



National Qualifications Framework Levels 1–3, 2007

Religious Education

National Moderator's Report

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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

Some minor issues arose during the year and they were dealt with by NZQA and the revision team as they arose.

Issues

- The most common problem with assessment material for the learner is lack of familiarity with the standard on the part of the assessor. Often the assessment material being used is not fully in line with the standard being assessed, and therefore does not give the learner the opportunity to achieve the standard, and the assessor is not aware of this because they are not familiar with the standard. Internal moderation of assessment material, checking it against the standard, would solve this problem.
- Failure to use an assessment schedule. At times no schedule is submitted with the assessment materials for the learner, and at other times it is obvious that a schedule has not been used to assess learner responses. This means that discrepancies between the assessment material and the judgement statements are not noticed by the assessor. For example when the assessment schedule supplies judgement statements for part two, but part two has been missing from the materials given to the learner, and the assessor has not noticed this. Diligent use of assessment schedules means that each learner’s response receives consistent consideration.

Improvements

Despite the comments above, the standard of assessment in this system continues to improve.

- Some assessment materials are being revised and rewritten to advantage the learner, and assessment materials are being presented in a more professional format.
- Assessor marking of learner responses is mostly consistent and accurate.
- At level three, the learner evidence is generally of a very high standard.