



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: Wed 22/03 Period 3
Students will be given access to the studio to set up during recess.

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)
H7, H8, H9, & H10
Task Description
In class essay
Detailed Assessment Task Description
<p><i>Explain how artists express global concerns in personal ways.</i></p> <p><i>In your answer, refer to specific artists and artworks you have studied.</i></p> <p>Students will be allocated 50 minutes in class to write an essay. Preparation/research is encouraged prior to the assessment - Copies of templates in classroom /canvas. No notes/practice essays will be permitted to be used on the day.</p> <p>Write in black pen.</p> <p>Feedback 2022 Notes from the Marking Centre on the NESA website. https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2022/visual-arts-2022-hsc-exam-pack</p> <p>General points to consider:</p> <ul style="list-style-type: none">• read the question carefully to ensure that they do not miss important components of the question• have a clear understanding of key words in the question and recognise the intent of the question and its requirements• engage with any stimulus material provided and refer to it in the response <p>develop a plan for an extended response to assist with the logical sequencing of information</p> <ul style="list-style-type: none">• use relevant concepts and terms, where appropriate, to support their response• develop a cohesive and sustained argument in response to the question, reflecting extensive knowledge of artists, artworks, critics and historians' views and the syllabus• present a logical and cohesive response that addresses the question• integrate diverse examples across time and place to demonstrate depth and breadth of understanding• review their response to ensure that it addresses the question requirements.

Students should attempt to:

- present a well-constructed discussion that analyses and interprets the extent to which artworks reflect and document their cultural context
- demonstrate complex and logical points of view explored through the frames
- offer interpretive investigations of artists and their cultural contexts supported by analysis of artworks.
- address key aspects of the question by establishing a direct relationship between artworks, artists, and their cultural context.
- select examples and integrating analysis of artists and artworks to support a discussion that addresses the extent to which artworks reflect their time and place
- present clear points of view that address the cultural context of artists and the impact of culture on the creation of artworks.

Assessment Criteria

Grade	Description	Mark Range
Outstanding (O)	Presents a comprehensive and sustained examination of how artists have used artworks to reflect and document their cultural contexts 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 cultural frame	18 - 20
High (H)	Presents a thorough and well-reasoned examination of how artists have used artworks to reflect and document their cultural contexts 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 cultural frame	15 - 17
Sound (S)	Presents a general examination of how artists have used artworks to reflect and document their cultural contexts 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 cultural frame	10 - 14
Basic (B)	Presents an uneven and superficial description of how artists have used artworks to reflect and document their cultural contexts 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 cultural frame	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 cultural frame	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

CHECK LIST for good writing in essays and exams

ANSWER THE QUESTION

From the introduction till the conclusion focus on the requirements of the question.

REGULARLY MENTION THE QUESTION

It's a good idea at the end of each paragraph to reinforce that the point you just made is relevant to the question by using the question or synonyms.

SELECT THE MOST RELEVANT EXAMPLES

Make a point, explain it and then illustrate it with an example. This will give you a simple paragraph. It will be best understood if you choose a very relevant example.

KNOW THE FACTS

Nothing undermines your credibility more than factual error. It looks like you haven't bothered to study. Know artist's names, works and other relevant facts.

USE ACCEPTED ART TERMINOLOGY

Art has a rich vocabulary and using the correct term will create concise meaning and succinct writing. It will save you lots of description and explanation. Watch for 'malapropisms' (using an impressive word in the wrong context) and never use the term 'viewer' when the correct art term is audience.

KNOW THE CORRECT SPELLING

This will impress markers. Know the accepted spelling in the original language - you will look well read and prepared. You may get away with a close approximation, but the marker won't understand a foreign language term that is way off and your point may be lost.

MAKE ALL THE CONNECTIONS

This skill comes with experience and requires thinking on your feet. Successful writers fully explain, then connect all their ideas into a tight argument. Nothing frustrates markers more than ideas which are only half explained and then left unconnected to everything else in the answer.

KNOW THE SYLLABUS

In answering the question have an idea which part of the syllabus is being examined. Is it the Frames, The Conceptual Framework or Practice? If it's the Frames, which one? Target your answer towards the relevant syllabus area and this will keep you on the question. Be aware that some questions will overlap into other syllabus areas. For example, 'Use the Structural Frame to examine how artists represent their world'. This is a Frame question but asks you to also explore the artist/world relationship as well.

SECTION 2

ESSAY FORMAT

Introduction

Concise and to the point.

Answer/respond to the question being asked.

Introduce each of your artists and at least two of their artworks.

Mention the key ideas or arguments you'll focus on in your essay, but don't go into any detail yet - that's for your body paragraphs.

Body (paragraph x each artwork)

Introduce Artist # and the artwork you're analysing.

Analyse the artwork within the context of the conceptual framework, frames or practice.

End with a simple sentence stating exactly how the artwork / artist links to the question.

Conclusion

Grab those ideas you indicated in the introduction and sum them up briefly in 1-2 sentences, making sure it's super clear how you addressed the question.

Make mention of your artists and artworks here as well just to sum everything up.

Conclude the essay with a strong, snappy sentence - go out with a bang by creating an awesome finishing line that sums up what you've said in your essay. This may be a recap of your argument, or you can use a suitable quote from one of your artists.

Explain how artists express global concerns in personal ways.

What type of question is this?

Key words:

What is the question asking you to do?

Artist

Artwork

Artist

Artwork

Artist

Artwork

Artist

Artwork

Explain how artists express global concerns in personal ways.

Artist

Artwork #1 #2 #3 #4

Cultural context

How does the artist reflect and document this?

<p>Conclusion Grab those ideas you indicated in the introduction and sum them up briefly in 1-2 sentences, making sure its super clear how you addressed the question. Make mention of your artists and artworks here as well just to sum everything up. Conclude the essay with a strong, snappy sentence - go out with a bang by creating an awesome finishing line that sums up what you have said in your essay. This may be a recap of your argument, or you can use a suitable quote from one of your artists.</p>	<p>Body (paragraph x each artwork) Introduce Artist # and the artwork you' re analysing. Analyse the artwork within the context of the conceptual framework, frames or practice. End with a simple sentence stating exactly how the artwork / artist links to the question.</p>	<p>Introduction Concise and to the point. Answer/respond to the question being asked. Introduce each of your artists and at least two of their artworks. Mention the key ideas or arguments you will focus on in your essay, but don' t go into any detail yet – that is for your body paragraphs.</p>