



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2005

Art History

National Moderator's Report

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General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgments 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 learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgments 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

Most assessment activities comply with the requirements of the achievement standards and decisions on student work are largely accurate in relation to the national standard.

In 2005, there were a greater number of original activities, or activities that were substantially modified from the sample resources on the web. Where activities are modified it is important that the sample assessment schedules are amended to suit the particular art works under study or the new context of the activity. The sample judgment statements may still be valid; however, evidence statements (examples of possible learner responses) are critical in assisting providers in making assessment decisions. Evidence statements should clearly indicate the quality of response anticipated from a learner at Achievement level, Merit level, etc. The most frequent issue in the submitted assessment materials was a lack of evidence statements. The provision of an appropriate assessment schedule helps to ensure the overall accuracy of assessor judgments.

In 2006, the revised level 3 Version 2 achievement standards will become available. Providers should amend their internal assessment activities or write new activities to reflect the requirements of the reviewed standards. Some sample resources will be available on the web.

AS 90229: *Examine techniques used in art*

The introduction of Version 2 of this standard for 2005 did not appear to present difficulties and most providers used the revised versions of the resources available on the web. Candidates are required to link the way the techniques used by artists create particular light, colour or other effects and should avoid discussion that is unrelated to the techniques being used.

AS 90231: *Research an art history topic*

Wide-ranging topics are being used to good effect for this standard. Most providers are using the web resources or successfully modifying them to suit individual teaching programmes.

AS 90232: *Examine art works in their environmental contexts*

Where providers are using the revised Version 2 of this standard and an existing assessment activity, changes to the activity are required as the Version 2 wording differs in several important respects. In particular, at Achievement level, learners are required to "*describe ... environmental*

contexts” while an explanation of the influences on the art works is now a criterion for Merit rather than Achievement.

AS 90492: Examine media and processes in art

The examination of media and processes is the primary focus of this standard. Learners need assistance with understanding the key requirements of the achievement criteria to ensure they provide relevant information on the media and processes, and the effects of media and processes. Assessors are often rewarding students for comments on features such as form or line despite the candidate making no connection with how media and process relate to these characteristics. While aspects such as style and content are required to gain Excellence, the focus must still remain on media and processes, ie it is an understanding of the **relationships** between media, process, style and content that is the indicator of a learner working at Excellence level.

AS 90494: Investigate an art history topic

Most providers submitted materials for moderation which included all research notes and evidence of how these were used in processing information; however, some did not. Therefore the first criterion of the standard “*gather, process and document relevant information ...*” could not be verified.

Note that Version 2 of this achievement standard, which will be available for use in 2006, contains substantial change.