



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1-3, 2003

Art History

National Moderator's Report

NATIONAL MODERATOR REPORT

General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements are at the national standard and are made on the basis of assessment activities that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgements at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide 'rules' but suggest different ways of assessing to the nationally registered standard.

General Overall Comment

Assessor decisions on learner work are at the national standard. The high standard of learner responses indicates a high level of interest in the subject.

The majority of assessors are using exemplars from the web. Assessors should note that early in 2003 some exemplars were updated on the web.

When exemplars are modified, care needs to be taken to remain focused on the wording of the achievement standard (eg *identify, describe*) and to ensure that the activity provides the opportunity to meet all the achievement criteria of the standard. If exemplars are modified through adding in extra tasks that are not directly assessable (eg collecting information for 90232), learners need to be advised that this work does not contribute to achievement of the standard.

Assessment schedules should provide not only judgement statements but also indicative evidence statements. Some of the exemplars on the web are generic eg *research and present a seminar*. This provides for any topic to be used for research and presentation, therefore the assessment schedule does not include specific evidence. Where this type of generic activity is used for a class with a specified topic, the assessment schedule should be expanded upon to include evidence that clearly shows expectations in relation to the topic. This enables assessment decisions to be more consistent and more easily made.

90229 *Examine techniques used in art*

Some learners need assistance with understanding the term *effects*. The definition given in the explanatory notes ie *Effects: the visual or expressive features, qualities and attributes of an artwork* can be explained through demonstrating how, for example, a particular form of brushstroke can give an expressive or spontaneous effect.

Also note that *techniques* is defined in the explanatory notes as *a particular way of using tools or materials to achieve specific effects*. Some learners are using the term more broadly to include features

such as composition and perspective. Such features are assessed as part of 90227 ie *key characteristics*, while the focus of 90229 is to examine the technical methods used to produce artworks such as brushwork or sculpting techniques.

The word *compare* in the Achievement with Merit criteria enables learners to discuss similarities as well as differences.

90231 *Research an art history topic*

This standard assesses research and presentation skills. Learners should not be provided with too much information as this reduces the opportunities to demonstrate their own research skills.

For Achievement, learners need to gather sufficient information to present an informed response and this, while not defined by quantity, probably needs to be looked at in terms of “what are the key aspects a learner should present to make sense of the topic?” A learner who comments only on a single key feature, or lightly notes a few key aspects, has not presented an informed response. The presentation should be founded upon the research plan and the information that has been gathered and organised. Assessment of the process of research has not always been a key focus in the past and learners are now being rewarded for their preliminary work, as well as their presentation of information.

90232 *Examine artworks in the environment*

A wide range of contexts is being used throughout New Zealand to *Examine artworks in the environment*. It is good to see that local art environments are being utilised.

The plural *artworks* is important. Through looking at more than one artwork, students have a greater opportunity to appreciate how artworks, influences and environment interrelate thus gaining the knowledge which contributes towards Achievement with Excellence.