

No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.



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New Zealand Qualifications Authority

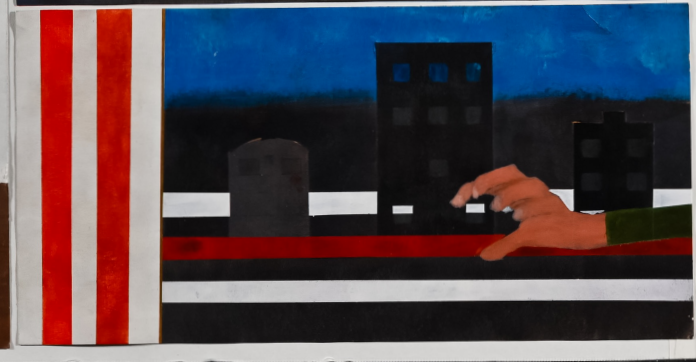
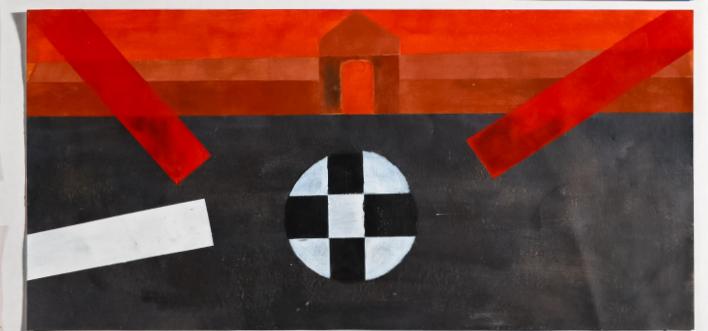
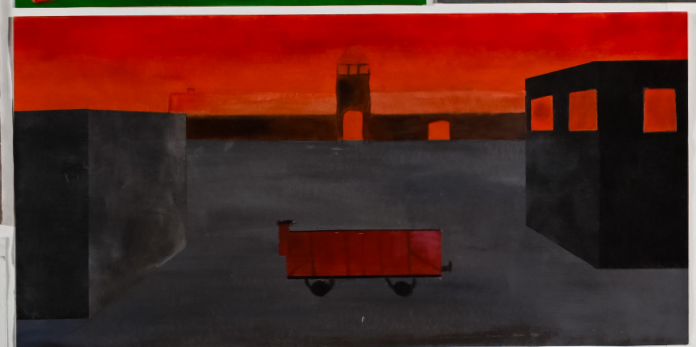
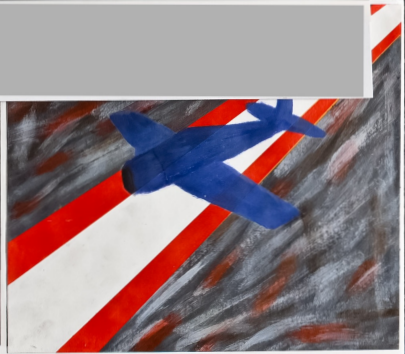
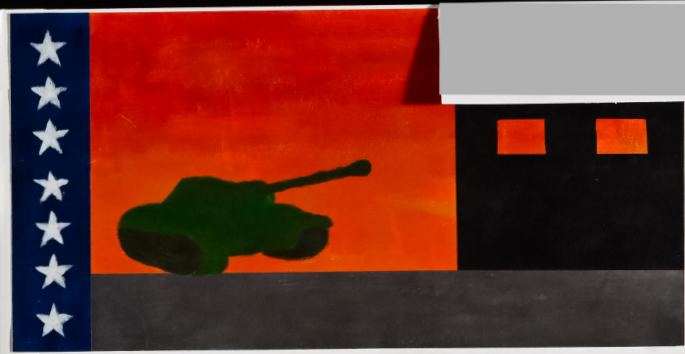
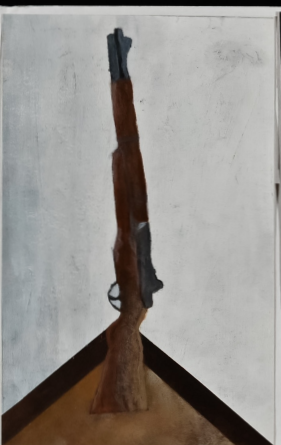
Level 2 Visual Arts 2025

91321 Produce a body of work to show understanding of art-making conventions and ideas within painting

EXEMPLAR

Achievement

TOTAL A



Achievement

Subject: Visual Arts – Painting

Standard: 91321

Marker commentary

This portfolio was verified as placed in the middle of the Achievement grade range, fulfilling the criteria by:

- successfully presenting a systematic body of work with a logical layout, structuring the two panels around a conceptual journey
- providing a clear narrative shift from the confinement of Auschwitz to liberation, where symbolism and oppression give way to freedom
- providing a clear starting point and a visual anchor for the historical context initial in the collage-based investigation of the Auschwitz theme; this thematic control aligns with the core requirements for Achievement
- showing emerging technical control; however, some works appear unfinished
- demonstrating some understanding of established practices through references to artists such as Jasper Johns, Giorgio de Chirico and Constructivism, without deeper engagement to develop ideas.

Overall, the work met the curriculum level, demonstrating some understanding of art-making conventions and established painting practice.

To be placed in the Merit grade range, the portfolio would need more evidence of:

- sustained analysis, development, or further investigation, to leverage the potential of the subject matter further
- drawing and observational skills, rather than relying on the found imagery used in the initial stages
- new viewpoints or spatial arrangements to regenerate or resolve compositions, reducing complexity and clarity of ideas
- significant compositional or conceptual variation, rather than repeating key elements — such as the hand, tank and plane — to allow for further visual analysis and extension of ideas.