2024 NCEA Assessment Report

Subject:	Art History
Level:	3
Achievement standard(s):	91482, 91483, 91484

General commentary

Overall, the quality of the responses in all three Achievement Standards was higher than in 2023, with candidates writing responses with plenty of evidence and demonstrating a sound knowledge of the art works, artists, and art movements.

The number of digital responses continued to increase and the quality of these continued to be stronger than the handwritten ones.

There was still a significant number of candidates writing very long responses (more than 1500 words) instead of the recommended length of 800–900 words. This, in some cases, resulted in answers that went off-track rather than focusing on directly answering the question.

Report on individual achievement standard(s)

Achievement standard 91482: Demonstrate understanding of style in art works

Assessment

One response to one question.

Commentary

Candidates were more successful when they chose two art works considering some common aspects they shared, such as the use of subject matter or a context. Such selection enabled more effective analysis of style and provided better opportunities for candidates to discuss the similarities and/or differences between the two art works. Some responses displayed a confusion between the understanding of space and composition.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- described and explained the treatment of two appropriate stylistic characteristics in their selected art works with references to specific features, using some appropriate terminology

- identified some similarities and/or differences between the chosen art works, often as the conclusion of the response without giving reasons or explanations for them

- attempted to explain the similarities and/or differences, demonstrating some understanding about the artists and their time period, but did not use the information to relate to the discussion of style in the two art works.

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

- provided reasons and/or justifications for the similarities and differences in the treatment of the chosen stylistic characteristics in their two art works

- compared the similarities and differences between the selected art works in detail to support the reasons, with a strong use of appropriate terminology

- included some contextual evidence about the artists, time period, or art movements of the selected art works, but used the information in a generalised manner that was not linked specifically to the similarities and differences in style.

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

- compared the treatment of stylistic characteristics consistently throughout their response

- provided an in-depth explanation of specific features in both selected art works using appropriate terminology with more accuracy

- demonstrated a comprehensive understanding of the chosen art works, artists, and the time period/art movements in a manner that supported their analysis of the styles. For example, showing insight by selecting specific artistic, geographic, historical and/or political context(s) to provide a convincing and perceptive analysis of the reasons for stylistic similarities and/or differences in the selected art works.

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

- demonstrated a confusion or misunderstanding of the stylistic characteristics. For example, misinterpreting form or composition to describe subjects, rather than focusing on discussing it as a stylistic characteristic

- provided an account of their visual observation of the subject matter, and made generalised statements about the art works without making any links to the chosen stylistic characteristics or giving specific evidence from the art works

- discussed only one art work, or selected images or art works that were not set as plates in the resource booklet

- answered only one part of the question, e.g. describing stylistic characteristics without any comparison between the two art works

- attempted to compare the selected art works but without any references to style

- discussed their chosen two stylistic characteristics in only one art work

- did not provide references to specific features in the art works.

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

Assessment

One response to one question.

Commentary

More candidates selected the open Question 7 and responded well to this question in 2024. The open question theme of 'challenging traditions' provided candidates with a good opportunity to display their knowledge and learning.

Most candidates opted to use one of the plates and one of their own choice. Answers to popular Questions 2 and 5 were responded to very well in 2024, even though the question for Area 2 was more challenging, as the Late Renaissance plate was Venetian and not as well-known as some

others. The question about identity for Area 5 provided a lot of scope for candidates to select any artist that they had studied within this timeframe.

This year, Area 3 provided the strongest responses about modernity and change with reference to German Expressionism and Dada leading up to and directly after World War One.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- selected two appropriate art works and explained the meaning of at least two motifs/images in each art work
- selected motifs within the art works that provided a good discussion regarding the overall meaning of the art works, which could be related back to the question
- demonstrated an understanding of the aims and intentions of the artists and how this was reflected in their selected art works
- provided a sufficient discussion of both artists and art works to provide a clear, meaningful response to the question.

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

- provided a detailed, in-depth explanation of meanings conveyed by the art work(s)
- made connections between differing features of the art works to discuss how the art works conveyed meaning holistically
- demonstrated an understanding about how meanings were constructed in the art work, with supporting evidence
- demonstrated an understanding of the art works in relation to their art movements and some gerneralised comments on contexts
- provided more depth about the significance of the imagery in terms of the artist's style and intentions, going beyond a general explanation of each motif
- often discussed other elements/features/motifs in the art works to provide a closer connection in answering the question more explicitly and/or discussing other art works/artists that were relevant to their discussion and the question.

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

- displayed a thorough understanding of art movements and their contexts in their responses, and answered the question perceptively and coherently
- demonstrated critical understanding by choosing art works that allowed them to discuss the question perceptively, rather than trying to fit art works that were not suited to the question
- demonstrated knowledge about how meanings are constructed in art works, rather than discussing the meanings' ideas, with reference to the art works and the timeframe in which they were produced and how this impacted on them
- chose art works that provided them with a lot of scope and were well known, so the response had a significant amount of evidence about art and what it was like at that time
- kept referencing back to the art works during their explanation of the art works and the motifs, to clarify how they were relevant for the time and the artist's style/aims.

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

- discussed only one art work
- provided only brief descriptions of the art works and did not clearly identify two motifs in BOTH art works

- interpreted art works in a personal manner, without understanding informed by specific knowledge of the artists, movements, and contexts
- selected art works to discuss that were unsuitable for the theme of the question, i.e. art works from the wrong area of study
- lacked specific details in their explanation of the meanings of motifs and features in the art work
- described what was seen in the art works instead of explaining the relevance of specific imagery
- selected art works that did not provide sufficient scope to answer the question or wrote incorrect information about artists and/or art works.
- described everything they knew about an area which was not relevant to the question
- responded about stylistic elements rather than about the meaning of specific imagery in the art works.

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

Assessment

One response to one question.

Commentary

Candidates responded successfully in this assessment when they focused on directly addressing the contextual aspects of their chosen question, while including some salient point(s) which they could then elaborate on. These candidates avoided vague generalised prepared introductions.

Grade awarding

Candidates who were awarded **Achievement** commonly:

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

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

- directly addressed their chosen question using relevant art works, linking several details with their chosen art works 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 an in-depth understanding
- identified specific or particular relationships between art works and context in the introduction.

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

- demonstrated a 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 a 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:

- responded with little or no relevance to the question and/or the context
- presented limited and/or irrelevant information in an attempt to address their chosen question
- selected inappropriate art works in relation to their chosen question and the contextual relationship(s) they responded to.