



B O A R D O F S T U D I E S
NEW SOUTH WALES

2009 HSC Visual Arts Marking Guidelines

Section I

Question 1 (a)

Outcomes assessed: H&, H8, H9, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sound understanding of how the source material represents social attitudes towards progress• Inferences reflect understanding of the cultural frame	5
<ul style="list-style-type: none">• Demonstrates some understanding of how the source material represents social attitudes towards progress• Inferences reflect some understanding of the cultural frame	3–4
<ul style="list-style-type: none">• Attempts the question and may list features of the source material which are self-evident	1–2

Question 1 (b)

Outcomes assessed: H7, H8, H9, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sound understanding of relationships between art making procedures and their role in practice • The explanation of features of the source material is used to support a well-reasoned and coherent argument 	7–8
<ul style="list-style-type: none"> • Demonstrates some understanding of relationships between art making procedures and their role in practice • The explanation of features of the source material is used to support a reasonably coherent argument 	5–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of relationships between art making procedures and their role in practice • The explanation of features of the source material is obvious and unevenly explained 	3–4
<ul style="list-style-type: none"> • Attempts the question and reiterates information from the source material • May list some procedures identified in the source material which are assumed to be self-evident links to practice 	1–2

Question 1 (c)

Outcomes assessed: H7, H8, H9, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the relationships between artworld agencies and their significance to meaning • Interpretation of the source material is used to justify a well-reasoned and coherent argument 	10–12
<ul style="list-style-type: none"> • Demonstrates a well developed understanding of the relationships between artworld agencies and their significance to meaning • Interpretation of the source material is applied in a coherent, more descriptive argument 	7–9
<ul style="list-style-type: none"> • Demonstrates some understanding of the relationships between artworld agencies and their significance to meaning • Interpretation of the source material is reasonably sound and is referred to in an uneven way and/or obvious way 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the relationships between artworld agencies • Interpretation of the source material relies on obvious features which may be listed or reiterated 	1–3

Section II

Questions 2–10

Outcomes assessed: H7, H8, H9, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • A coherent, sustained and well reasoned argument is represented which may acknowledge that other points of view are possible • All relevant aspects of content are comprehensively explained and interpreted in relation to the question • The significance of examples is explained and used to strongly support the arguments • Points of view are complex and logical and reveal a highly developed understanding of the Visual Arts 	21–25
<ul style="list-style-type: none"> • A coherent and reasoned argument is represented and sustained • All relevant aspects of content are thoroughly explained and more conventionally interpreted in relation to the question • Examples are explained and used to support a successful argument that addresses most aspects of the question • Points of view are accomplished and logical and reveal a well-developed understanding of the Visual Arts 	16–20
<ul style="list-style-type: none"> • A reasoned argument is represented and generally sustained • Most relevant aspects of content are broadly explained and more conventionally interpreted in relation to the question • Examples are generally explained, and used to support an argument that addresses some aspects of the question • Points of view are reasonably clear and logical and reflect a good understanding of the Visual Arts 	11–15
<ul style="list-style-type: none"> • An argument is represented but is unevenly sustained • Aspects of content are represented but explanations are superficial and may not be related to the question • Examples are described in an obvious way and are connected to some aspects of the question • Points of view tend to be inconsistent or not well developed and reflect a foundational understanding of the Visual Arts 	6–10
<ul style="list-style-type: none"> • Comments are offered that may relate to some aspects of the question • Ideas are identified and may be explored to some extent in an isolated way • Examples may be offered but are not always relevant or addressed • Points of view are not supported and reflect a limited understanding of the Visual Arts 	1–5

Visual Arts

2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
1 (a)	5	Frames	H7, H8, H9, H10
1 (b)	8	Practice	H7, H8, H9, H10
1 (c)	12	Conceptual Framework	H7, H8, H9, H10
Section II Practice			
2	25	Practice	H7, H8, H9, H10
3	25	Practice	H7, H8, H9, H10
4	25	Practice	H7, H8, H9, H10
Section II Conceptual Framework			
5	25	Conceptual Framework	H7, H8, H9, H10
6	25	Conceptual Framework	H7, H8, H9, H10
7	25	Conceptual Framework	H7, H8, H9, H10
Section II Frames			
8	25	Frames	
9	25	Frames	
10	25	Frames	
Artmaking: Body of Work			
	50	Criterion 1: Conceptual Strength and Meaning; and Criterion 2: Resolution	H1, H2, H3, H4, H5, H6