

Task 3: Essay Response

Due Date: Wednesday, 17th September, 2025

Task Distributed: 25th August, 2025

Unit: Outside

Task Type: Essay Response

Task Weighting: 15%

Outcomes:

- **5.7** - Applies their understanding of aspects of practice to critical and historical interpretations of art.
- **5.8** – Uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art.
- **5.9** – Demonstrates how the frames provide different interpretations of art.
- **5.10** – Demonstrates how art criticism and art history construct meanings.

Task Description

You will be responding to the following essay question under exam conditions during one class period (5 minutes reading time + 45 minutes writing time).

Essay Question: **Through Vincent Van Gogh's paintings, we gain insight into his emotions. Analyse at least two of his landscape paintings to show his varying moods.**

Through Critical and Historical Study, you will be investigating how the artist, Vincent Van Gogh expresses his emotions in his artworks and makes links to his world through a variety of landscape paintings.

In class you will:

- Be reading notes, summarising, interpreting and describing the artworks of Vincent Van Gogh in order to build your knowledge and literacy skills.
- Develop the ability required to improve your analytical skills and discuss artworks through the Frames using your worksheets and summary notes.
- Complete an Analysis worksheet activity looking at Vincent Van Gogh's paintings to assist you in observing specific aspects within the work using the Frames as a tool to gain a better informed understanding and provide meaning by:
 - Discussing Van Gogh's mood and intent in his artworks.
 - Explain how his techniques (e.g. brushstrokes, colour choice, lack of detail) broke away from realism.
 - Explain how he communicates his ideas using the Structural Frame (visual language) and Subjective Frame (mood and imagination).
- Prepare for the essay by writing practice responses to the question prior to the assessment date (and submit drafts for feedback).

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- Analyse - examine (something) methodically and in detail, typically in order to explain and interpret it:
- Describe - Provide characteristics and features.
- Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how\
- Interpret - Draw meaning from

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

This task will be completed under exam conditions during period 3 on Wednesday, 17th September, 2025.

Students must bring the required equipment for the examination, which is a blue or black pen. The examination and writing paper will be provided in class.

Students are NOT permitted to use external notes during the exam.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 school days of the due date.
- At this time feedback including information on how to improve will be provided through written notes.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection. Students can access a self-reflection form in Google Classroom to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks when writing about art.

How does this link to my learning?

- This assessment will reveal my ability to interpret artworks supported by well-reasoned meaning.
- Through the completion of this task, students build skills in discussing and writing about art.
- Strengthen ability to interpret and explain by critically and historically examining artworks.
- Aid in my future written responses by reflecting on strengths and areas requiring improvement.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Marking Criteria

MARKING CRITERIA	Descriptors				
	Limited	Basic	Sound	Developed	Outstanding
	0-1	2	3	4	5
Demonstrates understanding of the Art Frames.	Response shows a poor understanding of the Art Frames through a fragmented response to Vincent Van Gogh's landscape paintings with little or no interpretations and irrelevant or no examples.	Response shows an elementary understanding of the Art Frames through a limited response to Vincent Van Gogh's landscape paintings providing a basic interpretation of his work with weak or no examples.	Response shows a satisfactory understanding of the Frames through a basic response to Vincent Van Gogh's landscape paintings providing a generalised interpretation and examples of his artworks.	Response shows an understanding of the Frames through a well reasoned response to Vincent Van Gogh's landscape paintings providing a relevant description and examples of his work.	Response shows a strong understanding of the Art Frames through a detailed and well-reasoned response to Vincent Van Gogh's landscape paintings providing persuasively supported examples.
Demonstrates knowledge and understanding of Artistic Practice.	Response shows a poor understanding of the Practice through a fragmented response to Vincent Van Gogh's landscape paintings with little or no interpretations and irrelevant or no examples.	Response shows an elementary understanding of the Practice through a limited response to Vincent Van Gogh's landscape paintings providing a generalised analysis about actions with weak or no examples.	Response shows a satisfactory understanding of the Practice through a basic response to Vincent Van Gogh's landscape paintings providing a generalised analysis about actions with examples of his work.	Response shows an understanding of the Practice through a well-reasoned response to Vincent Van Gogh's landscape paintings providing a relevant analysis about actions and examples of his work.	Response shows a strong understanding of the Practice through a well-reasoned response to Vincent Van Gogh's landscape paintings providing a highly supported analysis about actions with strong examples of his work.
Knowledge and understanding of the Conceptual Framework agencies (Artist - Artwork - World - Audience).	Response shows a poor understanding of the Conceptual Framework through a fragmented response to Vincent Van Gogh's landscape paintings with little or no interpretations and irrelevant or no art examples.	Response shows an elementary understanding of the Conceptual Framework through a basic response to Vincent Van Gogh's landscape paintings providing a generalised link to the agencies with weak or no art examples.	Response shows a satisfactory understanding of the Conceptual Framework through a basic response to Vincent Van Gogh's landscape paintings providing a generalised link to the agencies with some art examples.	Response shows an understanding of the Conceptual Framework through a well reasoned response to Vincent Van Gogh's landscape paintings by providing relevant links to the agencies and art examples.	Response shows a strong understanding of the Conceptual Framework through a well-reasoned response to Vincent Van Gogh's landscape paintings by providing a highly supported link to the agencies with strong art examples.

Total: /15

Literacy Criteria

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
	0	1	2	3	4
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation

Total: /5