



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1-3, 2003

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

Assessors have a clear understanding of the national standard and the requirements of the standards, the assessment criteria and the explanatory notes.

Assessment schedules should include examples of acceptable learner responses for all levels of achievement.

Level One

90186 *Carry out a practical science investigation with direction*

Assessors are reminded that when modifying generic templates, examples included need to be specific to the investigations carried out. Assessors should avoid placing the learner's assessment opportunity in jeopardy by giving too much direction, especially in relation to the independent variable.

90187 *Research, with direction, how science and technology are related*

This achievement standard requires reference to the use of *science* and its LINK to *technology*. Assessment tasks need to be set in contexts that are at level 6 in the curriculum.

Level Two

90312 *Carry out a practical scientific investigation with supervision*

Most assessors are using the TKI website activities with minor modifications. Assessors need to ensure that tasks do not give too much direction, particularly for the independent variable.

Assessment schedules need to provide examples of expected evidence to clearly differentiate between Achievement, Achievement with Merit and Achievement with Excellence. These examples need to be specific to the *investigations* carried out.

90313 *Research an environmental issue or the historical development of a scientific idea*

Learner work showed a good understanding of what is required to *research*, develop and report on a topic.

Unit Standards

Assessors need to be aware that many unit standards have been updated. The tasks they have been using may need modification before they will validly assess the latest version of the standard.