

National Certificate of Educational Achievement

2012 Assessment Report

Art History Level 2

- 91180 Examine the effects of formal elements of art works**
- 91181 Examine the meanings conveyed by art works**
- 91182 Examine the influence of context(s) on art works**

STANDARD REPORTS

91180 Examine the effects of formal elements of art works

ACHIEVEMENT

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

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

NOT ACHIEVED

Candidates who were awarded Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:

- described the formal element only, rather than its effect
- described the effect of only one formal element
- failed to accurately interpret the meaning of the formal elements
- discussed elements not asked for in the question
- discussed meanings and context rather than formal elements
- provided rote-learned responses.

ACHIEVEMENT WITH MERIT

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

- explained the different effects created by formal elements in at least one work
- illustrated their answers with examples from the plates in the question booklet
- structured their answers carefully to cover both plates and both elements equally.

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 commonly:

- explained perceptively the importance of the different effects of the formal elements in at least one art work
- constructed sound arguments using clear evidence from the art works in the question booklet to support them effectively
- expressed ideas competently and confidently.

91181 Examine the meanings conveyed by art works

ACHIEVEMENT

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

- adequately described the meanings of at least two symbols/motifs in one work and at least one symbol/motif in the other.

NOT ACHIEVED

Candidates who were awarded Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:

- described the elements in the art works rather than examined the meanings
- identified the symbols but did not examine their meanings
- adequately examined meanings in only one work.

ACHIEVEMENT WITH MERIT

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

- explained why the artist had used the identified symbols/motifs
- explained the meaning of the work as a whole.

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 commonly:

- critically examined the importance of the symbols/motifs in relation to the required contexts.

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

ACHIEVEMENT

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

- described the influence of two contexts in at least one art work convincingly
- used art terminology to demonstrate effectively understanding of influence of context on the artworks
- 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.

NOT ACHIEVED

Candidates who were awarded Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:

- showed a misunderstanding of the meaning of keywords in the response
- described one or no contexts of the movement
- provided rote-learnt responses
- discussed contexts not asked for in the question
- discussed meanings and formal elements rather than contexts.

ACHIEVEMENT WITH MERIT

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

- explained how the contexts influenced the characteristics and production of at least one work
- illustrated their answers with examples from the plates in the question booklet
- structured their answers carefully to cover both plates and both contexts equally
- showed understanding of the art works and their place in art history.

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 commonly:

- explained perceptively how the contexts influenced the characteristics and production of at least one work
- constructed sound arguments using clear evidence from the art works in the question booklet to support them effectively
- expressed ideas competently and confidently
- showed evidence of sound understanding of both the contexts and the art works
- drew from a variety of art works and contexts in supporting their answers.

OTHER COMMENTS

The paper achieved the range of results expected. The vast majority of candidates chose the same questions – most choosing the questions that most closely replicated those from previous years.

Successful candidates had been well prepared, showing convincing understanding of the influence of contexts on art works. Many candidates spent longer on one of the art works, often treating the second work in a cursory manner. Some candidates discussed formal elements and meanings not asked for and then answered the influence of contexts too briefly.

Practice of examination answers should ensure that both art works and both contexts are treated equally. The second part of each question is important and should be answered fully.

Answers should be illustrated by examples taken from the plates given in the question booklet.