



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2004

Home Economics

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 student needs. They do not provide 'rules', but suggest different ways of assessing to the nationally registered standard.

UNIT STANDARDS AND ACHIEVEMENT STANDARDS

Open-book activities

For open-book assessments, it is appropriate to provide learners with resources such as texts, resource sheets, graphs, articles and printouts from the internet. These are to be processed by the learners under assessment conditions. It is inappropriate to allow access to practise questions / activities or tests that have previously been completed in class.

UNIT STANDARDS

Active verbs

It is important that assessors apply the active verbs in unit standards carefully. For example, in **US 15620** element 2, the verb "explain" means that learners should give reason/s or a detailed account. Mix-and-match activities do not explain, they only "identify". They are, however, useful starters and can be expanded to allow candidates the opportunity to "explain" as above.

Assessment tasks for current versions of unit standards

Assessors need to critique and update assessment tasks written for earlier versions of standards so they meet the requirements of current standards. Changes to elements, performance criteria and credit values need to be reflected in the tasks used.

Written evidence requirements

Many standards have a significant practical focus and only a small written requirement. For example, **US 15625** and **US 15626** can be assessed using practical activities only, which the assessor tracks. A project or other written activity may or may not be a useful adjunct, but is not essential to the intent of these standards, which require learners to "select" for element 1 and "use" for element 2.

Similarly, **US 6651** element 1 requires a short straightforward explanation. Element 2, which is the main focus of the standard, requires learners to undertake actual food preservation and should take up most of the teaching and learning time. There is no written requirement for element 2.

Recording/tracking 'practical' achievement

A cumulative 'tick box' chart is an acceptable way for assessors to record the attainment of performance criteria by learners. Photos, videos and tapes can also be used to support assessor judgements.

ACHIEVEMENT STANDARDS

Key words, definitions and explanatory notes

Assessors are urged to familiarise themselves with meanings of the key words in the standards, as defined in the Explanatory Notes. For example, “explain” means to clarify and give reasons for. The information in the Explanatory Notes is helpful when adapting and /or developing assessment tasks, schedules and judgment statements, particularly at Levels 2 and 3 where the TKI exemplars are generic.

Stepping up task instructions

Task instructions that ‘step up’ instructions from Achievement to Merit to Excellence levels in straightforward language assist learners, because the requirements at each level are made clear. For example, using the words from the first criterion of **AS 90532**, instructions could be written as below:

- (a) Analyse the nutrient content of your chosen individual’s usual food intake.
- (b) Evaluate their usual food intake by comparing it to data available, and identify concerns.
- (c) Draw conclusions about which concerns need to be addressed by methodically and critically considering the lifestyle and needs of the individual.

The level of achievement could be determined as:

- an Achievement level learner would complete (a) successfully
- a Merit level learner would complete (a) and (b) successfully
- an Excellence level learner would complete (a), (b) and (c) successfully.

Generic tasks, Levels 2 and 3, evidence and judgement statements

The generic TKI assessment tasks do not include evidence or judgement statements, because these have to reflect the specifics of the assessment task undertaken and so cannot be generic. Assessors therefore need to produce:

- evidence statements, which describe examples of learner responses that meet the requirements of the standard at Achievement, Merit and Excellence levels
- judgement statements, which clearly describe performance levels (quality and quantity) that meet the requirements of the standard at Achievement, Merit and Excellence levels.

Carry out an action plan

In standards where learners are required to “carry out an action plan”, it is helpful if task instructions clearly list all the steps to be completed. For example:

- suggest a strategy/action
- describe enablers/barriers
- explain likely results of the action
- choose and justify the action
- carry out the action
- reflect on the action (this is an essential final step).

Although the exact words of instructions may vary, specifying them clearly advantages both learners (who are clear about what is required) and assessors (who can make accurate judgements more easily).

Levels at which strategies are to be addressed

AS 90144: Assessors are referred to Explanatory Note 5, which states that the action plan at Achievement and Merit levels must address the issue at a personal level, but for Excellence it must also address it at a societal level.

AS 90531: Candidates are expected to develop an action plan that includes a number of strategies. Only one of the strategies needs to be actioned, however, the strategy that is actioned should address the issue at both a personal and a societal level.

Meal planning

Meal planning can be assessed by asking learners to provide detailed menus, rather than day food plans. The menus provide ample evidence of meeting the requirements of the standards. Menu planning is a relevant and meaningful real-life skill that learners find interesting.

Dimensions of hauora/well-being

In standards that ask learners to explain impacts on hauora/well-being, they need to consider relevant dimensions, not necessarily all four. This applies to **ASs 90747, 90242, 90243, 90531 and 90535**.

Research standards, selecting issues and resources

AS 90243: Assessors are referred to Explanatory Note 3, which says “credible evidence may be sourced by the assessor and/ or the candidate”. In the interests of effective time management, it is helpful (but not imperative) if all resources are sourced by the assessor.

For the first criterion, candidates can process the information as a class. The final discussion of the nutritional concern, which is the intent of the criterion and is what is assessed, must be completed individually.

AS 90531: For reasons of manageability it is acceptable for the class as a whole to select the issue, and the assessor to provide the resources. The focus of the standard is on exploring how the issue chosen impacts on the health of New Zealand society, and ways of addressing it. As in AS 90243, processing information could be done in groups or as a whole class activity, but the ‘analysis’ must be completed individually.