



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2004

Computing

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 judgements 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 student the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate student responses and clear judgements 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

Assessments tend to be very traditional. Assessors need to take the opportunity to use the range of assessment techniques which the special notes in many cases clearly indicate are possible. It is appropriate to assess by element rather than by individual PCs, and to use evidence embedded in student practice.

Verbal assessments

In the special notes of many computing unit standards it states that 'Demonstration of knowledge can be **verbal, written, practical, and/or a combination**, as appropriate to the assessment situation.' This means that there is a wide range of techniques allowed, and to have an assessment which is entirely verbal is quite permissible. What is important in this case is the evidence and judgement statements in the assessment schedule.

Embedded evidence in student practice

A visual diary/work book can contain much of the evidence required for planning, writing a brief, concept design and evaluation embedded in a student's work processes. If something is missing, assessors can ask questions and annotate the diary indicating the questions asked and that satisfactory answers have been received. The visual diary is also an excellent way of establishing authenticity.

Evidence does not have to be structured in the same manner as the PCs. In element 1 of many unit standards there is the requirement to plan, write a brief and produce concept designs. If a student is using a visual diary for their designs and planning, it may be that the evidence for these requirements is presented in an annotated set of diagrams or may be a mixture of annotated diagrams and some written notes. These are perfectly acceptable, but may require the assessor to look for evidence which may be embedded in the student practice. The evidence for planning may contain the evidence for the writing of the brief as well as evidence for the concept design.

The following may be may be looked for in the planning and the writing of a brief:

- a clearly stated purpose
- a description of the target market
- how the product will be used
- identify or describe the specifications and/or features to be included
- identify issues
- identify any constraints
- identify key milestones of the project with a timeline
- identify how resources such as time, expertise and materials (and finance, if appropriate) will be used to achieve the outcomes of each milestone stage
- indicate how consultation with stakeholders will be carried out to ensure that all constraints and requirements are met
- include the testing/evaluation procedures.

The visual diary can also be used for evaluation. If a printed document is used, the first draft with all the proofing marks/comments is written evidence of some evaluation having taken place.

Concept designs

Concept designs can be sketches, storyboards, annotated diagrams, etc. They must clearly represent the final product.

Planning and concept design

A concept design must clearly indicate the final product. If the final product is very different, this is acceptable as long as the changes have been documented.