NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2006

Computing

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.

General Overall Comment

In many of the Unit Standards at level two and level three there are elements to plan and design, to produce and to evaluate. At level two the brief may be given to the learner while at at level three the brief must be written by the learner.

At both levels two and three there is an expectation that learners are able to think for themselves and therefore step by step instructions are not acceptable. The design process must also be documented and sent for moderation. This is for both the creative standards as well as the database and spreadsheet standards.

It is essential that the briefs, plans and concept designs are of sufficient quality for the evaluation to be worthwhile.

A concept design is expected to clearly represent the final product. Examples were included in the National Moderators report of 2004. At level three they should be of a standard to show a client.

Readability occurs in many standards and seems to be evidence which is glossed over, and often no judgements are given. Whether it is a web site, a printed document, a database or spreadsheet, similar criteria are present.

It is not uncommon to see something like dark blue text on a black background being accepted or text on a dominant background etc. when clearly the text is hard to read. There are several common reasons for poor readability such as:
  • black text on a dark background.
  • white text on a light background.
  • text which is in all capitals.
  • large chunks of white text on a dark background.
  • line length which is too long.
  • leading too small.
  • poor colour choices so that there is little contrast between text colour and background
  • text on a dominant graphic background
  • text on a background with high contrast
  • large blocks of text with no paragraph spacing or no contrast with headings etc.

  It is expected that all text will be easy to read.

Web units.

For moderation it is important to have the web sites submitted on disk, or a web address be given where the moderator can access the required websites. The provider needs to ensure that all files are correctly named and that the websites are fully functional after they have been copied to a disk, and before they are sent for moderation.

There is a tendency to concentrate on the functionality and often the presentation of the site looks poor. At level three it must be of a standard an organisation would want to use

2785: Create a computer spreadsheet to provide a solution for organisation use

The essence of a check total is that the learner takes two different routes to get to a total, which should be the same in both cases, if the spreadsheet data and formulae are correct. Using the autocalculate function in itself is not the same as finding check totals. Although it is technically feasible to do check totals using the autocalculate function, it is practically difficult, and further evidence would need to be generated in getting to the check totals.

Evaluation of a spreadsheet.

At this level the use of trial data generated by the learner and documented as such is expected. The learner could record for example. "*I put in a $20,000 loan over 35 years. I had worked out on a calculator that the result would be $xxxx per month. My spreadsheet returned the same amount so I know this part works*" and repeat this so that other variables on the spreadsheet are tested.

5940: Produce a presentation using a desktop presentation computer application

Level three descriptors on the framework use the statements: "significant responsibility for the quantity and quality of output, a range of well developed skills, a significant choice of procedures". This Unit Standard is a level three standard on presentation. There is a similar unit on presentation at level two (5946). The level two standard requires there to be at least two computer applications used in the preparation of the presentation. Commonly it is the use of a digital camera and/or an image manipulation application such as Photoshop/Paint to create an image of appropriate resolution and composition. 5940 states that there is open entry but is based on learners having prior knowledge or skills such as in 5939 which is to create graphics from base functions.

This background implies that there will be expectations in 5940 of learners being able to use other applications and create their own graphics, hence for this unit at this level it is expected that more than clip art and pre-prepared/ supplied images will be used. It is expected that students will not use wizards to create the presentation.

More than one ethical issue must be considered.

It is beneficial to have the presentations submitted on CD so that the moderator can view them. Providers need to check the CD before they send it for moderation to ensure all the graphics and content have been copied and that each presentation works.

2788: Produce a simple desktop published document to meet a set brief

The special notes state *Text, graphics, and specified page layout will be provided for the task.* Text and the images (preferably not clip art at this level) may be provided, but if the layout is specified it must be specified in such a way that enables the learner to be able to demonstrate good layout skills and knowledge. This requires the learner to make decisions about font sizes, styles, borders, enhancements etc in order that they can demonstrate their knowledge of the principles of page layout etc. It is not appropriate to use word art. Most images taken from the internet will not have an appropriate resolution for print and will not meet the standard for

presentation and accuracy (for print). The graphics are expected to be placed to harmonise with the text.

The standard requires a multipage document to be produced, along with a (concept) design, and evidence of evaluation (a draft document which has been proofed and edited is appropriate). It is therefore not appropriate to give a two hour time frame for this assessment.

2791: *Integrate spreadsheet and database data into a word processed document to solve a problem*

It is the intent of the unit standard that both a spreadsheet application and a database application be used by the learner to integrate the data into a word processing application.

2789: Produce desktop published documents for organisation use

This Unit Standard requires the production of documents which are suitable to be used by an organisation. Earlier versions of the standard required the use of borders etc, but this requirement was removed as borders are generally frowned upon by the DTP industry.

It is expected that this unit is to give quite a different flavour to the word processing standards elsewhere on the framework. The main content is around page layout and design. It is not for learners just to transfer their keyboard skills but to learn how to design and lay out a page

It is expected that learners can come up with their own concepts and therefore assessors should not advise learners to use word art, borders etc. Learner should produce a document which an organisation would be proud to use. The process requires some concepts which clearly indicate the final product, a brief which clearly shows the purpose and the target market together with the necessary planning.