



Notice of Assessment Task
Year 12 Visual Design
In-Class Written Exam Task 1

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| Date of initial notification: Week 8 – Monday, 27 th November 2023 | Date of submission of task: Week 10 – Monday, 11 th December 2023 |
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| Teacher: Mr. Marincevski | Task Number: 1 |
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| Time Allowed: 55 minutes - Exam + Reading Time | Weighting of task: 20% |
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| Course Component/Focus area/topic/module: Year Twelve Stage 6 Critical and Historical Studies and Syllabus Content Areas |
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| <p>Task Description</p> <p>Students will complete an unseen in-class examination paper consisting of four questions, both short and long answer questions, measuring the achievements of Visual Design Stage Six syllabus outcomes.</p> <p>Question 1 – 2 Marks – CH1 Question 2 – 3 Marks – CH2 Question 3 – 5 Marks – CH3 Question 4 – 10 Marks – CH2</p> <p>This paper will ask about unseen source material relating to Visual Design and students will be applying the techniques, skills, subject-specific terminology, and syllabus content that they learn in class across the term to approach and answer these questions. Students will be given advice, support, and time in classes to prepare study revision notes, learn knowledge of content areas and develop skills related to writing and performing in this exam.</p> |
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| <p>Outcomes/Competencies to be assessed in this task:</p> <ul style="list-style-type: none">● CH1: Generates in their critical and historical practice ways to interpret and explain design● CH2: Investigates the roles and relationships among the concepts of artist/designer, work, world, and audience/consumer in critical and historical investigations● CH3: Distinguishes between different points of view, using the frames in their critical and historical investigations |
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| <p>Feedback: How will I receive feedback on this task?</p> <p><input type="checkbox"/> Written</p> <p><input type="checkbox"/> Verbal</p> <p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Individual</p> |
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Marking Criteria:

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| Question 1 – 2 Marks CH1: Generates in their critical and historical practice ways to interpret and explain design | |
| Student has demonstrated a generation of their critical and historical practice in ways to both interpret and explain design | 2 |
| Student has demonstrated a generation of their critical and historical practice in ways to either interpret or explain design | 1 |
| Student has not demonstrated a generation of their critical and historical practice in ways to either interpret or explain design | 0 |

- *If you are absent on the day that the task is due, you MUST see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).*
- *Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.*
- *All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.*

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| Question 2 – 3 Marks CH2: Investigates the roles and relationships among the concepts of artist/designer, work, world, and audience/consumer in critical and historical investigations | |
| Student has critically and historically investigated roles and relationships among the concepts of artist/designer, work, world, and audience/consumer | 3 |
| Student has critically and historically investigated a role and relationships among the concepts of artist/designer, work, world, and audience/consumer | 2 |
| Student has critically and historically investigated a role or relationship among the concepts of artist/designer, work and world, audience/consumer | 1 |
| Student has not critically and historically investigated any roles or relationships among the concepts of artist/designer, work, world, or audience/consumer in a basic manner | 0 |
| Question 3 - 5 Marks – CH3: Distinguishes between different points of view, using the frames in their critical and historical investigations | |
| Student has made perceptive and confident distinguishes between different points of view, using the frames in their critical and historical investigations | 5 |
| Student has made clear and developed distinguishes between different points of view, using the frames in their critical and historical investigations | 4 |
| Student has made developing distinguishes between different points of view, using the frames in their critical and historical investigations | 3 |
| Student has made basic distinguishes between some or a point of view, using the frames in their critical and historical investigations | 2 |
| Student has made limited distinguishes between a point of view, using the frames in their critical and historical investigations | 1 |
| Student has made no distinguishes between a point of view and has not used the frames in their critical and historical investigations | 0 |

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| Question 4 - 10 Marks – CH2: Investigates the roles and relationships among the concepts of artist/designer, work, world, and audience/consumer in critical and historical investigations | |
| Student has demonstrated a cohesive and highly developed investigation into the roles and relationships among the concepts of artist/designer, work, world, and audience/consumer in critical and historical investigations | 9 -10 |
| Student has demonstrated a thorough and developed investigation into the roles and relationships among the concepts of artist/designer, work, world, and audience/consumer in critical and historical investigations | 7 - 8 |
| Student has demonstrated a sound and developing investigation into the roles and relationships among the concepts of artist/designer, work, world, and audience/consumer in critical and historical investigations | 5 - 6 |
| Student has demonstrated a basic investigation into the roles and relationships among the concepts of artist/designer, work, world, and audience/consumer in critical and historical investigations | 3 - 4 |
| Student has demonstrated a limited investigation into the roles and relationships among the concepts of artist/designer, work, world, and audience/consumer in critical and historical investigations | 1 - 2 |
| Student has not demonstrated an investigation into any roles or relationships among the concepts of artist/designer, work, world, and audience/consumer in critical and historical investigations | 0 |

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Marking Guidelines:

Grade A: A student at this grade typically:

- demonstrates extensive knowledge and understanding of content
- displays comprehensive understanding of content, processes, concepts
- critically analyses, synthesizes, and interprets information
- demonstrates high-level competence in particular skills, processes
- demonstrates high-level skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation
- demonstrates high-level skills in the use of appropriate technologies
- demonstrates confidence and outstanding performance and technique
- effectively communicates in a coherent, creative, succinct, logical, sophisticated manner with precision, originality or flair using terminology extensively and appropriately

Grade B: A student at this grade typically:

- demonstrates thorough knowledge and understanding of content
- displays developed understanding of content, processes, concepts
- analyses, synthesizes, and interprets information
- demonstrates competence in particular skills, processes
- demonstrates competent skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation
- demonstrates competent skills in the use of appropriate technologies
- demonstrates accomplished performance and technique
- competently communicates in a coherent, creative, succinct, logical, sophisticated manner with control or originality using appropriate terminology.

Grade C: A student at this grade typically:

- demonstrates sound knowledge and understanding of content
- displays clear understanding of content, processes, concepts
- analyses and interprets information
- demonstrates ability in some skills, processes
- demonstrates some skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation
- demonstrates some skills in the use of appropriate technologies
- demonstrates sound performance and technique
- communicates in a somewhat creative, succinct, logical, manner with coherence, control or originality using appropriate terminology.

Grade D: A student at this grade typically:

- demonstrates basic knowledge and understanding of content
- displays basic understanding of content, processes, concepts
- interprets information
- demonstrates basic ability in particular skills, processes

- demonstrates basic skills in judgement, reasoning, prediction, problem solving, interpretation
- demonstrates basic skills in the use of appropriate technologies
- demonstrates basic performance and technique
- communicates with adequate control or originality using some appropriate terminology.

Grade E: A student at this grade typically:

- demonstrates limited knowledge and understanding of content
- displays simple understanding of content, processes, concepts
- interprets information
- demonstrates limited ability in particular skills, processes
- demonstrates limited skills in argument and problem solving
- demonstrates limited skills in the use of appropriate technologies
- demonstrates limited performance and technique
- demonstrates limited communication abilities

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