



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2005**

## **Information Management**

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

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### General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor 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 learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgements 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

There is still some misunderstanding among assessors over what is required for the 'version' of the achievement standard when completing the Cover Sheet to attach to submitted assessment activities. There are now two versions of each of the Information Management standards. Assessors need to indicate which version of the standard they have assessed against, not which version of the activity from the TKI website has been used.

Before submitting assessment materials for moderation, it is essential that the grades entered on the Cover Sheet match those allocated to the learners whose work is attached and that this work relates to the achievement standard indicated on the Cover Sheet.

The recently updated exemplars, provided on the TKI website, are intended as a framework for assessors to develop so the assessment is relevant to the learners they are teaching. It may be appropriate to consider gender and cultural mix, and geographical location when developing exemplars for use with a specific group.

To facilitate moderation, candidate work needs to be collated and organised in a logical sequence.

### **AS 90030: *Enter text from provided material and by direct entry composition***

There is a difference between Versions 1 and 2 of this achievement standard. Explanatory Note 6, Version 2, does not define the number of observations which are to take place, whereas Explanatory Note 5, in Version 1 of the standard, is more specific. If Version 2 of the standard is being assessed against, the results of only one observation need be recorded.

There is no requirement for learners to be assessed with a separate assessment activity. This achievement standard may be assessed during normal classroom activities provided learners are informed that assessment is taking place. Learners who do not meet the standard initially, or wish to improve on their level of performance, may be provided with further assessment opportunities if required.

The submission of printed documents from learners is not a requirement of this standard; candidates are assessed on their keyboard skills and not a printed document.

**AS 90031: Use standard operating and file management procedures**

There is no requirement for learners to be assessed with a separate assessment activity. This achievement standard may be assessed during normal classroom activities provided the learners are informed that assessment is taking place. Screen dumps are not required to gain this achievement standard and should not be submitted for moderation.

Check sheets should be used to gather evidence from both standard operating procedures and file management procedures and these should be submitted for moderation. This may be done for each individual learner or as a class list detailing the two skills required by the standard.

The submission of printed documents from learners is not a requirement of this standard; candidates are assessed on their operating and file management skills, not a printed document.

**AS 90032: Access and process information from different media**

Explanatory Note 1 of this achievement standard requires learners to access and process information from “*different media*” (two or more for Achievement or Merit). For Excellence, learners need to access and process information from “*a range of different media*”, ie three or more. Possible media are listed and learners need to make use of two or more, eg print (newspaper) **and** electronic (email), not just two or more media from ‘print’.

Explanatory Note 2 refers to the definition for “*processing information*”. It is a requirement of the standard that candidates show evidence of ‘rewording’. To determine rewording, assessors may ask learners to submit source documents. Notations made on source documents by candidates may provide evidence of processing.

Explanatory Note 7 refers to “*techniques to enhance the readability of text and/or produce high-quality readable text*”. It is not necessary for candidates to demonstrate excellence in ‘design’ to achieve at Merit and Excellence levels.

Referencing source material in sufficient detail is a requirement of this standard. Explanatory Note 8 outlines in detail what is required for specific sources. Learners who do not provide sufficient detail in acknowledging the information sources used will not meet the requirements of the standard.

**AS 90033: Apply a decision-making model to produce a solution from a given brief**

As this standard is from the domain of ‘Text and Information Management’ it is reasonable to expect that learners’ portfolio work will be high quality and most of the work will be generated on computer.

Investigating costings does not have to be part of this achievement standard.

Learners are required to demonstrate that they have applied a decision-making model (planning, investigating a range of options, selecting an option, designing a solution and producing a solution). They do not need to produce a number of drafts or solutions for the final product. They may choose to investigate an aspect of a draft document such as the images to be included, and explore this single aspect in detail. The standard does not require three draft solutions to be produced in their entirety.

To reach Excellence, any key decisions that are made should be referred to in relation to other key factors, together with their interaction.

The investigation of any materials requires more than just the submission of different types of paper. For example, some papers may not feed through a printer successfully and it is anticipated that this would be investigated and commented upon.

To reach Merit and Excellence, it is expected that ongoing evaluation will be carried out during the process. If ongoing evaluation takes place, it is likely that any initial planning will be modified and the brief continuously referred to.

Evaluations, in general, were not thorough. It is expected that a learner's final solution will have some shortcomings. Problems and difficulties experienced during the development of the solution should be commented on, both as they occur (with suggestions for changes and modifications) and as part of the final evaluation.

The final evaluation must reference the solution to the original brief and explain why or why not the brief was met.