

National Certificate of Educational Achievement

2014 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 examination achieved the range of results expected. The vast majority of candidates chose the same questions, those from the Towards Modernism topic. There is a very small uptake of the Gothic and Aotearoa and the Pacific topics – ones that most closely replicated those from previous years.

Successful candidates had been well prepared, showing convincing understanding of the questions focused on sculpture and architecture as well as painting. This is important as these make up an equal part of the course.

Candidates 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. A candidate who writes all they know about an artwork or an artist is rarely successful.

Practise examination answers should ensure that both art works are treated equally. The second part of each question is important and should be answered fully. The best answers used carefully chosen examples 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 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 and made an attempt at the second work
- 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 commonly:

- 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-learned responses
- wrote all they knew about the artist or artwork without specifically addressing the question.

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 and attempted the second 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 commonly:

- 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
- used contextual knowledge to explain the significance of the effects of formal elements
- expressed ideas competently and confidently using accurate and well-understood art terminology.

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:

- examined two works
- linked two specifically identified motifs in one work to their meanings, while attempting to locate at least one motif and meaning 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 commonly:

- examined only one art work
- described symbols/motifs but did not describe their meanings
- described stylistic features or contexts rather than symbols or motifs.

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 aims of the artists in conveying meaning in at least one of the 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 commonly:

- evaluated the importance of the meanings in relation to the given context in at least one of the art works.

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 both contexts competently in at least one art work and attempted the other work
- 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 commonly:

- 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
- wrote all they knew about an artist or an artwork without addressing the question.

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
- used art terminology convincingly.

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 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 using appropriate art terminology.