

# 2015 NCEA Assessment Report

Art History Level 3 91482, 91483, 91484

## Commentary

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

Candidates were generally well-prepared for both the format and wording of these examination papers.

Most candidates used the Resource Booklet wisely, selecting relevant plates to use in their responses and drawing on evidence in the subsidiary plates and captions to inform their responses.

In all three standards, achievement is closely linked to the candidate's understanding and interpretation of the selected question. For many candidates, achievement was limited by their determination to use prepared or generic responses without adapting them to the specific requirements of the selected question or the actual details of their selected art works. The achievement of many other candidates was restricted by their narrow or inaccurate interpretations of key words in a selected question.

Candidates should be encouraged to spend time systematically unpacking their selected question, selecting appropriate art works and planning a response that expands beyond the requirements of Achievement into the detailed explanations and evaluations required for Merit and Excellence.

The best responses in all standards were well-planned, informative responses that demonstrated breadth and depth of understanding and the ability to think clearly and synthesise ideas.

## Report on standards

### 1. Assessment Report for 91482: Demonstrate understanding of style in art works

<b>Achieved</b>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> <li>• directly addressed the requirements of the selected question</li> <li>• went beyond description to explain the required stylistic characteristics of two selected images</li> <li>• identified relevant similarities and/or differences in the stylistic characteristics of the selected images</li> <li>• used some relevant art historical terminology.</li> </ul>
<b>Not Achieved</b>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> <li>• described the selected art works but did not explain the specified stylistic characteristics in those works</li> <li>• focused on the meanings and/or contexts of the selected art works rather than the specified stylistic characteristics</li> <li>• did not discuss the similarities and/or differences in the stylistic characteristics of the two selected art works</li> <li>• did not use art historical terminology accurately.</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>• responded to all aspects of the selected question with explanations that were supported by references to specific details in the selected art works</li> <li>• analysed relevant stylistic features of the two selected art works and explained reasons for the similarities and/or differences between their styles</li> <li>• drew upon their knowledge of their selected area to use relevant aspects of context, technique, artistic influence etc. to explain the similarities and/or differences between the art works</li> <li>• used art historical terminology competently.</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>• analysed the selected art works in depth, and expanded these analyses to incorporate contextual information that was relevant to the requirements of the selected question</li> </ul>

	<ul style="list-style-type: none"> <li>• addressed the selected question directly, and developed a response that integrated explanations and analyses of the specified stylistic characteristics in two well-selected art works into a contextualised discussion of the art and style of the selected area</li> <li>• used art historical terminology competently and confidently.</li> </ul>
<b>Standard specific comments</b>	Although this achievement standard requires candidates to focus on style, rather than meaning or context, many scripts contained extensive information about media, technique and symbolism that was not related to the specific requirements of the selected question. The inclusion of such unrelated information seldom enhances the quality of a response.

## 2. Assessment Report for 91483: Examine how meanings are communicated through art works

<b>Achieved</b>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> <li>• directly addressed the requirements of the selected question by focusing on the meanings specified in the selected question and explaining these meanings in two appropriate art works</li> <li>• selected and identified two art works that that provided sufficient scope for the explanation of the meanings specified in the selected question</li> <li>• connected the meanings specified in the selected question to specific features of both selected art works and began to explain how these features were used to convey the specified meanings.</li> <li>• used some relevant art historical terminology.</li> </ul>
<b>Not Achieved</b>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> <li>• did not address the specific requirements of their selected question</li> <li>• selected two art works that did not allow for the sufficient explanation of the meanings specified in the selected question</li> <li>• described the visual subject matter of the selected art works but did not explain the specified meanings of the art works or did not connect those meanings to specific features in the works</li> <li>• explained the meanings of only one art work, when two art works are required.</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>• addressed the requirements of the selected question and provided considered explanations of the meanings specified in the selected question</li> <li>• provided detailed explanations of the connections between the specified meanings and relevant features in each selected art work</li> <li>• went beyond explanations of meanings and how they were constructed in each art work to explain reasons for artists' decisions with reference to relevant context</li> <li>• used art historical terminology competently.</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>• used accurate art historical terminology in fluent, concise responses that directly addressed all aspects of the selected question, and integrated relevant contextual information into their explanations and discussions of the meanings specified in their selected question</li> <li>• demonstrated their comprehensive understanding of important ideas and themes of their selected area of study by drawing on these to support their explanations of how and why the required meanings were constructed and conveyed in the selected art works</li> <li>• selected and identified art works that allowed for the expansive and perceptive discussion of the meanings specified in the selected question.</li> </ul>
<b>Standard specific comments</b>	This achievement standard requires candidates to focus on the meanings conveyed in art works, rather than style and contexts. Frequently, the quality of a response is diminished by the inclusion of lengthy descriptions of the styles of periods and artists or generalised accounts of the context of an area of study.

### 3. Assessment Report for 91484: Examine the relationship(s) between art and context

<p><b>Achieved</b></p>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> <li>• began to address the specific requirements of the selected question by explaining relevant aspects of the specified question</li> <li>• demonstrated some understanding of the contexts of their selected area of study</li> <li>• connected the context specified in the selected question to relevant art</li> <li>• used some art historical language.</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>• did not address the specific requirements of the selected question</li> <li>• ignored or misinterpreted key words in the selected question</li> <li>• offered a prepared response that was not adapted to the specific requirements of the selected question</li> <li>• provided generalised discussions of the context of a period but did not address the specific requirements of the selected question</li> <li>• wrote about style of iconography instead of context.</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>• directly addressed the specific requirements of the selected question</li> <li>• provided a detailed discussion of the relationships between the specified context and relevant art, using specific evidence from two relevant art works to support the discussion</li> <li>• were able to draw upon an extensive knowledge of their area of study to use relevant information from art and/or other sources to support their explanations</li> <li>• used art historical language competently.</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>• demonstrated comprehensive knowledge by responding to all parts of the selected question with an evaluative discussion that expanded beyond the context specified in the question to consider other relevant aspects of the relationship between art and context in the selected area of study</li> <li>• supported their evaluative discussion with pertinent supporting evidence derived from a range of art and/or art works and other sources</li> <li>• developed a relevant coherent argument that demonstrated fluent use of art historical language</li> <li>• arrived at insightful conclusions in response to the selected question.</li> </ul>
<p><b>Standard specific comments</b></p>	<p>This achievement standard requires candidates to focus on the contexts of art, rather than meaning or style. The quality of many responses was reduced by the inclusion of lengthy descriptions of art works or superfluous biographical accounts of artists or generalised accounts of context that did not relate to the specific requirements of the selected question.</p> <p>Candidates should be encouraged to read their selected question carefully to ensure that they understand its specific requirements. This year many candidates who selected Question 2 did not achieve highly because they misread the question and wrote about religious contexts rather than regional ones.</p>