

# **Geography Supported Experiment**

## **May 2004**

### **Aims**

- To help students understand better how work is assessed
- To make assessment a more positive experience
- To improve the results.

### **Nature of the S.E.**

Formative assessment strategies for both upper and lower sixth using specially devised assessment sheets to make them think and understand more about what they are achieving.

### **Lower sixth**

Very focused on the requirements of the exam questions and divided into three sections.

1. Understanding short answers
2. Use of case studies and the structuring of extended answers
3. Target setting

### **Upper Sixth**

Used for the coursework and the essay section of the Global Futures module.

1. Utilise the examiners mark scheme highlighting key phrases to justify and explain the marks given
2. Three or four specific comments focused on achievements and areas for improvement
3. Student target setting.

# **Evaluation**

We have completed a student evaluation sheet with the Lower Sixth though not with the Upper Sixth.

## **Lower Sixth**

Successes –

- Initial enthusiastic response especially at the beginning of the course
- Students are understanding better what is required
- Sets up a good dialogue with some students
- 52% of students were successfully setting themselves targets
- made us more conscious about writing positive comments about the work
- 92% found our marking and 98% our comments fairly helpful or very helpful, only 2% found them not helpful

Limitations –

- Students found it time consuming and 51% left some sections blank
- It was filled in by most students after doing the work but was intended as a check list to be filled in while doing the work
- We used it too frequently and it lost its edge and became routine and less thoughtful
- Target setting was weaker – it was not clear at what time it should be done
- It added extra time to teachers ( 3 minutes per student so for 66 students over 3 hours extra per week )
- There is an issue that comments written on the text were then repeated on the form

## **Upper Sixth**

Successes –

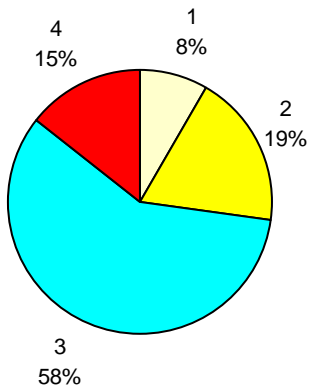
- Students understood the mark scheme better and what was required of them better
- Structuring of the essays improved particularly the introductions and to some extent the conclusions
- Students understand better the need for a range of case studies
- Essays became issue lead rather than case study lead

Limitations –

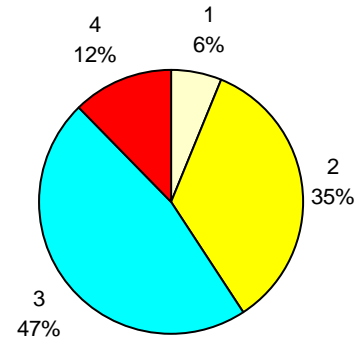
- Did not use the target setting enough – it was voluntary and not clearly organised

## Student Feedback

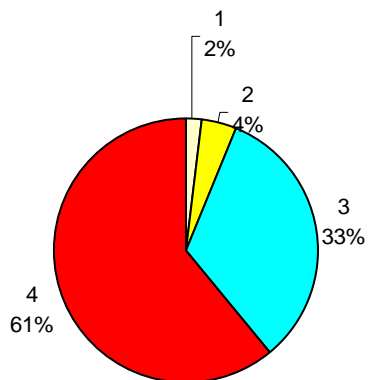
How helpful is self marking?



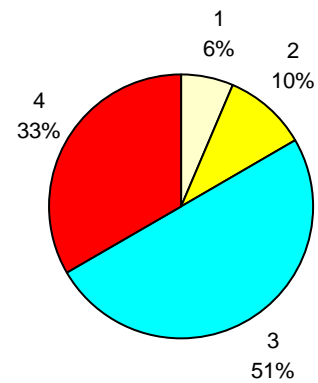
How helpful is peer-group marking?



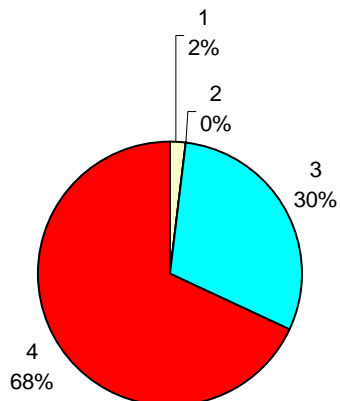
How helpful is teacher marking?



How helpful is a crude mark?



How helpful are comments?



## Key

1. Not helpful at all
2. A little helpful
3. Fairly helpful
4. Very helpful

## **Future plans**

- **We will consider redesigning the Lower Sixth form to make it more user friendly and less time consuming**
- **We will use it less frequently so that it is more effective (we did this for every homework this year i.e. every week ).**
- **We need to rethink the best time to complete the target setting possibly in class following discussion of the question**
- **The Upper Sixth form would not be altered but we would focus more on target setting.**