



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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

## **History**

### **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 assessment activities used have been exemplars from the TKI site but several assessors are adapting these very successfully.

## Level One

### 90209 *Carry out an historical investigation*

Explanatory Note 7 indicates that the assessor should provide the focusing questions for an historical investigation at Level 1. Some earlier web and commercial assessment activities failed to include these. Such activities need to be modified so that learners can meet all the requirements of the achievement standard. Similarly, in the case of generic web activities, assessors should assist learners by providing the specific focusing questions for the area of historical research.

The third achievement criterion requires the learner to record the sources of evidence. This is usually noted on the gathered pieces of evidence so that a bibliography may easily be collated, if necessary, when the research product is presented for 90210 *Communicate historical ideas*. A bibliography is not required for 90209.

### 90210 *Communicate historical ideas*

The first criterion requires learners to *identify relevant key ideas*. They may be few and not very explicit for Achievement. For Achievement with Merit, the *key ideas should adequately cover the context* and for Achievement with Excellence, *a range of key ideas should be identified that thoroughly covers the context*. Learners could be expected to be more explicit, rather than implicit, for the latter two grades.

A bibliography is often asked for in assessment activities for this achievement standard. It is assessed in the section of the second criterion requiring *appropriate historical format*.

Activities based upon some commercial and older web activities need modification to enable learners to meet the *key ideas* criterion.

## Level Two

### **90465 *Plan and carry out an historical inquiry***

Some quality work was moderated for this achievement standard. Three issues recurred which, if attended to, could enhance the ability of learners to achieve this standard.

To meet part of the first criterion, learners must *formulate relevant focusing questions*. The assessor may assist the historical inquiry by helping to formulate and refine the focussing questions. Some learners require this type of assistance in order to be given the opportunity to meet the standard, because their inquiry questions do not allow for sufficient gathering of relevant evidence.

The criterion for *plan the inquiry* is the same for Achievement, Achievement with Merit and Achievement with Excellence, but at Level 2 it involves more than identifying possible sources of evidence. Guidance on expectations is given to assessors in Explanatory Note 4. Evidence of learners' planning must be included in their work for this achievement standard.

Assessors have the opportunity, and are encouraged, to modify and adapt existing assessment activities to meet local needs. However, all achievement criteria must still be covered within the activity instructions. Deleting *prioritising evidence*, in several instances, denied learners the opportunity to gain Achievement with Excellence because it is part of the third criterion for that grade.

### **90466 *Communicate an understanding of historical ideas***

There was very little learner work moderated for this achievement standard in 2003. At Level 2, it is expected that historical ideas can be communicated explicitly.

A number of learners had difficulty meeting the third criterion, *use appropriate historical conventions*. They need to be actively taught how to construct a bibliography to have the opportunity to meet the standard.

### **90468 *Examine and demonstrate empathy for the perspectives of people in an historical setting***

Some excellent original assessment activities were seen for this achievement standard but very little student work was moderated. Assessors have a clear understanding of the requirements and have designed appropriate tasks.

## UNIT STANDARD

### **5809 *Interpret historical resources***

This unit standard was used frequently for internal assessment. The explanatory notes suggest a minimum of three historical resources to interpret. Unless the three contain considerable detail, learners require several more resources for interpretation in order to achieve the performance criteria. Learners must be given the opportunity to *interpret resources* and not be expected simply to recall historical facts.