

Assessment Report

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Part A: Commentary

The examination broadly covered the three topic areas. The selection of plates appeared to work well for candidates, especially in Towards Modernism. As with other years, the trend of fewer responses for Art in Aotearoa and Gothic Art contexts continued. Painting was the most popular genre of choice. The Resource Booklet plates provided students with clear colour and detail for visual analysis. Growing awareness of the word guide was evident, with little need for supplementary paper this year.

Part B: Report on standards

91180: Examine the effects of formal elements of art works

Candidates who were awarded **Achievement** commonly:

- made broad generalisations in their writing
- described details of formal elements in a narrative manner
- identified what they saw with accuracy
- implied evidence rather than presenting clear and direct evidence from the art works
- drew relevant key points from the art works in relation to formal elements.

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

- made technical errors in their selection of plates and/or formal elements
- provided insufficient description of formal elements for art works
- delivered incomplete responses
- gave responses that confused formal elements
- selected inappropriate elements or plates for their chosen questions.

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

- provided in-depth detail from the art work and each element for at least one plate
- utilised details from the art works to support explanations of formal elements' effects
- addressed one formal element or one plate in greater depth than the other
- incorporated relevant formal elements vocabulary to demonstrate convincing understanding
- drew links back to the questions in parts of their response to develop explanations.

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

- responded directly to the specific exam questions and stayed focused on this
- utilised contextual evidence to support explanations
- integrated perceptive conclusions drawn from relevant evidence
- drew astute connections between art works and/or formal elements, supported by wide contextual knowledge

- wrote with conviction through the use of high-level terminology and provided a compelling argument synthesised into their discussion.

Standard specific comments

Providing a balanced response between each art work is necessary to fully address the question and it was common to see an unbalanced response with one plate being better understood than the other. Some candidates misinterpreted the second part of the question and focused on context in depth at the expense of using art work evidence and linking to formal elements. Art work and formal element selection is a key part of the planning stage, and candidates who distinctly organised their responses provided intelligible and clear responses.

91181: Examine the meanings conveyed by art works

Candidates who were awarded **Achievement** commonly:

- described some relevant meanings in one or both chosen art works
- referenced one or more symbols/motifs and attempted to link them to the meanings within art works
- used some evidence from the plates to expand on points made
- used appropriate art terminology when describing motifs and meanings.

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

- attempted to identify some meanings of an art work
- described content not relevant to the question
- discussed context and influences with little or no evidence from art works about meanings
- wrote an incomplete and insufficient response with little application of art terminology.

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

- explained meanings of chosen art works with accurate and appropriate symbols/motifs for both chosen art works

- used supporting evidence from the plates to expand on points made. Some uneven evidence between art works evident at lower level of Merit
- understood art terminology and used it convincingly
- structured responses to address both plates when explaining selected symbols/motifs and wider implications of meanings
- expressed ideas clearly using art terminology.

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

- demonstrated extensive knowledge and interpretation of meanings, often expanding on relevant influences with wider contextual significance
- selected appropriate and complementary art works that allowed for a more insightful and original interpretation of meanings between art works and movements
- constructed sound responses, effectively supported by evenly explained, key evidence from chosen art works
- expressed ideas competently, articulating ideas and key points with well understood, fluent art terminology.

Standard specific comments

The majority of candidates sitting this standard chose 'Towards Modernism'. Overall, the standard of responses reflected good revision and knowledge of the preferred questions selected, with the 'depiction of women' theme being a popular choice. Some candidates provided uneven responses for their art work, with one plate being more appropriately selected or understood than the other. In both Achievement and low Merit responses there was limited interpretation of meanings and/or inaccurate details from art works to support the context. The candidate selection of a known art work paired with a plate worked well. However, there was some use of similar source material and 'rote learnt' responses. While some candidates exceeded the word limit guide, it was less prevalent than in previous years.

91182: Examine the influence of context(s) on art works

Candidates who were awarded **Achievement** commonly:

- described how related contexts influenced chosen art works
- described a limited and/or generalised number of areas within art works to support contexts
- showed uneven understanding of contexts between art works at low Achievement level
- used appropriate art terminology when describing contexts.

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

- identified contexts with insufficient supporting evidence from art works
- discussed context not asked for in the question
- wrote a response with no supporting evidence or understanding of contexts
- wrote an incomplete and insufficient response with little application of art terminology.

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

- explained in depth contexts that influenced selected art works
- used a range of relevant supporting areas from art works to expand on points made
- provided sound understanding of both contexts at high Merit (M6) level, evenly addressing both plates when explaining contexts
- provided extensive knowledge of contexts; however, at lower Merit level, supporting evidence from art works was uneven in depth
- understood art terminology and used it convincingly
- expressed ideas clearly and attempted a clear structure in their response.

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

- demonstrated extensive knowledge and interpretation of both contexts, often expanding on relevant influences with extra contextual importance
- selected appropriate and often diverse art works that allowed for more insightful and original interpretations of contexts

- constructed sound responses, effectively supported by evenly explained key evidence from chosen art works
- expressed ideas fluently and with competence, using accurate and well understood art terminology.

Standard specific comments

Candidates sitting this standard overwhelmingly chose 'Towards Modernism', with 'social context' the most popular choice selected. By referring to wealth as a social context, some candidates tended to respond more to symbols or content better suited to meanings. Overall, there were smaller numbers sitting this standard, with some incomplete scripts, which affected results. In both Achievement and low Merit responses there was limited explanation of the influence of context and some inaccurate details from art works to support the contexts. The selection of a known art work paired with a plate provided sustained discussion and convincing links to the context, plus strong examples from art works that were often comparable and perceptively explained.

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Previous years' reports

[2019 \(PDF, 330KB\)](#)

[2018 \(PDF, 122KB\)](#)

[2017 \(PDF, 52KB\)](#)

[2016 \(PDF, 213KB\)](#)