



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2006

Health Education

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 standards is an effective and positive means of providing objective and constructive feedback. The Commentary section included in the 2006 process in particular has offered opportunities for further explanation in order to support assessors in their judgements.

Samples from the TKI website are widely used. Assessors are reminded that these samples refer to the latest version of the Achievement Standard and can be modified by assessors to meet the requirements of their learners.. Assessors are encouraged to refer to the Explanatory Notes of the Achievement Standards if choosing to modify any aspects of these samples or if clarification is required to support an assessment decision.

The concept of hauora and its application at all three levels needs strengthening. There is ongoing misinterpretation of the concept, in particular the dimension of spirituality. Hauora at Level 3 requires focus on the holistic approach and the inter-relationship of the dimensions.

Learners appear to have benefited from the reviews that have taken place at Level 3. Assessors are encouraged to continue to focus on application of understanding of the determinants of health.

Level 1

90061: Describe and apply concepts of and strategies for achieving hauora/well-being

Learners have confused influences on hauora with effects on hauora, rather than factors that influenced the issue and then led to the effects on hauora. Assessors are encouraged to practice making a distinction between identify and describe in relation to the dimensions of hauora. The overall goal plan needs to be included as part of the assessment. Many assessors are only considering the evaluation. Attention is drawn to Explanatory Notes 4, 5 and 6 in this regard. Learner goals must have a deliberate and obvious health focus.

90064: Understand skills required to enhance relationships and apply a problem-solving model

Assessors should consider an emphasis on assertiveness and its incorporation into problem solving, particularly at Merit and Excellence levels. Assessors are directed to Explanatory Note 4 which provides an explanation of what constitutes *sound understanding* and *in depth*

understanding. It is recommended that assessors check learner inclusion of the application of assertiveness when giving and receiving feedback. Learners are noted as using a particular problem-solving model correctly, yet often the model applied is not appropriate for the situation. Assessors are encouraged to check the suitability of the application.

90065: Understand sexuality issues and describe strategies for enhancing sexual health

Continued reference to the content of the explanatory notes is encouraged. Where learners simply incorporate resources ie copy or cut and paste resource material directly into their assessment, this does not confirm the learner has *knowledge of safer sex practices* (Explanatory Note 4).

Level 2

90328: Develop, describe and implement a plan of action to enhance well-being

Assessors are encouraged to revise the meaning of health promotion with regard to Explanatory Note 4. *Evaluation* refers to the outcome of the actions, *weigh up the likely effects*. This aspect was not often completed by learners.

Attention is drawn to Explanatory Note 5 which states *each student will be required to develop his/her own action plan*. Some learner work submitted indicates group writing rather than individual interpretation and report.

90330: Examine issues associated with gender and sexuality

Assessors are encouraged to focus on Criterion Two/Explanatory Note 6. An increase in learner understanding in this area is required.

Level 3

90708: Analyse a health issue for a particular group within New Zealand society

This standard requires a thorough conceptual understanding of the determinants of health. Learners are encouraged to develop coherent links between determinants, implications and recommendations which address the determinants. Assessors are reminded that unsupported generalisations provided as 'evidence' do not constitute an excellence result.

90710: Explain a range of health practices currently used in New Zealand

Closer emphasis on the underlying philosophy of the selected health practice is encouraged. Consideration of Explanatory Notes 4, 5 and 6 is recommended. There is consistently an appropriate range of health practices chosen by learners.

Unit Standards

Assessors are urged to closely examine and evaluate the quality and relevance of all assessment material in relation to the standard when considering their use for assessment so learners are given the opportunity to achieve the standard. Assessors are also encouraged to check that resource materials used in association with unit standards assessment are current and enable the learners to meet the requirements of the standard.

The interpretation of 'range' was broad. It is recommended that assessors read the suggested 'range' where relevant.