



National Qualifications Framework Levels 1–3, 2008

Art History

National Moderator's Report

National Moderator Report for Art History

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

There was a pleasing increase in the number of original activities submitted for moderation this year although the majority of teachers continue to use resources taken from the TKI website. Many teachers modify the tasks and content focus of the sample resources to suit their own teaching programmes. Care must be taken when modifying resources to ensure that the modified tasks and assessment schedules meet the requirements for fair and accurate decision making. The tasks must provide students with opportunities to meet the criteria at each level of the particular standard.

Assessment schedules must be developed for all assessment activities including those which have been derived from TKI resources. A valid assessment schedule must include both judgement and evidence statements. Judgement statements, which describe the performance levels required to meet the standard, should be derived from the criteria of the standard being assessed. Evidence statements are examples of learner responses to the tasks of an activity which meet the requirements of the standard. The evidence statements used in an assessment schedule must relate directly to the tasks and content-focus of the assessment activity.

There are some concerns that there is variation in the interpretation of the word ‘evaluate’ which is used in the excellence criteria of most of the art history achievement standards. To evaluate is defined in the achievement standards as “to make critical judgments”. Where evaluation has been stipulated as an excellence criterion it is important that the relevant tasks of an activity do provide the scope for evaluative judgments to be made. It is also important that the evidence statements used in assessment schedules clearly establish the quality of evaluation expected by the teacher.

This year several submissions have included similar student responses. This may merely reflect the use of similar resource material but it may indicate that an assessment activity has been done as a class exercise. Teachers must ensure that the resource materials included in the instructions given to students do not provide students with model answers. All responses to assessment activities should be the work of the individual learner and where it is difficult to determine an individual’s response it may not be possible to award a grade. Similar difficulties occur when plagiarism is detected.

AS90229: *Examine techniques used in art*

To achieve this standard, students need to *identify and describe a range of techniques used in art* and to *describe the effects* created through the use of those techniques. It is important that students are encouraged to keep their focus on describing *techniques* and *the effects of techniques* rather than general features of style.

AS90231: *Research an art history topic*

To achieve this standard, students need to *develop a research plan for a selected topic; gather and organize relevant information and present an informed response*. Evidence of the research plan and the gathering and organising of information needs to be submitted for moderation together with the response. It is important that the evidence statements used in the assessment schedule for this standard clearly demonstrate the quality of response expected for each level of achievement.

AS90231: *Examine art works in their environmental contexts*

To achieve this standard, students are required to *describe selected art works and their environmental contexts* and to *identify the functions of art works in their environmental contexts*. The intention of the standard is that students examine art works such as sculptures, whakairo, churches, etc. in their local environments. If art works in texts or on the internet are used, students will find it difficult to explain or evaluate the influences evident in the art works.

AS90492: *Examine media and processes in art*

This achievement standard has two achievement criteria. Students are required to *describe a range of art media and processes* and to *compare the effects of media and processes on art works*. It is important that teachers encourage students to focus on describing and comparing media and processes rather than stylistic features.

Teachers are advised of a problem inherent in Sample Resource ArtHist/3/3-B4, which continues to be used by a large number of teachers. The suggested chart in the sample resource makes it possible for students to complete Task Two without completing the requirements for achievement because it does not advise students to make comparative comments. If student comments are too brief there may be insufficient evidence of the comparison of the effects of media and processes to meet the second achievement criterion.

To achieve Excellence in this standard, students must *evaluate the impact of media and processes on style and content in art*. It is important that teachers ensure that a learner response includes sufficient evidence to meet all of these criteria before an award of excellence is made.

AS90493: *Examine a theory and its role in art*

Most teachers used sample resources from the TKI website. It is necessary for students to *outline a theory related to art* in order to achieve this standard; therefore it is important that the instructions given to students do not provide students with an outline of the selected theory.

AS90494: Investigate an art issue

To achieve this standard students are required to *define an issue in art* and to *describe points of view on the issue with reference to relevant evidence*. Although the teacher may select an issue in order to achieve this standard, the learner must define the selected issue in their own words. It is also important that the learner describes different points of view on the issue in their own words.

For Merit, students must extend their discussion of the issue to include *explanations of points of view about the issue with reference to relevant evidence*.

For Excellence, students must *evaluate points of view on the issue and draw justifiable conclusions*. It is important that teachers ensure that students have met the requirements of both of these criteria before awarding Excellence.

Care must be taken when writing the instructions for this activity to ensure that the selected issue provides students with the scope to describe and explain points of view on the issue and to evaluate these points of view to draw justifiable conclusions about the selected issue. Students must be encouraged to maintain their focus on the issue and points of view throughout their response. A response which focuses on the description and analysis of art works may not provide sufficient evidence to meet the requirements of this achievement standard.

Teachers who wish to assess this achievement standard using a sample resource from the TKI website are advised to use an activity designed for version 2 of this standard. The sample resources for version 1 do not relate to the criteria of version 2 and require major modifications if they are to be used to assess the most recent version of this standard.