



# **National Qualifications Framework Levels 2–3, 2007**

## **Classical Studies**

### **National Moderator's Report**

## NATIONAL MODERATOR REPORT FOR CLASSICAL STUDIES

### 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 ensuring that assessment tasks reflect the correct version of the standard but need to also apply the changed version to all assessment materials, in particular assessment schedules and any feedback material provided to learners. The exemplars provided by the TKI website remain an important source for assessment task material, often adapted in creative ways by assessors to suit the particular needs of learners. The importance of including the terminology of the standard and in particular that of the achievement criteria in instructions to learners, remains a key to the successful production of assessment materials.

### **AS 90250: *Complete an independent examination of an area of classical studies.***

At achievement level, learners are required to *examine relevant evidence to reach conclusions*. At merit level the evidence becomes *a range* and at excellence level, learners are required to *examine in detail a range of relevant evidence to reach developed conclusions*. The evidence must include primary sources and the area examined must not have been directly studied in class. Developed conclusions must give further expansion of the basic conclusions required at achievement and merit levels. More than two conclusions may be required in the task, but must not be required in the schedule to meet the standard; conclusions (plural) are the requirement.

The independent nature of the examination remains a key component of this standard and the context in which this is undertaken should be made clear on assessment materials. Assessors should indicate on materials that school procedures will be followed in regard to authenticity and plagiarism. Assessors appear to be recognising the importance of selecting an appropriate setting for tasks and ensuring that appropriate primary source material is examined. Correct acknowledgement of primary sources remains an area for improvement.

### **AS 90251: *Communicate knowledge of an aspect of the classical world.***

At achievement level, learners are required to *communicate knowledge of the classical world in a style consistent with the chosen format of presentation*. At merit level the knowledge becomes *detailed* and at excellence level, learners are required to *communicate with flair*.

The combination of criteria at each level in version 2 of the standard is being managed well but assessors need to recognise the format component remains the same from achievement to merit, with the step based on *flair* coming at excellence level only. The knowledge component is the same for merit and excellence, with the step to *detailed knowledge* coming at merit level. The statement in the general comment concerning the inclusion of the terminology of standard in instructions is particularly important for this standard.

Assessors should ensure that learners are provided with information about key conventions/requirements for the chosen format and an explanation of any technical terms. There should be a clear indication in the task that an element of flair or innovation is required for excellence as defined in the explanatory notes.

**AS NO 90514: *Complete independent research on an area of the classical world***

At achievement level, learners are required to *select relevant evidence* and *analyse evidence to reach conclusions based on evidence*. At merit level, the evidence becomes *a range*, while at excellence level, a range becomes *a wide range* and learners must reach *developed conclusions*. The area researched must not have been directly studied in class and evidence must include primary sources. At merit and excellence level, a range of evidence must include both primary and secondary sources. Developed conclusions must give further expansion of the basic conclusions required at achievement level. More than two conclusions may be required in the task, but must not be required in the schedule to meet the standard; conclusions (plural) are the requirement.

The achievement criteria of the version 2 standard has continued to be well applied by assessors. In general the comments provided for 90250 are also applicable to this standard. The independent nature of the research remains a key component of this standard and the context in which this is undertaken should be made clear on assessment materials. Assessors should indicate on materials that school procedures will be followed in regard to authenticity and plagiarism. Assessors appear to be recognising the importance of selecting an appropriate setting for tasks and ensuring that appropriate primary source material is researched. The correct acknowledgement of primary sources remains an area for improvement as does ensuring that appropriate secondary source material is included in research for it to be considered for the higher levels of achievement at merit and excellence.