



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2004

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

General Overall Comment

The moderation of internally assessed achievement standards in Social Studies has shown that there is an increase in the number of assessors writing their own material, plus an increase in the accuracy of interpretation of the achievement standards.

The quality of activities and assessment decisions is much improved at Level 1. At Level 2 and Level 3, assessors are heavily reliant on published materials. Published assessment activities are being used throughout schools. Many assessors are making modifications to these to suit the specific needs of the achievement standards and the needs of their teaching programmes. Assessors using published materials need to critique these activities and assessment schedules prior to use, to make sure that they allow the students to meet the requirements of the achievement standard.

Evidence statements need to be developed for assessment activities. This process is essential for the transparency of the assessment process. Many of the assessment activities presented for moderation either had no evidence statements or had inadequate statements, and therefore failed to give adequate guidance for the assessor to follow when making assessment decisions.

Teacher Guidelines and Student Instructions are also essential to the development of a clear understanding of the requirements of the activity. Many of the activities presented for moderation had inadequate teacher guidelines and student instructions.

AS 90217: *Conduct a social studies inquiry*

There has been a general improvement in the standard of assessment activities presented for moderation, in that they have tended to cover the requirements of the entire inquiry process. The focus for the inquiry must be derived from the Level 6 achievement objectives of *Social Studies in the New Zealand Curriculum* in order to give students the opportunity to gain Achievement with Excellence

AS 90218: *Examine differing values positions*

More assessors are developing assessment activities that give students the opportunity to demonstrate a clear understanding of Social Studies concepts, thus allowing them to gain Achievement with Excellence.

AS 90219: *Decide on social action(s) in relation to a social issue*

Assessors need to develop assessment activities that provide students with the opportunity to meet the ‘in-depth’ requirement for Achievement with Excellence, specified in explanatory note 6.

AS 90273: *Conduct an advanced social studies inquiry*

All components of the inquiry are required to be included in an advanced social studies inquiry to allow students to meet the requirements of explanatory note 4. Assessors need to develop activities that give students the opportunity to provide evidence that complies with the requirements of explanatory notes 9 and 10.

AS 90274: *Examine responses to values position(s)*

Most assessment activities and schedules have required the student to identify values. However, the assessment activities also need to provide opportunities for students to respond to a values position through the perspective of other groups and individuals. Concepts and ideas used must link to the *Social Studies in the New Zealand Curriculum* and be derived from the Level 7 achievement objectives.

AS 90275: *Plan social action in relation to a social issue*

Assessors need to modify assessment activities to provide students with the opportunity to meet the requirement for Achievement with Excellence, specified in explanatory note 5.

AS 90692: *Examine a values system*

Many assessors used published assessment materials. These materials require further development to meet the requirements for Achievement with Merit. It is most important that assessors select an appropriate values system for students to examine when completing the activity.

AS 90693: *Evaluate social action in relation to a social issue*

Assessors have generally used published assessment materials. These materials require further development to meet the requirements of the achievement standard. In particular, assessors need to ensure that the activity provides students with the opportunity to meet the requirements of explanatory notes 6, 8 and 9.