



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2004**

## **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 materials that are fair and valid.

All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate student 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

At Level 2, most assessors used the two internally assessed achievement standards, rather than unit standards. There were some variations on the exemplars on the TKI website, but not much original material.

At Level 3, the exemplars were widely used and it was encouraging to see improvements made by teachers where these were clearly needed. Some of the exemplars were amended part way through the year and teachers need to keep checking the TKI website in case of any future changes.

When writing or amending assessments, it is important to incorporate the terminology of the criteria in the instructions and marking schedules, in order to clearly reflect the requirements of the standard.

It was of concern that many assessors were using the pre-registered draft standards for Level 3. The registered standards contain some differences and candidates may have been disadvantaged if the registered standards were not used.

Most of the assessment materials and student work sent for moderation showed good understanding of standards-based assessment and a real passion for the subject.

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

At Achievement level, students are required to select appropriate evidence and examine and apply the evidence to reach conclusion(s). Some of the evidence, but not all, must be from primary source material. At Merit level the *evidence* becomes a *range* and at Excellence level, a *comprehensive range*. *Conclusions* become plural at Merit level and must be *significant* at Excellence level.

Assessors need to keep in mind that judgements of student work must be related to the standard. The standard requires *an investigation* and *drawing of conclusions*, not an imaginative presentation of these.

**AS 90251: *Communicate knowledge of an aspect of the classical world***

At Achievement level, students are required to *demonstrate knowledge of an aspect of the classical world and communicate information in a style consistent with the chosen format of presentation*. The *knowledge* must be *detailed* at Merit level and *comprehensive* at Excellence level. The *communication* must be *effective* at Merit level and done *with flair* at Excellence.

Moderation of material for this standard indicated good assessment practices.

**AS 90514: *Complete independent research on an area of classical studies***

At Achievement level for the first criterion, students are required to *research appropriate evidence*. A *range of appropriate evidence* must be evident at Merit level and a *comprehensive range* at Excellence. Evidence must include primary source material and the area researched must not have been directly studied in class.

At Achievement level for the second criterion, students are required to *analyse and interpret evidence to reach conclusions*, which must be *developed conclusions* at both Merit and Excellence levels. At Excellence level, there is a further requirement to *justify the significance of the conclusions*.

As students must complete independent research, it is important that assessors do not give too much information to students. This appeared to be the case with some material sent in for moderation.

The number of conclusions required by assessors varied greatly. The standard requires conclusions plural at Achievement level and it is the **quality** of the development of these conclusions that is important at Merit and Excellence level, rather than the **quantity** of them. The standard does not require numerous conclusions.

The third criterion at Excellence level is proving difficult for assessors. Sometimes, it was met in the responses to the first and second criteria, but not acknowledged as such by the assessor. Sometimes the task did not give the student adequate opportunity to meet this criterion. More explanation is also needed about what a 'developed' conclusion means.

**US 7589, 7619, 7594, 7595**

There was only one of each of these and they were generally of a good standard. It is important to note that all elements should be assessed to meet the standard.