

The following report gives feedback to assist assessors with general issues and trends that have been identified during external moderation of the internal Home Economics standards in 2018.

It does not clarify specific standards but provides further insights from moderation material viewed throughout the year.

## **Volume of Evidence Produced**

Some students produce an excessive amount of evidence. Students are not required to submit evidence beyond the criteria of the standard. It is appropriate for assessors to guide students to produce succinct evidence in response to the achievement criteria of the standard.

Large quantities of evidence are particularly evident in samples from Levels 2 and 3. At Level 3, around 1000 words is a realistic expectation. Assessors who have provided guidance on how to structure reports appear to have enabled their students to produce a greater depth of critical analysis or evaluation.

There are several factors that are contributing to the large volume of evidence. Students are providing extensive topic knowledge or breadth of information, rather than selecting the key factors/determinants and viewpoints in order to show their understanding clearly and concisely.

Large sections of resource material are often quoted to support analysis, rather than processing the information to select the most relevant evidence. Students should be encouraged to use evidence, including quotes, in a way that shows they understand what it means and how it relates to and supports their own understanding.

When a concise critical analysis or reflection has been produced, the report was clearly structured, with key factors explained and supported with relevant evidence. For example, when explaining the viewpoints for 91468, students analysed the key viewpoints from differing perspectives, rather than providing extended responses for numerous viewpoints. Quality responses involve exploring the underlying beliefs, attitudes and practices showing why people think a certain way.

## **Excellence at Level 3**

There is some inconsistency in confirming decisions at Excellence. When making assessor decisions regarding Excellence, consideration needs to be given to the overall quality of the evidence. This is critical when making a judgement at the Merit/Excellence boundary.

Students achieving well at Level 3 are exploring current nutritional issues like overconsumption of sugar or fast food, or under consumption of fruit and vegetables, which have implications for all people in New Zealand society. For Excellence, the underlying

concepts of the Health and Physical Education curriculum are evident throughout the assessment.

Students working at Excellence level are using a critical inquiry approach where they question and challenge assumptions about issues and practices, showing insight and perception. Their reports follow logical progression, and existing resources and evidence are synthesised to show thinking beyond the material.

Excellence level students use the information gained from both credible sources and personal reflections to recognise how the key contributing factors and power dynamics, such as political and stakeholder influence and media manipulation, are implicated in and have influenced societal issues. A range of strategies/actions are implemented and critically reflected on, in order to determine their effectiveness as solutions.

Critical reflection for Excellence explores how ethical principles apply to decisions/choices made at a personal and societal level, with insight into the impacts on society. Social justice and equitable outcomes are explored for all people involved, including those not directly affected by issues/dilemmas.

## **Group Work**

Group work is an acceptable form of assessment, if appropriate to the standard. When submitting group work for moderation, the assessor needs to ensure there is evidence that each student has met the standard.

The contribution of each student can be tracked and presented in a variety of ways, such as written record of teacher observation, the division of workload into clearly defined tasks, a student worklog or video diary, recordings of assessor/student conferences, etc.

Group work is an integral part of Home Economics. Where group activities have been used, a greater depth of understanding of the issues or contexts has been evident. For example, when students have been involved in group practical activities for 91302 such as visiting orchards or farmers' markets, growing herbs, food preparation, preservation, reducing waste, etc., they have tended to provide a more comprehensive evaluation.

When assessors have guided students to use collaborative activities for 91467 to address societal nutritional issues, as suggested in the Te Kete Ipurangi (TKI) resources, the combined strategies of the group have produced more effective collective action than one individual trying to take action on their own. This collaborative action has also resulted in a more comprehensive reflection around social justice, fairness and empathy for those affected by the issue.

The student's own critical analysis, evaluation and reflection that has been developed collaboratively through the action plan can then be submitted for assessment. Further clarification on group work is available in the Conditions of Assessment.

## Integrated Assessment of Standards

This refers to assessing multiple standards via one submission of student evidence. The assessment of standards may be integrated either within a subject or across subjects.

For external moderation, if the assessment is across subjects and the student evidence is physical, it can be sent on to the next subject moderator/s if required. If it is an online submission, the student evidence can be uploaded for each standard being moderated.

Many schools use an integrated approach to the delivery and assessment of Home Economics standards by choosing a context or theme where more than one standard is combined in a learning sequence. This has encouraged deeper thinking and an opportunity to apply skills, knowledge and understanding in different ways.

For example, Level 3 standards 91466 and 91467 are usually assessed using the same nutritional issue. The investigation for 91466 forms part of an action plan for 91467, and so the material from one assessment supports understanding for the second.

This same approach has also been applied at other levels. For example, Level 1 standards 90956 and 90957 have been explored under the context of family meal preparation. At Level 2, 91299 and 91303 have been focused around child care.

Assessment across subjects is rarely seen, but could be a further way to create meaningful contexts in learning and assessment. While there may be an overlap with the context, the success of this approach relies on clarity of the assessment task instructions, as they need to ensure the specific requirements of both standards can be met.

An example of integrated assessment for both Home Economics and Physical Education is available in the Vocational Pathways Resource 'Fit for Waka Ama'. This is available on the TKI Level 1 Internally Assessed Achievement Standards – Home Economics page.

Another possibility at Level 2 could be using a context of preserving seasonal produce for Home Economics 91302 '*Evaluate sustainable food related practices*' and Chemistry 91910 '*Carry out a practical investigation into a substance present in a consumer product using quantitative analysis*'.