



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2007

Health

National Moderator's Report

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NATIONAL MODERATOR REPORT FOR HEALTH

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 standards has given the opportunity to provide objective feedback in a positive and constructive manner. Opportunities for further supportive explanation to assessors have been provided through the commentary section on the moderation report.

Assessors are frequently using assessment material from the Ministry of Education (MOE)/TKI website and are modifying these to meet the needs of their learners. All Level 1 assessment tasks on the MOE/TKI website have been updated to ensure full coverage of Explanatory Notes (EN) and to provide a clear distinction when assessing at achieved, merit and excellence.

The determinants of health require a higher level of detail, particularly at Level 3. Closer attention to the meaning of ‘explain’ is recommended, with application in particular to New Zealand health issues. The concept of inter-relationships in all contexts requires focus at all levels.

The term ‘holistic’ is sometimes incorrectly applied to an assumed ‘median’ of levels of achievement within a standard. All criteria must be met at a particular level for that level to be achieved by the learner.

AS 90061: Describe and apply concepts of and strategies for achieving hauora/well-being

There is diversity in responses deemed acceptable for the first criterion *describe the dimensions of hauora/well-being*. Assessors are encouraged to promote learner responses in sentence form in order to meet the requirements of ‘describe’. Single words and images are not explicit in showing learner understanding.

AS 90064: Understand skills required to enhance relationships and apply a problem-solving model

The MOE assessment material has been updated and provides learners with the opportunity to achieve at all levels. It includes material related to assertiveness as required by EN3. Some tasks submitted were older tasks which do not cover the standard fully, thus compromising learner results, particularly at Merit and Excellence levels.

Problem-solving models need to be appropriately applied in relation to scenarios if learners are to achieve the standard. Assessors are encouraged to check the suitability of the application.

AS 90065: Understand sexuality issues and describe strategies for enhancing sexual health

The assessment tasks on the MOE/TKI website cover all aspects of rights, responsibilities and health-enhancing interpersonal skills in sexual relationships and assessors have frequently used these to assess their learners. The incorporation of resources directly into assessments (i.e. copy or cut and paste) does not indicate knowledge of safer sex practices.

Sexuality issues and supportive strategies need to be inclusive of safe sex practices, rights and responsibilities, and sexual diversity.

AS 90328: Develop, describe and implement a plan of action to enhance well-being

Assessors are encouraged to look carefully at the meaning of health promotion. In some cases criterion one *describe how the proposed action could enhance the hauora/well being of the school or community environment* is not fully completed. The application to the action must be clear and inter-relationships obvious. A closer focus on the positive aspects of how the action will enhance hauora/well-being is required.

In criterion two *a detailed plan* for merit and excellence needs to explain how to make use of enablers and possible actions to overcome barriers. Many examples of learner material did not describe clear purposes for at least 5 steps of the action plan and therefore did not meet the standard for merit/excellence.

Attention is drawn to Explanatory Note 5 – “each student will be required to develop his/her own action plan.” The assessor needs to be clear that students have completed their own action plan.

AS 90330: Examine issues associated with gender and sexuality

Assessors are reminded that the assessment materials on the MOE/TKI website are aligned with version 2 of the standard. Many assessors are using tasks that refer to the previous version of the standard, or that are drawn from a resource that is fragmented, thus preventing learners from reaching higher levels by not requiring in depth responses. Some learner material reflects a lack of clear understanding of the terms sexuality, sex and gender.

Assessors are encouraged to evoke a greater conceptual understanding from learners.

AS 90708: Analyse a health issue for a particular group within New Zealand society

Many schools are incorporating this standard into other curriculum areas, and modifying the tasks from the MOE/TKI website. Learners must have a thorough understanding of the underlying curriculum concepts and the appropriate determinants of health in order to achieve this standard.

Thorough supporting evidence needs to be provided and must relate to a New Zealand issue (as required by criteria one and two). Assessors are reminded that unsupported generalizations provided as ‘evidence’ do not constitute an excellence result.

Recommendations need to reflect the values of social justice and the Health curriculum’s understanding of effective models for health promotion.

AS 90710: Explain a range of health practices currently used in New Zealand

Examples of health practices need to be based on New Zealand research. The underlying philosophy of these practices requires addressing. Learners need to provide detailed and factual descriptions of these philosophies in order to achieve.

Informed comparisons between the health practices require evidence supporting advantages and disadvantages.

Unit Standards

Health unit standards have an important role in assessment for many schools. Assessors are encouraged to evaluate the quality of all assessment material, and to ensure that resource materials are current, in order to provide learners with the maximum opportunity to achieve the standard.