

New Zealand Qualifications Framework Levels 1 – 3, 2011

Health Education

National Moderator's Report

National Moderator's Report for Health Education

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 Health Education Specific Resources for Health Education on the NZQA website: www.nzqa.govt.nz/health

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

Realignment with the Health and Physical Curriculum

All realigned standards have only one criterion, however, some of the assessment resources contain more than one task. When making an overall judgement, teachers should consider all of the evidence the student has provided. When there is variation within the student work they should focus on the critical pieces of evidence related to the key understandings of the standard. The Explanatory Notes of the standard and the schedules in the *Final Published Resources* on TKI, also provide guidance in making judgements.

Standard -Specific comments

90971: There are no qualitative requirements for log entries over the period of time the action is sustained for. However, at the achievement with Merit and Excellence (detailed and comprehensive action) levels, it is likely that students will be recording their progress and reflections for most days (at least four times a week) during this process.

90973: Students need to demonstrate understanding of skills for solving both individual and joint problems. Assessors should continue to annotate and verify the checklists used when assessing the practical demonstrations of skills related to listening and assertiveness.

90974: Some teachers have modified the scenarios from the TKI activities to better suit their students' needs. Care should be taken to ensure when the context is changed that students still have the opportunity to recommend strategies that cover the requirements for promoting positive sexuality (EN2) and also have the opportunity to cover a 'diverse range of people in society' (EN3) required for Excellence. At the Excellence level the underlying concepts will be integrated within the student work. Students will demonstrate their understanding of health enhancing attitudes and values, hauora, health promotion and the socio-ecological perspective (for example strategies that are targeted at a personal, interpersonal and societal level, as well as strategies that enhance the well-being for the individual, others and society as a whole).

91097: As commented above for 90974 teachers have modified the scenarios from the TKI activities. At the Achievement level students need to apply their responses to the context of the situation of change that the assessment task focuses on, instead of providing generic responses. At the Excellence level the selection of strategies is important as they must be more critical or essential strategies as related to the situation of change.

The comments for the Level 2 Achievement Standards apply to the expiring standards as well as the newly registered standards.

90328: The action plan will be developed initially as part of the planning and organisation process. During implementation it is likely that changes and modifications to the planned steps will occur and these deviations should be documented in the log. Students need to be guided towards providing individual evidence. When recording actions taken in the progress log, students need to verify their individual contribution to the action – this shows that they have contributed to the selected health promoting action.

90330: Students need to ensure that at the achievement level descriptions of strategies relevant to the context of gender are provided. A description will mean an account of the strategy is provided, along with some consideration to the possible outcomes or effects.

90708: Students need to use valid evidence to support their answers, particularly in criteria one and two. As this is a New Zealand health issue, most evidence is likely to come from New Zealand sources.

90710: The health practices selected must be ones currently available in New Zealand.

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