

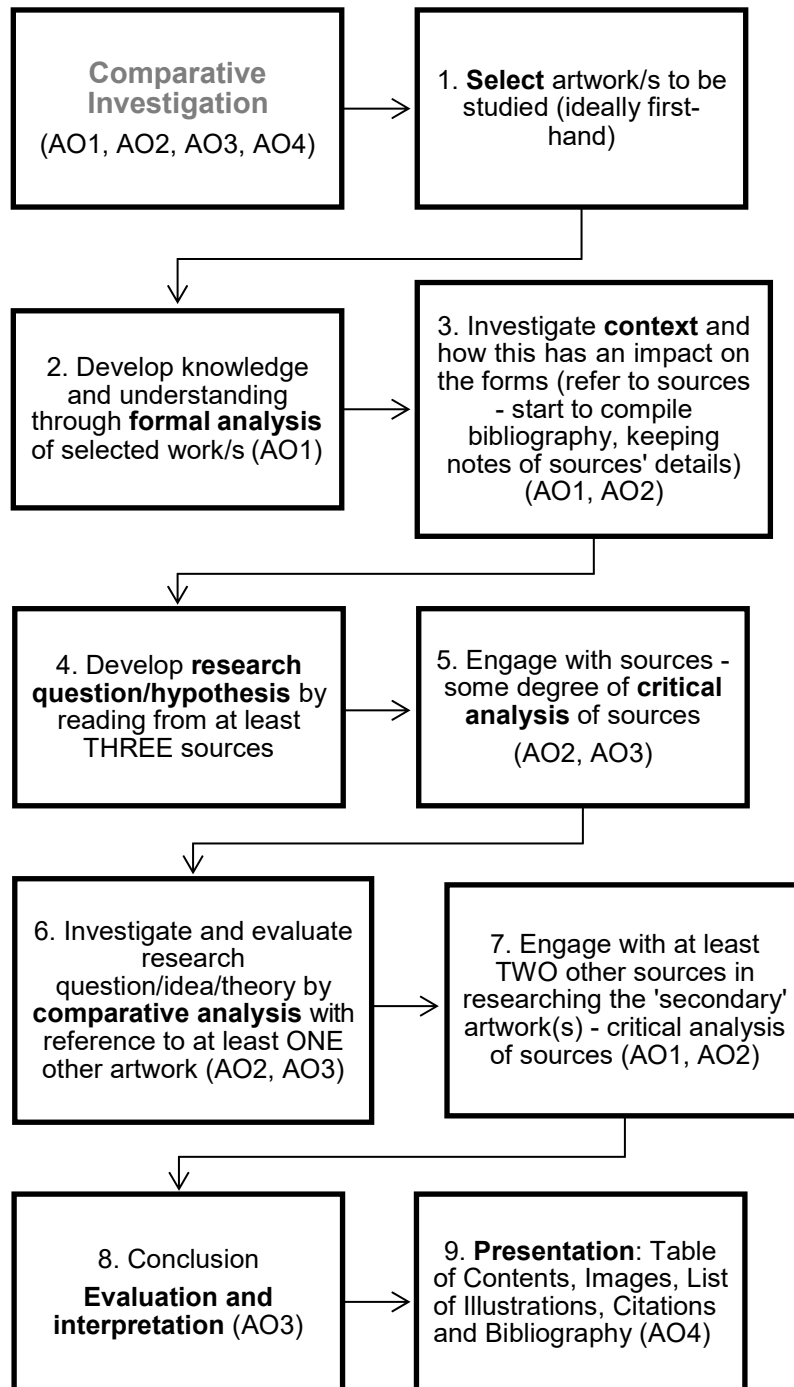
Internal assessment details

Comparative investigation

Duration: 20 hours

Weighting: 30%

Requirements and recommendations:



The comparative investigation allows candidates to apply skills and knowledge they have acquired during the course to research independently a particular aspect of art history of their choice. The investigation should involve a comparative approach and therefore a minimum of two works of art or architecture should be discussed. Students should refer to a minimum of five sources. These could include, for example, exhibition catalogues, monographs, textbooks, scholarly essays, articles, museum websites etc. The completed investigation should take the form of an illustrated essay with a maximum length of 2000 words.

The choice of title and scope of the essay is decided by the student, although it is expected that the teacher will give advice and guidance on the choice of subject and relevant sources. The teacher may advise on the first draft. The 20-hour time allocation for the comparative investigation includes time for consultation between the teacher and candidate.

Candidates can investigate, for instance, the works of artists or architects, art movements, art historical issues, or themes, or make studies of art forms that they may not have encountered in other parts of the course. They may wish to research interdisciplinary links with, for example, film, science, etc.

Examples of suitable subjects:

- *To what extent, and how, was Pablo Picasso's Blue Period influenced by Classical and Hellenistic grave stelai?*
- *How and to what purpose was Napoleon influenced by Roman imperial art?*
- *How does Rome's mosque combine the traditions of Islamic art and architecture with the cultural heritage of its situation in Rome?*
- *A comparison of the portrayal of women in the works of Jenny Saville and Artemisia Gentileschi.*
- *The changing role of the Archangel Michael in Christian art.*
- *How has the art of tattooing allowed different gangs to create distinctive cultural identities for themselves?*
- *A comparison of Japanese manga and American comic art.*
- *How has chemistry played a role in the investigation into the origins of the Lupa Capitolina?*
- *How has Caravaggio's work influenced images of martyrdom by Bill Viola?*
- *How do Hogarth's 'Rake's Progress' and Grayson Perry's "The Vanity of Small Differences" reflect and comment on class and the social life of their times?*

The comparative investigation requires candidates to demonstrate skills of formal analysis. Ideally, they will have first-hand knowledge of the work/s of art under discussion, but this is not essential.

The discussion should place work/s of art within their historical, social, political or economic context and should seek to evaluate the impact of that context.

Students combine their own analysis with arguments gathered from academic sources. As this is a piece of research, at least five sources should be referred to. In order to achieve the higher-grade bands, there should be an evaluation of the sources referred to; candidates should acknowledge the difference between fact, interpretation and opinion. Only sources cited within the essay should appear in the bibliography.

In embarking on the comparative investigation, the student should:

- develop a clear method of inquiry;
- develop the title of the essay in the form of a research question or hypothesis
- construct a carefully planned, and well-organised essay based on the research question;
- draw on appropriate sources to support arguments which should lead to an insightful conclusion;

- adhere to the word count;
- ensure that illustrations are good quality, colour reproductions;
- include a table of contents, a list of illustrations, and a bibliography. These are not included in the word count.
- ensure that the work of others is acknowledged in an appropriate, academic manner.

Internal assessment criteria

Comparative investigation

Overview of criteria

Criterion	Detail	Marks awarded	Assessment objective
A	Knowledge and context	6	AO1
B	Application of knowledge	8	AO2
C	Comparison and evaluation	10	AO3
D	Research skills and organization	10	AO4
Total		34	

A Knowledge and context

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below
1-2	Lists characteristics of the selected works of art or architecture. No knowledge and understanding of the specific art history contexts for the selected works is evident. There is some use, but poor understanding of art historical terms relating to form.
3-4	Some knowledge and understanding of at least one of these specific contexts of the selected works of art or architecture is evident: social, political, cultural, economic. Some knowledge and understanding of the place of the selected artworks or architecture within the historical development of art forms is evident. Art historical terms relating to form are used, and some understanding of these terms is evident.

Marks	Level descriptor
5-6	<p>A good level of knowledge and understanding of at least one of these specific contexts of the selected works of art or architecture is evident: social, political, cultural, economic.</p> <p>A good level of knowledge and understanding of the place of the selected artworks or architecture within the historical development of art forms is evident.</p> <p>Art historical terms relating to form are used well, and clear understanding of these terms is evident.</p>

B Application of knowledge

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below
1-2	<p>The research question/hypothesis is poorly developed.</p> <p>There is very little engagement with sources.</p> <p>There is superficial discussion of the impact of the context of the artworks or architecture on forms.</p> <p>The investigation/essay is descriptive rather than analytical.</p>
3-4	<p>The research question/hypothesis is achievable and has been developed with some reference to appropriate sources.</p> <p>The investigation/essay demonstrates some engagement with appropriate sources.</p> <p>There is some relevant discussion of the impact of the context of the artworks or architecture on forms.</p> <p>The investigation/essay is largely descriptive, but does contain some analytical elements.</p>
5-6	<p>A clear, achievable research question/hypothesis has been developed with reference to appropriate sources.</p> <p>The investigation/essay is informed and supported by the application of knowledge from well chosen, appropriate sources.</p> <p>There is good discussion of the impact of the context of the artworks or architecture on forms.</p> <p>The investigation/essay demonstrates visual analysis of the selected works of art or architecture.</p>

Marks	Level descriptor
7-8	<p>A clear, achievable research question/hypothesis has been developed with reference to appropriate sources.</p> <p>The investigation/essay is informed and supported by the application and interpretation of knowledge from well chosen, appropriate sources.</p> <p>There is excellent discussion of the impact of the context of the artworks or architecture on forms.</p> <p>The investigation/essay demonstrates excellent visual analysis of the selected works of art or architecture.</p>

C Comparison and evaluation

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	<p>Similarities and, where appropriate, the differences between at least two works of art or architecture are mentioned.</p> <p>There is little appraisal of the research findings and no relevant connections made to the sources used.</p> <p>Any conclusions reached lack interpretive qualities and are descriptive in nature.</p>
3-4	<p>Some account is given of the similarities and, where appropriate, of the differences between at least two works of art or architecture.</p> <p>There is some appraisal of the research findings or the sources used.</p> <p>Conclusions demonstrate some interpretive qualities but are descriptive in parts.</p>
5-6	<p>An account is given of the similarities and, where appropriate, of the differences between at least two works of art or architecture, referring to both (all) works throughout.</p> <p>Research findings and sources used are appraised.</p> <p>Conclusions demonstrate some interpretive qualities and some analysis is evident.</p>
7-8	<p>A good account is given of the similarities and, where appropriate, of the differences between at least two works of art or architecture, referring to both (all) works throughout.</p> <p>Research findings and sources used are appraised, with strengths and limitations addressed clearly.</p> <p>Valid conclusions are independently interpreted and the product of analysis.</p>

Marks	Level descriptor
9-10	<p>An excellent account is given of the similarities and, where appropriate, of the differences between at least two works of art or architecture, referring to both (all) works throughout.</p> <p>Research findings and sources used are thoughtfully and clearly appraised, with strengths and limitations addressed clearly.</p> <p>Valid conclusions are independently interpreted and the product of excellent analysis.</p>

D Research and presentation

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	<p>The scope of the investigation is not clear.</p> <p>Research lacks a systematic approach.</p> <p>Presentation is disorganized and some elements (images, list of illustrations, citations, bibliography) are absent.</p> <p>Sources are not evident, or poorly selected.</p>
3-4	<p>The scope of the investigation is difficult to achieve within the parameters of the task.</p> <p>There is evidence of some systematic research.</p> <p>All elements (images, list of illustrations, citations, bibliography) of the investigation/essay are present, but some disorganization is evident.</p> <p>Sources are evident, but these number less than five and some are poorly selected.</p> <p>An attempt is made to compare at least two works of art or architecture.</p>
5-6	<p>The scope of the investigation is suitable for the parameters of the task, but has not been entirely achieved.</p> <p>The research is systematic.</p> <p>All elements (images, list of illustrations, citations, bibliography) of the investigation/essay are present, but quality is lacking in some areas.</p> <p>Sources are evident, including three initial and two subsequent sources, but quality is lacking in of some of the sources.</p> <p>At least two works of art or architecture are compared.</p>

Marks	Level descriptor
7-8	<p>The scope of the investigation is suitable for the parameters of the task and has been achieved.</p> <p>The research is systematic and of good quality.</p> <p>All elements (images, list of illustrations, citations, bibliography) of the investigation/essay are present, integrated, and of good quality.</p> <p>Sources are evident, including three initial and two subsequent sources, and these are well selected.</p> <p>The comparison of at least two works of art or architecture is good.</p>
9-10	<p>The scope of the investigation is suitable for the parameters of the task and has been achieved in an exemplary manner.</p> <p>The research is systematic and excellent.</p> <p>All elements (images, list of illustrations, citations, bibliography) of the investigation/essay are present, integrated and of excellent quality.</p> <p>Sources are evident, including three initial and two subsequent sources, and these are well selected.</p> <p>The comparison of at least two works of art or architecture is excellent.</p>