



Visual Art 2025 v1.2

IA1: Sample assessment instrument A

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Developing — generating solutions	5	
Researching — reacting to stimulus	7	
Reflecting — considering ideas and information	4	
Resolving — communicating as artist and audience	4	
Overall	20	

Conditions

Technique	Investigation — inquiry phase 1
Unit	Unit 3: Art as knowledge
Topic/	Area of study: Developing Area of study: Researching Area of study: Reflecting Area of study: Resolving Area of study: Key terminology
Mode / length	Student choice of one of the following: <ul style="list-style-type: none">• Written — up to 2000 words• Multimodal (at least two modes delivered at the same time) — up to 10 minutes (up to 2000 words or up to 12 presentation slides)• Digital presentation (e.g. video, digital book) — up to 12 presentation slides (up to 2000 words or up to 10 minutes)
Individual / group	Individual
Other	<ul style="list-style-type: none">• Visual evidence, including experimental artworks, relevant annotated artworks, images and/or diagrams• Student-selected media
Resources	A wide range of art materials, cameras and equipment will be available for you to select from as you respond to the stimulus. The art library and online resources are available for your research. You are welcome and encouraged to introduce anything else you would like to work with.

Context

Unit 3 explores the concept of 'Art as knowledge'. This investigation provides opportunities for you to enrich your knowledge and aesthetic experience of the world through critical thinking, making and responding in the contemporary, personal, cultural and/or formal contexts.

As an artist, you will explore familiar and unfamiliar environments as stimulus for research and experiments that will inform the focus for your art practice.

As audience, you will consider what you can learn from works of art and how prior knowledge and experiences can influence the way visual language is read and understood.

Inquiry phase 1 is the initial stage in the self-directed body of work.

Task

You will generate a focus for your body of work through investigation of an individual inquiry question. Your investigation will:

- communicate your thoughts, observations, experiences or reactions to a two-part excursion
- make connections to art practices, artworks, ideas and meaning as you make and respond through the contemporary, personal, cultural and/or formal context/s
- include experimental artwork/s that explore approaches that could answer your inquiry question and are inspired by your research.

To complete this task, you must:

- implement ideas and representations through your inquiry question to generate relevant solutions in response to the defined stimulus
- apply literacy skills using referencing, relevant visual art terminology and language conventions that recognise artwork features and practices
- analyse and interpret at least two key artists' works through specified context/s and in response to your inquiry question
- evaluate influences of relevant primary sources and secondary sources in formulating ideas
- justify viewpoints supported by ideas and information presented through the stimulus
- experiment with visual forms and media in response to the stimulus and inquiry question
- realise visual, written or spoken responses to communicate your body of work focus in response to the stimulus.

Stimulus

The stimulus for your investigation is a two-part excursion. You will first visit the local natural environment that surrounds the school and then visit a contrasting industrial environment at the Port of Brisbane.

You will engage with a range of teacher-led activities that prompt you to respond to each environment as both artist and audience. The activities will assist you to explore both constructed knowledge and imaginative knowledge to assist the development of an individual inquiry question.

Following the excursion, you will select at least two key artists to investigate and inspire your experimental work. You should select artists whose work answers your inquiry question in diverse ways.

Checkpoints

- ☐ Week 2: Excursion with documentation and experimentation
- ☐ Week 3: Inquiry question consultation
- ☐ Week 5: Key artists and experimental work interview
- ☐ Week 6: Draft consultation

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- Your teacher will conduct interviews or consultations as you develop the response.
- Your teacher will ensure class cross-marking occurs.
- You will each produce a unique response by generating an individual inquiry question in response to the stimulus and selecting relevant key artists.
- You will provide documentation of your progress at each of the checkpoints listed above.

Scaffolding

Use the inquiry learning processes to:

- develop an individual inquiry question in response to your reactions and/or experiences during the two-part excursion specified in the stimulus and explore ideas and representations to answer your inquiry question
- research art practices of at least two relevant key artists through the contemporary, personal, cultural and/or formal contexts and experiment with visual approaches inspired by your new knowledge to answer your inquiry question
- reflect on the impact of influences from a variety of sources to evaluate and justify your viewpoint and response to your inquiry question
- resolve and communicate a self-directed focus for your body of work informed by development, research and reflection.

Present your findings in a research report form with a title page (including abstract and inquiry question), and the following headings — introduction, discussion, experimentation, conclusion, focus, reference list and appendixes (if required).

Instrument-specific marking guide (IA1):

Investigation — Inquiry phase 1 response (20%)

Developing — generating solutions	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • implementation of ideas and representations informed by <ul style="list-style-type: none"> – constructed knowledge – an individualised inquiry question that directs targeted investigation 	4–5
<ul style="list-style-type: none"> • implementation of ideas and representations that synthesise artists' practices and new knowledge and/or experiences 	3
<ul style="list-style-type: none"> • implementation of ideas and representations through an inquiry question that generates relevant solutions in response to the defined stimulus 	2
<ul style="list-style-type: none"> • implementation of ideas in response to the stimulus 	1
The student response does not satisfy any of the descriptors above.	0

Researching — reacting to stimulus	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • analysis and interpretation of the interrelationships between the individualised reaction to the stimulus and the artworks and/or practices of self and others • experimentation and exploitation of visual forms and media that demonstrate synthesis of new knowledge and understanding informed by the inquiry 	6–7
<ul style="list-style-type: none"> • analysis and interpretation of <ul style="list-style-type: none"> – literal and non-literal meaning in the work of self and/or others – the ways the selected artworks and context/s shape the inquiry • experimentation with visual forms and media informed by and building on research of relevant key artists and relevant practices 	4–5
<ul style="list-style-type: none"> • analysis and interpretation of key artists' works <ul style="list-style-type: none"> – through specified context/s – in response to the inquiry question • experimentation with visual forms and media in response to the stimulus and inquiry question 	2–3
<ul style="list-style-type: none"> • interpretation of meaning and/or context in artworks • exploration of media, ideas and/or information 	1
The student response does not satisfy any of the descriptors above.	0

Reflecting — considering ideas and information	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • evaluation of contemporary and/or historical influences and their impact on intellectual inquiry • justification of experimental approaches supported by critical understanding of the strengths, implications and limitations of the visual inquiry 	3–4
<ul style="list-style-type: none"> • evaluation of the influences of relevant primary sources and secondary sources in the formulation of ideas • justification of viewpoints supported by ideas and information presented through the stimulus 	2
<ul style="list-style-type: none"> • identification of relevant sources in the formulation of ideas • statement of opinions relevant to ideas. 	1
The student response does not satisfy any of the descriptors above.	0

Resolving — communicating as artist and audience	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • application of literacy skills through logical and connected ideas that unpack the inquiry question • realisation of responses that reach conclusions and express meaning about the interrelationships of knowledge and art practice to articulate a defined focus 	3–4
<ul style="list-style-type: none"> • application of literacy skills using referencing, relevant visual art terminology and language conventions that recognise artwork features and practices • realisation of visual, written or spoken responses to communicate the body of work focus in response to the stimulus 	2
<ul style="list-style-type: none"> • use of terminology to identify artworks • presentation of visual, written or spoken responses. 	1
The student response does not satisfy any of the descriptors above.	0



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