



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2005

Social 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 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 achievement standards in Social Studies continues to be effective in providing national consistency of assessment materials and assessor judgments.

While many assessors are using assessment resources published on the TKI website, an increasing number are adapting these assessment resources to suit their local assessment programme.

Social Studies achievement standards require assessors to clearly link an assessment activity to the Social Studies in the New Zealand Curriculum (SSNZC) achievement objectives at the appropriate level. Of concern are assessors who are attempting to use Social Studies achievement standards without developing clear links to the SSNZC. This leaves learners with a lack of context for their assessment opportunity and an increased likelihood they will be unable to meet the requirements of the standards.

The 2005 moderation process highlighted the lack of development of evidence statements. When assessors develop or adapt assessment activities, evidence statements must be fully developed and incorporated within assessment schedules.

When developing assessment activities, care must be taken to ensure teacher guidelines and learner instructions are consistent with one another, and they clearly identify the assessment conditions and the links to the SSNZC achievement objectives.

Assessors are becoming clearer about the use of Social Studies concepts, derived from the achievement objectives, and perspectives within assessment activities.

Some assessment activities, which have been withdrawn from the TKI website, are still being used. These outdated activities are being used inappropriately to assess against the requirements of revised achievement standards. The current exemplars on the TKI website at levels 1 and 2 have been rewritten or modified in line with the requirements of the reviewed achievement standards. Revised and new exemplars at level 3 will be published early in 2006, in line with the revised level 3 achievement standards, which are available online.

Overall, most assessors are making accurate judgments in terms of the achievement criteria, although there is less consistency at level 3.

AS 90274: *Describe responses to the use of a values position*

This achievement standard requires learners to describe ways people can respond to a values position, or positions, and to describe possible reasons people choose particular responses. Assessors must note that the standard does not require learners to respond to an issue from differing values positions.

Assessors should also note that the learning context through which an opportunity for assessment of learner progress is generated, needs to be clearly evident in the assessment activity across all level 1, 2 and 3 achievement standards. The use and choice of Social Studies perspectives should also directly relate to this context, which is developed through the unpacking of Social Studies achievement objectives. The use of Social Studies concepts and perspectives is necessary if learners are to achieve Excellence in level 1 standards.