



CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS®

MODERATION FEEDBACK REPORT ON SCHOOL-BASED ASSESSMENT

COMMUNICATION STUDIES

Name of Centre: _____

Centre Code: _____

Name of Teacher: _____

Year of Examination: _____

ADMINISTRATION DETAILS	COMPLIANCE WITH SYLLABUS GUIDELINES	SPECIFIC COMMENTS
Number of Portfolios requested: _____	Portfolios adhered to stipulated length. Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Some themes were not delimited.
Number of Portfolios received: _____	Penalty was imposed by teacher if length was exceeded in Module 2 and/or Module 3. Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/>	<input type="checkbox"/> Some themes were not current.
A cover sheet, FRM/EDPD/342, was attached to each portfolio. Yes <input type="checkbox"/> No <input type="checkbox"/>	Portfolios adhered to stipulated format. Yes <input type="checkbox"/> No <input type="checkbox"/>	In the reflective pieces candidates showed excellent handling of
Marks for each portfolio were entered clearly and correctly. Yes <input type="checkbox"/> No <input type="checkbox"/>	Submissions comprised candidates' original work. Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> purpose
A completed Moderation form, FRM/EDPD/344, was submitted with the portfolios. Yes <input type="checkbox"/> No <input type="checkbox"/>	Submissions spanned two literary genres for each candidate in the sample. Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> audience
APPROPRIATENESS OF ACTIVITIES	QUALITY OF CANDIDATES' SUBMISSIONS	<input type="checkbox"/> context
Themes chosen were appropriate for the level of candidates. Yes <input type="checkbox"/> No <input type="checkbox"/>	The overall quality of portfolios was Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>	Candidates needed to improve in their treatment of
Themes chosen were appropriate for creative development by candidates. Yes <input type="checkbox"/> No <input type="checkbox"/>	Candidates could have improved their submissions by _____ _____ _____	<input type="checkbox"/> purpose
Submissions showed sufficient evidence of candidates' individual work. Yes <input type="checkbox"/> No <input type="checkbox"/>	QUALITY OF TEACHER'S MARKING	<input type="checkbox"/> audience
Submissions could have been improved by _____ _____ _____ _____	The teacher's marking of the portfolios was Acceptable <input type="checkbox"/> Severe <input type="checkbox"/> Lenient <input type="checkbox"/> Inconsistent <input type="checkbox"/> The teacher followed the guidelines for marking. Yes <input type="checkbox"/> No <input type="checkbox"/> Marks were clearly shown for each of the criteria set out in the marking guidelines. Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> context <input type="checkbox"/> Reflective pieces did not lend themselves to use of creative ideas by the candidates. <input type="checkbox"/> Candidates demonstrated control of style and good use of English in the reflective pieces.

Candidates were conversant with the following components required in the analytical piece:

- registers
- dialectal variations
- attitudes
- communicative behaviours

- Analytical pieces did not span the range of dialectal variations or variety of language registers necessary.
- Quality of expression and organisation was below expected standard.

OTHER COMMENTS

Moderator's Initials: _____

Chief/Assistant Chief Examiner's Initials: _____

Date: _____

Date: _____