

National Certificate of Educational Achievement

2013 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**

COMMENTARY

The paper achieved the range of results expected. The vast majority of candidates chose the same questions – ones that most closely replicated those from previous years. Far more candidates answered the questions focused on painting than those on architecture or sculpture, which make up an equal part of the course. Most candidates answered the Towards Modernism questions suggesting that there is a very small take up of the newer Gothic and Aotearoa and the Pacific topics.

Successful candidates had been well prepared, showing convincing understanding of the influence of formal elements, iconography and contexts on art works. Candidates in 2013 generally covered both art works well rather than concentrating on only one work. 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 meanings and/or 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.

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 typically:

- 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 effective understanding of the 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 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 formal element only rather than the effect of this
- 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-learnt responses.

ACHIEVEMENT WITH MERIT

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

- 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
- understood art terminology and used it convincingly
- expressed ideas clearly.

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:

- 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 in the question booklet
- expressed ideas competently and confidently.

OTHER COMMENTS

Few candidates moved outside the Towards Modernism questions.

Successful candidates had been well prepared, showing convincing understanding of the effects of the formal elements required. Most candidates spent an almost equal time discussing both works which gives a better chance for success. Some candidates discussed a range of formal elements not asked for in the question and often answered the two demanded by the question too briefly.

91181 Examine the meanings conveyed by art works

ACHIEVEMENT

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

- convincingly described and explained the meanings of at least two symbols/motifs in one art work and one in the other.

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:

- examined the symbols/motifs in only one art work
- described the required symbols/motifs but did not explain meanings
- identified the meaning of the whole work rather than locating and describing the meanings of specific symbols/motifs
- examined the stylistic features or contexts rather than symbols/motifs.

ACHIEVEMENT WITH MERIT

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

- explained the reasons why the artists have used the symbols/motifs in that particular work
- began to show understanding of the implications of the question.

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:

- evaluated the importance of the meanings in relation to the given context.

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 typically:

- described the influence of both contexts in at least one art work convincingly
- 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.

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:

- showed a misunderstanding of the meaning of keywords in the response
- described one or no contexts of the movement
- provided rote-learned responses which did not address 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 typically:

- 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 typically:

- explained perceptively how the contexts influenced the characteristics and production of at least one work
- constructed sound arguments effectively supported by using clear evidence from the art works in the question booklet
- showed 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.

OTHER COMMENTS

Most candidates chose a limited number of questions. Successful candidates demonstrated convincing understanding of the influence of contexts on art works. Some candidates discussed formal elements and meanings not asked for and then answered influence of contexts too briefly.

For Question 3, by far the most popular question, some unsuccessful candidates wrote extensively about Neo-classical contexts rather than Romantic contexts.