



National Qualifications Framework Levels 2–3, 2007

Art History

National Moderator's Report

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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

In 2007 there was evidence of greater confidence with writing original activities than previously and greater confidence with, and consistency of, assessor judgements.

Most providers are now familiar with NZQA requirements in supplying correct achievement standard version numbers and the requirement for an assessment schedule that contains both judgment and evidence statements. Where an assessment schedule does not have both judgment statements and evidence statements the activity is said to “not meet the national standard”.

1. When modifying and designing activities, care needs to be taken to ensure that the achievement criteria are fully met.
2. When using words and phrases other than those of the achievement criteria, the wording needs to be carefully chosen so as not to *alter* the criteria.
3. When modifying sample web activities the *assessment schedule* needs to be modified to reflect any changes made to the assessment activity, and in particular, a new evidence statement needs to be written to ensure relevance to any new context.
 - *Judgement Statements* describe the quantity and/or quality requirements the student needs to meet in order to meet the standard.
 - *Evidence Statements* are, for Art History, usually examples of possible student responses to the tasks. They serve to demonstrate the *quality* of performance required at each level of achievement so that the assessor can evaluate a student answer through comparison with the sample evidence given in the schedule.

Plagiarism can be a problem with some submissions. Students need to be aware that where authenticity is in question and it is difficult to ascertain whether their work is their own, students may not gain the grade expected.

AS 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. Teachers need to ensure that students understand that their focus must remain on discussing *techniques* and *effects* and ensure that where stylistic characteristics are discussed they are linked to the way in which *techniques* are used by the artists, eg the painterly techniques used to create particular light, colour or other effects.

AS 90231: Research an art history topic

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

AS 90232: Examine art works in their environmental contexts

The intention of the standard is to examine art works such as sculptures, carvings, murals, memorials, etc. that are located in local environments. The standard does not work well when art works in texts or on the net are used, because students are asked to consider the environmental contexts for the works.

AS 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 focus on *how* the media and the processes generate particular effects.

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.

While some improvement was evident in 2007, students still require guidance to understand that this standard focuses upon media and processes and that where stylistic aspects are discussed, as required for Excellence, the stylistic characteristics that are relevant are those that are an outcome of the particular media and processes used by the artist(s).

AS 90493: Examine a theory and its role in art

Most providers used the TKI activities or modified them successfully.

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. The evaluation should be substantial. Where such a judgement was made this may have occurred due to a misunderstanding of the nature of assessment schedules. As is the case with many of the schedules that accompany TKI activities, assessment schedules need only contain sample evidence. The *quantity* of work required should also be indicated (see *Judgement Statements*, above).

AS 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.

Students need to keep their focus upon the selected issue and viewpoints. Students do sometimes slip into broad discussion as though they are providing all they know about a ‘topic’ rather than discussing the issue in relation to varied points of view.