



# Visual Art 2025 v1.2

## IA1: Sample assessment instrument B

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

<b>Student name</b>	sample only
<b>Student number</b>	sample only
<b>Teacher</b>	sample only
<b>Issued</b>	sample only
<b>Due date</b>	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	
<b>Overall</b>	<b>20</b>	

# Conditions

<b>Technique</b>	Investigation — inquiry phase 1
<b>Unit</b>	Unit 3: Art as knowledge
<b>Topic/s</b>	Area of study: Developing Area of study: Researching Area of study: Reflecting Area of study: Resolving Area of study: Key terminology
<b>Mode / length</b>	Student choice of one of the following: <ul style="list-style-type: none"><li>• Written — up to 2000 words</li><li>• Multimodal (at least two modes delivered at the same time) — up to 10 minutes (up to 2000 words or up to 12 presentation slides)</li><li>• Digital presentation (e.g. video, digital book) — up to 12 presentation slides (up to 2000 words or up to 10 minutes)</li></ul>
<b>Individual / group</b>	Individual
<b>Other</b>	<ul style="list-style-type: none"><li>• Visual evidence, including experimental artworks, relevant annotated artworks, images and/or diagrams</li><li>• Student-selected media</li></ul>
<b>Resources</b>	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 generate ideas through constructed and imaginative knowledge inspired by your individual reactions to a podcast that considers the implications of developments in science and technology. Constructed knowledge challenges perceptions and the status quo, is intellectually engaging, innovative, provocative, can present alternative futures, and may involve interpretation from a different context. Imaginative knowledge can entertain, express, record, invent, encapsulate the human condition, and may require the suspension of disbelief.

As audience, you will consider what you can learn from works of art and how prior knowledge of culture and society influences our systems of decoding visual language. Through viewing the work of others, you can expand your understanding of expression, different layers of meaning and diverse interpretations of the world.

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

## Task

You will:

- frame an individual, open-ended inquiry question in response to *The Inquiry* podcast episode 'Is extinction a thing of the past?'
- investigate your inquiry question through research of at least two artists' practices, experimenting with new knowledge and reflecting on your approaches to generate a self-directed focus for your body of work.

**To complete this task, you must:**

- implement ideas and representations through an 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 key artists' works through specified context/s and in response to the 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 the body of work focus in response to the stimulus

## Stimulus

The stimulus for your investigation is the BBC podcast *The Inquiry* episode 'Is extinction a thing of the past?'

You will engage with a range of teacher-led activities that prompt you to respond to various literal and non-literal ideas in the podcast. The activities will assist you to explore both constructed knowledge and imaginative knowledge to develop an individual inquiry question.

Research art practices of at least two selected key artists who respond to a line of inquiry similar to your own. You might expand your research to other subject disciplines and sources raised in the podcast to enrich your intellectual inquiry. Experiment with visual approaches inspired by your research to answer your inquiry question.

### Reference

Cozier, C. (Presenter). (2025, May 4). Is extinction a thing of the past? [Audio podcast episode]. In *The Inquiry*. BBC World. <https://www.bbc.co.uk/programmes/w3ct722f>

## Checkpoints

- ☐ Week 2: View stimulus
- ☐ 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

The purpose of your investigation is to develop a focus for your entire body of work. A focus is an individual student pathway that defines your responses to the stimulus and concept 'Art as knowledge' and communicates how you intend to answer your inquiry question.

Present your findings in a report in the mode of your choice. Include your inquiry question and an abstract on the title page, plus introduction, discussion, experimentation, conclusion, focus, reference list and appendixes (if required). The report needs to demonstrate how you have:

- developed individualised solutions to your inquiry question through making and responding
- researched artists' practices to build your knowledge and experiment with diverse ways you can communicate your thoughts, observations, sensory experiences and reactions to the stimulus

- reflected on your influences and what you have learnt from primary sources (artworks) and secondary sources, e.g., books, journals, credible websites
- resolved the investigation to communicate your focus as a response to the stimulus.

# 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"> <li>• implementation of ideas and representations informed by               <ul style="list-style-type: none"> <li>– constructed knowledge</li> <li>– an individualised inquiry question that directs targeted investigation</li> </ul> </li> </ul>	4–5
<ul style="list-style-type: none"> <li>• implementation of ideas and representations that synthesise artists' practices and new knowledge and/or experiences</li> </ul>	3
<ul style="list-style-type: none"> <li>• implementation of ideas and representations through an inquiry question that generates relevant solutions in response to the defined stimulus</li> </ul>	2
<ul style="list-style-type: none"> <li>• implementation of ideas in response to the stimulus</li> </ul>	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"> <li>• analysis and interpretation of the interrelationships between the individualised reaction to the stimulus and the artworks and/or practices of self and others</li> <li>• experimentation and exploitation of visual forms and media that demonstrate synthesis of new knowledge and understanding informed by the inquiry</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• analysis and interpretation of               <ul style="list-style-type: none"> <li>– literal and non-literal meaning in the work of self and/or others</li> <li>– the ways the selected artworks and context/s shape the inquiry</li> </ul> </li> <li>• experimentation with visual forms and media informed by and building on research of relevant key artists and relevant practices</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• analysis and interpretation of key artists' works               <ul style="list-style-type: none"> <li>– through specified context/s</li> <li>– in response to the inquiry question</li> </ul> </li> <li>• experimentation with visual forms and media in response to the stimulus and inquiry question</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• interpretation of meaning and/or context in artworks</li> <li>• exploration of media, ideas and/or information</li> </ul>	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"> <li>• evaluation of contemporary and/or historical influences and their impact on intellectual inquiry</li> <li>• justification of experimental approaches supported by critical understanding of the strengths, implications and limitations of the visual inquiry</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• evaluation of the influences of relevant primary sources and secondary sources in the formulation of ideas</li> <li>• justification of viewpoints supported by ideas and information presented through the stimulus</li> </ul>	2
<ul style="list-style-type: none"> <li>• identification of relevant sources in the formulation of ideas</li> <li>• statement of opinions relevant to ideas.</li> </ul>	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"> <li>• application of literacy skills through logical and connected ideas that unpack the inquiry question</li> <li>• realisation of responses that reach conclusions and express meaning about the interrelationships of knowledge and art practice to articulate a defined focus</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• application of literacy skills using referencing, relevant visual art terminology and language conventions that recognise artwork features and practices</li> <li>• realisation of visual, written or spoken responses to communicate the body of work focus in response to the stimulus</li> </ul>	2
<ul style="list-style-type: none"> <li>• use of terminology to identify artworks</li> <li>• presentation of visual, written or spoken responses.</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0



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1. Cozier, C. (Presenter). (2025, May 4). Is extinction a thing of the past? [Audio podcast episode]. In *The Inquiry*. BBC World. <https://www.bbc.co.uk/programmes/w3ct722f>