

## Moderation Feedback – Central - 2005

**Assessment Panel:**

**Mathematics and Statistics**

**Qualification area**

**Subject(s) and Level(s)  
included in this report**

- **Mathematics for Applied Mathematics – DE8Y 13**
  - **Statistics 1 - D326 13**
  - **Mechanics 1 - D327 13**
  - **Core Maths 4 - D11V 11**
  - **Engineering Numeracy - E942 10**
  - **Calculus A - EE37 12**
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## **General comments on moderation activity**

Two separate central events were held in 2004/2005.

In January 2005 Units D11V 11, EE37 12 and E942 10 were moderated by a team of 3 moderators.

In April 2005 Units DE87 13, D326 13 and D327 13 were moderated by a team of 6 moderators.

### January Event

- Some candidate evidence was of poor quality.

### April Event

- In general, evidence from centres was well presented and of a high standard. In most centres marking schemes were applied correctly and the General Principles and advice given in the NAB's was followed correctly.

## **Specific issues identified**

- Centres should indicate on Sample Form the NAB/s used.
- Important to note that a line of ticks on evidence does not indicate exactly where marks are awarded. A clearer indication of marks awarded at each stage of an answer is beneficial to the student and useful for both internal and external moderation.
- Each outcome must be marked holistically. It is correct to penalise a candidate only once within an outcome for a specific error, eg. omitting the constant of integration. However, it is incorrect not to deduct for the same error in another outcome.
- Statistics 1 – O 5, Statistical Assignment - awarding of marks here is often difficult to follow. In several cases 2 sets of marks were supplied but only one set of candidate evidence. Evidence seemed to indicate that initial script was amended. It would be helpful if centres indicated which set of marks applied.
- Mathematics for Applied Maths - Integration questions – issues with interpretation of Marking scheme in relation to the use of +c. The marking scheme indicates the constant of integration must be included in the final answer for the award of the third mark. To avoid repeated errors being penalised centres should deduct once per outcome where this occurs. It is often difficult to follow the marking system used by a centre – for both candidate understanding of performance and moderation of scripts it is good practice to show clearly which marks are being awarded at the correct point on script.

## Feedback to centres

- Centres should ensure that Sample Form is completed to show all necessary information.
- Please note the importance with which to regard the task of correcting candidate evidence and, therefore, that a line of ticks is an unhelpful way of correcting candidate evidence. A clearer indication of marks awarded at each stage of the answer is beneficial to the student and useful for both internal and external moderation.
- In marking candidate evidence, each outcome must be marked holistically. It is most definitely correct to penalise a candidate only once within an outcome for a specific error, eg. omitting the constant of integration. However, it is incorrect not to deduct for the same error in another outcome.
- Statistics 1 – Statistical Assignment - awarding of marks often difficult to follow. It is important to show clearly which marks have been awarded.
- Mathematics for Applied Maths - Integration questions – issues with interpretation of Marking scheme in relation to the use of +c. All centres should consider using individual student recording sheets to facilitate moderation and discussion with candidate as to whether or not they have met the threshold requirements.
- Units D11V, EE37 and E942  
Assessment materials were of poor quality and appear outdated. Some candidate evidence was of poor quality.
- In centres where there was evidence of an internal moderation system, external moderation was straightforward. This highlights the advantages to all centres of implementing internal moderation procedures. In some centres there was evidence of obvious differences in interpretation by markers and in one case the marker indicated by the use of a question mark that they were in need of verification on the application of certain marks. It is imperative that standards are applied to all candidates equally.