

Moderation Feedback - Central

Assessment Panel:

Personal and Social Education

Qualification area:

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

Social and Vocational Skills – Standard Grade

Central Moderation

Specific issues identified

The standard of internal assessment was very good. The use of blue Practical Abilities Assessment Forms by centres and the presence of GRC based teachers' comments were helpful and reflected good practice. Similarly the accurate completion of each candidate's flyleaf that accompanied evidence also assisted moderators in their task of deciding whether the appropriate final grade had been awarded.

Good examples of well administered courses were present. Evidence was concise, well organised throughout in a simple, logical and consistent sequence for the moderators to follow. An excellent range of pupil experiences were observed in the evidence of some centres. Where differentiation by task was available to candidates it seemed to offer support for the less able to develop their skills while providing scope for the more able to express their skills fully. In this respect the use of workbooks provided structure for some candidates but clearly restricted others in opportunities to show initiative and skills to develop and produce their own structure, as courses progress.

As a general rule evidence was considered more stereotyped in as much as it was predominantly literature based with fewer practical examples and an absence of video evidence of candidate's work. However, there was excellent use of photographic evidence to illustrate a process or product and an increase in the use of digital photographs and printing photos on paper. In some cases this allowed annotated comment by the candidates.

Most centres had taken great care and followed the instructions accurately for completing evidence flyleaves. A small number listed experiences but did not provide evidence for the moderators and included minor administrative errors.

Feedback to centres

Numerous examples of ICT are observed in candidate evidence and these are encouraging. The extent to which candidates work using their own initiative and skills on computers could be conveyed by a candidate or teacher comment. Often this is unclear to moderators who see the evidence but are unclear about ownership.

Most SVS teachers apply the assessment GRC in Practical Abilities very well. In particular they recognise how the 'Task' performance greatly influences the achievable level. For example, a 'Task' performed at General Level (several stages) by a candidate cannot then reach an over all Credit Level award in that task no matter how great the 'Organisation' or how high the 'Level of Skills'. This is made clear on page 9 of the 1995 document discussed above. In other words the task performance has put a limit on what is achievable.