



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2005

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 learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner 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 providers used the two internally assessed achievement standards, rather than unit standards. Many used the new exemplars on the Ministry of Education website developed for Version 2 of the standards, but a number were still using the old exemplars based on Version 1. If teachers use exemplars from the Ministry website, it is important that they use the latest version of the standards and exemplars as these have been improved for learners and assessors.

At Level 3, the Ministry exemplars were also widely used by providers.

When developing assessment tasks at both levels it is important to incorporate the terminology of the criteria into the instructions and marking schedules to clearly reflect the requirements of the standard.

Some unit standard materials were submitted for moderation.

AS 90250: Complete an independent examination of an area of classical studies

At Achievement level, learners are required to "*examine relevant evidence to reach conclusions*". At Merit level, the evidence becomes "*a range*" and at Excellence level, learners are required to "*examine in detail a range of relevant evidence to reach developed conclusions*". The evidence must include primary sources and the area examined must not have been directly studied in class. Developed conclusions must give further expansion of the basic conclusions required at Achievement and Merit levels. More than two conclusions may be required in the task, but must not be required in the schedule to meet the standard.

Providers should keep in mind that the examination must be independent and follow school procedures in regard to authenticity and plagiarism. Primary source evidence should be acknowledged as such and sourced appropriately.

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

At Achievement level, learners are required to "*communicate knowledge of the classical world in a style consistent with the chosen format of presentation*". At Merit level, the knowledge becomes "*detailed*" and at Excellence level, learners are required to "*communicate with flair*". The combination of criteria at each level in Version 2 of the standard was managed well for the most

part. However, providers need to recognise the format component remains the same from Achievement to Merit, differing at Excellence level, while the knowledge component is the same for Merit and Excellence, the step-up being shown from Achievement to Merit level. The earlier comment about including terminology of the standard is particularly important for this standard.

Providers should ensure learners are given information about conventions/requirements for the chosen format and explanation of technical terms.

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

At Achievement level, learners are required to “*research appropriate evidence and analyse and interpret evidence to reach conclusions*”. At Merit level, the evidence becomes “*a range*” and conclusions become “*developed conclusions*”, while at Excellence level, a range becomes “*a comprehensive range*” and learners are required to “*justify the significance of developed conclusions*”. The area researched must not have been directly studied in class and evidence must include primary sources. Developed conclusions must give further expansion of the basic conclusions required at Achievement level. More than two conclusions may be required in the task, but must not be required in the schedule to meet the standard; conclusions (plural) is the requirement.

The third criterion at Excellence level continued to prove difficult for providers to assess. This criterion has been removed as a separate entity in Version 2 of the standard. The definition of a “*developed conclusion*” also caused some difficulties and this has been clarified in Version 2 explanatory notes.