

Assessment Schedule – 2018

Art History: Examine how meanings are communicated through art works (91483)

Assessment Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|--|--|--|
| <i>Examine</i> involves explaining the meanings and how these are conveyed through the features of art works. It is the connection between the meanings and how they are conveyed that is the key focus. | <i>Examine, in depth</i> , involves providing a coherent and considered explanation of the meanings and how the meanings are conveyed through the features of art works. | <i>Examine, perceptively</i> , involves explaining how and why meanings are constructed and conveyed through the features of art works, with reference to relevant contextual factors. |

Evidence

Note: Appropriate meanings will be meanings specified in the selected question. The named art works will consist of two clearly identified art works, either from the resource booklet or the candidate's own choice.

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|--|---|--|--|---|---|---|---|
| Candidate describes the subjects of TWO art works. | Candidate describes the subjects of TWO named art works, and indicates some meanings conveyed in the art works. | Candidate describes and begins to explain appropriate meanings conveyed by some features in TWO named art works. | Candidate explains appropriate meanings conveyed through the features in TWO named art works, and indicates some connections between the meanings and how they are conveyed. | Candidate provides a considered explanation of the meanings conveyed through features in TWO named art works, and makes clear connections between meanings and features of the art works. | Candidate provides a coherent and considered explanation of the meanings conveyed through features in TWO named art works, and explains the connections between these meanings and features of the art works. | Candidate uses some relevant contextual information to support explanations of how and why meanings are constructed and conveyed through the features in TWO named art works. <i>Note: Relevant contextual factors will be information that is relevant to the specific requirements of the selected question. The inclusion of this information will support and enhance the overall response to the selected question.</i> | Candidate uses relevant contextual information to support perceptive explanations of how and why meanings are constructed and conveyed through the features of TWO named art works. Perceptive understanding will be apparent in the candidate's fluent and comprehensive knowledge of the ideas of their selected area(s) of study. <i>Note: Pertinent selection of contextual factors will be apparent in the relevance of the contextual information used and in the omission of superfluous contextual information.</i> |

N0 = No response; no relevant evidence.

| | | | | | | | |
|--|--|--|---|---|---|--|--|
| | <p>Typically, a response at this level will describe what is visible in the art works and suggest some meanings for the art works.</p> | <p>The candidate begins to make links between the meanings and the features of the art works that convey these meanings.</p> | <p>The candidate makes some connections between the meanings and how they are conveyed through the features in each art work.</p> | <p>The candidate makes clear connections between these meanings and how they are conveyed through the features of the art works.</p> <p>At this level, a typical response will demonstrate consideration by focusing on the meanings specified in the selected question; by expanding explanations to include relevant details about the meanings of the two selected art works, and by making clear connections between the meanings and the features of the art works that convey them.</p> | <p>The candidate explains the connections between these meanings and how they are conveyed through the features of the art works.</p> <p>A coherent and considered response will directly address the selected question with an informed explanatory discussion of appropriate meanings, using relevant art historical terminology. There will be balanced consideration of the selected art works.</p> | <p>A typical response at this level will directly address the selected question with an expansive and informed, explanatory discussion of the meanings specified in the selected question, and how they are constructed and conveyed.</p> <p>The discussion may expand beyond the specified meanings to make links to relevant contextual factors.</p> | <p>A typical response at this level will directly address all aspects of the selected question with a contextualised, explanatory discussion that focuses on the meanings specified in the selected question and how these are constructed and conveyed through the features of art works.</p> |
|--|--|--|---|---|---|--|--|

N0 = No response; no relevant evidence.

Cut Scores

| Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|--------------|-------------|------------------------|-----------------------------|
| 0 – 2 | 3 – 4 | 5 – 6 | 7 – 8 |