

Moderation Feedback – Visiting - 2005

Assessment Panel:

Mathematics and Statistics

Qualification area

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

NQ –

- **Business Numeracy** - E941 10
 - **Analysis & Algebra 1** - D11W 11
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General comments on moderation activity

- Most candidate evidence was well presented.
- For candidates with evidence available to moderators, high performance standards were shown by most candidates.
- However, large drop out rate was evident in many centres with several explanations such as candidates being started at inappropriately high level. Maths departments are often acting as service agents for other areas in college and being asked to deliver a particular course. Current Maths skills of candidates were not at a sufficient level to cope with essential knowledge requirements to embark on some courses with time constraints on delivery and lack to time for initial remediation work. Most successful candidates were those already in employment and requiring courses as necessary part of training program.
- In a few centres, however, some project drawing work was of a very poor standard. In future staff/course development work attention should be given to excellent drawing packages available

Specific issues identified

- Often difficult to follow marking system used by centre – for both candidate understanding of performance and moderation of scripts it is essential to show clearly which marks are being awarded and that this is shown at correct point on script.
- In centres where there was evidence of internal moderation, external moderation was straightforward. This highlights the advantages to all centres of implementing internal moderation procedures.
- It is recommended that all centres have internal moderation procedures in place.

Feedback to centres

Insert details relating to specific guidance which should be offered to centres based on the performance of candidates in this year of moderation.

Lots of evidence of high quality resources and teaching but improvements required in assessment materials.

A clearer indication of marks awarded at each stage of candidate answer is beneficial to students and for both internal and external moderation.

Consideration should be given by all centres to using individual student recording sheets to facilitate discussion with candidates as to whether or not they have met threshold requirements.

Colleges should look at appropriateness of courses and the start point for learning to ensure student motivation and success.

It is recommended that internal moderation is put in place by all centres.

It is recommended that records of meetings to discuss internal moderation should be kept, and that evidence of internal moderation should be recorded on candidate scripts.