



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2005**

## **Home and Life Sciences**

### **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**

#### ***Active Verbs***

It is important that assessors apply the active verbs in all standards carefully. The verbs in the reviewed achievement standards step up consistently from level 1 through to level 3.

In some unit standards, confusion has occurred because different verbs are used in the 'element' and the 'performance criteria'. Where this occurs, follow the verb set by the purpose statement and the elements.

#### ***Racking up Criteria***

Several standards, eg AS 90144, have been modified so some criteria are the same across all levels, and other criteria 'rack up' from Achievement to Merit to Excellence. All criteria are equally important for Achievement, but the ones that rack up across all levels will distinguish Merit and Excellence candidates. Tasks written to address these criteria must allow learners to demonstrate the greater depth specified by the wording of the criteria, eg 'explain' rather than 'describe'.

#### ***Explanatory Notes***

Explanatory notes are important guides for assessors to determine specific details about a standard – maybe the degree of difficulty, possible projects or situations suitable for an assessment. They also provide important links to curriculum documents. This should help assessors to decide which standard best assesses their unit of work.

#### ***Tasks that are not part of the Standard***

Tasks that are not a requirement of the standard must not be a part of the assessment schedule, eg safe food handling practices or research activities. They are still an important part of teaching and learning, and it is acceptable to include them in the assessment activities.

#### ***Food Plans***

Food plans are a part of several standards at all levels. Learners complete these using a variety of resources, such as the National Nutritional Guidelines for different age groups.

At level 1, learners are expected to be able to list quantities or serving amounts. This means they can add up the total serves and check they meet the recommended serving numbers for the age group.

At level 2, learners should have clear quantities listed and show evidence of low fat, salt and sugar choices in all food, eg lean red meat 100g. Balance and variety of vegetables and fruit is also desirable. Learners need to include a range of vegetable types and colours rather than just ‘salad’. They should also check that only one main staple food is served at each meal.

### ***Choosing the appropriate standard for the activity and level***

It is important for assessors to guide learners to choose projects/scenarios which enable them to reach the level required for some standards. Home and Life Sciences has a good range of standards, with many building in difficulty through the levels. This means assessors can guide learners to a level suitable for their ability.

### **AS 90144: *Demonstrate and apply safe food-handling practices and strategies***

This standard continues to cause difficulty for some assessors.

Criterion 2 has two explanatory notes which clarify the standard. Strategies should address food storage, preparation, timing, and service. Choosing a food, such as cheese, which is not as high risk as milk could mean a learner will have difficulty meeting the timing requirements. For example, normal cheddar cheese can be out of the fridge for more than two hours whereas this is not safe for milk. Learners need to be encouraged to choose recipes with at least one very high risk food to enable them to explain the strategies for managing food poisoning risks.

Criterion 3 requires learners to carry out an action plan. This means they must complete a full action plan including reflection. However, for assessment purposes, the difference in the levels is focused on “*carry out an action plan*” **not** on how well the various parts of the action plan have been developed.

For Merit, “*appropriately*” means the learner chooses the action that best addresses the issue. Writing a letter is rarely the best way to deal with a food handling issue. For information to get to the source of the problem quickly, a phone call/fax/visit to the shop would alert the retailer or manufacturer to the problem. For Excellence, learners are expected to explain why they have chosen their action and how it would make things safer for themselves and the wider community.

### **AS 90243: *Explore a nutritional concern for a targeted group***

The action competency cycle is a good framework for exploring and addressing the nutritional concern. Assessors must be careful to only include the parts that are required to meet the standard in the assessment task and schedule. The nutritional concern must also be explored at a societal level.

### **US 15627: *Demonstrate creativity in meal preparation and presentation***

Creativity is defined in the special notes for this level 3 standard. If a learner chooses to make a low cost meal for someone special, there must be evidence of resourcefulness and originality in the presentation, otherwise Unit Standard 6641 or Unit Standard 6645, low cost or family meals, would be a more suitable assessment.

**US 6693: *Prepare for and construct a non-wearable textile item***

Some of the projects chosen for this standard are not at level 2. The special notes explain that four processes are required. A simple duvet cover or cushion would not contain the required number, therefore Unit Standard 6681, a simple textile item, would be a more suitable choice.

**US 6688: *Incorporate applied design in fabric***

A specified purpose is required for this level 2 standard worth six credits. The example given in the special notes indicates this means incorporating the applied design into a garment or article. While a portfolio or range of experiments is acceptable for element 1, learners must incorporate or use two methods of applied design in a garment or article, not just produce samples.