



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2006

History

National Moderator's Report

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

Moderation of internally assessed achievement standards and unit standards in History continues to be effective in promoting national consistency of assessment materials and assessor judgements. Many assessors continue to use activities from the Te Kete Ipurangi (TKI) website, although some still omit to make necessary modifications, such as adding specific assessment conditions and contextualising assessment schedules where appropriate. An increasing number of assessors are successfully writing their own assessment activities based on the TKI website samples.

Assessors need to check carefully that assessment activities, regardless of their source, meet the requirements of the most current version of the registered standard. Moderators noted that a number of earlier versions of TKI website or commercially-produced activities were still being used without necessary modifications to meet current standard requirements. It is also important that activity instructions make explicit to learners the requirements of the higher performance levels of Achievement with Merit and Achievement with Excellence.

Assessors are encouraged to use the most up-to-date versions of TKI website activities, whether directly or as a reference for their own activities, as these have been adapted to reflect the current versions of the standards and in response to moderation experience.

As was the case in 2005, assessors are reminded that evidence statements often need to be developed for assessment schedules that suit the specific context of the activity. Assessment schedules are still being submitted for moderation with inadequate ‘expected learner response’ evidence statements and therefore fail to provide sufficient guidance for assessor judgements.

While assessors seem to be making judgements consistently at the national standard for Levels 1 and 2, there continues to be less consistency at Level 3. Assessors are reminded to carefully consider requirements of the achievement criteria in conjunction with the explanatory notes when determining judgements of learner work, especially for the higher performance levels of Achievement with Merit and Achievement with Excellence.

90209: Carry out an historical investigation

This standard continues to cause little concern for assessors and judgements continue to be consistently at the national standard.

However, some assessors need to note that learners are only required to *Make an appropriate evaluative comment* to meet Achievement level requirements of the fourth achievement criterion of this standard. This does not mean that learners must comment on the relevance of selected evidence to the focusing questions, which was a requirement of the earlier version of the standard.

90210: Communicate historical ideas

Assessors are reminded again of issues with this standard referred to in the 2004 and 2005 National Moderator's Reports.

While there has been a marked improvement in the accuracy of assessor judgements, some assessors are still ignoring the requirement of the first achievement criterion, *Identify relevant key ideas...*. Learners need to be instructed specifically on what is meant by a *relevant key idea* and examples of these should be discussed with learners. It is important also that activity instructions make this requirement explicit to learners.

90465: Plan and carry out an historical inquiry

This standard again caused few difficulties for assessors, and moderators noted that most judgements were consistently at the national standard. However, assessors are reminded that when assessing against the second and fifth achievement criteria, there is a clear differential for each of the performance levels in terms of planning and evaluation requirements. Some learner work sighted for moderation was assessed as being at Achievement with Excellence level without meeting the Excellence requirements of these particular criteria.

90466: Communicate historical ideas to demonstrate understanding of an historical context

As was also noted in last year's report, moderators continue to be concerned about some assessor judgements which ignore the need to *communicate clearly* relevant key historical ideas as outlined in explanatory note 3 of the standard. Explanatory note 4 gives a clear indication of what is meant by an 'historical idea' and emphasises that narrative itself does not meet this requirement.

90468: Examine perspectives and responses of, and demonstrate empathy for, people in an historical setting

Assessors continue to have a clear understanding of the requirements of this standard. A variety of interesting and original assessment activities was sighted by moderators.

90654: *Plan and carry out independent historical research*

While there has been a steady improvement in the accuracy of assessor judgements for this standard, there continues to be a concern about how some assessors are interpreting the achievement criteria, especially for the higher performance levels of Achievement with Merit and Achievement with Excellence.

Assessors are reminded to consider carefully the requirements of the achievement criteria of this standard in conjunction with the explanatory notes. These requirements must be made explicit to learners through carefully worded written and verbal instructions. The sharing of samples with learners has proven helpful in this regard, especially for the first and second criteria. In particular, expectations of requirements for *...formulate significant and perceptive focusing questions* and *Plan the research in comprehensive detail* should be shared with learners to help clarify the expected national standard for Achievement with Excellence.

As was the case in last year's report, moderators continue to note that some evaluations lack the specificity required at Level 3, especially for Achievement with Excellence where learners must *Evaluate the effectiveness of the research process from the historian's perspective*.

90655: *Communicate and present historical ideas clearly to show understanding of an historical context*

As has been the case in previous years, some assessors need to take more heed of the requirements of the first achievement criterion in conjunction with explanatory notes 3, 4 and 5, especially for the higher performance levels. Learners should be clear about the difference between a *relevant key historical idea* and the simple recording of an historical fact or event, and how these ideas can be *communicated explicitly*, as required by the first criterion of the standard. The use of appropriate sample material would be useful in this regard.

It is also important that assessors instruct learners on the various forms that *accurate supporting evidence* might take, as required by the first criterion of this standard.

Unit Standards

There were very few unit standards submitted for moderation. Most assessors using them seem to have a good understanding of the national standard.

However, assessors are reminded that TKI website activities and commercial activities which have been designed for the assessment of achievement standards do not necessarily fulfil the requirements of unit standards.