

Scholarship

2013 Assessment Report

Art History

COMMENTARY

As in previous years, Section A of the 2013 Scholarship Art History paper focused on analysis of the elements of the subject while Section B offered a broader approach to the discipline.

Questions 2, 3 and 5 were the most popular questions in the 2013 paper. Question 1 had the fewest responses. However, candidates who selected this question tended to be well focused and had a clear idea of features they wrote on.

In response to question 2 there were many variations of types and sources of conflict. Some candidates found it difficult to remain focused on the question and instead drifted into a discussion of context.

Question 3 was the most popular question in the paper. Answers indicated that candidates have developed the skills of identifying key words in a question and recognise the requirement to address the question being asked of them.

In response to question 4, although candidates demonstrated that they understood the concept, there was a strong need to support generalised statements with specific details of visual analysis.

A similar attention to detail proved elusive for some candidates who answered question 5. Many candidates responded to this question by writing expansive essays on context. Those who demonstrated how this was evidenced in specific works of art showed that they could apply their knowledge and skills of critical response.

Question 6 attracted responses that had similarities to answers to question 4. There was an almost intuitive agreement with the concept but the specifics of supporting detail would have strengthened the evidence provided in answers.

Questions 7 and 8 were popular. Students seem well familiar with the importance of the viewer in relation to art works. Similarly, the universal relevance of many of the personal issues that artists addressed and expressed in their work was recognised.

The biggest single barrier to success in this examination was the failure to provide detailed, critical analysis of specific art works. A greater emphasis on these skills is needed. The primary focus of Art History is the art works themselves. Greater emphasis on specific art works would balance the attention currently given to context.

Many answers this year provided a great deal of information about the context of an artwork but often these ideas were not followed up by explanations of how and where this context had been presented in specific art works.

Candidates who come to the examination with prepared essays continued to have difficulty in convincingly fitting these essays to the questions.

SCHOLARSHIP WITH OUTSTANDING PERFORMANCE

Candidates who were awarded Scholarship with Outstanding Performance typically:

- were confident in their understanding of the question and the discipline
- offered critical response to the question which was supported by detailed evidence and reference to specific examples
- demonstrated highly developed skills of visual analysis
- were aware of the possibilities offered by the question
- presented a focused and sustained argument that was characterised by clarity of thought
- sustained a high quality over two questions
- wrote with fluency and confidence

- were original in their approach.

SCHOLARSHIP

Candidates who were awarded Scholarship but not Scholarship with Outstanding Performance typically:

- identified key words in a question and showed understanding
- clearly established their point of view or argument
- demonstrated depth as well as breadth of knowledge in their answers
- wrote on a range of appropriate artists/art works rather than simply on context
- selected art works that were well suited to the key point of a question
- demonstrated skills of visual analysis in response to specific art works
- remained focused in their argument.

OTHER CANDIDATES

Candidates who were not awarded Scholarship or Scholarship with Outstanding Performance typically:

- demonstrated little evidence of skills of visual analysis
- wrote answers which did not have the required detail to show depth of understanding
- wrote answers characterised by generalisations
- wrote on context but not on works of art
- offered too little appropriate evidence to support statements
- repeated information across both questions
- left an answer unfinished.