



## Year 12 Visual Arts

### Case Study – Extended Response Assessment Task 2 2024

<b>TOPIC:</b> Case Study – Extended Response	<b>MARKS:</b> /25
<b>SUBMISSION REQUIREMENTS:</b> Term 2 Week 4B, Tuesday 20 <sup>th</sup> May 2024 Hand write extended response in class, under exam conditions.	<b>WEIGHTING:</b> 15%
	<b>COMPONENTS:</b> Critical and Historical Studies 15%

#### TASK DESCRIPTION:

Students **apply** their understanding of Case Study 2 (Talking Back: Postcolonialism Art) OR Case Study 3 (The Ninja Turtles of Art: The Renaissance) to **construct** an extended response. Students are to prepare the extended response in class and at home using artists studied in class. The extended response will be written in class under examination conditions in 45 minutes. Students can select from one of the following extended response questions:

*Evaluate the view that art reflects the social values of a particular time and place.*

OR

*To what extent do artworks reflect and document their cultural contexts?*

OR

*Investigate ways artists have created significant artworks in response to significant world events.*

OR

*“Art should comfort the disturbed and disturb the comfortable” Banksy*

*With reference to this quotation, examine how art can be a social commentary in response to world events and/or issues.*

In your answer, refer to specific artists and artworks. You **MUST** refer to the work of TWO artists studied in Case Study 2 OR Case Study 3.

#### OUTCOMES TO BE ASSESSED:

**H7: applies** their understanding of practice in art criticism and art history.

**H10: constructs** a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.

#### DIRECTIONAL VERBS:

**Applies** - Use, utilise, employ in a particular situation

**Constructs** - develops over time using a variety of reliable sources

### ASSESSMENT MARKING CRITERIA

<b>H7: applies</b> their understanding of practice in art criticism and art history. <b>H10: constructs</b> a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.	<b>Mark</b>	<b>Grade</b>
<ul style="list-style-type: none"> <li>• Presents a comprehensive, sophisticated, and sustained investigation that <b>applies</b> their understanding of ways in which artists develop connections between art and society in their practice</li> <li>• Explains the significance of examples to strongly support the investigation</li> <li>• <b>Constructs</b> complex and logical points of view that reveal a highly developed understanding of the visual arts</li> </ul>	21-25	A
<ul style="list-style-type: none"> <li>• Presents a thorough, coherent and well-reasoned investigation that <b>applies</b> their understanding of ways in which artists develop connection between art and society in their practice</li> <li>• Explains examples to support an investigation that addresses most aspects of the question</li> <li>• <b>Constructs</b> accomplished and logical points of view that reveal a developed understanding of the visual arts</li> </ul>	16-20	B
<ul style="list-style-type: none"> <li>• Presents and generally sustains a reasoned investigation that <b>applies</b> their understanding of ways in which artists develop connections between art and society in their practice</li> <li>• Generally, explains examples to support an investigation that addresses some aspects of the question</li> <li>• <b>Constructs</b> reasonably clear and logical points of view that reflect some understanding of the visual arts</li> </ul>	11-15	C
<ul style="list-style-type: none"> <li>• Presents an uneven and superficial description that <b>applies</b> some understanding of ways in which artists develop connections between art and society in their practice</li> <li>• Describes examples in obvious ways to connect with some aspects of the question</li> <li>• <b>Constructs</b> inconsistent points of view that reflect a foundational understanding of the visual arts</li> </ul>	6-10	D
<ul style="list-style-type: none"> <li>• Attempts to <b>apply</b>, construct and explain some aspects of the question</li> <li>• May offer examples that may not always be relevant or addressed</li> <li>• <b>Constructs</b> unsupported points of view that reflect a limited understanding of the visual arts</li> </ul>	1-5	E

**FEEDBACK:**

**MARK:**

**RANK:**

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