



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1-3, 2003**

## **Classical Studies**

### **National Moderator's Report**

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### General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements are at the national standard and are made on the basis of assessment activities 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 judgements 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

Most assessors used the two internally assessed achievement standards, rather than the unit standards to assess their Level 2 learners of Classical Studies. In the first year of NCEA Level 2, most also chose to use the exemplars on the TKI website. The vast majority of assessment activities and learner work submitted for moderation demonstrated a sound understanding, both by assessors and learners, of standards based assessment, as well as of the subject.

## Level Two

### 90250 *Investigate an area of classical studies*

While the standard states that investigation findings should be presented as a written report, no formal definition of the components of such a report is provided. The term has been broadly interpreted to mean a written account in prose.

The first criterion requires that learners select evidence. Some of this evidence must be drawn from primary source material. Learners should not be given the evidence in the assessment activity instructions.

The second criterion requires that conclusions, rather than a single conclusion, be drawn at merit and excellence levels. However, the quality and relevance of the material should be the deciding factor, rather than the mere accumulation of points. If specific numerical requirements are set, these should be clearly indicated in the learner instructions for the activity.

### 90251 *Communicate knowledge of an aspect of the classical world*

This achievement standard encourages learners to demonstrate their understanding of an aspect of Classical Studies in a more creative way *with flair*. Assessors who develop their own activities to meet the needs of their learners must remember to include evidence statements that give examples of appropriate learner responses. These statements should be relevant to the activity set.

The second criterion requires that information be communicated in a style consistent with the chosen format of presentation. Learners need to be given clear guidance about the conventions of the specific format, whether it is to be a newspaper report, seminar or poster, and assessed against those conventions.