



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2005

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 judgments 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 judgments 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

Assessors need to check older web exemplars to ensure they reflect changes to the standards. Likewise, commercial materials should be checked to ensure they are not based on earlier versions of the standards. In 2006, Version 2 standards are current at all levels.

Almost all assessors consistently made accurate judgments about learner evidence against the national standards.

The following improvements were evident.

- The standard of referencing was more consistent and in acceptable format.
- Generic web exemplars were better used to develop original assessment tasks.
- There was less 'direction' of learners at level 3 about how to conduct investigations.
- Most investigations at level 3 were based on level 3 of the Economics Syllabus.

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

This standard requires learners to specify the hypothesis for the investigation. If the hypothesis is given, or the approved hypothesis is too limiting, a full (Merit) or comprehensive (Excellence) economic investigation is not possible.

There is no need to attach all raw data when submitting material for moderation or marking. Learners should be encouraged to collate or summarise data.

AS 90760: Carry out an investigation of a current economic issue

This standard was introduced for use in 2005. It combines the requirements of AS 90239 and AS 90240 in that it follows similar procedures but uses both primary data and referenced secondary sources. As a result it is worth more credits.

There is a clear requirement for Merit that the procedures for gathering data are explained. Many assessors overlooked this when making judgments against the national standard. Also little consideration was given to what constituted "*effective presentation, a wide range of data or in-depth processing, analysis or interpretation*". This qualitative shift is often mistaken for a quantitative shift where more answers are considered appropriate.

Explanatory Note 2 requires both primary and secondary data. A “*range*” of primary and secondary data from a variety of sources is required for Achieved and a “*wide range*” of data is required for Merit and Excellence.

Explanatory Note 3 states that all sources of data must be “*specifically and sufficiently referenced so they are able to be verified*”. This includes primary data. The referencing for primary data must be sufficient to allow the collected data to be checked or verified; so it is necessary to include both the form and method of collection, ie what was collected and how it was collected. Good examples of referencing primary data included a copy of questionnaires, statements about who was asked, when and where. This would allow the data to be verified by repeating the collection. At Merit and Excellence levels, learners should go on to explain how they collected this information and why they used the sample they did.

Explanatory Note 4 requires the description of the purpose to link to economic policy, models and trends. The links themselves do not have to be explicitly described or explained.

Explanatory Note 7 says an evaluation should include consideration of the following four areas:

- effectiveness
- sufficiency
- suitability
- relevance
- validity.

It is possible to achieve this standard at Excellence level without including all of these areas as the note does not say “must include”. There may be other factors that are equally as valid in terms of evaluating the investigation which are acceptable, eg the reliability or accuracy of published secondary data.