



The following report gives feedback to assist assessors with general issues and trends that have been identified during external moderation of the internally assessed standards in 2023. It also provides further insights from moderation material viewed throughout the year and outlines the Assessor Support available for Art History.

Insights

91485: Examine the impact of media and processes on art works

This standard requires students to explain and evaluate how the use of at least 2 different media and processes create an impact on the style (i.e. the appearance resulting from the use of stylistic characteristics) and meanings of specific art works.

Evidence that met the requirements of the standard focused on explaining clear connections between specific aspects of the media/processes and the stylistic features and meanings in selected art works. For example, by explicitly linking the use of embroidery and ceramics in Chicago's 'The Dinner Party' to its Feminist meanings, as well as their impact on the graphic style of the installation which further challenged the 1970s patriarchy. Explaining such specific connections between the media/processes and style and meanings, rather than generalised accounts of how the media and processes were used, enabled the standard requirements to be met successfully.

The standard was also met where the selected art works used distinctly different media and processes from each other, in order to create the impact on style and meaning. For example, examining how Rauschenberg's silkscreens and Combine sculptures impacted on his Neo-Dada style and meanings about the 1960s America may provide an appropriate scope to meet the standard. However, examining three oil paintings will not meet this standard (even by different artists in different styles), as the examination is restricted to one medium as opposed to 'media'.

91488: Examine the relationship(s) between a theory and art works

This standard requires students to explain and evaluate the key principles or ideas of a theory that relates to art, and to demonstrate how these principles relate to specific art works.

Evidence that met the requirements of the standard made clear connections relating the key principles and specific features of named art works. This involves presenting a discussion focused on the relationship(s) between a theory such as Humanism and selected Renaissance art works. For example, explaining how the classical idealisation of the human body in 'David' by Michelangelo demonstrates the Humanist emphasis on beauty and heroism.

The standard could be met where the selected theory offered multiple principles/ideas, with clear links to art works such as Alberti's *Istoria* providing an appropriate scope for the standard, while theories with a limited focus, such as Alberti's theory of perspective, restricted student achievement.

91487: Examine the different values placed on art works

This standard requires students to use evidence to explain and analyse the importance or lack of importance placed on art works by groups or individuals.

Evidence that met the requirements of the standard explicitly identified different values that were placed on art works, with clear explanations for these values and supporting evidence. For example, clearly identifying the personal and political values in Ai Weiwei's 'Sunflower Seeds', and explaining these values with research into Ai's personal inspiration for the project and the examination of specific political aspects of the art work.

The standard could be met where supporting evidence, such as meanings, styles or background information of the art works, was linked to the discussion of the specified values. Unless being used to support the discussion of the different values, such information does not provide evidence towards this standard.

91486: Construct an argument based on the interpretation of research in art history

This standard requires students to research a topic relevant to Art History and select and discuss points of view from the research in order to develop an argument that reaches conclusions.

Evidence that met the requirements of the standard developed an argument as either a debate (agree or disagree) or a piece of persuasive writing, to argue their own point of view on a topic supported by researched information. Responses that investigated more than one point of view on a specific aspect of art history had a greater opportunity to draw meaningful conclusions. More generalised responses, such as a discussion of the reasons why an artist or an art work is famous, or how the selected art works show typical characteristics of their art movement, offered limited space for students to draw insightful conclusions.

The standard could be met where a debatable, thought-provoking topic or a question was used as the basis of the argument. Appropriate questions, which challenged thinking and presented opportunities to bring students' own positions, led to a more robust discussion of different viewpoints and enabled more meaningful conclusions to be drawn.

Assessor Support:

Online

NZQA's learning management system (Pūtake) offers 150+ easy to access courses, materials and products. These are designed to support teachers, as assessors, to improve their assessment of NCEA standards.

Online Making Assessor Judgements workshops are also available throughout the year. These workshops are structured to guide teachers to improve their understanding of each grade level by examining several full samples of student work. The following standards are available for enrolment in 2024:

- 91485: Examine the impact of media and processes on art works
- 91487: Examine the different values placed on art works

Feedback from teachers for these workshops indicates that more than 74% of participants agreed or strongly agreed that the content in the module was beneficial:

“Although I was a bit skeptical that this was going to provide me with better understanding of the standard (and marking it), I found I've picked up more certainty about making judgements about the work my students might produce. I'm also more secure about guiding them through the selection of their topic and setting it up so that they are able to complete a successful investigation.”

Exemplars of student evidence for Level 2 and 3 standards at each level of achievement are available on the NZQA subject page for Art History.

NZQA will continue to provide generic modules and workshops designed to improve general assessment practice. The following modules and workshops will be available in 2024:

- Assessment Approaches, an online workshop exploring different methods of assessment
- Culturally Responsive Assessment
- Assessment Guidance – Reviewing Your Practice
- Tāku Reo, Tāku Mahi – My voice, My work, a guide to managing authenticity
- Why Less is More, a guide to reducing volumes of student evidence
- Integrated Assessment
- Modes of Assessment
- Alternative Assessment
- Acknowledging Sources

“This was great! I liked that I could choose from different scenarios, see how sources are used and the way the student answered the question.”

“Reassuring and very thorough. Easy to use/follow.”

We will also continue to offer the Transforming Assessment Praxis programme, an online workshop relevant to all subjects which helps assessors learn about re-contextualising assessment resources and collecting evidence in different ways, in order to better meet the needs of students.

Check the NCEA subject pages on the NZQA website regularly, as more online modules, workshops and courses will be added throughout 2024.

Assessor Practice Tool

The Assessor Practice Tool (APT) will be used to support assessors with the new NCEA standards from 2024 onwards. The purpose of the APT is to allow assessors to practice making assessment judgements and immediately receive feedback on their judgements from a moderation panel. The APT will initially have material for some existing Level 3 standards, with moderated samples for the new Level 1 NCEA standard subjects being added as material becomes available. Material for the new Level 2 and Level 3 standards will be added over time, and all material for the old NCEA standards will be archived.

Workshops and Presentations

The Best Practice Workshops offered by Assessment and Moderation continue to be viewed by the sector as significantly contributing to improved assessor practice:

“I thought the workshop was very clear and helpful, there were a lot of varied examples of ākonga work discussed and opportunity for participants to discuss and ask questions.”

We offer several options of online workshops and presentations for events to support assessors with the assessment of internally assessed standards. These can be subject-specific, or general assessment support, and tailored to the audience. Virtual presentation slots, online workshops or webinars can be requested to provide targeted support to local, regional or national audiences.

To give feedback on this report click on [this link](#).