



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2006

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 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

Continuing the trend from 2005, rather than using the sample resources directly there was further evidence that teachers were designing their own assessments through making modifications to sample web resources or writing completely original activities. This is appropriate given the wide ranging possibilities and contexts for assessment of the internal standards. However when modifying and designing activities, care needs to be taken to ensure that the achievement criteria are fully met. Assessment schedules also need to be modified to reflect any changes made to sample assessment tasks. While judgement statements were usually provided and largely accurate, evidence statements were often absent or irrelevant to the context.

Judgement Statements define the standard. They interpret the words in the achievement criteria in relation to the specific tasks given in an assessment. They may include both quantitative and qualitative statements.

Evidence Statements are examples of possible student responses to the tasks. They serve to demonstrate each level of achievement so that the assessor can evaluate a student answer through comparison with the sample evidence given in the schedule.

Where two achievement standards are combined in one assessment opportunity the tasks related to each standard should be clearly identified. For example, for Level 2, if 90231 *Research an art history topic* was combined with 90232 *Examine art works in their environmental contexts* it should be made clear to the students that particular tasks meet the criteria for the research standard while other tasks meet the criteria for examining art works in environmental contexts.

90229: *Examine techniques used in art*

To achieve this standard students need to identify and describe techniques, and describe the effects created through those techniques. A number of students have difficulty in focusing their discussion of techniques and effects and bring in irrelevant description of characteristics, such as light and colour, without making links to the way the techniques used by artists create particular light, colour or other effects.

90231: *Research an art history topic*

Evidence of gathered information needs to be submitted for moderation alongside the student's communication of response.

90232: *Examine art works in their environmental contexts*

Wide ranging contexts are used for this standard and students appear to have understood what is required to meet the achievement criteria.

90492: *Examine media and processes in art*

For Achievement students are required to describe art media and the processes used for making art, and compare the effects of media and processes on specific art works. It is important that students are clear that they need to demonstrate how the media and the processes lead to particular effects. Often students stray into discussion of effects of colour, composition or other stylistic characteristics without making the necessary links to media and processes. They commonly provide a broad analysis of art works whereas the standard requires a focused approach upon effects of media and processes.

For Achievement with Merit students are required to consider how important the media and processes are in producing different effects.

For Achievement with Excellence students must evaluate the impact of media and processes upon both style and content in art. As with Achievement, students must focus upon media and processes and avoid providing a broader discussion of the style of the works or the subject/content of the works.

Moderation of this standard indicates that assessors are often awarding students for stylistic comments that are unlinked to media and processes, and therefore inaccurately assessing in relation to the criteria of the standard.

90493: *Examine a theory and its role in art*

This Achievement Standard was formerly an externally assessed standard and is now internally assessed (Version 2 of 90493).

For Achievement students are required to outline a theory and demonstrate how the theory is evident in art works.

For Achievement with Merit explanation of the relationship between the theory and the art works is required.

For Achievement with Excellence students need to evaluate the significance of the theory for the art of a particular artist, period or movement.

90494: Investigate an art issue

For Achievement students are required to define an issue in art. This issue may be selected by the student or by the teacher. Students also need to describe points of view on the issue, backed up by relevant evidence.

For Achievement with Merit students need to go beyond a description of points of view to explain the points of view.

For Achievement with Excellence students evaluate the points of view in order to draw justifiable conclusions. Therefore students need to justify their conclusions through explanation and evidence.

Many providers continued to use Version 1 of this Achievement Standard (*Investigate an art topic*) or sent in student work using Version 1 from 2005. In the case of a number of those samples, evidence of research was sometimes not sent in with moderation materials making it difficult to assess student's ability to gather, process and document relevant information.

Providers are encouraged to use the latest version of the standard (Version 2) which focuses upon an issue in art and does not require the research process to be shown.

The selection of the issue, and framing of the topic in terms of an issue, is an important component in enabling students to identify varied viewpoints and argue on their conclusions. In some cases where the 'issue' was stated as a 'topic' rather than presented as an 'issue' students provided information relevant to the topic but did not always meet the achievement criteria for the standard.

There are concerns about the quantity of material closely drawn from text or web-based sources, which makes it difficult to assess student's own understanding of an art issue.