

Assessment Report

Level 2 Art History 2016

Standards [91180](#) [91181](#) [91182](#)

91180: Examine the effects of formal elements of art works

Candidates who were awarded **Achievement** commonly:

- described two formal elements in one art work convincingly and made an attempt at the other
- described the effects of two formal elements in at least one art work convincingly and made an attempt at the second work
- structured their answer so that each formal element was covered
- used art terminology to demonstrate effective understanding of the effects of formal elements
- used examples from the plates in the question booklet to illustrate the points they made.

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

- described the formal element only, rather than the effect, resulting in insufficient interpretation of the effects of the formal elements
- discussed elements not asked for in the question
- discussed meanings and context rather than formal elements
- provided rote-learned responses
- wrote all they knew about the artist or art work without sufficiently addressing the question.

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

- explained the different effects created by formal elements in at least one work and attempted to do so in the second work
- illustrated their answers with specific examples from the plates provided
- structured their answers carefully to cover both plates and both elements
- understood art terminology and used it convincingly
- expressed ideas clearly.

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

- explained perceptively the importance of the different effects of the formal elements in at least one art work
- constructed sound arguments effectively supported by clear evidence from the art works provided
- used contextual knowledge to explain the significance of the effects of formal elements
- expressed ideas competently and confidently using accurate and well understood art terminology.

Standard-specific comments

The vast majority of candidates chose the questions from Towards Modernism. There were few answers to the Aotearoa and the Pacific topic and almost none for the Gothic, suggesting few schools offer these areas as an option for external assessment. Successful candidates had been well prepared and coped well with questions that demanded understanding of sculpture and architecture as well as painting.

Successful candidates showed convincing understanding of the influence of formal elements on art works, covering both formal elements and both art works chosen. Some candidates discussed formal elements, meanings or context not asked for, or answered these aspects too briefly to gain credit. Practise of examination answers should ensure that both art works and elements are treated specifically and equally. The best answers differentiated between the first part of the question, which is descriptive, and the second, explanatory part. The answer booklet format suggests that the (a) part of the question should be reasonably brief. The second part of each question is important and should be answered fully.

For Achievement in this standard, candidates covered all the requirements, rather than writing all they knew about an art work or an artist. Also, answers were supported by examples taken from the plates provided.

91181: Examine the meanings conveyed by art works

Candidates who were awarded **Achievement** commonly:

- examined both works in relation to the question
- clearly identified and described specific motifs
- linked two motifs in one work to their meanings while identifying at least one motif and its meaning in the other.

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

- described motifs but not their meaning
- described stylistic features or contexts rather than motifs and meanings.

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

- explained the aims of the artists in conveying meaning in at least one of the art works while attempting to do so in the other
- explained the meaning of the whole work.

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

- showed perceptive understanding in interpreting the meanings of the art works
- evaluated the importance of the meanings in relation to relevant contexts in at least one of the art works.

Standard-specific comments

Successful candidates showed convincing understanding of the meanings conveyed in art works, discussing chosen motifs in both art works. Some candidates discussed formal elements or context not asked for, or answered too briefly to gain credit. The best answers differentiated between the first part of the question, which is descriptive, and the second, explanatory part. Achievement answers were more descriptive, while explanation and interpretation provided the depth required for Merit and Excellence respectively.

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

Candidates who were awarded **Achievement** commonly:

- described the influence of both contexts competently in at least one art work and attempted to do so in the other work
- used art terminology to demonstrate effective understanding of the influence of context on the art works
- expressed information clearly
- structured their answer so that each context was covered
- used examples from the plates in the question booklet to illustrate the points they made.

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

- showed a misunderstanding of the meaning of keywords in the response, in particular patronage in Question Four
- described one or no contexts of the movement
- provided rote-learned responses that did not address the question
- discussed meanings and formal elements rather than contexts
- wrote about an artist or an art work without addressing the question.

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

- explained how the contexts influenced the characteristics and production of at least one work with some explanation of the second work
- illustrated their answers with examples from the plates provided
- structured their answers carefully to cover both plates and both contexts
- showed understanding of the art works and their place in Art History
- used art terminology convincingly.

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

- explained perceptively how the contexts influenced the characteristics and production of at least one work with some explanation of the second work
- constructed sound arguments, effectively supported by clear evidence from the art works provided
- demonstrated evidence of sound understanding of both the contexts and the art works drew from a variety of art works and contexts in support of their answers
- expressed ideas competently and confidently using appropriate Art History terminology.

Standard-specific comments

Competent answers clearly addressed the questions with information about context, rather than giving a catch all of everything learnt about an art work, a movement or an artist. Competent answers also demonstrated an understanding of the differences between each standard in the Art History examination, tailoring information carefully to the specific standard and question being asked.

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