



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2006**

## **Classical Studies**

### **National Moderator's Report**

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## 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

Generally there was improvement in assessors' understanding of what is required to provide fair assessment conditions for learners and what is required in the moderation process. More assessors are using the appropriate resources on the website and there appears to be better understanding about the correct versions of the standards which should be given to learners. It is important to include the terminology of the standard in instructions to learners.

### ***90250 Complete an independent examination of an area of classical studies***

At achievement level, learners are required to *examine relevant evidence to reach conclusions*.

At merit level the evidence becomes *a range* and at excellence level, learners are required to *examine in detail a range of relevant evidence to reach developed conclusions*. The evidence must include primary sources and the area examined must not have been directly studied in class. Developed conclusions must give further expansion of the basic conclusions required at achievement and merit levels. More than two conclusions may be required in the task, but must not be required in the schedule to meet the standard; conclusions plural are the requirement.

Assessors should keep in mind that the examination must be independent. It would be very helpful if assessors indicate clearly in the task the nature of any work already completed on some of this topic, thus showing that independent research has subsequently taken place. Assessors should follow school procedures in regard to authenticity and plagiarism. Assessors should ensure that learners are using primary source material relevant to the period, that the material be acknowledged as such and sourced appropriately.

**90251 *Communicate knowledge of an aspect of the classical world.***

At achievement level, learners are required to *communicate knowledge of the classical world in a style consistent with the chosen format of presentation*. At merit level the knowledge becomes *detailed* and at excellence level, learners are required to *communicate with flair*. The combination of criteria at each level in version 2 of the standard is being managed well for the most part, but assessors need to recognise the format component remains the same from achievement to merit, differing at excellence level, while the knowledge component is the same for merit and excellence, the step up being shown from achievement to merit level. Comment above about including terminology of standard is particularly important for this standard.

Assessors should ensure that learners are given information about conventions/requirements for the chosen format and explanation of technical terms. There should be clear indications in the task that an element of flair or innovation is required for excellence.

**90514 *Complete independent research on an area of classical studies***

At achievement level, learners are required to *select relevant evidence and analyse evidence to reach conclusions*. At merit level, the evidence becomes *a range*, while at excellence level, a range becomes *a wide range* and *developed conclusions* must be reached. The area researched must not have been directly studied in class and evidence must include primary sources. Developed conclusions must give further expansion of the basic conclusions required at achievement level. More than two conclusions may be required in the task, but must not be required in the schedule to meet the standard; conclusions plural are the requirement.

Version 2 of the standard has been much more straightforward for assessors and learners; the removal of a third criterion at excellence level has made this level more accessible. The expanded definition of a *developed conclusion* has also been helpful. The same comments as for 90250 apply; assessors should keep in mind that the examination must be independent. It would be very helpful if assessors indicate clearly in the task the nature of any work already completed on some of this topic, thus showing that independent research has subsequently taken place. Assessors should follow school procedures in regard to authenticity and plagiarism. Assessors should ensure that learners are using primary source material relevant to the period, that the material be acknowledged as such and sourced appropriately.