

## Moderation Feedback – Visiting - 2005

**Assessment Panel:**

**Technical Education**

**Qualification area**

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

**Standard Grade Craft And Design  
Designing, 602, Practical Abilities 603  
Foundation / General / Credit**

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## **General comments on moderation activity**

As in previous years Centres produced practical work of a very high standard resulting in justified higher grades for Practical Abilities than for Designing.

The majority of Centres continue to follow a very structured, teacher led approach to Design, resulting in an overall lack of creativity. There were however one or two noticeable exceptions.

## **Specific issues identified**

Returning SGER00 to schools and allowing Centres to pick the moderation sample within guidelines, caused one or two problems.

The original form did not always find its way back to the principal teacher subject.

Two centres made slight errors in the sample to be moderated, but as all the candidates work was available this did not cause a problem.

## **Feedback to centres**

- ◆ A reduction in the size of model is welcomed, however several Centres continue to make large traditional woodwork models.
- ◆ A more relaxed approach to Design would encourage greater creativity. An “Open Brief” or “Thematic Approach” could be considered.
- ◆ Reference should be made to Analysis or in some cases to Research when producing a Specification.
- ◆ More appropriate Research required in areas such as Ergonomics and Aesthetics. Candidates should not include reams of irrelevant research on areas such as materials, joints and finishes.
- ◆ More ideas could be developed before arriving at a final solution.
- ◆ Credit candidates should be encouraged to justify a chosen solution.
- ◆ Centres must work within existing guidelines and not deviate in an attempt to articulate better with the Higher Course.
- ◆ Distribution of both Designing and Practical Abilities grades are nationally very much in keeping with recent years.