



New Zealand Qualifications Framework Levels 1 – 3, 2011

Classical Studies

National Moderator's Report

National Moderator’s Report for Classical Studies

General Guidance for Assessors

The purpose of external moderation is to provide reassurance that teacher 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
- include an assessment schedule that gives evidence of appropriate student responses and clear judgements at all levels.

To help to ensure best assessment practice teachers need to access the Subject Specific Resources for Classical Studies on the NZQA website: www.nzqa.govt.nz/classicalstudies

The resources on this webpage include:

1. annotated student exemplars
2. clarification of issues with the standards
3. newsletters - current and archived editions
4. previous national moderator reports
5. a link to the TKI resources

General Comments

Level 1 Standards: 91204, 91205

91204: Demonstrate understanding of the social relationships in the classical world

91205: Demonstrate understanding of the links between aspects of the classical world and another culture

The inclusion of the wording of the achievement criteria in the student instructions and assessment schedule will assist students in interpreting these standards.

These standards require students to demonstrate their understanding and there is no set format for how this may be demonstrated. The work should be assessed overall, as students may demonstrate the levels of understanding in any part of an assessment task. Students need to use primary evidence to demonstrate the level of understanding and appropriate and clear guidance on how to incorporate primary source evidence would be of benefit to the students.

Research Standards: 90250, 90514

The inclusion of the wording of the achievement criteria in the student instructions and assessment schedule will assist students in interpreting the standards.

Acknowledgement of sources of evidence, both primary and secondary, continues to be an area where greater guidance for students would be of benefit. Students need to understand the difference between primary sources (including those in translation) and secondary source material. Teachers should continue to provide guidance for students in this area within the assessment tasks.

The National Moderator reports will be replaced by newsletters and clarifications documents from 2012.