



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2007

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 of achievement standards continue to use tasks from the TKI website as well as purchased tasks. It is important to critique these prior to use to ensure they meet all the requirements of the standard. For many standards evidence statements need to be developed by assessors and included. Where assessor verifications are used, there needs to be some indication under the evidence section of what the assessor is looking for and the standard they expect of the learner.

Many achievement standards require learners to process a range of credible material before the assessment. This can form part of the task, but should not be part of the assessment schedule. The final discussion, which is the part assessed, must be completed individually. Learners need to develop the skills to summarise material, especially at levels 2 and 3 to be able to reach excellence. Copying material from textbooks or other credible material is not a discussion.

Assessors are adhering to more of the Explanatory Notes but the special notes in Unit Standards are often overlooked. These are important for determining the depth of information needed especially at level 2 and 3. They provide suggestions of possible projects or situations suitable for the assessment.

It is important that assessors choose standards to assess a unit of work that reflects the level of learning of students, rather than just using a standard which may be too difficult for some students in senior classes. Learners need to be guided to choose a project/scenario which is within their capability but will also enable them to achieve.

Some of the standards being sent for moderation have the teaching and learning activities included. It is helpful to have the summative task separated or clearly highlighted from the formative activities. This may not be possible for some portfolio work but it is helpful for assessors to annotate or write notes to clearly show which parts are providing evidence for the particular standard. Inclusion of photographic evidence is needed where garments or prepared food are being assessed.

For some of the textile standards, the requirement of a good fit means the client needs to be the person wearing the garment.

Achievement Standards

AS 90747 *Plan and prepare food to meet the identified needs of an identified individual.*

- It is expected that the same identified individual is used throughout this assessment.
- When the identified individual is a child, the serving sizes must reflect their size. TKI has a very good example of a food plan for a child, showing how food is spread throughout the day in small mini meals.
- An indication of serving sizes is expected on food plans so learners can add up totals and check they are following the recommended serving numbers for the age group.
- Evidence of serving quantities for the prepared meal needs to be included. Often food plans or recipes are for two people but no indication is provided on how much has been served for the identified individual.

AS 90143 *Explore cultural influences on food choices, customs and beliefs.*

- All criteria require more than one example of factors, similarities and differences, and ways for merit and excellence and all must be related to food.
- Criterion 2 must include the requirements of explanatory note 5.
- Some form of teacher verification is required for practical food preparation.

AS 90144 *Demonstrate and apply safe food-handling practices and strategies.*

- The choice of foods continues to be a barrier to student achievement.
- The focus of criterion 2 is on explaining a variety of strategies as per explanatory note 2 and 3.
- Learners could choose a recipe containing at least one very high risk food such as chicken or mince to meet the requirements.
- An instruction needs to be included asking learners to identify and use the high risk food when explaining their strategies.
- Teacher verification of the demonstration of these strategies must be included on the assessment task.
- Task for criterion 3 on TKI requires modification to include a more realistic food-handling scenario. Learners need to choose and demonstrate an immediate response for the action to be appropriate when responding to a food handling issue.

AS 90243 *Explore a nutritional concern for a targeted group*

- Element one focuses on the specific eating patterns and nutritional considerations of a group with high energy needs. Learners would find it easier to focus on the needs of all high energy users for this element and then use case study material for element 2 and 3 to reduce repetition.
- Credible evidence and some form of credible referencing is required – not just a bibliography or copies of articles at the end of the assessment.
- The discussion of the food prepared for criterion 2 needs to include lifestyle/meal planning factors, not just nutrient reasoning for excellence.

AS 90242 *Examine care provision for a nominated group*

- It is expected that the same group is used for the assessment of both criteria.

AS 90531 *Explore a current nutritional issue affecting New Zealand society*

- There are a variety of issues affecting the school community which would be suitable for learners to complete a full and beneficial action plan for.
- Learners can complete the action as a group which is particularly good for small groups as long as the on-going reflection and evaluation are completed individually.

- Evidence needs to be provided to show that each learner did take an active part in addressing the issue; teacher verification for each learner that comments on their part in the group activity is also required.
- The models of Health Promotion referred to in *Making Meaning: Making a Difference*, Learning Media, Ministry of Education, 2004 provide a valid and useful framework for the on-going reflection and final evaluation.

AS 90532 Discuss strategies for achieving health-enhancing changes for an individual.

- Some evidence of personal, lifestyle and social determinants, meal planning factors and hauora are expected in the discussion for criterion 1.
- Some reference to the nutrient concerns is also required. This analysis can be completed by the class as a whole before the assessment and the results then used individually as part of the discussion.
- The models of Health Promotion referred to in *Making Meaning: Making a Difference*, Learning Media, Ministry of Education, 2004 provide a valid and useful framework for the evaluation.

Unit Standards

Food Technology and Nutrition

Practical focus

There are a number of standards that have a strong practical focus and teacher verification would be a valid method of assessment for all or part of an element. Some of the following could be used to support this verification -

- Detailed evidence statements which indicate what the assessor is looking for and the standard required
- Annotated work with details of what has been observed
- Recipes and food plans with clear serving amounts
- Photographs of the finished product or served portion for a meal.

Range Statements

As with the special notes, the range statements need to be included in the task instructions. If the range statement is part of the element, then all the questions relating to the performance criteria for that element must include the range statement.

Investigations

The following standards all require learners to complete an investigation as part of the assessment.

- Level 2 - 6646 Develop a food product
- Level 2 - 6644 Provide nutritious food for a vegetarian
- Level 3 - 6650 Explore microbial activity in food
- Level 3 - 6649 Investigate the relationship between food and lifestyle and the food and nutrition guidelines
- Level 3 - 15624 Provide food for two people with significantly different food needs
- Level 3 - 6647 Provide food for a person with altered food needs

Learners who have completed in depth research focused on the requirements of the standard are able to achieve. The evidence can be presented as mind maps, charts, bullet points or written answers but it must be detailed with clear reasons which will support the meal planning which follows.

Links to Curriculum Documents

All standards have learning outcomes consistent with the *Technology in the New Zealand Curriculum*, and *Health and Physical Education in the New Zealand Curriculum*. Assessors have been more successful when they have linked the degree of difficulty expected for an assessment with the relevant curriculum level.

e.g. The difference between Level 2 – 6641 Provide nutritious food for a family and Level 3 – 6648 Prepare, plan, and serve food for a special occasion.

Textile Technology

Practical focus

There are a number of standards that have a strong practical focus and assessor verification would be a valid method of assessment for all or part of an element. Some of the following could be used to support this verification -

- Detailed evidence statements which indicate what they are looking for and the standard required
- Annotated work with details of what has been observed
- Various parts of patterns and guide sheets highlighted to show the relevant parts used
- Charts which include comparisons of the pattern and the client measurements

Specifications

Many of the level 2 and 3 standards refer to ‘*end use*’, ‘*fabric requirements*’, ‘*personal fit*’ and ‘*wearable finish*’. It is good to see learners increasingly developing and using specifications as part of the investigation and evaluation of their practical work. Using portfolios to investigate and collect evidence has also helped learners to achieve.

Links to Curriculum Documents

All standards have learning outcomes consistent with the *Technology in the New Zealand Curriculum*. Assessors have been more successful when they have linked the degree of difficulty expected for an assessment with the relevant curriculum level.

e.g. The difference between Level 1 - 6683 Construct a garment from knit fabric and Level 2 - 6694 Prepare for and construct active wear

Fashion Drawings

16837 Prepare for and produce fashion drawings – level 2

16840 Prepare for and produce fashion drawings for a portfolio – level 3

These standards require well rendered drawings which meet specifications. When a brief is well researched, it allows the learner to develop clear specifications which they can use to evaluate their drawings.

Learners need to have -

- a clear understanding of what working drawings are
- had experience of what rendered drawings showing movement, balance, proportion and flair look like.
- had experience at writing clear detailed reasons for concept developments

Experimentation

Many standards require practical experimentation –

- when selecting a suitable pattern for a fabric e.g. 6701
- when selecting suitable techniques and processes for a selected fabric e.g. 6699

- when applying colour or design to fabric e.g. 6688

Learners are more successful when they use samples of a size which enables them to handle the fabric easily and demonstrate realistic techniques and processes. Using a tiny, single-thickness piece of fabric for experimenting with possible seams and finishes will not provide valid and useful information.