



St John's College, Woodlawn

Assessment Task

Subject: Photography, Video And Digital Imaging 1 Unit

Year: 11 Preliminary course

Task: Task 3b – Historical And Critical Studies

Date Issued: xx/xx/2016

Date Due: Exam Block

Weighting: 10%

Outcomes to be Assessed:

- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or videos and/or digital works
- CH2 investigates the roles and relationships among the concept of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photographs and/or videos and/or digital imaging are used in various fields of cultural production

Task Outline:

Complete an examination paper on the designated day within the designated examination period

Assessment Criteria:

Students will be assessed on:

- How well they explain photographic works from both critical and historical perspectives.
- How well they explain the relationships between the photographer, their work, their world and the audience for their works.
- How well they use different points of view to interpret and explain photographic works.
- How well they use histories, narratives and other accounts to explain photographic works and practices.
- How well they explain how photographic works are used in various fields of cultural production.



St John's College, Woodlawn
Photography, Video & Digital Media
Critical & Historical Studies Marking Criteria

Mark	Characteristics
17-20	Profound understanding of the demands of the question Answers all aspects of the question Critically evaluates opinions, comes to conclusions, presents supporting evidence Answers all parts of the question Appropriate examples are chosen, described and possible meaning assigned to the thread of the argument Language is highly developed and used appropriately revealing experience with aesthetic texts
13-16	Positive understanding of the demands of the question Answers most aspects of the question Evaluates opinions, may reach conclusions, presents some supporting evidence Examples are chosen, described and some possible meanings assigned to the thread of the argument Language is developed and used appropriately revealing some experience with aesthetic text
9-12	Generalised and predictable responses and understanding of the question Limited understanding of the issues raised by the question Ideas, concepts and language generalised Examples are dominated by description rather than meaning Context is presented in a limited manner Judgements and opinions tend to be personal, lacking third party support
5-8	Limited responses to the question Response is superficial, lacking sequence and logic Language is predominately descriptive Meanings are superficial and misunderstood Poor reference to context Few judgements with little or no supporting evidence
1-4	Response lacks relevance to the question Structure and language may lack coherence Superficial description Context not used Often only ½-3/4 of a page