



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2004

Economics

National Moderator's Report

National Moderator's Report

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

Most assessor decisions and judgements are at the national standard at all levels. Most assessment activities submitted were determined to be valid and there was an increased use of original materials at Levels 1 and 2 and commercial materials at Level 3 in 2004.

Level 3 moderation revealed the greatest disparity in national standards, compared to previous years. While most assessors used the most recent web exemplars in an appropriate fashion, a larger number than usual used materials developed for NCEA jumbo day professional development training instead. These materials were based on provisional standards not yet registered, which subsequently changed. They were also only intended for use as professional development tools. Similarly, some commercial materials also surfaced which were adaptations of NCEA training materials and also not suitable. In these cases the assessor needs to consider the suitability of these older materials before use, especially when they pre-date the current version of the registered standard.

At this level, some providers also introduced additional requirements which went well beyond the standard, such as minimum word counts or presentation requirements. These additional criteria were not appropriate to determine achievement at any level of the standard.

There was also evidence of some highly original and innovative assessment activities being used by providers in 2004 which were quite valid and at the national standard.

Almost all assessors consistently graded student achievement at the national standard and at all levels.

The standard of referencing accepted by assessors was quite different. While no specific format is required, it is necessary that the referencing is sufficiently detailed so as to enable a third party to check or verify the information. This would require page numbers for textbooks or specific URLs for web sites. Primary data collected also requires referencing and suitable detail on the method of collection.

Many of the web-based exemplar activities are designed to be completed by the provider before submitting for moderation. This means adding examples of suitable student evidence at each level of achievement. This is sometimes overlooked.

The scope of research undertaken needs to be addressed in terms of proving a hypothesis. If students are required to establish their own hypothesis, it is inappropriate to direct them as to what their hypothesis should be. If all students are investigating the same issue, authenticity is a greater concern.

Where the focus of a standard is on economic analysis, this cannot be overlooked in favor of a thorough investigation with no economic analysis.

Almost all assessment activities and assessor judgements were consistently determined by moderators to be at the national standard at Levels 1 and 2. This also applied for original activities. This suggests that assessor confidence and expertise has increased each year at these levels.

Moderators were most critical of assessment decisions that were markedly lower than the national standard at Level 3. In some cases, the scope of the investigations at this level was more appropriate for a Level 1 investigation. It would be unfair on other providers and learners to accept such a lower standard.

Some assessors provided clear guidance for referencing and encouraged students to collate or summarise data, rather than to present all data in a raw format. This made the size and scope of activities far more manageable for moderation purposes and this is to be encouraged.

AS 90633: Carry out an economic study of different viewpoints of government involvement in an economic issue

The crux of this study is analysing different viewpoints on whether or not the government should be involved and how. Viewpoints are sometimes overlooked in favour of economic analysis. The involvement of government should not be taken for granted by students.

The importance of each of the explanatory notes needs to be addressed when making judgements on student evidence. This statement especially applies to the range of sources and scope of the investigation.

Referencing needs to be sufficient so as to enable a third party to easily check the data. This would require specific page numbers for textbooks or specific URLs.

The procedures involved in collecting primary data need to be referenced by clearly outlining the form and method of collection.

The economic analysis required in Explanatory Note 8 and described in Explanatory Note 6 must also be evident.

It is possible to achieve this standard by making one justified recommendation with clear and multiple reasons.

It is not necessary to attach all raw data when submitting work. Collating data and summaries is to be encouraged.

AS 90634: Carry out an economic investigation to test a hypothesis

It is expected that students will establish their own hypothesis. 'In consultation with their teacher' means guidance and not direction. Guidance should be limited to approving an hypothesis or minor suggestions for improvements so that it enables the student to achieve at all levels of the standard. Guidance may also be given as to what may constitute suitable procedures through approval, but not telling students how to collect the data.

The importance of each of the explanatory notes needs to be addressed when making judgements on student evidence. This also applies to sufficiency in terms of the relevance to the investigation.

Referencing needs to be sufficient so as to enable a third party to easily check the data. This would require specific page numbers for textbooks or specific URLs.

The procedures involved in collecting primary data need to be referenced by clearly outlining the form and method of collection.

An economic analysis is required for all levels of achievement.

Currently, the standard requires students to explain and justify the procedure for collecting and processing the information in relation to the hypothesis. This means that both the collection and processing need to both be explained and justified and that this is all related to the hypothesis. The need to explain and justify the procedures is overlooked by students, as is the need to relate these explanations and justifications to the hypothesis.

A very narrow hypothesis, such as testing the definition of one economic term, is unlikely to enable students to complete a full or comprehensive economic analysis.

It is not necessary to attach all raw data when submitting work. Collating data and summaries is to be encouraged.