

# 2015 NCEA Assessment Report

Art History Level 2 91180, 91181, 91182

## Commentary

Comment on the overall response of candidates to 2015 examinations for all achievement standards covered by this report.

The normal spread of results was achieved in all three papers, thus the standard was similar to other years. Almost all candidates answered the Towards Modernism questions.

## Report on standards

### 1. Assessment Report for 91180: Examine the effects of formal elements of art works

<p><b>Achieved</b></p>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> <li>described the effects of two formal elements in at least one art work convincingly and made an attempt at the second work</li> <li>used art terminology to demonstrate effective understanding of the effects of formal elements</li> <li>expressed information clearly</li> <li>structured their answer so that each formal element was covered</li> <li>used examples from the plates in the question booklet to illustrate the points they made.</li> </ul>
<p><b>Not Achieved</b></p>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> <li>described the formal element only, rather than the effect of this</li> <li>failed to accurately interpret the meaning of the formal elements</li> <li>discussed elements not asked for in the question</li> <li>discussed meanings and context rather than formal elements</li> <li>provided rote-learned responses</li> <li>wrote all they knew about the artist or artwork without specifically addressing the question.</li> </ul>
<p><b>Achieved with Merit</b></p>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> <li>explained the different effects created by formal elements in at least one work and attempted explanation of the second work</li> <li>illustrated their answers with examples from the plates in the question booklet</li> <li>structured their answers carefully to cover both plates and both elements equally</li> <li>understood art terminology and used it convincingly</li> <li>explained why the artist chose to use these elements</li> <li>expressed ideas clearly.</li> </ul>
<p><b>Achieved with Excellence</b></p>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> <li>explained perceptively the importance of the different effects of the formal elements in at least one art work, with some explanation of the other</li> <li>chose examples carefully to illustrate points they made</li> <li>constructed sound arguments effectively supported by clear evidence from the art works in the question booklet</li> <li>used contextual knowledge to explain significance of the effects of formal elements</li> <li>expressed ideas competently and confidently using accurate and well understood art terminology.</li> </ul>

<b>Standard specific comments</b>	<p>The paper achieved the range of results expected. The vast majority of candidates chose the same questions, those from the Towards Modernism topic. Successful candidates had been well prepared and coped well with questions that demanded understanding of printmaking, sculpture and architecture as well as painting.</p> <p>Successful candidates showed convincing understanding of the influence of formal elements, on art works covering both formal elements and art works rather than concentrating on only one element or 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 elements are treated equally. The second part of each question is important and should be answered fully. Candidates should read the question carefully, those who simply write all they know about an art work or an artist rarely gain a grade above the achieved level.</p> <p>Answers must be illustrated by examples taken from the plates given in the question booklet.</p>
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## 2. Assessment Report for 91181: Examine the meanings conveyed by art works

<b>Achieved</b>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> <li>• examined both works</li> <li>• clearly located and described specific motifs</li> <li>• linked two motifs in one work to their meanings while identifying at least one motif and its meaning in the other.</li> </ul>
<b>Not Achieved</b>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> <li>• examined only one work</li> <li>• described motifs but not their meaning</li> <li>• described stylistic features or contexts rather than motifs and meanings.</li> </ul>
<b>Achieved with Merit</b>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> <li>• explained the aims of the artists in conveying meaning in at least one of the art works while attempting to do so in the other.</li> </ul>
<b>Achieved with Excellence</b>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> <li>• evaluated the importance of the meanings in relation to the given context in at least one of the art works</li> <li>• showed breadth of understanding of relevant context.</li> </ul>

## 3. Assessment Report for 91182: Examine the influence of context(s) on art works

<b>Achieved</b>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> <li>• described the influence of both contexts competently in at least one art work and attempted the other work</li> <li>• used art terminology to demonstrate effective understanding of the influence of context on the art works</li> <li>• expressed information clearly</li> <li>• structured their answer so that each context was covered</li> <li>• used examples from the plates in the question booklet to illustrate the points they made.</li> </ul>
<b>Not Achieved</b>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> <li>• showed a misunderstanding of the meaning of keywords in the response</li> <li>• described one or no contexts of the movement</li> <li>• provided rote-learned responses which did not address the question</li> <li>• discussed meanings and formal elements rather than contexts</li> <li>• wrote all they knew about an artist or an artwork without addressing the question.</li> </ul>

<p><b>Achieved with Merit</b></p>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> <li>• explained how the contexts influenced the characteristics and production of at least one work with some explanation of the second work</li> <li>• illustrated their answers with examples from the plates in the question booklet</li> <li>• structured their answers carefully to cover both plates and both contexts equally</li> <li>• showed understanding of the art works and their place in art history</li> <li>• used art terminology convincingly.</li> </ul>
<p><b>Achieved with Excellence</b></p>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> <li>• explained perceptively how the contexts influenced the characteristics and production of at least one work with some explanation of the second work</li> <li>• constructed sound arguments, effectively supported by using clear evidence from the art works in the question booklet</li> <li>• showed evidence of sound understanding of both the contexts and the art works</li> <li>• drew from a variety of art works and contexts in support of their answers</li> <li>• expressed ideas competently and confidently using appropriate art terminology.</li> </ul>
<p><b>Standard specific comments</b></p>	<p>Successful candidates understood the questions focused on architecture as well as painting. This is important as these make up an important part of the course.</p> <p>Successful candidates had been well prepared, showing convincing understanding of the influence of contexts on art works. These candidates generally covered both art works and their backgrounds 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.</p> <p>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.</p> <p>Answers must be illustrated by examples taken from the plates given in the question booklet.</p>