



Visual Art 2025 v1.2

IA3: 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.

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	8	
Researching — reacting to stimulus	6	
Reflecting — considering ideas and information	6	
Resolving — communicating as artist and audience	10	
Overall	30	

Conditions

Technique	Project — inquiry phase 3
Unit	Unit 4: Art as alternate
Topic/s	Area of study: Developing Area of study: Researching Area of study: Reflecting Area of study: Resolving Area of study: Key terminology
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 and annotated image/s of the resolved work from Inquiry phase 2 assist demonstration of alternate representations or expansion of ideas. The focus and the annotated image/s are not reassessed.</p> <p>Student submission must include:</p> <ul style="list-style-type: none"> • Evidence of IA1 and IA2 inquiry (not for reassessment) <ul style="list-style-type: none"> – Multimodal (at least two modes delivered at the same time): <ul style="list-style-type: none"> ▪ inquiry question and focus from Investigation — inquiry phase 1 ▪ evidence of Project — inquiry phase 2 sufficient to demonstrate the realisation of the body of work in IA3; up to 3 existing IA2 slides, e.g. <ul style="list-style-type: none"> ○ annotated image/s of the resolved work from Inquiry phase 2 ○ IA2 artist statement and/or ○ photographic documentation of IA2 resolved work • 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 work ▪ a collection of 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:

- one artist's statement for a single artwork or a collection of artworks
- multiple statements for individual artworks in a collection
- Annotations
 - 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:
 - annotations for a single artwork
 - annotations for a collection of artworks presented together on 1 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 select and explore primary and secondary sources to identify areas for further investigation as you resolve your body of work.

Context

Unit 4 explores the concept of 'Art as alternate'. This project provides opportunities for you to consider the roles and interaction between artist and audience through creative thinking, making and responding in the contemporary context as you resolve your body of work.

As an artist, you will challenge your creative process to imagine, generate and apply new ideas and links to your focus and phase 2 artworks as you realise your body of work and artistic intentions. You will evaluate how the contemporary context can impact and enrich the communication of meaning through a lens of 21st century ideas.

As audience, you will consider how contemporary artists communicate ideas and represent diverse interpretations of the world using traditional, non-traditional or new media to create innovative forms of artistic expression. These new approaches may connect artists and audiences together and can challenge us to rethink the role of art and artists in the contemporary space.

Project — inquiry phase 3 is the final stage in the self-directed body of work.

Task

You will:

- reflect on and continue to develop your focus from Unit 3 as you question ideas and representations through the contemporary context
- create artwork/s and resolve your body of work to communicate the concept of 'Art as alternate' and your evolved focus
- write artist statement/s and display artworks to communicate your focus and intentions to an audience.

To complete this task, you must:

- implement alternate ideas and representations to communicate the concept, context/s, the inquiry question and focus
- apply literacy skills that make connections between the focus, inquiry and artwork/s using relevant visual art terminology and language conventions
- analyse and interpret alternate visual language, expression and meanings in artworks to explore new viewpoints through a contemporary context
- evaluate influences that impact alternate approaches and communication with audiences
- justify an alternate viewpoint supported by knowledge gained through your continued self-directed inquiry
- experiment with familiar or alternate media and ideas relevant to your focus and informed by research of contemporary art practice
- create visual response/s using knowledge and understanding of media to support alternate approaches
- realise a body of work through your inquiry to communicate artistic purpose and meaning to audiences.

Stimulus

The inquiry question and focus generated in inquiry phase 1 and the artwork/s created in inquiry phase 2 are the stimulus for your body of work. Your inquiry question, focus and artwork/s reflect your response to the BBC podcast 'The Inquiry' episode, *Is extinction a thing of the past?*

Your focus will maintain the connection to the initial stimulus and your inquiry question as you continue to research, reflect on and resolve your body of work. Your focus may evolve further as you experiment with alternate meaning and expression by purposely challenging your art practice and questioning your viewpoint, ideas and representations through the contemporary context.

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 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 individual visual solutions to problems that address the student-directed inquiry question, evolved focus and challenging individual viewpoints.
- You will provide documentation of your progress at each of the checkpoints listed above.

Scaffolding

Use the inquiry learning process to:

- develop, create and display visual responses that communicate the student-directed inquiry question and focus, context/s and a different concept
- research and experiment with visual language, expression and media to communicate focus, concept and the contemporary context
- reflect on new knowledge, art-making approaches and practices that demonstrate an aesthetic understanding when evaluating and justifying decisions

- resolve and communicate intended meaning through artwork/s and artist's statement/s.
Resolving is the point where communication of meaning and understanding is clearly evident. It demonstrates synthesis of ideas as a result of researching, developing and reflecting
- document the inquiry process, including
 - photographic evidence of resolved artwork/s, that shows
 - details of media application as required
 - multiple angles for three-dimensional artworks
 - display in physical form, or intended display demonstrated through digital or virtual forms
 - video and audio recording of time-based media or site-specific work as required
 - artist's statement/s that assist/s audience understanding of body of work focus and critical thinking
 - annotated image/s of resolved artwork/s to indicate connections and support performance descriptors in developing, researching and reflecting criteria as required
 - supporting evidence that
 - communicates relevant development of solutions, research and experimentation in the creative process, and evaluation and judgment during problem-solving
 - demonstrates a connection between processes of conceptual development and resolved work; appropriate evidence is dependent on the nature of the work, media and approaches
 - supports the authenticity of student work through evidence of primary sources, acknowledgment of secondary sources and/or documentation of progressive development.

Instrument-specific marking guide (IA3): Project – Inquiry phase 3 response (30%)

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 demonstrate an individualised art practice 	7–8
<ul style="list-style-type: none"> • implementation of ideas and representations that demonstrate choices to extend the inquiry • creation of visual response/s using selection and manipulation of media to achieve divergent solutions 	5–6
<ul style="list-style-type: none"> • implementation of alternate 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 supports alternate approaches 	3–4
<ul style="list-style-type: none"> • implementation of ideas that use visual language relevant to the focus • creation of visual response/s using media 	2
<ul style="list-style-type: none"> • implementation of ideas as visual forms. 	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 contemporary context impacts individualised practice • experimentation using insights gained through targeted research to extend art practice and inquiry 	5–6
<ul style="list-style-type: none"> • analysis and interpretation of alternate visual language, expression and meanings in artworks that explore new viewpoints through a contemporary context • experimentation with familiar or alternate media and ideas relevant to the focus and informed by research of contemporary art practice 	3–4
<ul style="list-style-type: none"> • interpretation of features and meaning in artwork of self or others • experimentation with media and/or ideas. 	1–2
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 supported by critical understanding of strengths, implications and limitations of focus, previous artworks and how contemporary audiences engage with art 	5–6
<ul style="list-style-type: none"> • evaluation of influences that impact on alternate approaches and communication with audiences • justification of alternate viewpoint supported by knowledge gained through continued self-directed inquiry 	3–4
<ul style="list-style-type: none"> • examination of art practices, traditions, cultures or theories • justification of viewpoints, language or expression supported by knowledge of artwork of self or others. 	1–2
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 a refined body of work that is shaped by the contemporary context and an evolved personal aesthetic 	10
<ul style="list-style-type: none"> • realisation of an individualised body of work through <ul style="list-style-type: none"> – synthesis of knowledge and focus – enhanced 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 a body of work through sustained inquiry and informed art practice to reach end points that express new 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 a body of work through an inquiry that communicates artistic purpose and meaning to audiences 	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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1. Cozier, C., & Clark, L. (2025, May 4). Is extinction a thing of the past? (T. McDermott, Ed.) [Podcast]. BBC World Service. <https://www.bbc.co.uk/programmes/w3ct722f>