JOHN EDMONDSON HIGH SCHOOL
Assessment Notification

Faculty: Creative and Performing Arts        Course: Visual Arts        Year: 12

Assessment Task: In class essay (T1)

Assessment Weighting: 20%        Due: Term 1 Week 9 Date: 25/03/2019 Period 3

Task Type: Hand in Task ☐ In Class Task ☒ Practical Task ☐

<table>
<thead>
<tr>
<th>Outcomes assessed (NESA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>H7-H10</td>
</tr>
</tbody>
</table>

Task Description/Overview
In class essay

Detailed Assessment Task Description
Conceptual Framework Question
Examine how artists have used artworks to challenge social and political views in innovative ways. In your answer, refer to specific artists and artworks.

Students will be allocated 50 minutes in class to write an essay.
Preparation/research is encouraged prior to the assessment.
No notes/practice essays will be permitted to be used on the day.

Question 7
Feedback from 2017 HSC exam (2017 Notes from the Marking Centre on the NESA website).

Students should:

• address all components of the question in terms of social and political views presented by the artists
• present clear essay that meet the requirements of the question and provide insightful accounts of the artists and artworks in relation to the question
• identify and address all aspects of the question using evidence to develop a succinct and informed explanation, explicitly referencing artworks in terms of the artists’ interpretations of the world
• elaborate clearly on the conditions that shape politics and society and how these influence and affect the selected artists’ practices
• identify and explicitly examine the nature of innovations specific to the selected artists’ representations of political and social viewpoints.

Student Strengths
In better responses, students were able to:

• examine how artists employ political and social activism to critique, challenge or document their world
• amalgamate (integrate) their knowledge of selected artists in reference to historical
and contemporary issues and events that generate political and social perspectives
• foster a contextually rich response to ‘What constitutes innovation?’ and the way in
which innovation can convey a social and political discourse
• provide a sophisticated essay of the relationship between artists and the social and
political climate of the times in which they live, including interpretations of the artworks.

Assessment Criteria

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<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
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| Outstanding (O) | Presents a comprehensive and sustained essay of how artists have used artworks to challenge social and political views in innovative ways  
Explains the significance of examples to strongly support an investigation that addresses all aspects of the question  
Presents complex and logical points of view that reveal a highly developed understanding of the visual arts | 18 - 20    |
| High (H)  | Presents a thorough and well-reasoned essay of how artists have used artworks to challenge social and political views in innovative ways  
Explains examples to support an investigation that addresses most aspects of the question  
Presents accomplished and logical points of view that reveal a developed understanding of the visual arts | 15 - 17    |
| Sound (S) | Presents a general essay of how artists have used artworks to challenge social and political views in innovative ways  
Explains examples to support an investigation that addresses some aspects of the question  
Presents reasonably clear and logical points of view that reflect some understanding of the visual arts | 10 - 14    |
| Basic (B) | Presents an uneven and superficial description of how artists have used artworks to challenge social and political views  
Describes examples in obvious ways to connect with some aspects of the question  
Presents inconsistent points of view that reflect a foundational understanding of the visual arts | 5 - 9      |
| Limited (L) | Attempts to explain some aspects of the question  
May offer examples that may not always be relevant or addressed  
Presents unsupported points of view that reflect a limited understanding of the visual arts | 0 - 4      |

Satisfactory completion of courses
A course has been satisfactorily completed, when the student has:
• Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
• Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
• Achieved some or all of the course outcomes