2023 NCEA Assessment Report

Subject: Art History

Level: Level 3

Achievement standard(s): 91482, 91483, 91484

General commentary

The assessment provided a range of images that appeared to be familiar to most candidates. Responses felt well prepared to analyse the supplied art works.

It was noted that some candidates misinterpreted tone to mean mood rather than value of colour. Some candidates confused space and composition, mixing up the two terms.

Report on individual achievement standards

Achievement standard 91482: Demonstrate understanding of style in art works

Commentary

Choice of provided art works is important to ensure confidence with the response. Many candidates chose art works from across topics, such as an art work from Early Renaissance compared with Early Modernism. Such selection limited the candidates' ability to achieve highly, as their rationale for the comparisons was based on vastly different contextual reasons.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- described and explained the treatment of two appropriate stylistic characteristics in their selected art works using specific evidence from the art works
- compared the treatment of these stylistic characteristics and identified similarities and/or differences, but did not give reasons or explanations for these.
- attempted to give reasons for similarities and/or differences that were based on personal response or speculation rather than knowledge of art works.

Candidates who were awarded **Achievement with Merit** commonly:

- gave reasons and/or justifications for the similarities and differences in the treatment of the selected stylistic characteristics in their chosen art works
- related some general contextual evidence about the artist, time period, or art movement to the selected art works, but did not link this sufficiently to the similarities and differences in style.

Candidates who were awarded **Achievement with Excellence** commonly:

- compared the treatment of stylistic characteristics throughout the body of their response
- showed a comprehensive knowledge of the art works, artists, and the time period in which the works were created, and used this to support their analysis
- provided contextual reasons for the differences and / or similarities where the candidate was able to draw from social or artistic developments rather than just focusing on broad historical shifts.

Candidates who were awarded **Not Achieved** commonly:

- demonstrated a misunderstanding of the terminology of the question, e.g. discussed the characteristic of "tone" with regards to mood rather than how light or dark colours appear or are treated
- discussed the characteristics of stylistic elements within art works that were not appropriate
- discussed only one art work or selected art works that were not included in the booklet
- did not discuss their selected two characteristics with regards to BOTH art works
- analysed both selected art works but failed to identify similarities and / or differences
- did not make reference to evidence from the art works.

Achievement standard 91483: Examine how meanings are communicated through art works

Commentary

Areas 3 and 6 produced high quality responses this year. Candidates who selected Areas 5 and 7 tended to lack specific detail. Candidates who discussed plates compared to their own selected art works tended to be more specific in their responses.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified suitable art works to discuss which suited the theme of the question
- explained appropriate meanings in relation to the question, making some connections to relevant features from the art works
- identified suitable motifs and features in the art works to explain in relation to the question
- selected and used some features from the art works to support the explanation of the meanings, but did not expand to consider the artists' intentions or the relevant contexts
- reflected an understanding of the art movements and their contexts in the explanation of the meanings, but did not make detailed connections to relevant features from the art works to serve as the supporting evidence.

Candidates who were awarded **Achievement with Merit** commonly:

- demonstrated an in-depth understanding by providing a detailed explanation of how appropriate meanings are conveyed through the features in both art works
- chose art works purposefully and appropriately to answer the question extensively and in depth
- focused on using the theme of the question where relevant to demonstrate a more considered approach to processing the information appropriately
- reflected some understanding of the wider contexts, but these were merely mentioned rather than being used effectively to support the explanation of the appropriate meanings
- demonstrated understanding of the art works in relation to their contexts, although these contexts were not discussed in detail.

Candidates who were awarded **Achievement with Excellence** commonly:

- answered the question perceptively and coherently
- demonstrated a critical understanding by choosing art works that allowed them to discuss the question insightfully, rather than trying to fit art works that were not suited to the question
- provided a specific explanation of motifs, features, and methods to support a discussion about how artists construct meanings in art works, in relation to the theme of the question and their relevant contexts
- discussed how meanings are constructed in relation to the contexts of the art work
- demonstrated an informed and comprehensive understanding of the art movements and relevant contexts when explaining the appropriate meanings, and used such knowledge as supporting evidence to contextualise the analysis throughout
- evaluated the significance of the appropriate meanings by considering wider contexts and integrated supporting evidence from other sources where relevant, e.g. artist statement, quotes and other art works.

Candidates who were awarded **Not Achieved** commonly:

- chose art works that were unsuitable for the theme of the question
- did not specify enough details in their explanation of the meanings of motifs and features in the art work
- selected incorrect art works for the question, i.e. art works from the wrong area of study
- did not read the question properly or interpreted the question and theme incorrectly in relation to art works
- provided an appropriate discussion or analysis of only one art work
- indicated some appropriate meanings in both art works, but did not use at least two features from each art work when explaining the meanings
- made some connections between art features and generalised meanings without answering the question directly.

Achievement standard 91484: Examine the relationship(s) between art and context

Commentary

Candidates who did not achieve tended to demonstrate very little tangible knowledge of the context in relation to their chosen question. When selecting a question that provides options such as "and / or" candidates should read carefully to determine whether they are being asked to address one part or both parts of the question. Most candidates attempted to address the question directly, which proved a good strategy to set up their response. Integrating key aspects to the contextual relationships within an introduction that directly addresses the question could help improve a candidate's response.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- responded directly to their chosen question using at least two relevant art works
- explained or clarified relationship(s) between the context and the art works sufficiently enough to demonstrate an understanding
- referred to some features from the art works and related this to the specific context that was stated in the question.

Candidates who were awarded **Achievement with Merit** commonly:

- directly addressed their chosen question using relevant art works while linking several details of their chosen artworks and / or context
- clarified their response in a discussion of the relationships between the context and art works using detailed explanatory language
- integrated supporting evidence to demonstrate a depth of understanding.

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated perceptive understanding of their chosen question and art works in a well-structured, fluent response, using relevant evidence
- explained and evaluated a range of relationships between art works and the context
- demonstrated comprehensive knowledge of the question using analytical and evaluative language in a coherent discussion, supported with evidence from art works and other sources.

Candidates who were awarded **Not Achieved** commonly:

- appeared not to understand the requirements of the question and / or the relevant context
- presented limited and / or irrelevant information in an attempt to address their chosen question
- made a poor selection of art works given their chosen question and the contextual relationship(s) they were trying to explain.