



MODERATION FEEDBACK REPORT ON SCHOOL-BASED ASSESSMENT

VISUAL ARTS

Name of Centre: _____ Territory: _____ Centre Code: _____

Name of Teacher: _____ Year of Examination: _____

A. ADMINISTRATIVE DETAILS

Number of assignments requested

A	B	C	D	E	F	G	H
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Number of assignments received

Sampling guidelines adhered to

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Candidates' names and registration numbers are accurately recorded

Always	Frequently	Sometimes	Rarely
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Marks on candidates' assignments are consistent with marks on moderation form

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Profile/component marks clearly indicated for criteria

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Marks clearly indicated for components/criteria

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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B. APPROPRIATENESS OF TASKS

Task(s) chosen was/were relevant to the syllabus

Always	Frequently	Sometimes	Rarely
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task(s) chosen was/were appropriate for the CSEC level

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments

C. COMPLIANCE WITH SYLLABUS GUIDELINES

	NA	Always	Frequently	Sometimes	Rarely
1. Assignment details submitted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assignments adhered to specified dimensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assignments adhered to required format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mark schemes conformed to syllabus guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assignments marked as specified in syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. QUALITATIVE FEEDBACK ON CANDIDATES' SUBMISSIONS

Candidates have:

1. Demonstrated adequate knowledge of the content and objectives assessed NA Always Frequently Sometimes Rarely

2. Demonstrated competence in the skills assessed NA Always Frequently Sometimes Rarely

Variety was seen in the:

a) Application of skills and techniques NA Always Frequently Sometimes Rarely

b) Use of materials and media NA Always Frequently Sometimes Rarely

c) Exploration of themes/topics NA Always Frequently Sometimes Rarely

3. Flat work was well presented NA Always Frequently Sometimes Rarely

4. Fragile work was well packaged NA Always Frequently Sometimes Rarely

5. Materials/media used were appropriate for the tasks NA Always Frequently Sometimes Rarely

The overall quality of candidates' submissions was:

Excellent Good Satisfactory Unsatisfactory

Candidates' performance could have been improved by:

Expressive Form A _____

Expressive Form B _____

Expressive Form C _____

Expressive Form D _____

Expressive Form E _____

Expressive Form F _____

Expressive Form G _____

Expressive Form H _____

E. QUALITY OF TEACHER'S MARKING

The teacher's marking of the sample was:

Expressive Form A

Acceptable Severe Lenient Inconsistent

Expressive Form B

Acceptable Severe Lenient Inconsistent

Expressive Form C

Acceptable Severe Lenient Inconsistent

Expressive Form D

Acceptable Severe Lenient Inconsistent

Expressive Form E

Acceptable Severe Lenient Inconsistent

Expressive Form F

Acceptable Severe Lenient Inconsistent

Expressive Form G

Acceptable Severe Lenient Inconsistent

Expressive Form H

Acceptable Severe Lenient Inconsistent