

The Arts Learning Area

Adjusting Internal Assessment

Background

To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic, the Queensland Curriculum and Assessment Authority (QCAA) Board decided to remove one internal assessment for students completing Units 3 and 4 in General and Applied syllabuses in 2020. In General subjects, students will now complete two internal assessments and an external assessment. In Essential English and Essential Mathematics, students will now complete two internal assessments and the common internal assessment. In Applied subjects, students will now complete three internal assessments.

This factsheet provides instructions on how to manage the removal of an internal assessment in your school.

Issues

Queensland's system of senior curriculum and assessment relies on teachers' professionalism to make important decisions that reflect local context, including the sequencing of internal assessment tasks. The QCAA recognises that schools had made sound local decisions in developing their assessment programs for 2020.

Some schools have since made adjustments to support students in response to the evolving COVID-19 situation, including changing the order of assessments. We also understand that in making further changes, schools will need to consider that students have variable access to resources for managing prolonged online or distance learning.

The QCAA trusts teachers to make decisions that are in the best interests of their students. The tables below provide the detail required to remove an internal assessment from your General and Applied subject assessment programs.

We recognise that a school or individual student's circumstances may require different management approaches. For support, please contact the relevant Principal Education Officer at TheArts@qcaa.qld.edu.au.

General and General Extension subjects

Subject	Instruments for certification	Considerations
Dance Dance (AS)	Any two of: • IA1 – Performance • IA2 – Choreography • IA3 – Dance work	• IA1 and IA2, together with the external assessment, will provide students with the opportunity to demonstrate and meet all syllabus objectives across both making and responding. • IA1 or IA2 and IA3 together will provide students with the opportunity to demonstrate and meet all syllabus objectives across both making and responding. • When implementing IA3, students may choose to develop an individual response, rather than working in pairs or small groups as outlined in the syllabus conditions. This will assist students to develop responses in a non-school context.

Drama Drama (AS)	Any two of: • IA1 – Performance • IA2 – Project (dramatic concept) • IA3 – Project (practice-led project)	• IA1 and IA2 together will provide students with the opportunity to demonstrate and meet all syllabus objectives across both making and responding. • IA1 and IA3, together with the external assessment, will provide students with the opportunity to demonstrate and meet all syllabus objectives across both making and responding. • IA2 and IA3 together will provide students with the opportunity to demonstrate and meet all syllabus objectives across both making and responding.
Film, Television & New Media Film, Television & New Media (AS)	• IA1 – Case Study Investigation • IA2 – Multi-platform project OR • IA1 – Case study Investigation • IA3 – Stylistic project	• IA1 together with either IA2 or IA3 will provide students with the opportunity to demonstrate and meet most syllabus objectives across both making and responding.
Music Music (AS)	Any two of: • IA1 – Performance • IA2 – Composition • IA3 – Integrated project	• IA1 and IA2, together with external assessment, will provide students with the opportunity to demonstrate and meet all syllabus objectives across both making and responding. • If administering IA3 as the second assessment instrument, schools should ensure their students complete: – musicology and composition components as their response, if IA1 was the first administered assessment instrument – musicology and performance components as their response, if IA2 was the first administered assessment instrument. This will provide students with the opportunity to demonstrate and meet all syllabus objectives across both making and responding.
Visual Art Visual Art (AS)	• IA1 – Investigation (inquiry phase 1) • IA2 – Project (inquiry phase 2)	• Assessment in Visual Art is sequential, i.e. three phases of inquiry). Students must complete inquiry phase 1 in order to complete inquiry phase 2 and so on. • IA3 relies on the response to IA2 and cannot be completed in isolation. • Schools that have already completed IA1 and IA2 should contact QCAA for advice.
Music Extension (Composition)	• IA1 – Composition 1 • IA2 – Composition 2 OR • IA1 – Composition 1 • IA3 – Composition project	• All IAs provide students with the opportunity to meet all syllabus objectives across both making and responding. • Students that have commenced IA2 should continue. • Students that have not yet commenced IA2 can proceed to IA3.
Music Extension (Musicology)	• IA1 – Investigation 1 • IA3 – Musicology project	• Students cannot meet syllabus objectives 5 and 7 without completing IA3. (Note: Syllabus objective 3 is assessed in the external assessment.) • Students that have already begun preparing responses to IA2 can adapt these responses to fulfil the requirements for IA3. Schools should contact QCAA for advice.

Music Extension (Performance)	• IA1 – Performance 1 • IA2 – Performance 2 OR • IA1 – Performance 1 • IA3 – Performance project	• All IAs provide students with the opportunity to meet all syllabus objectives across both making and responding. • Students that have commenced IA2 should continue. • Students that have not yet commenced IA2 can proceed to IA3.
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Applied subjects

Schools implementing Applied syllabuses have developed study plans that meet the needs of their school context and local community. They have been flexibly developed to support their students.

Subject	Instruments for certification	Considerations
Arts in Practice	• Project • Product (art work) (involving the integration of at least two art forms), separate from the assessable component of a project • 1 other instrument	• Instruments with a focus on community connections and/or involving group work may require adjustment.
Dance in Practice	• Project • Performance, separate to an assessable component of a project • 1 other instrument	• Instruments with a focus on community connections and/or involving group work may require adjustment.
Drama in Practice	• Project • Performance (acting), separate to an assessable component of a project • 1 other instrument	• Instruments with a focus on community connections and/or involving group work may require adjustment.
Media Arts in Practice	• Project • Product, separate to an assessable component of a project • 1 other instrument	• Instruments with a focus on community connections and/or involving group work may require adjustment.
Music in Practice	• Project • Performance or Product (composition), separate to an assessable component of a project • 1 other instrument	• Instruments with a focus on community connections and/or involving group work may require adjustment.
Visual Arts in Practice	• Project • Product, separate to an assessable component of a project • 1 other instrument	• Instruments with a focus on community connections and/or involving group work may require adjustment.

More information

If you would like more information, please contact The Arts Learning Area at TheArts@qcaa.qld.edu.au.