



New Zealand Qualifications Authority  
Mana Tohu Matauranga O Aotearoa

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# Assessment Report

## Level 3 Art History 2016

Standards [91482](#) [91483](#) [91484](#)

### Part A: Commentary

Candidates are advised to think carefully about their plate selection before beginning to answer the question; and to spend time planning their response to ensure they have sufficient evidence to write in detail and depth about a selected question.

Candidates who made use of the additional contextual images in the resource booklet, were more likely to be able to extend and discuss their selected art works in depth.

Most questions required the candidate to use art works from the resource booklet. Candidates who used art works from outside the resource booklet were at greater risk of not meeting the requirement of the question.

Overall, most candidates demonstrated a good understanding of the requirements of criteria of each standard and their discussion was enriched and supported when specific features in the chosen works were referred to.

Critical and evaluative skills were evident in writing that was concise, comparative, interpretive and synthesised specific ideas rather than developing a general discussion. The most successful responses were those where candidates took a broad approach to their selected question.

Some candidates appeared to use pre-prepared responses instead of answering the specifics of the selected question and this limited their achievement significantly.

### Part B: Report on Standards

## 91482: Demonstrate understanding of style in art works

Candidates who were awarded **Achievement** commonly:

- focused on the named stylistic elements and went beyond describing these elements and then explained their effects

- wrote using some relevant art historical terminology
- wrote succinctly and directly about the selected art works, identified relevant similarities and/or differences in the named stylistic elements
- compared the two art works within the booklet provided and made relevant stylistic connections between the selected art works.

Candidates who were assessed as **Not Achieved** commonly:

- described selected art works, but did not explain the named stylistic characteristics in these works
- gave long explanations of meanings and/or contexts without specifically referencing the required stylistic elements
- examined the two art works separately without discussion of the similarities and/or differences in the art works' stylistic characteristics
- discussed art works that were not in the resource booklet
- demonstrated insufficient understanding of the stylistic elements and/or the requirements of the question.

Candidates who were awarded **Achievement with Merit** commonly:

- provided a detailed analysis through the reference of specific features and gave relevant reasons as to why the two selected art works were similar and/or different
- linked some contextual evidence to support or elaborate and expand on their stylistic analysis, which provided a holistic approach to the question
- explained the reasons for the differences and/or similarities in the stylistic features that went beyond generalised statements about the art works
- wrote in an analytical style to examine the required stylistic elements using art historical terminology competently
- used relevant aspects of context and background information about the artist and/or style of art in making these comparisons.

Candidates who were awarded **Achievement with Excellence** commonly:

- incorporated relevant contextual evidence in referencing the stylistic elements to support why the two selected art works may be similar and/or different
- demonstrated an in-depth knowledge of artistic style and the artist's approach and could compare this to another artist working in a similar time period
- used art historical terminology confidently throughout the response
- wrote about the question directly, developing an integrated explanation and analyses of the specified stylistic characteristics within the two art works within a contextualised discussion
- gave an in-depth analysis of the selected art works.

### Standard-specific comments

Some plates were selected by candidates that were possibly too different when comparing stylistic features. Students should think carefully about their plate selection before beginning to answer the question.

Candidates are advised not to refer to art works outside of the resource booklet, as their responses need to remain focused within the boundaries of the examination question.

Overall, many students demonstrated a good understanding of the formal elements of style, and their discussion was enriched and supported when specific features in the chosen works were referred to.

Critical and evaluative skills were evident in writing that was concise, comparative, interpretive and synthesised specific ideas rather than developing a general discussion.

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## 91483: Examine how meanings are communicated through art works

Candidates who were awarded **Achievement** commonly:

- explained the meanings of two art works concisely and correctly, but within a general discussion
- began to make links between the features of the art work(s) and the meanings conveyed
- discussed the overall connections of the art works to meaning with enough links to the features of the art works to provide an explanation
- wrote a detailed and coherent explanation through the features of the first art work, but the second art work was more descriptive
- answered the set question directly, demonstrating an understanding of the specific requirements of the question
- used some appropriate art historical terminology in their responses.

Candidates who were assessed as **Not Achieved** commonly:

- did not include information about two art works and/or attach meanings of art works' features in their answer
- focused on the meanings communicated by the art works, but did not address the specifics of the question
- provided a sufficient explanation of meanings for only one art work or answered the question using only one art work
- described stylistic or contextual features of art works from the time period or style referred to in the question instead of referring specifically to their chosen art works
- did not select art works that were appropriate to the set question
- speculated as to the meaning of the art works, rather than providing answers that were informed by art historical knowledge.

Candidates who were awarded **Achievement with Merit** commonly:

- wrote responses that illuminated the required connections within the art works
- chose relevant art works that allowed sufficient explanation of meaning - how these works communicated ideas associated with the specifics of the question and how these features contributed to the overall meaning of the art works
- described features of the art works in detail, and explained the overall meaning of works in relation to the context of the selected question
- further extended on the initial explanations of meanings or described stylistic concerns rather than expanding contextually as required to achieve at an excellence level
- briefly referenced contextual factors that related to the meanings of the art works.

Candidates who were awarded **Achievement with Excellence** commonly:

- provided contextual information that added depth and insight to their answer
- used art historical language in a fluent manner to perceptively communicate the meaning communicated by the features in the art works
- made links to context by examining how the meanings were constructed and conveyed in relation to the time period or the artists' intention
- wrote succinct and evaluative responses to both aspects of the question.
- provided fluent and comprehensive explanations of how and why the features of the art works conveyed specific meanings
- demonstrated a sophisticated understanding of art historical terminology and concepts in their responses.

### Standard-specific comments

Some candidates made use of the additional contextual images, which enabled them to extend and discuss their selected art works in greater depth.

Candidates are advised to identify at least two features in each of their art works to discuss in their explanation of their meaning.

Candidates need to explain how features of the art works convey meaning. Some responses showed less emphasis on how features conveyed meanings, and discussed meanings of the art works more generally, which limited their achievement at the higher levels.

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## 91484: Examine the relationship(s) between art and context

Candidates who were awarded **Achievement** commonly:

- began to address the requirements of their selected question
- made links between the context specified in the selected question and art of the appropriate area of study
- understood key words and art historical terminology in the selected question
- demonstrated some understanding of relationship(s) between art and context.

Candidates who were assessed as **Not Achieved** commonly:

- did not understand or interpret the requirements of the selected question
- did not address the requirements of the selected question
- did not make links between the specified context and art
- gave general descriptions of art works, but did not link these to context
- wrote prepared answers that did not relate to the selected question.

Candidates who were awarded **Achievement with Merit** commonly:

- showed a clear understanding of the key words and art historical terminology used in the selected question
- addressed the specific requirements of their selected question
- clearly explained the relevant links between the context specified in the selected question and relevant aspects of art and art works
- used evidence from relevant art works and/or other sources to support their explanations
- demonstrated a sound knowledge of the contexts and art that were relevant to their selected question.

Candidates who were awarded **Achievement with Excellence** commonly:

- showed a perceptive understanding of the key words and art historical terminology used in their selected question
- evaluated the relationship(s) between the context specified in their selected question and art, supporting their evaluative discussion with perceptively selected evidence from art works and other sources
- addressed the requirements of their selected question and maintained their focus on these requirements throughout their answer
- applied a comprehensive knowledge of their selected area of study in a coherent, evaluative argument that focused on the specific requirements of their question.

### Standard-specific comments

Some candidates approached this standard by analysing style or explaining iconographic meanings, instead of focusing on the relationships between context and art in their answers.

Candidates are advised to begin their answers with identifying some key points about relationship(s) between context and art, before discussing more complex relationships. For example, in Questions One and Two, some candidates offered responses about humanism or the Counter Reformation, but overlooked the basic relationship(s) between art and architecture and the spiritual space inside churches that was created to facilitate and inspire the rituals of prayer, worship and communion.

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