



VISUAL ARTS & DESIGN
EDUCATORS ASSOCIATION

VADEA Submitted Questions for Creative Arts Inspector, John Montgomery HSC Practical Examination -Visual Arts Body of Work

1. External examination of the Body of Work has been moved to a mark provided by the teacher

- a. What is the reasoning behind Visual Arts not being included in a modified external marking process in either the creative arts or in the technologies?
- b. Why was it not possible to undertake external itinerant marking using a similar briefing and itinerant marking process to the ones used by Dance, Drama and Music?
- c. Given the significance and importance of the external marking as a different measure of achievement for the Body of Work to the internal assessment, how will NESA ensure this new marking process with estimates has the integrity, authenticity and validity of the current external marking process?
- d. Due to the extension of time allowed for the submission of a body of work, why is it not possible to provide a modified external marking process? Which could involve scaled down corporate marking and extended itinerant marking procedures.
- e. What advice will NESA give to clarify the difference between the internal school based assessment of the Body of Work and the final confidential mark to be provided by the teacher?

2. Annotated benchmarks and support for teachers

- a. Will the annotated benchmarks only be drawn from 2019 or can a process be instigated to provide 2020 benchmarks? What processes are underway to develop a set of usable annotated benchmarks and how will they be delivered to teachers?
- b. When do NESA anticipate that annotated benchmarks will be available in Term 2?
- c. How will NESA support the application of these annotated benchmarks to the final Body of Work mark in schools?
- d. Can an Advisory Marking Panel of SOMs or CSMs provide video commentary on annotated benchmarks?
- e. What support measures will NESA put in place to support early career, remote, sole Visual Arts teachers, or even teachers who are not confident in their ability to make an individual objective judgement?
- f. How does NESA envisage using work samples in the final marking process?

3. Mark moderation

- a. How will the teacher's marks within the school be moderated across the state? What will this process be based on?
 - E.g. An iterative scaling process based on the combined student's abilities on the written paper or Section 1 as the core;
 - E.g. The school's cohort general capabilities across all their subjects as a measure of ability;
 - E.g. A calculation of past performances, mean of the school as a mode of moderation;
 - Or a combination?
- b. What processes will NESAs use to monitor marks provided by teachers to ensure fairness and integrity and who will be making these judgements - will an Advisory Panel be formed of expert senior markers?
- c. Will experienced Visual Arts markers be involved in the checking of marks awarded and use of work samples to ensure fairness and accuracy?

4. Professional learning for NESAs Practical Examinations 2020

- a. What professional learning will be provided by NESAs?
- b. Will NESAs be providing systems and schools with advice on professional learning?
- c. Will NESAs support the provision for release funding and time for teachers to undertake professional learning for marking?
- d. Will NESAs support the provision for release funding and time for teachers to undertake marking, given the four-day turnaround, with hand-in date for Visual Arts on Monday 14 September 2020 and the 18 September 2020 deadline for schools to submit marks to NESAs?
- e. Will SOM, ASOM, senior markers be available for consultation, or will there be a hotline for teachers to consult specialist expert teachers?
- f. Would NESAs recommend best practice is to mark with a colleague to ensure objectivity? How can NESAs facilitate this for early career, remote or sole Visual Arts teachers?

5. Additional Questions

- a. Can NESAs provide clarity in the language used to describe the term estimate? Teachers are being asked to provide an estimate in lieu of the external examination mark. The confidential mark has no title and there is a slippage of language using the term estimate.
- b. Why use estimates, based on professional judgement, rather than the processes already established through illness/misadventure procedures for students disadvantaged by the current situation?
- c. What are the criteria and procedures for a student to qualify for an estimated mark under COVID19 circumstances? How will NESAs ensure this practice is not taken advantage of and is equitable?

- d. Will there be an appeals framework for the practical examination of the Body of Work within the COVID19 advice? How will the judgement by teachers/schools be supported in an appeals process?
- e. Will there be documentation for teachers/schools to ensure confidentiality of the final examination mark?
- f. Will NESAs provide clarification around the completion of works in terms of submission requirements and whether they still apply e.g. size/weight restrictions, certification and labelling?
- g. Can NESAs clarify how the selection of works for ARTEXPRESS will occur in 2020?

On behalf of VADEA Members,

Gemma Baldwin and Wendy Ramsay
VADEA Co-Presidents