

Visual Art marking guide and response

External assessment 2025

Extended response (45 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. implement decoding skills to read visual language and communicate understanding of ideas and representations in artworks
2. apply literacy skills using relevant visual art terminology, reference to artworks and language conventions to recognise and distinguish features of selected artworks and practices
3. analyse and interpret visual language, expression and meaning in artworks through a specified context
4. evaluate art forms to appraise the significance of relevant similarities, differences and ideas
5. justify a viewpoint supported by evidence of artistic processes, intentions and expression
8. realise a written response to demonstrate knowledge about how artists employ artistic qualities to create meaning.

Note: Objectives 6 and 7 are not assessed in this instrument.

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Marking guide

Criterion: Implementing decoding skills

The response, for the first stimulus:	M	The response, for the second stimulus:	M
<ul style="list-style-type: none">• specifies a range of relevant elements and principles to communicate how ideas are represented	3	<ul style="list-style-type: none">• specifies a range of relevant elements and principles to communicate how ideas are represented	3
<ul style="list-style-type: none">• identifies relevant elements and/or principles to communicate how an idea is represented	2	<ul style="list-style-type: none">• identifies relevant elements and/or principles to communicate how an idea is represented	2
<ul style="list-style-type: none">• identifies an element and/or principle of representation	1	<ul style="list-style-type: none">• identifies an element and/or principle of representation	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0	<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Analysing and interpreting

The response, for the first stimulus:	M	The response, for the second stimulus:	M
<ul style="list-style-type: none"> provides detailed and insightful literal and non-literal meanings that interrelate essential features of the artwork consistently demonstrates synthesised knowledge of specified context/s 	7	<ul style="list-style-type: none"> provides detailed and insightful literal and non-literal meanings that interrelate essential features of the artwork consistently demonstrates synthesised knowledge of specified context/s 	7
<ul style="list-style-type: none"> provides detailed literal and non-literal meanings that interrelate essential features of the artwork consistently demonstrates knowledge of specified context/s 	6	<ul style="list-style-type: none"> provides detailed literal and non-literal meanings that interrelate essential features of the artwork consistently demonstrates knowledge of specified context/s 	6
<ul style="list-style-type: none"> provides a literal and a non-literal meaning that interrelate essential features of the artwork demonstrates knowledge of specified context/s 	5	<ul style="list-style-type: none"> provides a literal and a non-literal meaning that interrelate essential features of the artwork demonstrates knowledge of specified context/s 	5
<ul style="list-style-type: none"> provides a literal or non-literal meaning that makes connections to essential features of the artwork identifies a specified context/s 	4	<ul style="list-style-type: none"> provides a literal or non-literal meaning that makes connections to essential features of the artwork identifies a specified context/s 	4
<ul style="list-style-type: none"> provides a literal or non-literal contextual meaning that makes connections to essential features of the artwork 	3	<ul style="list-style-type: none"> provides a literal or non-literal contextual meaning that makes connections to essential features of the artwork 	3
<ul style="list-style-type: none"> makes statements about the meaning of essential features or context with misunderstandings 	2	<ul style="list-style-type: none"> makes statements about the meaning of essential features or context with misunderstandings 	2
<ul style="list-style-type: none"> makes statements about meaning with misunderstandings 	1	<ul style="list-style-type: none"> makes statements about meaning with misunderstandings 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Evaluating

The response:	M
<ul style="list-style-type: none">purposefully selects and appraises the significance of similarities, differences and ideas of both artworks in relation to the chosen question	5
<ul style="list-style-type: none">appraises the significance of similarities, differences and ideas of both artworks in relation to the chosen question	4
<ul style="list-style-type: none">identifies relevant similarities, differences and ideas of both artworks in relation to the chosen question	3
<ul style="list-style-type: none">identifies a similarity and a difference between the selected artworks	2
<ul style="list-style-type: none">states a similarity or a difference between the selected artworks	1
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Justifying

The response, for the first stimulus:	M	The response, for the second stimulus:	M
<ul style="list-style-type: none"> • supports a well-expressed, independent viewpoint using detailed and pertinent examples 	5	<ul style="list-style-type: none"> • supports a well-expressed, independent viewpoint using detailed and pertinent examples 	5
<ul style="list-style-type: none"> • supports a clearly stated viewpoint using detailed and pertinent examples 	4	<ul style="list-style-type: none"> • supports a clearly stated viewpoint using detailed and pertinent examples 	4
<ul style="list-style-type: none"> • supports a viewpoint using multiple examples 	3	<ul style="list-style-type: none"> • supports a viewpoint using multiple examples 	3
<ul style="list-style-type: none"> • supports a viewpoint using a relevant example 	2	<ul style="list-style-type: none"> • supports a viewpoint using a relevant example 	2
<ul style="list-style-type: none"> • provides an opinion about an artwork 	1	<ul style="list-style-type: none"> • provides an opinion about an artwork 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Realising a response

The response, for Question 1 ONLY:	M
<ul style="list-style-type: none"> synthesises and interrelates relevant information to communicate detailed and insightful conclusions about how, when and/or why audiences are influenced by the common practice of taking a selfie when interpreting personal meaning in artworks 	5
<ul style="list-style-type: none"> interrelates relevant information to communicate detailed conclusions about how, when and/or why audiences are influenced by the common practice of taking a selfie when interpreting personal meaning in artworks 	4
<ul style="list-style-type: none"> uses information that shows understanding of how, when and/or why audiences are influenced when interpreting personal meaning in artworks 	3
<ul style="list-style-type: none"> uses information that shows some understanding of how, when and/or why audiences are influenced when interpreting artwork 	2
<ul style="list-style-type: none"> shows some understanding of audience influences when interpreting artwork 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
The response, for Question 2 ONLY:	M
<ul style="list-style-type: none"> synthesises and interrelates relevant information to communicate detailed and insightful conclusions about how artists communicate the nature of identity and factors that influence one's sense of self 	5
<ul style="list-style-type: none"> interrelates relevant information to communicate detailed conclusions about how artists communicate the nature of identity and factors that influence one's sense of self 	4
<ul style="list-style-type: none"> uses information that shows understanding of how artists communicate the nature of identity and a factor that influences one's sense of self 	3
<ul style="list-style-type: none"> uses information that shows some understanding of how artists communicate the nature of identity and one's sense of self 	2
<ul style="list-style-type: none"> shows some understanding of the nature of identity in self-portraiture 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Applying written literacy skills

The response:	M	The response:	M
<ul style="list-style-type: none"> uses visual art terminology relevant to artworks and practices consistently references titles of artworks and artists' names using art conventions 	2	<ul style="list-style-type: none"> communicates visual art ideas and meaning using a sustained, organised and cohesive sequence of information uses language conventions consistently and with clarity 	3
<ul style="list-style-type: none"> uses visual art terminology with one or more errors references selected artwork/s and/or artists' names with inconsistent application of art conventions 	1	<ul style="list-style-type: none"> communicates ideas and meaning in a logical and structured manner uses language conventions appropriately and with clarity 	2
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> communicates ideas and meaning uses language conventions with some loss of clarity 	1
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0



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