



# **National Qualifications Framework Levels 1–3, 2008**

## **Computing**

### **National Moderator's Report**

## National Moderator’s Report for Computing

### General Guidance for Assessors

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

**2788: Produce a simple desktop published document to meet a set brief**

**2789: Produce desktop published documents for organisation use**

When assessing these two standards the teacher should not provide templates. In order to be able to demonstrate the principles of page layout, the learner has to do the design themselves.

Templates may be used in **US2792: Produce computer graphic documents using templates** only. It is considered that good use of white space can be an enhancement. The requirement to use borders was removed in the latest versions of the unit standards as often their use is the opposite of an enhancement. An enhancement should improve the appearance or readability of the content. However the invitation to use enhancements should not mean that a plethora of application features should be used for their own sake.

It is not appropriate to have a time limit of 2 hours for **US2788**, to produce a multipage document which is to be designed and produced to the required standard, and which demonstrates the principles of page layout.

Judgement statements for these two units need to include statements for readability, legibility and the design principles. In some cases the judgement statements are simply a repeat of the Performance Criteria, and do not reflect what criteria is being used to decide if the learner has met the Performance Criteria. In Computing, each student must provide their own evidence for each performance criteria even if working in a group situation.

***US5947: Use computer technology to solve a specified problem***

The purpose of this standard is to solve a problem using computer technologies. There needs to be at least two possible solutions using computer technologies explored to solve the problem.

A student deciding whether to stream or download video on a website as a possible scenario for the problem, is using different technologies in the solution to putting video on the website, and this is therefore appropriate for this standard. However, a stand alone visual design problem with two different concepts for this design, (for which you justify your choice), does not meet the intent and is not a possible scenario.

***US2785: Create a computer spreadsheet to provide a solution for organisation use***

In this standard (the level 3 spreadsheet) there is a requirement for a date and time calculation. This needs to be assessed.

A brief must clearly state the outcomes expected, and give a guide against which the outcomes can be measured. A brief should not be simply defining the process. Students must develop a brief which "contains detailed specifications against which the success or otherwise of the website can be evaluated".

The expectation is that the scenario includes as much of the required detail as possible. Where modifications are made throughout the assessment it is expected, based on workplace situations, that the brief would be modified to reflect such additional detail. Doing this means that compliance requirements can be properly met.

**Framework level descriptors**

Teachers need to be aware of what the framework descriptors are for each level on the framework. Some assessment activities are submitted for moderation which does not allow students to achieve at the levels required by the framework descriptors. This is particularly apparent in some of the graphics units such as ***5939: Produce computer graphics using base functions*** and ***5956: Create images using a computer***. The special notes in ***5939*** (which is a level 2 unit standard) state that "Examples of requirements might include an advertisement, an illustration for a book, or an illustration of a design concept". It is not uncommon to receive learner's work which contains just basic shapes such as a rectangle drawn with a circle and other various shapes, drawn as a house or a person in a simple fashion. This does not meet the requirement of the framework level descriptors or the complexity or quality suggested by the special notes. ***5956*** is level 3 and hence needs to be at a higher level.

The framework level descriptors are applicable to all units at all levels, and teachers need to refer to them when setting assessment activities.

**Programming Unit Standards**

When submitting learner evidence for any unit standard which involves programming, it is important that the programming is submitted as an executable. This is to ensure that Moderators can run the program, as they may not have the necessary software/language to run the program otherwise.

### **User Documentation**

At level 3 it is expected that the user documentation is presented in a “professional manner”. The documentation is, while basic, capable of providing all the directions/instructions required by potential users identified in the brief or scenario. In many cases a series of explained screen snapshots would meet this expectation.

### **Plagiarism**

There is often considerable plagiarism when developing websites. For instance, when developing a website for a band, all the photos and content are taken from the band’s own website. It is desirable that these websites contain original content.

### **Problem solving**

The database and spreadsheet units at level 3 require problems to be solved. Often the problem set is trivial, and the assessment task is more of a series of (sometimes random) steps designed to meet the performance criteria. Scenarios should be meaningful and allow students the opportunity to solve a real life problem.

### **Electronic evidence**

As stated in last year’s National Moderator’s Report, websites and presentation units (also other units containing macros and programming) should be submitted for moderation as electronic files so that the moderator can view the evidence and check its functionality on screen. Teachers need to ensure that the website, presentation, etc. will actually work when supplied on disk and that all the required links are present and correctly named. Alternatively, schools can post the websites or the evidence live and just supply a web address.