

Assessment Schedule

Scholarship Art History (93301)

A nine point marking scale (0-8) was used to assess each question. Each essay was marked against the attached marking schedule.

An aggregate mark of 16 from two questions was used in Art History.

In 2005 candidates who achieved 14 – 16 were awarded outstanding scholarship and candidates who achieved 7 – 13 were awarded scholarship.

Art History Scholarship Marking Schedule

Performance Descriptor 1	Performance Descriptor 2	Performance Descriptor 3	Performance Descriptor 4	Not Achieved
7-8	5-6	3-4	1-2	0
<p>Exceptional knowledge & understanding of discipline (eg comprehensive knowledge, critical reflection on evidence from varied sources)</p> <p>Shown Through eg:</p> <ul style="list-style-type: none"> • Highly developed critical response to art works & contexts (eg perceptive/ searching analysis, independence, original thinking, synthesising, flexibility) • Excellent/Outstanding communication skills (eg effective, sustained, mature, confident) <p>And in addition:</p> <ul style="list-style-type: none"> • Independence & originality of approach/response (eg lateral thinking, alternative ideas) • Confidence in knowledge, understanding & judgement (eg astute evidence, expansive argument, considered interpretations) <p>(7s may be lighter on critical response,, response may be less even)</p>	<p>Exceptional knowledge & understanding of discipline (eg comprehensive knowledge, critical reflection on evidence from varied sources)</p> <p>Shown Through eg:</p> <ul style="list-style-type: none"> • Highly developed critical response to art works & contexts (eg perceptive/ searching analysis, independence, synthesising, flexibility) • Excellent communication skills (eg effective, sustained, mature, confident) <p>(5s may not be able to sustain response, critical response may be uneven)</p>	<p>Extensive knowledge & understanding of discipline (eg broad knowledge, depth of understanding, reference to appropriate evidence)</p> <p>Shown Through eg:</p> <ul style="list-style-type: none"> • Well developed critical response to art works & contexts • effective communication (eg coherent argument, application of knowledge) <p>(May be some irrelevancies as this level)</p> <p>(3s may be marked by poor choice of examples, uneven critical response, will show some evidence of extensive knowledge)</p>	<p>Broad knowledge & understanding of the discipline (eg breadth of knowledge, reference to evidence)</p> <p>Shown Through eg:</p> <ul style="list-style-type: none"> • skills of critical response to art works & contexts • clear communication (eg coherent delivery of knowledge) <p>(responses in this group are often generalised rather than specifically detailed, there may be weak engagement with topic, they may not address all sections of question – they will reference some specific works)</p> <p>(1s – response more descriptive, uneven, may be insufficient works, may be inaccuracies)</p>	<p>Question not addressed</p> <p>No evidence of critical response</p> <p>Communication unclear/inaccurate</p>