

Moderation Feedback - Central

Assessment Panel:

Technical Education

Qualification area

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

**Craft and Design. IntermediateII, Higher and
Advanced Higher**

Central Moderation

General comments on central moderation activity

The moderation of Int 2, Higher and Advanced Higher took place during the 5th, 6th and 7th April 2003 in the SQA offices in Hanover House.

The event began with a generic presentation by Mark Hood in the Holiday Inn followed by a further subject specific seminar by myself and Grant Woollard in Hanover House. In both the presentations it was stressed to the Moderators that the feedback to Centres should be sufficiently detailed, especially to those which had been deemed 'Not Accepted'.

Of the 11 moderators in attendance, only two had experience in Advanced Higher and they were therefore delegated to moderate the Units from the Advanced Higher Centres.

I adopted the strategy of getting the Moderators to work in pairs with a change over of team members after each session. This was designed to ensure consistency in moderation.

The time allocation was adequate for Int 2 and Higher but was too short for Advanced Higher and one of the Moderators and myself had to return for a third day in order to complete the Advanced Higher allocation.

Specific issues identified

- A number of Centres failed to submit the required information in terms of marking schedules, NAB tests and candidate work.
- Some Centres whose candidates had submitted work selected from the Design Assignment failed to differentiate the work into Unit form. Some had also neglected to mark the Candidates work using Unit guidelines.
- A number of Centres were too generous in their marking of candidates' performance. For instance, in Designing for People in the area of design activity, there should be a clear distinction between the analysis of the brief and the investigation of the factors identified. Marks can only be awarded for accurate information pertaining to the product selected. In the written tests, there was evidence that marks had been awarded, in some cases, for responses which were too vague.
- In Unit 1, Product Evaluation and Graphic Techniques it was apparent that some candidates had selected products which did not lend themselves readily to cover the full spectrum of evaluation factors contained within the NAB
- In some cases it was difficult to give credit to candidates in the area of graphics. Not all candidates utilised a sufficient range of techniques in order to fulfill the criteria

Feedback to centres

- Centres should read carefully the requirements of Unit and ensure that the Candidate work submitted includes all of the evidence required.
- There is a natural tendency for Centres to mark candidates work generously; cross marking can assist in the area of standardization
- Products selected for evaluation in Unit1 should be selected with care. The product chosen should allow the candidate to investigate thoroughly the majority of factors listed in PC(a)
- In Unit1, Product Evaluation and Graphic Techniques, candidates should attempt to demonstrate a wide variety of graphic techniques in their pictorial sketches which could include orthographic, isometric, oblique, perspective and freehand sketching.
- In Designing for People, candidates should relate their analysis and investigation of factors to the design brief. General statements which could be applied to most products should not be given credence.
- In the marking of written tests, candidates responses should be succinct and relate to the question asked. Vague statements and/or answers which do not display an adequate knowledge of the problem should not be awarded marks.
- Candidate work drawn from the Design Assignment should be differentiated as work pertaining to the appropriate Unit.
- If Centres submit photocopied work drawn from the Design Assignment, every effort should be made to ensure the clarity of the photocopy.
- Centres must ensure that the appropriate Unit recording sheet is used and submitted along with the candidates work.
- Centres must ensure that they adhere to their completion dates.