



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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

## **Home and Life Science**

### **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

Examples of evidence need to be included in the assessment schedules, particularly for level 2.

Assessors will need to adjust Level 1 assessment activities to reflect the outcome of the standards review process. For most assessment activities, the adjustments required will be minor. The exemplars for 90141 and 90142 (which have been combined into standard 90747) have been revised to meet the requirements of the new standard. Assessors can access the exemplars on the TKI site.

### Level One

#### **90141 *Plan and prepare food to meet the nutritional needs of children***

Evidence is required that efficient workable strategies have been used. The assessor's checklist needs to be included in the activity given to the learners.

A "well balanced meal" should contain a good proportion of the day's dietary needs for the nominated individual. Serving sizes, eg for children, must be appropriate.

This standard has been combined with 90142 for 2004, and renumbered 90747. The above comments are relevant for 90747

#### **90142 *Plan and prepare food to meet nutritional needs during adolescence***

Learners had difficulty justifying a health-enhancing action including all four dimensions of hauora. This requirement has been removed from the new combined standard 90747.

#### **90143 *Explore cultural influences on food choices and eating patterns***

Specifying what was meant by *range* and *wide range* in student instruction sheets would have assisted learner achievement. These terms are not included in version 2 of this standard.

### **90144 *Demonstrate and apply safe food-handling practices and strategies***

Examples of evidence need to be included in the assessment schedule.

Letters need to be of a standard to be posted to the addressee, and should be addressed to actual agencies involved in food safety. An instruction to this effect would be useful.

Explanatory Note 3 provides guidance about the factors for which management strategies must be developed when using high-risk foods. They could usefully be incorporated into task instructions, which need to reflect the requirement for a detailed answer. “Keeping Food Safe” provides a good model for this.

Version 2 of this standard, which is the version most assessors will use in 2004, has been increased from 2 credits to 5 credits. The quality and quantity of learner’s work should be appropriate for the new credit value.

## **Level Two**

### **90243 *Determine and address a nutritional concern for a targeted group***

The intention of this standard is that learners themselves determine the nutritional concern. Assessors should guide learners in choosing an appropriate concern. Learners are required to provide evidence to show how and why their choice was made.

Learners require clear guidance on what “comprehensive evidence” is; more detail from Explanatory Note 2 could be incorporated into task instructions to provide this. Access to appropriate evidence, as outlined in Explanatory Note 2 is essential. It is appropriate for assessors to provide this material, or to allow learners the opportunity to access it themselves

The nutritional concern will then drive the tasks associated with the second and third criteria.

### **90245 *Make recommendations to enhance the eating patterns of a nominated group with high energy needs***

Learners need to be familiar with Explanatory Note 4, including the ‘note’ at the end, when addressing the second and third criteria. It could be included in task instructions. Assessors may prefer to write a scenario rather than use an actual group.

### **90242 *Examine care provision for a nominated group within New Zealand society***

Assessors have a clear understanding of the national standard, tasks are appropriate and judgements are accurate.

## **UNIT STANDARDS**

These were running smoothly. In general, assessors have a clear understanding of the national standard, activities are appropriate and judgements are accurate.