

2015 NCEA Assessment Report

Visual Arts Level 1 90916

Part A: Commentary

Comment on the overall response of candidates to 2015 examinations for all achievement standards covered by this report.

Candidates demonstrated a good understanding of the requirements of Achievement Standard 90916. Verifiers were able to confirm the vast majority of school assessment judgements.

The use of collage as a drawing tool appears to be becoming a common practice on Level 1 folios. When done successfully this was often used to explore a range of ideas which were then further developed and refined in painted works. In less successful cases the collages were simple re-painted with no further pictorial development, or over-painted.

Part B: Report on standards

1. Assessment Report for 90916: Produce a body of work informed by established practice, which develops ideas, using a range of media

<p>Achieved</p>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> showed some understanding of tone, line, and the relationship between positive and negative space showed a basic understanding of compositional devices. They often developed ideas by using more complex compositions as the submission progressed presented work that showed visual links to established practice, but often did not extend this into transforming their own ideas or approaches did not use good quality source imagery for design-based submissions, restricting their opportunities for showing control in later works showed a lack of understanding of media use, including inappropriate file sizes and stretching of images for Digital Moving Image submissions showed a lack of clear relationship between moving and still images in Digital Moving Image submissions.
<p>Not Achieved</p>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> did not fill both panels of the folio, or presented substantially less than 90 seconds of work for Digital Moving Image submissions presented work that was not consistently at Level 6 of the New Zealand Curriculum. This was often evident in their lack of ability to handle wet media appropriately or to record shape accurately. In some cases the candidate began well but appeared to have run out of time and presented unfinished or low quality works on the second panel presented a collection of unrelated works repeated the same image several times with little or no change from one to the next. This included re-use the same printmaking plates with little difference from one print to the next, and minimal development from one design to the next in design-based submissions showed insufficient development of ideas. This was often exacerbated by presenting only one or two large works on the second panel.
<p>Achieved with Merit</p>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> established a number of options in the works at the start of the first panel which were re-introduced and further developed later in the folio presented compositions on the second panel that were clearly informed by those on

	<p>the first panel</p> <ul style="list-style-type: none"> • used a consistent colour palette, subject matter or symbolism to reinforce links across the body of work • showed systematic development of ideas through hierarchical sizing, arrangement and sequencing of images • selected media with consideration of the proposition or ideas being developed • demonstrated consistent control across a range of media and processes • referenced established practice in a way that enabled them to move their own ideas forward, rather than just guiding stylistic or subject matter choices • used devices such as tripods to ensure that moving image components of Digital Moving Image submissions were steady and level • edited sequences and images appropriately to focus on key ideas in Digital Moving Image submissions.
<p>Achieved with Excellence</p>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • clearly understood their theme or proposition and established a number of possibilities for development at the start of the submission • showed purpose and understanding in the selection and arrangement or discarding of appropriate visual elements • handled media with sensitivity to its subtleties • clarified ideas more than once, and not just in the final work • successfully explored a range of view points and changes of scale • interpreted ideas and approaches from established practice in ways that were relevant to their own work • showed personal ownership of the development of their ideas and work • moved beyond recording a narrative to investigating a range of possible outcomes and ideas in Digital Moving Image submissions • integrated sound and image effectively through timing, pace and length of time still images were viewable in digital submissions.