

# **National Certificate of Educational Achievement**

## **2011 Assessment Report**

### **Art History Level 3**

- 90490 Analyse style in art**
- 90491 Describe the meaning of iconographic motifs**
- 90495 Examine the context of an art movement**

## **90490 Analyse style in art**

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- addressed the question directly
- ensured their response covered the specific stylistic characteristics given in the question
- selected appropriate stylistic characteristics in the more open questions
- cited visual evidence from the art works to support response
- used some relevant art historical terminology
- established points of difference between stylistic characteristics of the given art works.

### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- did not focus on the required stylistic characteristics
- did not accurately identify the art works' stylistic characteristics
- did not use art historical terminology, or used terminology inaccurately
- described art works instead of analysing them
- made statements about aspects of style without supporting reference to visual details in the art works
- discussed art works separately without drawing comparisons between styles
- answered only one question (8 per cent of candidates).

### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- understood and explained reasons for differences in art works
- referred to the given art works to support explanation of differences
- discussed art works in relation to artists' intentions
- referenced contextual factors to explain reasons for differences in art works
- used art historical terminology with understanding.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- analysed the given art works in depth
- demonstrated a thorough understanding of the way context influenced the art works
- contextualised the given art works and artists with reference to a wider range of relevant art works and artists
- used supporting evidence in a confident and convincing manner
- integrated art historical terminology naturally into discussion
- showed critical thinking
- sustained a comprehensive grasp of stylistic/contextual links across two subject areas.

## **OTHER COMMENTS**

Candidates need to give equal attention to both works within a question and to each of the two questions to be answered.

Where questions provide scope for selecting stylistic characteristics candidates should ensure they consider the same characteristics in each art work in order to be able to compare/contrast effectively.

Weaknesses were apparent in some candidates' understanding of basic art historical language – particularly form, space, composition, and use of paint.

## **90491 Describe the meaning of iconographic motifs**

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- demonstrated an understanding of the requirements of the question and answered it directly
- clearly identified and described three appropriate motifs across two art works
- correctly named two appropriate artists and art works within the specified time frame or art movement
- used appropriate art historical language to discuss the motifs within the art works
- demonstrated an understanding of the meanings of the motifs by describing the meanings directly.

### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- described the same iconographical motif across two art works instead of selecting three different motifs
- showed evidence of having misidentified art works and or artists in their description of iconographical motifs
- showed evidence of having misinterpreted the meaning of the motifs in their selected art works

- selected art works or artists that fell outside the parameters of the question to support their responses
- used art historical language incorrectly and/or failed to include the name of a second artist or art work.

### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- clearly explained the meaning of the iconographical motifs and how they added meaning to the selected art works
- discussed the meaning of the motifs within the art works and referenced other appropriate art works in their responses
- explained how the motifs were important to the art works in conveying meaning with reference to the appropriate art movement and aims of the artist(s)
- provided some evaluation of one or two points without sufficient depth or clarity for Excellence
- used art historical language purposefully and made links to other appropriate artists in their responses.

### **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- drew analogies to and understood style and context links in their discussion of the motifs in the art works
- wrote insightful, fluent responses that comprehensively addressed all parts of the question
- evaluated and formed an argument that referred to relevant contextual information in their discussion of the iconographical motifs
- used further evidence in the form of additional art works or supporting quotes to support their discussion
- comprehensively discussed the art works and the artists' work with reference to the timeframe and the development of the art movement.

### **OTHER COMMENTS**

Questions that had candidates discussing similarly themed art works (for example Question Two, crucifixions) were limiting for some candidates as they discussed only similar motifs without explaining the meanings conveyed for the overall art work.

Plate questions still proved to be more popular than non-plate questions.

Many candidates answered Question Three and there was a relatively even distribution of candidates answering the other more popular topics – 13<sup>th</sup> – 15<sup>th</sup> Century Italian and Modern American.

There were more Not Achieved answers than in previous years, through misinterpretation of the question or the time frame – especially in Question Eight on High Renaissance portraiture. Of the 17 candidates who answered, 11 selected a non-High Renaissance portrait as one of their exemplars.

Similarly, in Question Eighteen (Automatism), 11 candidates provided answers, none of which were correct. Candidates should read questions carefully and be familiar with specific art terminology and the timeframes and characteristics of artistic styles such as abstract expressionism, automatism, mannerism, and high renaissance.

## **90495 Examine the context of an art movement**

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- focused on the aspect of context that was specified in the question and described two relevant aspects of that context
- identified evidence of the specified context in two selected art works that were relevant to the specified context
- demonstrated understanding of the selected area of study by responding to the specific requirements of the question with relevant information and appropriate selected art works
- demonstrated an understanding of art history by using appropriate art historical terminology.

### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- provided generalised responses that did not address the specific requirements of the question
- ignored the aspect of context specified in the question and selected irrelevant art works that did not contain evidence of the specified context
- offered prepared answers that were not adapted to the aspect of context specified in the selected question
- demonstrated a lack of understanding of the context and art of their selected area of study.

### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- went beyond simple descriptive writing to explain relationships between relevant selected art works and the context specified in the selected question
- selected relevant art works that provided the scope for the explanation of the relationships between art works and the specified context
- demonstrated sound understanding of the selected area of study in their explanations of the relationships between the specified context and selected art works by making appropriate connections between the context and the selected art works.
- demonstrated sound understanding of the selected area of study by using appropriate art historical language to discuss and explain the links between the specified context

and the selected art works.

### **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- addressed the requirements of the last part of the selected question with pertinent evaluative discussions that included a comprehensive range of relevant evidence
- demonstrated comprehensive understanding of the selected area of study by using art historical terminology in fluent and confident responses that focused on relevant information and art works
- went beyond the specific requirements of the question and drew on broader contextual knowledge to provide perceptive evaluations of the significance of the specified area of context
- supported their evaluative discussion with accurate and relevant references to additional art works, specific texts, writers, and other sources.

### **OTHER COMMENTS**

Rote-learned, prepared answers that do not address the questions continue to be a problem in this standard and are a barrier to success for many candidates. Candidates who rely on prepared answers often do not read the selected question, do not respond to the specific requirements of the question, and do not select appropriate or relevant art works. Prepared answers that did not address the questions were a major problem in three of the most popular questions – Questions Four, Nine and Eleven.