

2022 NCEA Assessment Report



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Subject: Art History

Level: 2

Standards: 91180, 91181, 91182

Part A: Commentary

In keeping with trends from previous years, responses were mostly from the Towards Modernism area, with very few, less assured, attempts for the Aspects of Gothic Art and Art in Aotearoa areas of study.

The resource booklet provided candidates with accessible and varied choices across the areas of study, with some plates and combinations clearly favoured. Taking time to carefully consider the selection of plates in relation to the question was important for candidates to provide scope, opportunity, and evidence in their responses.

While overall levels of understanding and achievement were encouraging this year, candidates need to continue to ensure they answer with relevance to three components: the question, selected plates, and the requirements of each standard. Candidates need to respond to all parts of the question, noting that there is a part A and B to each question.

Part B: Report on standards

91180: Examine the effects of formal elements of art works

Examination

Of the three areas of study, Towards Modernism was the most popular option, with the following three plates selected for most responses: David's *Death of Marat*, Gericault's *Raft of the Medusa*, and Berthe Morisot's *The Cradle*.

Question Three, which centres around different styles, was the most popular question and responses to these styles and associated movements continue to grow in depth and understanding.

Observations

Selection of the art works and formal elements is a key part of the planning stage and candidates benefitted from taking time over this and distinctly organising their responses.

Where a question specified a feature or subject, care needed to be taken to make relevant links to aspects of the selected art works.

In order to avoid the tendency to generalise when describing visual evidence of formal elements to support responses, more focus on the topic/question was needed.

Some responses included content related to context or meaning, rather than sufficiently addressing formal elements and effects. At times, personal interpretations and responses overtook evidence-based explanations.

Understanding of Post-Impressionism was not as strong as other areas, perhaps indicating time pressures in course coverage. Also noted was limited knowledge of different media, such as printed work during Realist and Impressionist periods.

Development of the skill of visual analysis of formal elements, as the focus of this standard, needs to be continued, with clear understanding of the formal elements and their effects.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- wrote descriptively about formal elements and some effects, with responses often uneven
- confused formal elements as symbols in descriptions
- provided some visual evidence from art works but lacked appropriate evidence for higher achievement
- focused responses on effects of formal elements but applied limited links to part (b) of the question.

Candidates who were awarded **Not Achieved** commonly:

- identified rather than described formal elements with little or no evidence of effects
- wrote a narrative of the art work's content, often with inaccurate knowledge
- discussed meanings or contexts and/or background information rather than formal elements and effects
- selected plates from other areas in the resource booklet
- wrote about one work or did not complete a sufficient response for achievement.

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

- described in detail effects of formal elements evenly across two art works
- confused analysis of formal elements as being symbolic
- provided relevant visual evidence from selected art works, with some pertinent evidence to broaden the description for higher merit
- demonstrated in-depth knowledge of effects linking to the question topic/subject
- focussed directly on the question and kept art works central to the discussion of the effects of formal elements.

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

- convincingly described formal elements and effects, with perception
- provided a range of specific effects with skilful visual evidence from both art works
- provided a sustained description using in-depth visual detail from art works synthesised into the question parameters
- provided breadth of knowledge and contexts about art works to support explanations of formal elements and effects with sophisticated skilled analysis
- focussed consistently on the question and provided competently articulated ideas and key points with fluent art terminology.

91181: Examine the meanings conveyed by art works

Examination

Of the three areas of study, Towards Modernism was the most popular option, with the following three plates selected for most responses: David's *Death of Marat*, Gericault's *Raft of the Medusa*, and Berthe Morisot's *The Cradle*.

The resource booklet provided accessible and varied choices across the areas of study, with some plates and combinations clearly favoured.

Observations

In the Towards Modernism section, Question Three (depictions of men and/or women), was well answered. However, for the theme 'contemporary structures and/or events', the use of specific symbols/motifs were limited in relevance to the question.

Overall, candidates sitting this standard were well prepared and had good understanding, especially of Question Three. There was less evidence of rote-learned essay templates or prepared essays that limited responses to the question.

There was an increase in a narrative-style approach to describing symbols, with some superfluous information, and a lack of visual evidence from the art works to explain meanings.

For this standard, focus on the question and meanings conveyed continues to be important, with specific reference to features in the art works to support explanation.

Grade awarding

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 themed meanings within art works
- used some visual evidence from the plates to expand on points made
- described formal elements and effects, thus moving off topic from a response on meaning
- used appropriate art terminology when describing motifs and meanings.

Candidates who were awarded **Not Achieved** commonly:

- attempted to identify some meanings of an artwork(s)
- described irrelevant content not asked for in the question
- discussed context and influences with little or no evidence from art works about meanings
- wrote an incomplete response.

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

- explained meanings of chosen art works with accurate and appropriate visual symbols/motifs for both chosen art works
- used supporting visual evidence from the plates to expand on points made. Some uneven evidence between art works evident at lower level of merit
- structured responses to address both plates when explaining selected symbols/motifs, with wider implications of meanings in high merit responses
- 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 visual evidence from chosen art works
- expressed ideas competently, articulating ideas and key points with well understood, fluent art terminology.

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

Examination

The number of candidates increased from the previous two years, with most choosing Towards Modernism.

The examination provided a range of images and contexts that covered the breadth of the three option areas, with plates appropriate for questions used in the examination. However, most responses were dominated by David's *Death of Marat* or Gericault's *Raft of the Medusa*, or own selected works from either Neoclassical, Romantic, or Realist areas of study.

Observations

Candidates appropriately selected art works paired with a plate or their own choice, particularly for political and technological contexts. The pairing of the key works *Death of Marat* and *Raft of the Medusa*, gave a lot of scope for analysis.

Technological responses referenced several interpretations, including photography, mass produced paints, etc. However, the majority used the Industrial Revolution as the influence underpinning the Technological context.

The narrative style of describing the events rather than influences impacted on the degree of relevance and links to supporting evidence from the art works.

Some responses demonstrated limited interpretation of context and narration of events instead of extracting relevant influences of contexts to answer questions.

For this standard, contextual understanding must clearly be linked to visual analysis of the art works to clearly show the influence of context on their chosen art works.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- described how some aspects of the context influenced chosen art works using some visual analysis to support understanding
- described a limited or generalised number of areas within art works to support context
- described contexts between art works but understanding was uneven between two works
- used a narration of contextual events instead of influences
- used some appropriate art terminology when describing context.

Candidates who were awarded **Not Achieved** commonly:

- identified some aspect of a context with insufficient supporting visual evidence from art work(s)
- wrote a response with no supporting evidence or understanding of context(s)
- wrote an incomplete and insufficient response with little engagement with the chosen art works and limited art terminology when attempting to describe evidence.

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

- explained in depth, using factual evidence of the context that influenced selected art works
- used a range of relevant visual passages from art work(s) to expand on points made about the context question
- provided appropriate knowledge of context, however at lower merit, supporting evidence from art works was uneven in depth across the two works and contexts were narrated as events rather than integrated with visual analysis
- convincingly demonstrated understanding of art terminology when explaining contexts and evidence.

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

- demonstrated extensive knowledge and interpretation of context, often expanding on relevant influences with extra contextual importance
- selected appropriate art works that provided insightful interpretations of context
- perceptively 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
- supported their response, often quoting purposeful philosophical ideas with a sophisticated nuanced integration of wider contexts to support explanations.