



National Qualifications 2006

Senior Moderator Report

Subject: RMPS

Assessment Panel: RMPS

The purpose of this report is to provide feedback to centres on moderation which has taken place within National Qualifications in this subject.

NATIONAL UNITS

TITLES/LEVELS OF NATIONAL UNITS MODERATED

WORLD OF VALUES INT 2 AND INT 1 (DF 11 10 AND DF 11 11)

FEEDBACK TO CENTRES

General comments:

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At all levels the Moderators found evidence of the following:

General good understanding and use of the Unit specifications and requirements.

A variety of assessment type questions particularly in the case of World of Values Int 1 and Int 2 where there are no existing NABs available.

An awareness that there has to be clear systematic methods of internal verification to ensure accuracy and consistency in line with the National Standards.

Advice on good practice and areas for further development:

Materials moderated showed a range of practices from a simple indication of pass/fail to detailed correction of errors and how these could be rectified. Whatever system is used pupils who have failed and need to be reassessed will find better teacher annotation on scripts invaluable to inform them of their strengths, weaknesses and errors. This in turn should lead to raising the achievements of the pupils.

COMPONENT / COURSEWORK IN NATIONAL COURSES

COMPONENT/COURSEWORK MODERATED

RMPS UNITS AT ALL LEVELS

D408 10 AND 1, 1 DM3 10, D408 10, D409 10, 11AND 12
D411 1, 1 DRM WR 12, DM3L12, DM3L 10.11

FEEDBACK TO CENTRES

General comments:

At all levels the Moderators found clear evidence of the following:

Good preparation of candidates.

A wide range of RMPS units and topics being studied.

In general Centres had well defined marking schemes and a fuller appreciation of the different components of the Nabs. This was combined with a better understanding of the different responses required for questions eg the difference between 'stated opinions' and 'justified reasons'. This led to a higher standard of pupil response.

Growing awareness of the need for systematic internal verification procedures particularly where RMPS is organised by a sole teacher department or by non specialists.

There was a high level of consistency with the National Standard

Advice on good practice and areas for further development:

There was continued evidence of the benefits of internal moderation/verification procedures in Centres. Where this was deployed using, for example, crossmarking or detailed Department discussions to review pupil work and teacher marking against the Standards there was higher consistency and pupil achievement.

This requires to be further developed across all the Centres to increase pupil achievement and to support all RMPS teachers but particularly those who are sole teachers or non specialists.

It would be helpful for each Centre to have written summaries of their internal verification procedures available for Moderation.

Some good use of holistic type assessment questions at Higher and Intermediate levels. However centres should be discerning in their use of this type of assessment at the Intermediate stage as it can disadvantage those pupils who achieve better results if the constituent elements of each of the Learning Outcomes are separated for assessment.

Moderators found a general tendency towards leniency in the marking of evaluation type answers. Centres are reminded to review the NABs and specimen answers as an indication of the standards expected at each level.

There was some comment on the use of formulaic type answers from candidates. Centres should be reminded that this type of response may demonstrate knowledge but not understanding of the concepts and content required to meet the requirements of the Units. A further area of concern was that in some cases there was little or no religious content in pupil responses.

There was some evidence of very high standards being achieved by pupils undertaking the Higher Units and indeed some good results can be expected at the forthcoming National exams. However there remains confusion about the volume of content in a Higher type question pupils were attempting too much in their answers rather than trying to raise a number of arguments and focus on specific issues. There is good evidence of knowledge and understanding however the level of analysis and evaluation remains a weakness. Pupils often simply stated viewpoints without any explanation or critical evaluation.

30 Centres participated in Visiting Moderation and of those 29 were accepted the non accepted centre has now met the conditions set and has been accepted. A further 38 centres were included in the Retrospective Moderation event where similar issues were noted as in the Visiting Moderation event.