



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2004

Health Education

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

Moderation of internally assessed standards has been an effective way of providing feedback and support to assessors.

At Levels 2 and 3, assessors need to be aware of the relevance of underlying concepts in relation to the determinants of health, social justice and health promotion processes.

Assessors are encouraged to use the latest versions of the achievement standards, and also to refer closely to the Explanatory Notes that accompany each standard, in order to avoid misinterpretation. The explanatory notes cannot be adapted.

Level 2 standards have been reviewed. Changes to the standards will require assessment tasks to be revised. The changes mean that the balance of evidence for Achievement, Achievement with Merit and Achievement with Excellence need to be revised when marking.

Level 1

AS 90061: Describe and apply concepts of and strategies for achieving hauora/wellbeing

It is recommended that Explanatory Notes 4, 5 and 6 are carefully considered. These refer to the plan for goal setting, implementation and evaluation. Evidence of this process needs to be submitted for moderation along with the rest of the student work.

AS 90064: Understand skills required to enhance relationships and apply a problem-solving model

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

AS 90065: Understand sexuality issues and describe strategies for enhancing sexual health

Assessors must assess to the Achievement Standard with careful reference to the explanatory notes. The Explanatory Notes cannot be adapted by assessors.

Level 2

AS 90328: Develop, describe and implement a plan of action to enhance hauora/wellbeing

This standard requires a thorough understanding of health promotion in a health context and also the conceptual understanding of hauora. The plan of action must reflect an understanding of health-enhancing strategies.

AS 90330: Examine issues associated with gender and sexuality

This standard requires a deeper understanding of gender identity and sexuality in a health context.

Level 3

AS 90708: Analyse a health issue for a particular group within New Zealand society

Careful consideration of the Explanatory Notes is required. This standard requires a thorough conceptual understanding with regard to the determinants of health, what a health issue is and what equitable health outcomes consist of.

Unit Standards

There are no specific concerns relating to unit standards. Assessors have a clear understanding of the national standard, tasks are appropriate and judgements are accurate. Assessors are urged to closely examine and evaluate the quality and relevance of all assessment material in relation to the standard when considering use for assessment.