Assessment Report

Level 3 Art History 2017

Standards 91482 91483 91484

Part A: Commentary

The majority of the candidates appeared to be comfortable with the new format of the question paper and resource booklet. The Open question was well utilised by candidates, responding to all areas of study. Many candidates showed confidence in demonstrating a depth of knowledge in writing detailed responses to the questions, in referencing both plates and art works of their own choice. Areas 2, 3 and 5 were the most popular.

Part B: Report on standards

91482: Demonstrate understanding of style in art works

Candidates who were awarded **Achievement** commonly:

- explained and compared stylistic characteristics between the two selected art works
- selected two works from the same area – e.g. two Renaissance art works
- used art historical stylistic vocabulary in their discussion of their chosen stylistic elements within the art works
- described the similarities and differences between their selected art works.

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

- discussed their selected art works separately rather than comparing them
- wrote about the meaning of the imagery or contextual information instead of stylistic elements
- did not demonstrate a clear understanding of the specific stylistic elements in their response
- chose art works across different areas rather than comparing those that shared a similar context – e.g. late Renaissance
- did not provide at sufficient depth to fulfil the criteria of the standard.

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

- used art historical vocabulary confidently to explain reasons for the appearance of the art works
- related some general contextual information on how this may have influenced the appearance of the art work
- wrote contextual information that related to the artists' time and place rather than linking the information to specific stylistic characteristics.

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

- used art historical vocabulary extensively and precisely in their responses
- outlined how relevant contextual factors impacted on the appearance of art works and integrated this within an in-depth explanation about the stylistic elements in the art works
- provided a close analysis of both art works and included detailed information about how each artist could be identified within a particular art historical time and place.

Standard specific comments

Candidates need to select the most appropriate features for their art works ie. “modernist design” was best suited to art works from Area 4 – Modernist Design and Architecture.

Candidates are required to discuss stylistic features that were included in the question paper rather than writing about other features. Many candidates discussed colour which was not an option in the booklet.

Candidates need to ensure that they select art works and stylistic features that will allow for a thorough response. For example, some candidates selected Judy Chicago’s The Dinner Partyfrom Area 5, Modernism to Post-Modernism and struggled to write a response to the same depth as those students who had selected paintings to discuss.

Overall, the new question format appeared to result in higher numbers of candidates working at Merit and Excellence level of this Achievement Standard.

91483: Examine how meanings are communicated through art works

Candidates who were awarded **Achievement** commonly:

- explained appropriate meanings for the two art works which addressed the specifics of the question
- focussed their response on motifs and features in the art work that related to the topic of the question
- identified some connections between the meanings of the art works and how they are conveyed
- often wrote in more detail about one art work, making clear connections, but wrote only briefly for the other art work
- wrote about a narrow range of features within the art works, explaining how they gave meaning to the art works
- maintained a focus on meaning rather than writing about the art works’ style and/or context.

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

- only selected one art work to discuss or did not provide sufficient information about one or both art works for Achievement
- described the subject matter for the two art works without explaining the meaning(s) conveyed or wrote about meanings with insufficient clarity
- incorrectly named an artwork or used art historical terminology incorrectly
- selected inappropriate art works to explain meanings related to the specifics of the question
- provided a generalised discussion that did not reference specific features in their selected art works
- wrote a prepared response that did not address the specified question
- did not demonstrate a clear understanding of the meanings of their selected art works
- provided a formal or contextual analysis of the art works rather than explaining their meanings.

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

- explained appropriate meanings for a wide range of features in both art works, linking the meanings to the specifics of the question
- selected highly appropriate art works that allowed them to make clear links between meanings and how they were conveyed
- used appropriate art historical terminology to communicate ideas
- provided a coherent explanation and detailed account of the artworks' meanings by linking them to a range of features from the art works
- provided specific detail and close reference to the art works in their explanations of the meaning(s)
- provided some generalised link to contexts or intentions of the artist(s).

Candidates who were awarded Achievement with Excellence commonly:

- wrote a fluent and cohesive response that gave a balanced explanation across two art works focussing on the specific question
- were perceptive in their selection of art works which allowed for a considered and coherent response
- discussed relevant contextual information to support explanations of how and why meanings are conveyed through the features of both art works
- selected relatable art works, through common themes of motifs or the artists' intentions which allowed for a meaningful and coherent discussion
- demonstrated a perceptive understanding in explaining the reasons for the use of specific features to communicate meanings to a particular audience
- demonstrated an understanding of the impact of relevant contextual factors on the meanings of the art works.

Standard specific comments

Some candidates focused on the specifics of the question and therefore provided a generalised contextual discussion around motifs, and in doing so often did not provide examples of features within the art works that demonstrated meanings and how these meanings were conveyed.

It was noted that there are increasingly more generalised scripts being provided as responses to this Achievement Standard.

Candidates often discussed styles, contexts or subjects of the art works without sufficiently linking the information to meaning.

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

Candidates who were awarded **Achievement** commonly:

- identified at least one link between aspects of the relevant context and art works
- used art terminology to demonstrate understanding
- used a descriptive approach with some explanatory sections to demonstrate a knowledge of details about relevant artworks and/or context
- used examples from the plates to illustrate their point(s).

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

- did not demonstrate a clear understanding of the specifics of the question
- described aspects of art works that were not directly related to the question and/or the context
- presented a response that was mainly descriptive rather than explanatory, focussing on general and/or irrelevant information.

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

- explained key points in their discussion, directly addressing key elements of the question
- structured their response to the question in order to demonstrate a depth of knowledge
- presented detailed information on both art works and the context with some confidence
- used art historical terminology to effectively demonstrate a depth of understanding of the relationships between art works and the context.

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

- succinctly explained how their discussion pertained to the question
- presented a well - structured evaluative response to the question which included insightful detail, explaining the critical aspects of their argument
- presented a depth of knowledge that was built on and reinforced throughout their argument
- demonstrated analytical skill and a comprehensive knowledge of the context and the art works.

Standard specific comments

Candidates are advised to address the question directly, beginning with key points about the relationship(s) between the relevant context and the art works, rather than giving a broad overview of everything learnt about a particular art work, movement or artist.

Candidates are advised to carefully consider the requirements of the Achievement Standard and ensure that they use the most relevant information in their response to their selected question.

Art History subject page

Previous years' reports
2016 (PDF, 0KB)

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