



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1-3, 2003

Graphics

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 exemplars for achievement standards are not pre-moderated tasks. The intention is that they are modified to suit teaching programmes and student needs. They do not provide 'rules' but suggest guidelines for the application of the standards of assessment.

General Overall Comment

Adaptation of tasks and schedules

Most of the assessors submitting material had used the Ministry of Education exemplar activities and assessment schedules in their programmes however there has been an increase in the number of assessors writing their own design briefs to better suit the need of their learners and local environment. Assessors are reminded to ensure assessment schedules are adapted to suit the specific design brief. Where activities were based on the introduction of a design brief situation and the subsequent working through a variety of solutions to that task, then it was obvious to see that learners excelled and demonstrated ownership of their ideas. This in turn was displayed in the standard of work and creative, innovative outcomes presented. The candidates' work appeared to be noticeably improved in these situations.

Design elements

It would be advantageous for learners to use appropriate design language and provide evidence relating to key principles throughout their designs. The design element should relate closely to the brief.

90041 *Produce a mock-up and model*

90322 *Produce a mock up and model to explore design ideas*

Some assessors submitted video evidence of the part a mock-up plays in the design process. This may be an avenue that other assessors wish to explore. The majority of assessors submitted photographic material as evidence of candidate achievement. This made moderation difficult at times, especially when the difference between the way in which mock-ups were used as an ongoing design tool and models as a representation of the final outcome was not clear. The mock-ups frequently lacked the exploration and testing of ideas, and were of poorer quality than the model. Recording of information that articulated the reasons for the mock-ups use, and ultimately, the model's final form was poorly undertaken by many learners. In a large proportion of cases, a model was produced with no supporting size or scale information, making it difficult to determine whether the model was in fact to scale. At Achievement level, the model is only required to be conceptual but a lot of schedules submitted required the candidate to produce a scale model. There were many learners who produced a mock-up by cutting out a net from their drawing paper then making the same net from cardboard to produce a model with no supporting evidence. These mock-ups did not really explore, explain and test design ideas.