



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2005

Health Education

National Moderator's Report

National Moderator's Report

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

Moderation of internally assessed standards has been an effective way of providing feedback to assessors. Assessors are encouraged to view the feedback as objective and supportive in helping them to make judgments about their learners at the national standard.

A continued awareness of, and focus on the relevance of underlying concepts in relation to the determinants of health and mental health is needed. While there has been an increased general level of understanding at level 2, there are still some issues around the interpretation of the concepts of social justice and health promotion at level 3.

It is recommended that assessors use the latest versions of the achievement standards and refer closely to the accompanying explanatory notes for each standard. The explanatory notes provide clarification in interpreting the standards. Level 3 standards have been reviewed and some changes made. Assessment materials may need to be revised to meet the requirements of Version 2 of the level 3 standards.

Level 1

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

Learners' understanding and demonstration, ie written expression, of the concept of hauora needs strengthening. Careful consideration of choice of personal health goals is recommended and attention is drawn to Explanatory Notes 4, 5 and 6. Evidence of this process needs to be submitted for moderation along with the rest of the learner's work. Learner goals must have a deliberate and obvious health focus.

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

Assessors may consider using an assertiveness task that invites learners to explore assertiveness with a "sound understanding" as detailed in Explanatory Note 4.

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

Although this is a resource-based assessment, learners need the opportunity to word responses in their own way. Many responses are lifted directly from the resources, and some examples contain

only two or three word responses which does not fulfill the requirements “*Describe or Explain*” indicated in the standard. Continued reference to the content of the explanatory notes is encouraged.

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. Learners are required to develop a personal action plan. Assessors are encouraged to refer to Explanatory Note 6 for examples of possible health enhancing initiatives.

AS 90330: *Examine issues associated with gender and sexuality*

This standard requires a deeper understanding of gender identity and sexuality in a health context. The latest versions of the exemplars on the Ministry of Education website may help assessors to develop their own assessment tasks for learners.

Level 3

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

Careful consideration of the explanatory notes is needed. This standard requires a thorough conceptual understanding of the determinants of health, what a health issue is and what equitable health outcomes consist of.

Unit Standards

Assessors are urged to closely examine and evaluate the quality and relevance of all assessment material in relation to the standard when considering their use for assessment. Assessors are also encouraged to check that resource materials used in association with unit standards assessment are current and correct.