



Visual Art 2025 v1.2

IA2: 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	6	
Researching — reacting to stimulus	5	
Reflecting — considering ideas and information	5	
Resolving — communicating as artist and audience	9	
Overall	25	

Conditions

Technique	Project — inquiry phase 2
Unit	Unit 3: Art as knowledge
Topic/s	<p>Area of study: Developing</p> <p>Area of study: Researching</p> <p>Area of study: Reflecting</p> <p>Area of study: Resolving Area of study: Key terminology</p>
Mode / length	Project: Multiple components
Individual / group	Individual
Other	<p>Students can develop their responses in class time and their own time.</p> <p>Students maintain a connection to the stimulus or experience through sustained inquiry and response to the IA1 focus and inquiry question. The focus from Inquiry phase 1 assists communication of ideas and representations. The focus is not reassessed.</p> <p>Student submission must include:</p> <ul style="list-style-type: none"> • Resolved artwork/s <ul style="list-style-type: none"> – Student-selected media – Resolved artwork: unlimited pages/slides of photographic documentation, including images of detail and/or display; text to specify title, media and size only — one of the following <ul style="list-style-type: none"> ▪ single resolved artwork ▪ a collection of related, resolved artworks • Artist's statement/s <ul style="list-style-type: none"> – Written: up to 150 words per statement (name, title, media and size are not included in word count) — one of the following: <ul style="list-style-type: none"> ▪ one artist's statement for a single artwork or a collection of artworks ▪ multiple statements for individual artworks in a collection • Annotations <ul style="list-style-type: none"> – Multimodal (at least two modes delivered at the same time): 1 page/slide with images of all resolved works in the submission and up to 200 words — one of the following: <ul style="list-style-type: none"> ▪ annotations for a single artwork ▪ annotations for a collection of artworks presented together on one page/slide • Supporting evidence

- Multimodal (at least two modes delivered at the same time): up to 4 pages, slides, or similar, containing experimental artwork/s, sketches, diagrams, graphic organisers, images, photographs and/or collections of stimulus with notes, annotations and/or reflective commentary.

Resources

A wide range of art materials, equipment and technologies are available for your selection and use. The art library and online resources are available for your continued research.

You are welcome and encouraged to explore primary and secondary sources of your choosing to identify areas for further research and build your depth of knowledge.

Context

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

As an artist, you will continue to extend your knowledge as you develop your art practice and use your artwork to communicate what you learn to an audience. You will be challenged to consider the way art can communicate your initial inquiry as you react and connect with new knowledge and ideas explored through the focus you defined in IA1.

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.

Project — inquiry phase 2 is the second stage in the self-directed body of work.

Task

You will create and resolve artwork/s and artist statement/s in response to your IA1 focus and your individual inquiry question.

Your project will make connections to the art practices of others as you make and respond to artworks, ideas and meaning through the contemporary, personal, cultural and/or formal context/s.

To complete this task, you must:

- implement ideas and representations to communicate concept, your selected context/s, the inquiry question and your focus
- apply literacy skills in artist's statement/s that make connections between your focus, inquiry and artwork/s using relevant visual art terminology and language conventions
- analyse and interpret visual language, expression and meanings in artworks to explore your focus through specified context/s
- evaluate influences that impact on your decisions and communication with audiences
- justify your viewpoints and selection of visual language and expression
- experiment with media and ideas relevant to your focus and in response to the inquiry
- create visual response/s using knowledge and understanding of media to complement your chosen focus
- realise artwork/s to communicate your artistic purpose and acquired knowledge.

Stimulus

The stimulus for your body of work is the focus and inquiry question generated in your IA1 investigation. Your focus and inquiry question will maintain a connection to your reactions and/or experiences on the two-part Visual Art excursion to the local natural environment and the Port of Brisbane industrial environment.

Your focus reflects your prior research and experimental work and may continue to evolve as your inquiry continues. Further inspiration may come from new knowledge, additional key artists, art practices, history, influences, personal interests, beliefs and observations of the world.

Checkpoints

- ☐ Week 1: Consultation meeting
- ☐ Week 3: Preliminary artwork presentation for peer and teacher feedback
- ☐ Week 6: Select artworks and evidence for inclusion in body of work
- ☐ Week 7: Display artworks and write artist statement/s
- ☐ Week 8: Annotate illustration of resolved work

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 visual solutions to your individual inquiry question and focus.
- You will provide documentation of your progress at each of the checkpoints listed above.

Scaffolding

Use the inquiry learning process to:

- develop visual solutions that communicate the concept 'Art as knowledge', your focus and context/s through your chosen art materials, techniques, technologies and processes
- research visual language and expression in artworks and experiment with ideas in response to your inquiry question and your focus
- reflect on your new knowledge as you evaluate your art-making approaches and practices and justify your aesthetic decisions
- resolve artwork/s and artist statement/s that communicate the knowledge you have acquired through your inquiry.

Characteristics of resolved work in inquiry phase 2:

- evidence of in-depth research, development and critical reflection
- communication of personal aesthetic
- a degree of 'finish', showing knowledge, understanding of media and technical skills
- end points are reached
- concept, focus, contexts and media areas are used to solve complex problems of visual language and expression.

Refer to the template resource provided in class to document the inquiry process and structure your submission.

Instrument-specific marking guide (IA2): Project – Inquiry phase 2 response (25%)

Developing — generating solutions	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • implementation of ideas and representations that enhance reading and engagement for audience • creation of visual response/s through <ul style="list-style-type: none"> – refinement or mastery of selected methods – approaches with media that establish an individualised art practice 	5–6
<ul style="list-style-type: none"> • implementation of ideas and representations that demonstrate choices to extend the inquiry • creation of visual response/s through <ul style="list-style-type: none"> – selection and manipulation of media – creative solutions to defined problems 	3–4
<ul style="list-style-type: none"> • implementation of ideas and representations that communicate concept, context/s, the inquiry question and focus • creation of visual response/s using knowledge and understanding of media that complements the chosen focus 	2
<ul style="list-style-type: none"> • implementation of ideas that use visual language relevant to the focus • creation of visual response/s using media. 	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 artworks of self and others that demonstrates how the specified context/s impacts individualised pathways • experimentation using insights gained through research to extend inquiry and art practice 	4–5
<ul style="list-style-type: none"> • analysis and interpretation of visual language, expression and meanings in artworks that explore student-directed focus through specified context/s • experimentation with media and ideas relevant to the focus and in response to the inquiry 	2–3
<ul style="list-style-type: none"> • interpretation of features and meaning in artwork of self or others • experimentation with media or ideas. 	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 interrelationships of visual language and influences that demonstrate purposeful problem-solving and considered choices • justification of intended outcomes in artworks, supported by critical understanding of strengths, implications and limitations of the visual inquiry 	4–5
<ul style="list-style-type: none"> • evaluation of influences that impact on decisions and communication with audiences • justification of viewpoints and selection of visual language and expression 	2–3
<ul style="list-style-type: none"> • identification of artworks and approaches to state an opinion. 	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"> • realisation of artwork/s through synthesis of knowledge, focus and context/s that enhance meaning and audience engagement 	8–9
<ul style="list-style-type: none"> • application of literacy skills in authentic artist's statement/s that enable audiences to construct personal meaning and interpretations • realisation of artwork/s that reach end points and express intended meaning 	6–7
<ul style="list-style-type: none"> • application of literacy skills in artist's statement/s that make connections between the focus, inquiry and artwork/s using relevant visual art terminology and language conventions • realisation of artwork/s that communicate artistic purpose and acquired knowledge 	4–5
<ul style="list-style-type: none"> • application of literacy skills to describe focus • presentation of a visual response that communicates ideas 	2–3
<ul style="list-style-type: none"> • use of terminology to identify artworks • presentation of a visual response. 	1
The student response does not satisfy any of the descriptors above.	0



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