p>will typically be:</p> <ul style="list-style-type: none"> undertaken individually and/or in groups prepared in class time and/or in students' own time. <p>Suggested lengths</p> <ul style="list-style-type: none"> written responses <ul style="list-style-type: none"> spoken/signed or multimodal responses of 50–200 words choreography of 2½–3 minutes each student is individually responsible for a work of 30–45 seconds or equivalent section of a larger work performances: approximately 1–2 minutes 	<p>conditions will typically:</p> <ul style="list-style-type: none"> be undertaken individually be held under test or examination conditions allow perusal time, if required provide the question or artwork that students are required to respond to prior to the assessment, if required use stimulus materials that are succinct enough to allow students to engage with them in the time provided (if stimulus materials are lengthy, they may need to be given to students prior to the administration of the supervised assessment) be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths</p> <ul style="list-style-type: none"> written responses of up to 200 words
The Arts — Drama	<p>Making</p> <ul style="list-style-type: none"> practical roleplay writing in role improvisation play building journals documenting the making process sharing drama works throughout the making process (live or recorded) 	<p>Assessment conducted under open conditions will typically be:</p> <ul style="list-style-type: none"> undertaken individually and/or in groups prepared in class time and/or in students' own time. <p>Suggested lengths</p> <ul style="list-style-type: none"> written responses of 50–200 words spoken/signed or multimodal responses of 	<p>Assessment conducted under supervised conditions will typically:</p> <ul style="list-style-type: none"> be undertaken individually be held under test or examination conditions allow perusal time, if required provide the question or artwork that students are required to respond to prior to the assessment, if required

	<ul style="list-style-type: none"> performances of student-devised drama or scripted drama <p>Responding</p> <ul style="list-style-type: none"> analyses and evaluations using <ul style="list-style-type: none"> oral and/or written responses reflective journal entries visual recordings with audio commentary blogs and/or webpages podcasts recordings digital presentations using ICTs, e.g. PowerPoint, iPad applications, interactive whiteboard tutorials 	<p>2½–3 minutes</p> <ul style="list-style-type: none"> forming (improvising, directing, scriptwriting): approximately 1–2 minutes performances: approximately 1–2 minutes 	<ul style="list-style-type: none"> use stimulus materials that are succinct enough to allow students to engage with them in the time provided (if stimulus materials are lengthy, they may need to be given to students prior to the administration of the supervised assessment) be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths</p> <ul style="list-style-type: none"> written responses of up to 200 words
The Arts — Media Arts	<p>Making</p> <ul style="list-style-type: none"> storyboards and/or scripts recordings sharing the development of artworks throughout the making process photographs/still images (with or without text and/or sound) moving images (with or without text and/or sound) animations (with or without text and/or sound) character images <p>Responding</p> <ul style="list-style-type: none"> analyses and evaluations using <ul style="list-style-type: none"> oral and/or written responses reflective journal entries visual recordings with audio commentary blogs and/or webpages podcasts recordings 	<p>Assessment conducted under open conditions will typically be undertaken individually and/or in groups.</p> <p>During the making of media artworks, students will require access to equipment, appropriate spaces and art materials. The majority of media artworks will be created in class/school time and this will vary depending on the scaffolding provided and the media area chosen.</p> <p>Suggested lengths</p> <ul style="list-style-type: none"> written responses of 50–200 words spoken/signed or multimodal responses of 2½–3 minutes storyboard: approximately 4–15 shots character images: 1–2 images scripts: approximately 2 minutes <ul style="list-style-type: none"> three-column script: approximately 2 minutes 	<p>Assessment conducted under supervised conditions will typically:</p> <ul style="list-style-type: none"> be undertaken individually provide the question or artwork that students are required to respond to prior to the assessment, if required use stimulus materials that are succinct enough to allow students to engage with them in the time provided (if stimulus materials are lengthy, they may need to be given to students prior to the administration of the supervised assessment) be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths</p> <ul style="list-style-type: none"> written responses of up to 200 words

	<ul style="list-style-type: none"> – digital presentations using ICTs, e.g. PowerPoint, iPad applications, interactive whiteboard tutorials 		
The Arts — Music	<p>Making</p> <ul style="list-style-type: none"> • journals documenting the composing process • sharing musical works throughout the composition process (live or recorded) • musical scores and/or written compositions • sound recordings of musical compositions • live performances of own or others' musical compositions • playing instruments solo and/or in a small ensemble • singing solo and/or in a small ensemble • conducting <p>Responding</p> <ul style="list-style-type: none"> • analyses and evaluations using <ul style="list-style-type: none"> – written responses, e.g. reflective journal – spoken responses with auditory and/or visual prompts, e.g. sound sources, musical scores – digital responses combining appropriate technologies, e.g. images, sound bites and embedded videos – blogs and/or webpages – podcasts – recordings 	<p>Assessment conducted under open conditions will typically be:</p> <ul style="list-style-type: none"> • undertaken individually and/or in groups • prepared in class time and/or in students' own time. <p>Suggested lengths</p> <ul style="list-style-type: none"> • written responses of 50–200 words • spoken/signed or multimodal responses of 2½–3 minutes • composition: a minimum of 8–12 bars or approximately 10–25 seconds • performances: approximately 1–2 minutes 	<p>Assessment conducted under supervised conditions will typically:</p> <ul style="list-style-type: none"> • be undertaken individually • provide the question or artwork that students are required to respond to prior to the assessment, if required • use stimulus materials that are succinct enough to allow students to engage with them in the time provided (if stimulus materials are lengthy, they may need to be given to students prior to the administration of the supervised assessment) • be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths</p> <ul style="list-style-type: none"> • written responses of up to 200 words
The Arts —	Making	Assessment conducted under open conditions	Assessment conducted under supervised

Visual Arts	<ul style="list-style-type: none"> • sharing the development of artworks throughout the making process • folios including planning, development and resolved artworks • displays of resolved artwork • contributions to an exhibition • individual or collaborative work, including <ul style="list-style-type: none"> – 2D media, e.g. drawings, paintings, printmaking, photographic art – 3D objects, e.g. ceramics, fibre art, installation, sculpture – design, e.g. costume and stage design, curatorial design, graphic design and illustration, product design – time-based media, e.g. electronic imaging, film, animation and television, sound art <p>Responding</p> <ul style="list-style-type: none"> • descriptions, explanations, analyses and evaluations using <ul style="list-style-type: none"> – oral and/or written responses – reflective journal entries – blogs and/or webpages – podcasts – recordings – digital presentations using ICTs, e.g. PowerPoint, iPad applications, interactive whiteboard tutorials, interviews with artists, art workers and craftspeople 	<p>will typically be undertaken individually and/or in groups.</p> <p>During the making of visual artworks, students will require access to equipment, appropriate spaces and art materials. The majority of visual artworks will be created in class/school time and this will vary depending on the scaffolding provided and the context chosen.</p> <p>Suggested lengths</p> <ul style="list-style-type: none"> • written responses of 50–200 words • spoken/signed or multimodal responses of 2½ –3 minutes 	<p>conditions will typically:</p> <ul style="list-style-type: none"> • be undertaken individually • provide the question or artwork that students are required to respond to prior to the assessment, if required • use stimulus materials that are succinct enough to allow students to engage with them in the time provided (if stimulus materials are lengthy, they may need to be given to students prior to the administration of the supervised assessment) • be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths</p> <ul style="list-style-type: none"> • written responses of up to 200 words
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Length of student responses

The length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide higher quality evidence of achievement.

Ensuring authenticity

When using open conditions, teachers should ensure that students' work is their own, particularly when students have access to electronic resources or when they are preparing collaborative assessments.

Teachers could use various methods to monitor that students' work is their own, including requesting that students:

- submit plans and drafts of their work
- produce and maintain documentation that charts the development of responses
- acknowledge the resources they have used.