

Assessment Report

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Level 3 Art History 2019

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Part A: Commentary

Candidates submitted a range of responses and overall fair levels of performance.

The open question was sufficiently broad that it could be successfully applied to all areas of study and most (if not all) plates in the resource booklet. This provided learners who had prepared for any area of study ample opportunity to demonstrate their knowledge.

The change to the examination this year to allow learners to answer using no plates from the resource booklet seemed to have resulted in longer responses, that at times appeared prepared.

The suggested word limit helped candidates focus on quality rather than quantity, particularly in the digital exams.

A majority of candidates, across both digital and paper-based exams, demonstrated good contextual and art historical knowledge in the areas that interested them.

Part B: Report on standards

91482: Demonstrate understanding of style in art works

Candidates who were awarded **Achievement** commonly:

- described and explained the treatment of stylistic characteristics in each of their chosen art works and identified similarities and/or differences
- attempted to provide generalised reasons for the similarities and/or differences
- often focused on the second part of the question while neglecting the first part, providing information about the time and place in which each artist was working, but not giving sufficient analysis of their chosen stylistic characteristics in each art work to achieve Merit.

Candidates whose work was assessed as **Not Achieved** commonly:

- selected art works that were not included in the resource booklet
- selected stylistic characteristics that were not included in the question
- described stylistic characteristics from each art work, but did not identify or explain similarities and/or differences
- provided a response with a limited explanation of the selected stylistic characteristics or was incomplete
- provided a response that analysed meaning and/or context rather than style.

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

- described and explained both of their selected stylistic characteristics fully in both art works and identified appropriate similarities and/or differences
- gave appropriate and justified reasons for the stated similarities and/or differences.

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

- answered both parts of the question fully and comprehensively
- demonstrated a convincing and/or insightful understanding of how the time and place (context) the artist was working in impacted on their chosen stylistic characteristics in the second part of their answer
- used art historical language and vocabulary confidently and appropriately in their responses.

Standard specific comments

Some candidates selected inappropriate stylistic characteristics for their chosen art works. For example, "Modernist Design" is a stylistic characteristic found in design-based and architectural works and involves features such as an emphasis on horizontal and vertical lines, lack of ornament or mouldings, a "machine aesthetic", and functional forms, but some candidates attempted to discuss this in paintings.

Some candidates demonstrated misunderstanding of basic Art History vocabulary, such as the terms "tone" and "media", which prevented them from giving an explanation of the treatment of that characteristic.

91483: Examine how meanings are communicated through art works

Candidates who were awarded **Achievement** commonly:

- gave a clear description of at least two motifs in both art works and explained how these features conveyed relevant meanings that were related to the question
- used Art Historical terminology with understanding.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not understand the meaning specified in the question
- provided mostly inaccurate information about the art works and their meanings, or selected art works that were not suitable for the specified

question

- provided a stylistic or contextual analysis of the art works rather than an explanation of the meanings of art works
- demonstrated insufficient understanding of Art Historical terminology or concepts
- did not provide sufficient detail or understanding when explaining how the features conveyed meanings.

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

- selected art works that demonstrated a depth of understanding of the question and often referenced other appropriate art works to discuss the relevance of the motifs
- provided specific detail in their explanations, linking a number of features of each art work to their meanings
- included a limited amount of contextual information in their response
- demonstrated a clear understanding about the requirements of the specifics of the question.

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

- showed a thorough and perceptive grasp of symbolism, iconography and the meanings inherent in both art works
- demonstrated critical decision making in their selection of art works used to answer the question
- used visual examples to support discussion about how and why meanings were constructed in particular ways, in relation to context
- wrote a coherent and fluent response, making clear connections between visual analysis of art works and the meaning specified in the question
- demonstrated a perceptive understanding of why specific features were used to communicate specific meanings to the intended audience(s).

Standard specific comments

Broad/thematic concepts eg, 'Primitivism', 'Challenging traditions' and 'Identity' allowed candidates to demonstrate their learning well. Where the question was narrower, e.g. 'Corporate Image', 'Nature and Landscape' candidates needed to be more specific and detailed in demonstrating their knowledge.

A significant number of responses were very general, writing about stylistic features of art works that weren't appropriate or just describing landscape features rather than explaining their meaning of the imagery.

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

Candidates who were awarded **Achievement** commonly:

- responded to their chosen question using relevant art works while sufficiently explaining or clarifying the relationship(s) between the context and the art works to demonstrate understanding.

Candidates whose work was assessed as **Not Achieved** commonly:

- described aspects of art and/or a context but were nonetheless unable to answer the question with relevant art works or explain the relationships between their chosen art works and context.

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

- directly addressed their chosen question using relevant art works while focusing on the context
- discussed the relationships between the context and art works using detailed explanatory language while integrating supporting evidence to demonstrate a depth of understanding.

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

- demonstrated perceptive understanding in a well-structured, fluent response to their chosen question using pertinent evidence
- discussed a range of relationships between art works and the context in depth
- consistently demonstrated comprehensive knowledge using analytical and evaluative language.

Standard specific comments

Candidates tended to perform better when they used the structure of their chosen question to shape their response.

Some candidates attempted to make a prepared response fit their chosen question, often resulting in their response relying on an explanation of technical aspects or a narrative of the art works rather than answering the question directly.

Some candidates responding to Question 5 discussed 'mass production' instead of the context stated in the question which concerned 'mass media'.

[Art History subject page](#)

Previous years' reports

[2016 \(PDF, 220KB\)](#)

[2017 \(PDF, 49KB\)](#)

[2018 \(PDF, 112KB\)](#)