

# Assessment Report

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## Level 2 Art History 2018

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## Part A: Commentary

The response of candidates to the standards in Level 2 Art History was wide ranging, reflective of the varied approaches to Art History.

Many candidates wrote a lot, and this may be connected to the number of standards they opt to do and their efforts to fully answer the question. The introduction of a word guide in the 2019 assessment specifications will be helpful.

Some plates were more popular than others, likewise the questions. Candidates tended to favour the painting and sculpture related questions.

Many candidates were able to use the language of Art History, some to aid description and others for analysis, writing extremely well at the high end.

## Part B: Report on standards

# 91180: Examine the effects of formal elements of art works

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Candidates who were awarded **Achievement** commonly:

- wrote in a descriptive style about the formal elements and their effects in the two art works chosen from the resource booklet, sometimes in a more general than specific way and not always evenly
- provided some evidence from the art works - an important aspect to support the discussion
- demonstrated understanding of the effects of formal elements, which could be indicated by the use of some terms and specific detail
- focused on the question, sometimes more so at the beginning and end of the response than throughout.

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

- identified rather than described formal elements and effects, sometimes making statements or writing generally in the form of a commentary
- provided sufficient evidence or detail to support the description and demonstrate understanding
- misunderstood effects or ideas that prevented the candidate demonstrating 'some understanding' sufficiently
- discussed, disproportionately, meanings, context and background information rather than the effects of formal elements
- wrote about one work only
- did not sufficiently answer the question.

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

- wrote in an explanatory style about the formal elements and how they created effects in the two art works chosen from the resource booklet, generally evenly

- provided relevant or pertinent evidence and detail from the art works, sometimes integrated into the discussion, centred around the art works
- demonstrated some in-depth understanding of the specified elements and effects related to the question, sometimes widening the discussion to support the explanation
- focused on the question and kept it and the art works central to the discussion of the effects of formal elements
- used some Art History terminology to support the expression of understanding of formal elements and the role they play in art works.

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

- described the formal elements in detail and explained with some insight the importance of specific effects of the formal elements in the art works, generally evenly across the response and the chosen artworks
- provided evidence and well observed detail from the art works, sometimes synthesised into the discussion
- demonstrated perceptive understanding of the specified elements and effects related to the question, sometimes contextualising the discussion to support the explanation
- focused on the question, the formal elements, the effects and the art works to provide a perceptive evaluation of the importance of formal elements in creating specific effects in art works
- used Art History terminology to express perceptive ideas confidently.

### **Standard specific comments**

The skill of visual analysis is the focus of this standard at whatever level of achievement and understanding, requiring description of the chosen formal elements and evidence from the works. In having to choose both works from the resource booklet, candidates are encouraged in this.

Using and understanding Art History terms relating to the description and effects of formal elements is very helpful. By far the majority of candidates wrote from the Towards Modernism option, using a range of combinations of plates.

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# 91181: Examine the meanings conveyed by art works

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Candidates who were awarded **Achievement** commonly:

- described meanings convincingly in the chosen art works
- described two motifs clearly and attempted to link them to the meanings of the 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:

- described some motifs and not the meanings of an art work(s)
- included content not asked for in the question
- discussed formal elements and effects rather than meanings
- wrote about the artist, art work and other art works, without addressing the question.

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

- explained meanings of chosen art works with specific links from two selected motifs
- used supporting evidence from the plates to expand on points made
- understood art terminology and used it convincingly
- in most responses, evenly addressed both plates when explaining selected motifs and meanings
- supported their responses with evidence from the plates when expanding on points
- expressed ideas clearly.

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

- demonstrated perceptive interpretation of meanings in chosen art works
- explained the importance of meanings with detailed reference to motifs and expanded the response by interpreting relevant contexts and influences

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

### **Standard specific comments**

As in previous years, many candidates chose questions from Towards Modernism, with questions three and four equally popular with candidates.

There were even fewer answers from the Aotearoa and Pacific area of study and again, a very small number from Aspects of Gothic Art. Most schools prepared candidates for Towards Modernism over the two other areas of study. Candidates who sat the other two topics were far less prepared and tended to guess when describing or explaining symbols/motifs.

This year's examination saw a very big increase in candidates selecting a work of their own choice against a plate work. Successful candidates demonstrated convincing understanding of the meanings conveyed in art works, describing chosen motifs in both art works. Answers where the candidate had used their own plate brought to the question a very good understanding of the key themes due to practiced prepared responses.

The best answers differentiated between the first part of the question in describing symbols/motifs, and the second part, explaining the meanings in relation to the question topics. The most popular topic for Towards Modernism was depictions of powerful and/or ordinary men.

Competent answers addressed the questions about meanings and were supported by relevant contextual influences.

While there were often generalised descriptions of symbols, the overall understanding of the contexts was accurate and linked to the question and symbols.

Achievement answers were more descriptive, while explanation and interpretation provided the level of depth required for Merit and Excellence answers.

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

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Candidates who were awarded **Achievement** commonly:

- wrote in a descriptive style about the links between the context and the chosen art works, not always evenly or very developed beyond identifying
- provided evidence and specific detail from the art works - an important aspect to support the discussion
- demonstrated understanding of the context specified in the question
- demonstrated understanding of the influences of the specified context as seen in the chosen art works
- generally focused on the question, sometimes using the wording of the question, for example, "The social context has influenced Renoir's choice of subject" or "The political context has influenced David's depiction of Brutus".

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

- misunderstood contexts or ideas
- wrote a prepared response that did not address the question
- discussed, disproportionately, meanings, formal elements or setting rather than the influences of context
- wrote generally without evidence and specific detail to support the discussion and demonstrate understanding
- ran out of time or wrote about one work only.

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

- wrote in an explanatory style about the influences of context in the chosen art works, not always evenly
- provided relevant or pertinent evidence, with detail from the strongly referenced art works, sometimes integrated into the discussion
- demonstrated (some) in-depth understanding of the contextual influences specified in the question, rather than context in isolation
- focused on the question and kept it and the art works central to the discussion

- used Art History terminology to support the expression of understanding.

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

- explained with (some) insight how the context influenced the art works, with (some) consistency across the chosen artworks
- provided evidence and well observed detail from the art works, sometimes synthesised into the discussion
- demonstrated (some) perceptive understanding of the context specified in the question and the importance of its impact on the art works, rather than context in isolation
- focused on the question, the influences, the art works and the specified context to provide an insightful explanation, with informed, interpretive analysis of links
- used Art History terminology to express perceptive ideas confidently.

### **Standard specific comments**

This standard is a challenging one. To reach Achievement, candidates have to show links between the influences of context and the art works. When they bring in the art works to explain links, they are in Merit territory.

## [Art History subject page](#)

### **Previous years' reports**

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

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