



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2006

Home and Life Sciences

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

Assessors are demonstrating greater familiarity with both the criteria and explanatory notes of the achievement standards, and are applying them more carefully to their assessment of learners. The same care is also required in unit standards, in particular when applying the range statements to the whole element or performance criteria. Assessors should ensure they are using the current version of the unit standards, older versions often have lower credit values.

Because of the wide range of standards available, it should be possible to choose a suitable standard for what has been studied, with the degree of difficulty appropriate to the learner.

Most achievement standards now have the same requirement for achieved, merit and excellence for one of the criteria. This allows assessors and learners to initially focus on the basic requirements of the standard, and then on that part of it where higher levels of achievement can be demonstrated.

90144: Demonstrate and apply safe food-handling practices and strategies

It is expected that learners would identify and demonstrate several personal hygiene practices for criteria one. Some learners are confusing safe food practices with personal hygiene and when these are removed from the list, there are only one or two left. It is appropriate for assessors to verify within the practical which practices they are using.

The choice of foods is also creating barriers to student achievement. Foods such as eggs and steak do not have to be cooked through to the centre and are difficult to include temperatures for. Learners must be guided to choose very high risk food(s) if they are to be able to write and demonstrate strategies at excellence level.

90747: Plan and prepare food to meet the nutritional needs of an identified individual

Care must be taken to guide learners to use the same identified individual for all questions, including the food preparation. If the individual has certain dislikes or allergies, these should be addressed in the choice of food in the food plan and practical activity. i.e. a dislike of milk would be catered for by disguising it in a smoothie or a sauce.

Criterion 2 requires societal influences to be explained as per explanatory note 3. This means at least one influence from family / whanau / peers, and at least one from the wider community. Individual influences such as likes, activity or allergies are part of criterion 1.

90243: Explore a nutritional concern for a targeted group

90531: Explore a current nutrition issue affecting new Zealand society

Both these standards focus on a nutritional issue at societal level eg food security rather than just a nutrient deficiency. The determinants of health and the action competency cycle provide a good framework for exploring the issue for both these standards.

90245: Examine the nutritional considerations of people with high energy needs

90532: Discuss strategies for achieving health-enhancing changes for an individual

The focus of these standards is no longer on detailed nutritional analyses. Some analysis may be included as a class activity along with a comparison with other health promotion models. This work is needed to support the assessment but should not be included in the schedule.

Learners are expected to consider other factors that influence people's eating patterns when making suggestions to improve or enhance well-being.

15627: Demonstrate creativity in meal preparation and presentation

The focus of this standard is on creative meals for a particular situation, not just a single recipe. The situation and the needs of the people concerned are to be clearly defined.

Consideration must be given to balanced, nutritious meals, consistent with the requirements of the Health and Physical Education Curriculum. Written / drawn evidence of planning creativity is required, a photograph of the finished product is not adequate.

6648: Prepare, plan and serve food for a special occasion

It is great to have a unit standard where learners can work in groups to prepare catering type meals. Special Note 1 provides clear guidelines as to the type of occasion that is suitable for this level 3 standard. The suggestions given describe some suitable special occasions and involve larger numbers than a family dinner. Food needs to be prepared, cooked and served; reheating convenience foods is not acceptable.

Assessors should ensure that each learner has the opportunity to achieve each performance criterion. This could be by allocating each responsibility for a separate course or recipe, and /or sharing tasks in preparation, production and service plan.

6692: Prepare for and construct a leisure garment

6694: Prepare for and construct active wear

Assessors need to select garments that reflect the appropriate degree of difficulty required by these level 2 standards. The special notes list suitable garments made with more difficult fabric and requiring at least 4 processes. Making a simple pair of track pants or a basic sweatshirt would be more suitable for the level 1 6683: Construct a garment from knit fabric.

6699: Prepare for and construct a garment for a formal occasion

6701: Prepare for and construct a garment using a special fabric

Both these level 3 standards require experimentation with fabric to select appropriate processes for constructing their garments. The level of work is often very brief with little evidence to meet some of the performance criteria. Encouraging learners to develop and use a portfolio would allow them to explore, record and justify their evidence to a depth required at this level.