



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2005

Visual Arts

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 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 schools clearly understand the moderation system, its requirements regarding dates, and the way learner samples are to be provided for assessment. This enables efficient moderation.

Many schools provided well-prepared assessment activities for moderation, which were well-suited to their cohort of learners. This was indicated by the quality of learner responses provided for all levels of the achievement standards.

Most schools provided assessment activities that were manageable in size, suited to their learners, and reflected the achievement objectives of levels 6 - 8 of *The Arts in the New Zealand Curriculum*.

Credit Weighting

In many cases:

- the workload expected from learners far exceeded what was required to meet the standard
- superfluous information took up most of the evidence provided; the amount of evidence that actually allowed learners to meet the standard was marginal.

This was particularly apparent in research standards, which seemed filled out with unnecessary biographical detail. Assessors should note the intention of the three research standards and design their assessment activities accordingly. It may be useful for assessors to work from the criteria and consider what evidence learners would need to provide in order to meet the criteria of the standard for each level of achievement.

School Samples

While many schools provided work for moderation that was dry, complete, bound, and clearly identified and labelled, some did not. Schools need to ensure moderators see their learners' work in the best possible way. It may be appropriate for schools to consider quality colour copies as a more acceptable way of presenting learner samples, especially as these may then be kept within the school for future reference.

Using Resources from the Web

Assessors need to be aware of the generic nature of many activities on the TKI website, which were designed as a guide. It is important that assessors adapt these to suit their own learner cohort, contexts, and available resources. The activities should meet fully the requirements of all aspects of the achievement criteria.

Version Numbers

Version numbers continued to cause considerable confusion. The achievement standards are allocated a new version number each time they are modified and reregistered. The cycle of reviewing and reregistering takes one year. In the first year of the reregistered standards, both the former and new versions of the internal standards are valid. After one year, the former version is withdrawn and only the latter, the registered version, is valid for use. Only the latest version of external standards will be assessed.

Valid Standards in 2006

Levels 1 and 2 Version 2 only for both internal and external standards

Level 3 Version 1 and 2 internal standards
Version 2 external standards

The registration number and version number of the standard must be recorded on the NZQA cover sheet when work is submitted for moderation. Activities on the Web also have version numbers, but these should **not** be recorded on the cover sheet.

Assessment Activities

Schools need to consider carefully the nature of the activities they ask learners to engage in, and how their needs are best met. There is still much work presented for moderation that contains activities that are too broad in scope. Consideration should also be given to how these assessment tools may best be used within classrooms, given the cohort of learners.

Level 1**AS 90018: Research art and artworks from Maori and European traditions and their context(s)**

In general, activities provided for moderation for this standard were well designed and showed an understanding of the intention of the standard. The activities clearly fitted the overall programme of work, and may have informed practical investigations made during assessment of the other three Level 1 achievement standards. Many activities were clearly structured in ways that enhanced learner opportunities for success.

The explanatory notes appear to have helped many assessors to understand what this standard requires, and the myriad of ways learner responses could be provided. The quantity of learner evidence specified by assessors is now more appropriate for a three-credit achievement standard. Assessor decisions were accurate and reflected the national standard.

Assessment activities written for this standard must provide opportunities for learners to do the following.

- Research both **Maori** and **European** traditions – less common now is the activity where one or other tradition was dealt with exclusively.

- Make comment – learners are required to use their own words rather than merely copying down information given to them. Transcribing extraneous biographical details does **not** constitute a comment, and contributes to an unnecessarily heavy workload.
- Use art terminology – to effectively comment on an artwork, the learner should be provided with the opportunity to use the appropriate terminology. In many cases, the provision of a list/glossary of terms has helped learner achievement. A number of examples were noted of schools using templates to guide learner responses to artworks, and to more easily facilitate the comparison and analysis of artworks.

There were significant examples of highly structured, assessor-directed activities that left little opportunity for learners to meaningfully research art and artworks for themselves. To achieve with Excellence, learners are required to present evidence of analysis and a depth of understanding in relation to artworks and their context. This is problematic if all learners are provided exclusively with the same resource material. Learners are also required to acknowledge those parts of the text that are not their own, and to indicate the sources of resource material they use. Consideration should be given to providing a full bibliography of sources used.

It should also be noted that this achievement standard is derived from the *Communicating and Interpreting in the Visual Arts* and *Understanding the Visual Arts in Context* strands of *The Arts in the New Zealand Curriculum*. Learners must therefore be presented with opportunities that enable them to place artworks in context. The art and artworks selected by assessors in 2005 covered a broad range, and were increasingly derived from the school's local context. Care should be taken when asking learners to compare artworks to ensure they are able to understand the context of the artworks and make appropriate comment.

AS 90019: Use drawing processes and procedures

The intent of this standard was generally well understood by assessors. The evidence in the activities presented for moderation indicated that many had provided increased opportunities for learners to meet the standard at all levels. The amount of work asked for by assessors was generally appropriate, and most of the work provided by learners was specific to the requirements of the standard. A wide variety of approaches has been used successfully, providing the basis for required skills to be developed for other level 1 Visual Arts standards, such as AS 90020 and AS 90021.

When designing assessment activities, assessors need to ensure the drawing strategies and compositional conventions used by learners are appropriate to the subject matter. In particular, assessment activities need to provide ample opportunities for learners to develop skills in recording information and developing ideas, using both wet and dry media. Care should also be taken when selecting artist models to ensure they are appropriate to the skill level and interests of learners.

AS 90021: Extend ideas in media and techniques to produce new work

There was a greater understanding of the intent of this achievement standard. Version 2, which was used in 2005, has made the intention of the standard clearer. Evidence presented for moderation was more appropriate to the quantity of learner work required for a four-credit achievement standard. Most of the assessment activities presented for moderation were in printmaking and sculpture. Within these, a broad range of artist models were used.

To meet the standard, learners are expected to “*produce new work*”. A transcription of a painting into a woodcut, for example, would provide insufficient evidence of new work, and would not allow the learner the opportunity to meet the requirements of the standard.

Much of the learner work presented showed the ability to use techniques and conventions appropriate to media and techniques. However, there was less understanding of the use of artists' works to extend ideas. To achieve with Excellence, learners are required to use the study of artists' works to “*evaluate, clarify and extend ideas*”. The opportunity to meet the requirements for Excellence may be enhanced by using evaluative annotations of the work as the learner develops it. For example, print stages may be provided, and the ongoing decisions made by the learner could be clarified by the use of notes, diagrams, drawings or photographic or digital recordings.

Assessors should ensure artist models are appropriate for the media and techniques specified in the activity.

Level 2

AS 90233, AS 90471, AS 90472, AS 90473, AS 90474: *Research and document methods and ideas in the context of a drawing study in (field)*

Version 2 of the standard has clarified requirements for assessors and learners. A greater understanding of the nature of the standard was demonstrated by assessors and learners this year. The linkages between research and the application of this research into a practical drawing study were more clearly understood. The first bullet point, “*Research and document methods and ideas...*” clarified the need for a written component. The documentation of the research was carried out in a variety of formats, eg short essays, mind maps, tables, annotations and bullet points, all of which are valid and appropriate. The research must then be applied to the practical investigation. Disparity between the research and practical investigation prevented some candidates from achieving the standard.

Evidence heavily weighted in favour of either research or the drawing study, diminished opportunities for learners to meet the standard, and almost certainly, to meet the requirements for Merit or Excellence. Where tenuous or no links existed between the practical investigation and the research, learners were often unable to meet the standard. Some learners require guidance to achieve a balance between these two aspects.

There was greater understanding of how these standards relate to the field equivalent standards, AS 90475, AS 90476, AS 90477, AS 90478, and AS 90234. This meant significantly less extraneous research information was included in the evidence provided by learners for those standards. To avoid unnecessary workload for learners, assessors should ensure the evidence provided by the learner, particularly in research, is relevant to the requirements of the standard.

The second achievement criterion is now field-specific in Version 2. This clarifies the need for the practical investigation to be drawing-focused, requiring the use of materials, techniques, processes and procedures appropriate to the field of enquiry. The practical investigation must be informed by the research undertaken. Activities need to be written to encourage research that focuses on the ideas and methods appropriate to the practical investigation. Assessment schedules should closely follow the achievement criteria. The omission of key terms could disadvantage learners, preventing them from achieving the higher levels of performance.

AS 90234, AS 90475, AS 90476, AS 90477, AS 90478: *Generate and develop ideas using drawing processes and procedures in (field) practice*

This standard was generally well understood. Its key requirement is that learners “*generate and develop ideas in a related series*”. Where learners generated ideas, but did not develop them, or where they did not work in a sequential way, they were unable to meet the standard.

The standard also requires learners to base their work on “*established practice*”. There is some confusion about this requirement and the requirements of achievement standards 90233, 90471, 90472, 90473 and 90474. The assessment activities for achievement standards 90234, 90475, 90476, 90477 and 90478 need to have some basis in research. Undertaking research is not a requirement of this standard and as such, learners who are asked to provide large amounts of research information may be better off entering another standard for which this type of work may gain some recognition.

Assessors need to be aware that, from 2006, only Version 2 of this standard may be used for assessment. There has been only one change, in the second achievement criterion, which has become field-specific.

Assessors should note that Ministry of Education materials are provided as exemplars as to how the standards may be interpreted by assessors, and are provided as guidelines only. If assessors want to use the resources provided, they should be mindful of their own learner cohort, and modify the resource accordingly. Activities need to be written to encourage learners to reflect on their own work and negotiate directions with their assessor, particularly to achieve Excellence. Activities that provide strong guidelines, yet allow for flexibility, encourage learners to engage with learning.

US 9050: *Demonstrate basic black and white photography procedures and processes*

This unit standard is in common usage by many schools in their photography courses, in combination with achievement standards. It recognises competency in the fundamental processes, procedures, materials and techniques needed as part of a photographic course in the Visual Arts.

Assessment for this standard is sound and reflects the national standard. Where this was not the case, assessment decisions tended to have over-valued the learner’s skill base, at the expense of considering the pictorial conventions required for this standard. Performance criterion 1.2 requires learners to show evidence of “*consideration for framing, basic compositional principles, and viewpoint*”. Assessors need to ensure their assessment activities provide sufficient opportunities for learners to meet all aspects of this performance criterion.

Assessors should note that although there is no requirement for learners to produce enlargements, the standard does refer to contact sheets in the plural. Learners who produce only one film would not meet the requirements of the standard.

Assessors should refer to the National Moderator’s Report for 2004 and the explanatory notes for the standard for further information.

Level 3

AS 90515, AS 90659, AS 90660, AS 90661, AS 90662: *Research an art-making tradition and discuss its links to relevant recent (field) practice*

There has been confusion about the nature of this standard. Version 2 clarifies the requirements and it is recommended that assessors use Version 2 in 2006, although Version 1 will remain in use for 2006 only.

In 2005, many learner responses seemed unnecessarily long. Assessors should ensure learner workload is not excessive. Assessment activities need to have a clear focus and relate to the learner’s own development of ideas and methods. Activities and tasks must require learners to identify and analyse how particular artists’ works are related to one another. Using strategies such as, compare and contrast, and looking for points of similarity and difference, is useful in initiating

this understanding. Assessors should be aware of the requirements of the third achievement criterion and ensure learners know they are required to discuss and analyse links between the selected tradition, and relevant recent New Zealand and/or international practice.

The intention of the standard is that learners begin to frame a practical investigation that may be used in other Visual Arts achievement standards, by looking at an art-making tradition. This can be interpreted in the broadest sense; but when learners select only a few artists, or select artists where the relationship between them is vague, the practical work will also be limited by the lack of clear focus. Assessors should guide learners into establishing sensible parameters for their investigation.

Learners also need to analyse information to meet the requirements of the standard, and this analysis should reflect level 8 of *The Arts in the New Zealand Curriculum*.

Assessors are reminded to read the National Moderator’s Report for 2004 for further information, particularly in relation to defining the difference between traditional and contemporary practice.

Revised Standards for 2006

In 2006, assessors should adapt their activities to match the revised standards. The revision clarifies the intention of the standards and the key aspects of the criteria. The new titles read “*Research and analyse approaches within established (field) practice*”. The word “links” has been replaced by “relationships”, and assessment activities need to provide learners with the opportunity to establish and analyse these relationships, eg the influences between artists within a particular area of practice. Previously, “links” may have implied only points of similarity, whereas a useful dialogue can also be established by looking for points of difference as well.

Ideally, the assessment activities should relate to and inform learners’ practical work, so they understand how art-making exists within a continuum of practice. The revised standards are available on the NZQA website, www.nzqa.govt.nz/ncea/assessment. It is important that assessors read the explanatory notes carefully as they have been expanded to include definitions of key terminology for this standard.

Assessors should note that the second achievement criterion, regarding the learner’s practical work, is the same for each level of achievement. This means learners are only required to present practical work that is appropriate to the selected approaches studied. The differentiation between Merit and Excellence comes from the in-depth research and critical analysis and understanding of the relationships between the selected approaches. This is a significant difference from 2005 and should help ease learner workload for this standard.

AS 90516, AS 90663, AS 90664, AS 90665, AS 90666: Investigate and use ideas and methods in the context of a drawing study in (field)

The review has clarified the requirements of this standard. Assessors are advised to assess against Version 2 of the standard in 2006, as the learner responses should be clearer. Assessment activities need to be carefully written to allow learners to achieve at all levels of the standard. Activities were still submitted in 2005 that were too prescriptive, and did not allow learners the opportunities to generate, analyse and clarify their ideas. When activities are comprised of narrow content and assessor-determined exercises, learners have no opportunity to select and choose their own approach and appropriate artist models, or to make decisions about how to generate, analyse and clarify their own ideas. Such activities usually limit learner performance to Achievement level, as it is difficult for them to show the understanding required for Merit or Excellence.

Assessors need to be aware of the quite different intents of the two level 3 standards. AS 3.1 requires learners to research an art-making tradition. It is the intention of AS 3.2 to build on AS 3.1 by asking learners to investigate a particular form of artwork and to set their own parameters for exploration.

Assessors should note that there is no particular right or recommended way of using AS 3.2. During the moderation process, many different ways of using this standard were identified. Some schools used each standard quite discretely and consecutively, while others assessed AS 3.1 and AS 3.2 concurrently, with the research from AS 3.1 informing the drawing study and underpinning learners' decisions on the journey for AS 3.2. Other schools completed AS 3.2 first then assessed AS 3.1 to underpin the learning for the AS 3.3 external standard. Assessors need to consider which option best fits the learners within their school. Guidance for this can be found in previous National Moderator Reports.

Revised Standards for 2006

Assessors should adapt their activities to match the revised standards for 2006. The revision clarifies the intention of the standards and the key aspects of the criteria. Assessors should take note of the wording changes and expanded explanatory notes. The titles and outcome statements remain the same, but the first achievement criterion clarifies the focus of the requirements for the drawing study at each level of achievement. There have been wording changes for Achievement, requiring learners to “*investigate ideas and methods*”, and the words “*particular form of artwork*” and “*range*” have been removed. For Merit and Excellence, the phrase “*particular form of artwork*” has also been removed.

Assessment activities must enable learners to achieve at all levels. Explanatory Notes 4, 5 and 6 draw attention to this. The revised standards for 2006 are available on the NZQA website, www.nzqa.govt.nz/ncea/assessment.