



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2005

History

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 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

Moderation of internally assessed achievement standards and unit standards in History continues to be effective in providing national consistency of assessment materials and assessor judgements. Most assessors continue to use activities from the TKI website and recognise the need to adapt them as necessary, eg adding specific assessment conditions and contextualising instructions and assessment schedules where appropriate. Some assessors, however, continue to issue TKI activities, and in some instances commercial activities, to learners without making the required modifications.

Assessors are reminded that evidence statements often need to be developed for assessment schedules which suit the particular context of the activity. Many of the assessment schedules for TKI website and commercial activities only contain generic style evidence which should be added to, or adapted, to suit specific contexts. A number of assessment schedules presented for moderation had inadequate expected learner response evidence statements and therefore failed to provide sufficient guidance for assessor judgements.

An increasing number of assessors are confidently writing their own activities across all levels and most of these have met moderation requirements.

Most assessor judgements were consistently determined by moderators to be at the national standard at Levels 1 and 2. At Level 3, however, moderators continue to be critical of the number of judgements that were markedly lower than the national standard. It is important that assessors, at Level 3 in particular, consider carefully the requirements of the achievement criteria and the information given in the explanatory notes, especially for Achievement with Excellence.

Assessors should also note that holistic judgements can be made within a single criterion of a standard but not across more than one.

AS 90209: *Carry out an historical investigation*

Assessors are demonstrating considerable confidence and expertise in using either the web-based TKI activities or their own assessment materials for this standard. Assessor judgements continue to be consistently at the national standard.

AS 90210: Communicate historical ideas

While assessors are approaching this standard with more confidence and accuracy, there is still a need to signal more clearly to learners the requirements of the first criterion, to “*identify relevant key ideas*”. It would be helpful for learners if assessors instructed them on what is meant by a “relevant key idea”, as distinct from simply recording historical narrative, and included examples of “relevant key ideas” in the activity instructions handed out.

The instructions used in some activities need to provide a more explicit emphasis on the standard’s requirement to “*identify relevant key ideas*” so learners do not ignore this as seems to have been the case with some work submitted for moderation.

AS 90465: Plan and carry out an historical inquiry

Much quality work was moderated for this standard with judgements consistently determined by moderators to be at the national standard in most cases.

There were still instances, however, where it was clear learners were constrained by the narrowness of their focusing questions, especially where there had been no apparent assistance by the assessor. Assessors are reminded that Explanatory Note 11 allows for assistance at this early stage of the historical inquiry.

The revised version of this standard, registered in late 2004, requires learners to “*Plan the inquiry in comprehensive detail*” for Excellence. This criterion was not always applied consistently in some of the work sighted by moderators.

For Excellence, learners must also “*Comprehensively and perceptively evaluate aspects of the effectiveness of the inquiry process*”. Moderators were concerned that, in some instances, assessors were not applying the requirements of this criterion rigorously enough in accordance with the national standard.

AS 90466: Communicate historical ideas to demonstrate understanding of an historical context

While more assessors are now making the requirements of the first criterion clearer for learners by using examples of “*key historical ideas*” in activity instructions, moderators were critical of assessor judgements which seemed to ignore the need to “*communicate clearly relevant key historical ideas*” as outlined in Explanatory Note 3 of the standard. Explanatory Note 4 of the latest version of the standard gives a clear indication of what is meant by “*an historical idea*” and also emphasises that narrative by itself is insufficient to meet the national standard.

Assessors must also make it clear to learners what is meant by “*accurate supporting evidence*” and the various forms this can take.

AS 90468: Examine perspectives and responses of, and demonstrate empathy for, people in an historical setting

In line with the last two years, some excellent original assessment activities were seen for this standard. Assessors have a clear understanding of the requirements and a consistency of assessor judgements was evident in work sighted by moderators.

AS 90654: Plan and carry out independent historical research

As noted in last year’s report, some outstanding learner work has been sighted by moderators. However, there continues to be a number of issues about how assessors are interpreting the achievement criteria for this standard, especially for Excellence.

Assessors and learners need to be clear about expectations for “*significant and discerning focusing questions*” as required for Excellence for the first criterion. The types of questions which fulfilled requirements here were open-ended, evaluative questions, designed to bring out a variety of interpretations from the range of sources consulted. It is evident that where the assessor and learner conferred initially, as allowed for in Explanatory Note 10, learners were more likely to meet the Excellence requirements for the first criterion.

A number of research plans sighted by moderators were not sufficiently detailed for Level 3. “*Plan the research*” requirements are clarified in Explanatory Note 4.

The third criterion of the standard requires learners to select evidence from a “*range of sources*”. Moderators often commented on the limited number of sources which some assessors were allowing to meet the requirements of this criterion and that some assessor judgements were clearly not at the expected national standard.

Assessors are again reminded that the third criterion is also quite explicit in the need for learners to “*organise [selected evidence] in accordance with the focusing questions*” as distinct from “*select and record historical evidence*” which is the first part of the criterion.

As was also noted last year, Explanatory Note 7 needs to be more carefully considered by some assessors when making judgements against the fifth criterion of the standard. Moderators commented that some evaluations lacked the specificity expected at Level 3, especially for Excellence where Explanatory Note 8 clarifies the requirements for “*evaluation from the historian’s perspective*”.

AS 90655: Communicate and present historical ideas clearly to show understanding of an historical context

While moderators again commented on the wide range of highly original learner work sighted, concerns continue to be raised about inaccurate assessor judgements for the first criterion of the standard “*Communicate clearly and accurately relevant key historical ideas*”. As noted last year, more guidance needs to be given to learners about what actually constitutes a “key historical idea” and how these can be communicated clearly enough to meet the requirements of the criterion at this level.

For Excellence, a clear indication to learners of what could be considered “*significant supporting evidence*” is also needed to make this first criterion more transparent for learners.

Assessors are reminded that Explanatory Note 3 makes it clear that this standard requires an appropriate historical format using a mode of presentation other than an essay. Some learner work sighted by moderators barely met this requirement and in some instances clearer activity instructions needed to be given on the features of the appropriate historical format and/or style expected.

Moderators continue to be critical of some assessment decisions that were markedly lower than the national standard for Excellence. Careful consideration of the requirements of the Excellence criteria of this standard is needed by assessors and learners to ensure national consistency.

Unit Standards

Very few unit standard assessments were submitted for moderation. Assessors using them seem to have a good understanding of the national standard and most judgements are accurate.