



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2004

Art History

National Moderator's Report

National Moderator's 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 materials that are fair and valid.

All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate student 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 student needs. They do not provide 'rules' but suggest different ways of assessing to the nationally-registered standard.

General Overall Comment

Moderation of a large number of providers for Art History in 2004 indicates that the majority of providers have interpreted the Art History achievement standards accurately and understand the requirements of assessment activities. Decisions on student work are, on the whole, consistent and accurate in relation to the national standard.

Assessment activities were frequently modified from the resources available on the web. This has been necessary for many providers since the available activities do not address all the areas of study being taught in schools and it is appropriate that providers modify activities, or write original activities, that are suitable for their individual courses. Where activities are original, providers need to ensure that the tasks meet each of the achievement criteria and that non-assessable aspects of an activity are clearly identified.

Where activities are modified for a new context, providers need to ensure that the assessment schedules are adjusted accordingly and, in particular, that the schedules contain both evidence and judgement statements. Evidence statements are samples of expected student responses. They should clearly indicate the type of answer anticipated from an Achievement level student, a Merit level student, etc. The most frequent comment made in the moderators' reports concerned the lack of evidence statements. Note that some of the assessment schedules accompanying web activities should be expanded upon as individual school teaching programmes dictate.

AS 90492

The key focus of this standard is the examination of media and processes. While aspects such as style and content feature in the Excellence criteria, the focus must still remain on media and process, ie an understanding of the *relationships* between media, process, style and content. This is *the indicator* of a student working at Excellence level. Some of the sample web activities show how candidates can build up to reach Excellence level by first understanding the *media and processes* they are studying and then looking at, and comparing, the *effects* produced as a result of those media and processes. Finally, candidates need to consider how aspects of media and process are interlinked with artists' approaches to content and the artists' distinctive styles. Candidates who write extensively and accurately on the content and style seen in art works cannot achieve the standard unless they have *also* been able to compare art works from different media and processes, and show understanding of the differences in effects that contrasting media and

processes can produce. Teachers could use formative assessment to practise the skills required for this standard.

While the majority of providers assessed at the national standard, some required too little of candidates in terms of a range of media and processes, or in terms of the quality of the comparison of the effects of media and processes.

The most commonly used activity for assessing this standard was sample resource 3.3 B.

AS 90494

This standard assesses research and communication skills. While the method of research is not laid down in the criteria in specific terms, students need to demonstrate a methodology for gathering, processing and documenting information. Some of the sample activities indicate a prescribed way of completing the research, while others offer greater choice of approach.

For Achievement, students need to gather and utilise sufficient information to present an informed response. This is difficult to quantify, but the student needs to present a sound and reasonable coverage of a topic that is 'informed' by their research. For Merit, the range of sources can relate to either the *type* of source (eg book, internet, video) or to the *number* of sources. For Level 3, it is expected that the research will be substantial and that sources will have appropriate depth. For example, three basic and general books on the history of art are unlikely to be sufficient even for Achievement. For Excellence, a *comprehensive range of information* is required. While a *comprehensive range of information* may be acquired through gathering information from a large number of sources, it is also valid to gather comprehensive information from fewer, more detailed sources. Whilst a bibliography is not a requirement of the standard, and cannot be assessed, it is helpful to have a bibliography so that the sources used by the student can be verified.

The ability to *structure information* soundly is a requirement for Merit whilst Excellence has a much greater expectation that the response will contain a *coherent argument* and comprise a synthesis of comprehensive information.

The topics studied for this standard were wide ranging and reflect the variety available in the 12 areas of study.