



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2007

Economics

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

The majority of assessors consistently made accurate judgements about learner evidence. An increasing number of innovative tasks are being developed and used around the country.

Assessors should use the latest version of all standards and check that all assessment materials used reflect the standard in its entirety, particularly where explanatory notes have been added or amended. It is the responsibility of the assessor to check that the assessment materials used accurately reflects the relevant version of the standard, irrespective of the source of the materials.

Assessors are encouraged to download the latest web exemplars (even if they do not intend to use them) as they provide useful examples of the types of guidance / direction / referencing acceptable at each level.

There was an increase in the use of unit standards this year, particularly at Level 2. Although a number of unit standards have outdated terminology, learners can achieve the standard using the terms specified in the standard or by using the terms in current use. Activities must cover all parts of the unit standard.

There was some use of mechanical marking grids. While these can be useful, it is important final judgements must be made against the standard. It is not acceptable to use evidence of ‘merit’ in one criterion to replace evidence of ‘not achieved’ in a separate criterion.

Learners should be familiar with Explanatory Notes in the internally assessed standards outlining the requirements for referencing; “*all sources of data must be specifically and sufficiently referenced so they are able to be verified by a third party*”. This has been covered in previous National Moderator reports, and good examples of acceptable referencing are available on the TKI website. If learners do not reference their work adequately, they cannot achieve a standard, regardless of the quality of the rest of their work.

Level One

90200 (version 2): *Understand and use the consumer decision-making model*

Tasks which do not address values at merit and excellence levels mean learners cannot achieve at these higher levels.

90201 (version 3): *Carry out an economic investigation*

Explanatory Note 2 outlines the key differences between “*generalisations*” and “*conclusions*”. A number of learners are still presenting conclusions which are simply restated or summarised generalisations. Learners should be exploring why the trend or relationship might have occurred.

Level Three

90778 (version 2): *Collect and process information, and carry out an economic analysis*

The key distinction between the different levels of achievement in this standard is the depth of economic analysis, learners must also demonstrate an ability to collect and process information.