



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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

## **Religious 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.

### **General Overall Comment**

There are no problems with the Religious Education unit standards. Some small issues arose during the year and they were dealt with by NZQA and the revision team as they arose.

### **Issues**

- The most common problem with assessment material for the learner is lack of familiarity with the standard on the part of the assessor. Often the assessment material being used is not consistent with the standard being assessed, and therefore does not give the learner the opportunity to achieve the standard. The assessor is not aware of this, because they are not familiar with the standard. Internal moderation of assessment material, checking it against the standard, would solve this problem.
- Failure to use an assessment schedule. At times no schedule is submitted with the assessment materials for the learner, and at other times it is obvious that a schedule has not been used. This means that discrepancies between the assessment material and the judgement statements are not noticed by the assessor. For example when the assessment schedule supplies judgement statements for part two, but part two has been missing from the materials given to the learner, and the assessor has not noticed this.

Despite the comments above, the standard of assessment in this system continues to improve.

- Some assessment materials are being revised and rewritten to advantage the learner, and assessment materials are being presented in a more professional format.
- Assessor marking of learner work is mostly consistent and accurate.
- At level three, the learner evidence is of a very high standard.