**JOHN EDMONDSON HIGH SCHOOL**  
Assessment Notification

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

Assessment Task: #1 In class essay

Assessment Weighting: 20%  
Due: Term 1 Week 9  
Date: 27/03/2020  
Period 5

Students can set up in the studio during lunch time.

Task Type: Hand in Task [ ]  
In Class Task [x]  
Practical Task [ ]

<table>
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<th>Outcomes assessed (NESA)</th>
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**Task Description/Overview**

In class essay

**Detailed Assessment Task Description**

**Conceptual Framework Question**

How do artists offer different interpretations of their world in their artworks?

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.

Feedback from 2016 HSC exam (2016 Notes from the Marking Centre on the NESA website).  

**Question 7**

Student strengths:

• explain how artists interpret their world both aesthetically and conceptually
• synthesise knowledge of the artists and their historical and contemporary relationship with the world
• develop a contextually rich response that presented a sophisticated knowledge of the relationship of artists and world to support an explanation of the varying interpretations offered in the artworks discussed.

Students should:

• identify and address all aspects of the question, evidenced through development of a succinct and informed explanation that explicitly references artworks in terms of the artist’s interpretation of the world
• account for the complex connections that exist between the agencies in order to build a knowledgeable response that avoids descriptive accounts of artworks and inferred, rather than explicitly explained meaning
• identify the influencing features on the perception of the artist as a significant aspect in determining their interpretation on the world.
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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 offer different interpretations of their world in their artworks  
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 offer different interpretations of their world in their artworks  
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 offer different interpretations of their world in their artworks  
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 offer different interpretations of their world in their artworks  
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