



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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

## **Economics**

### **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

There was a continued increase in the proportion of assessment materials submitted for moderation that met the national standard. Most assessment activities were valid, especially where assessors used the most recent web samples. Assessors need to check non-TKI materials against the standard before using them to ensure they reflect recent changes to the standards.

Almost all assessors made consistently accurate judgements against the national standards about learner evidence.

The standard of referencing was more consistent, perhaps due to the examples provided in the web samples. What is required is still confusing for some learners, so an additional explanatory note has been added to all the relevant standards to clarify the requirement. It says:

- *“all sources of data must be specifically and sufficiently referenced so they are able to be verified by a third party.”*

Assessors should encourage learners to collate or summarise data. This summary/collation should be submitted for moderation rather than all the data collected.

Where terminology changes, such as using ‘national accounts’ instead of ‘current or capital accounts’, the use of up to date terminology is acceptable. However, learners should not be penalised for using the older terminology which still matches a currently registered standard. This is particularly relevant with unit standards.

A ‘holistic’ judgement means that the assessor uses evidence to from all/any parts of the learner’s work to contribute evidence, even though it may be in an unexpected place. It does not allow for ‘averaging’ across criteria; if a learner only reaches achievement in one criterion, regardless of their level of attainment in the other criteria, they can be given a grade no higher than ‘achievement’ for the standard as a whole.

Assessment schedules must include suitable evidence at achievement and merit and excellence levels.

Moderators have commented that learners are more likely to achieve at higher levels when assessment activity instructions are brief and don’t contain a large volume of additional material. Additional instructions, forms, steps and guidelines are useful in learning materials, but can, if

included in the assessment task, constitute a barrier to achievement. Keeping assessment activity instructions succinct and clear is recommended.

## LEVEL 1

### **90200: Understand and use the consumer decision-making model.**

The second criterion at achievement level, specifies that learners “*apply the consumer decision making model*”. This means that most (not all) steps of the model are to be used. At merit and excellence levels the learners must “*fully apply all steps*”.

Values, as specified in explanatory note 3, must be addressed at all levels; achievement and merit and excellence. Some tasks do not include them at all levels, and therefore preclude learners from attaining higher grades.

Explanatory note 4 involves a “*selection*” from four bullet points for excellence. A “*selection*” does not mean all four, any two or more are acceptable.

### **90201: Carry out an economic investigation.**

There is a clear distinction between generalisations (required for achievement only) and conclusions (required for merit). In order for conclusions to be reached, valid generalisations need to have been made first.

- “*Generalisations are broad observations (trends, relationships) based on data.*”
- “*Conclusions are deductions based upon generalisations*”

Where achievement criteria require the plural (generalisations or conclusions), more than one generalisation / conclusion is a requirement, one is not sufficient.

Explanatory note 6 involves a “*selection*” from four bullet points for excellence. A “*selection*” does not mean all four, any two or more are acceptable.

## LEVEL 2

### **90760: Carry out an investigation of a current economic issue.**

When learners evaluate their investigation, they often identify weaknesses that clearly call into question the validity of the investigation. For example, if a learner explains that they did not survey a sufficient quantity of respondents, then they have not met the second criterion for achievement.

While a quantitative approach to deciding whether a selection of data covers a “*range*” or a “*wide range*” is appropriate, a qualitative approach is necessary when deciding whether or not processing, analysing and interpreting is “*in depth*”. “*In depth*” generally means detailed or thorough. Examples can be seen in current TKI samples of both a “*range*” and “*wide range*” of data, and also of “*process, analyse and interpret in depth*”.

A sample size of 30 is the minimum generally accepted for statistical validity, although there may be reasons why a smaller sample of (say) 12 is acceptable if that represents the entire population. Very small samples cannot however be accepted valid.

### **5860: Demonstrate and explain the basis for trade, and the impact of a trade policy.**

The terms used in the range statement for performance criteria 1.1 are out of date, and more current terms are acceptable. The use of those specified in the standard (“*balance of trade, balance on invisibles, current account balance, capital account balance*”) are still acceptable, and learners should not be penalised for employing them.

**5861: Describe and measure inflation, its causes and effects, and the impact of a policy to reduce inflation**

The terms ‘headline and underlying inflation’ (specified in the range statement for 1.1) are still in current use; The Reserve Bank Monetary Policy Statement of June 2006 addresses this distinction.

<http://img.scoop.co.nz/media/pdfs/0606/jun06.pdf>

Performance criteria 4.1 requires that the learner “*identifies a policy and establishes its likely effect on inflation*”. Stating that the OCR increases or decreases on its own is not identifying a policy. Adjusting the OCR is a tool used to achieve economic or monetary policy set by the government, it is not a policy in itself

**LEVEL 3**

**90778: Collect and process information, and carry out an economic analysis**

There was less ‘direction’ of learners on how to conduct investigations, and generic web samples were used well as a framework to develop original tasks.