

## Porthcawl trial activity and the QCA levels of control

<p><b>Task setting</b></p> <ul style="list-style-type: none"> <li>• The activity and all tasks in it were written by FM (note different use of terms).</li> <li>• The task was generic in nature, i.e. it used an enquiry/investigation sequence, but it was contextualized to include local area fieldwork.</li> </ul>	<p><b>Comment</b></p> <ul style="list-style-type: none"> <li>• The trial activity represented a high level of control – the teachers had no input to it. However, the structure of the activity and the wording of the tasks are such that it could be adapted for another location. This could be done by a teacher adapting it to suit their own local work.</li> <li>• A problem is that the pupils were not given the opportunity to set their own enquiry title and methodology, other than limited individual input to the field research methods that were not assessed.</li> </ul>
<p><b>Task taking</b></p> <ul style="list-style-type: none"> <li>• Each task was allocated a specific time within the total activity – pupils did not go back on any task.</li> <li>• All resources were provided for the classroom-based part of the activity.</li> <li>• Pupils researched additional material during the field visit, working in groups that were not directly supervised.</li> <li>• Some discussion and collaborative working took place during the classroom-based tasks.</li> </ul>	<p><b>Comment</b></p> <ul style="list-style-type: none"> <li>• The testing conditions had a high level of control with regard to the timing of tasks, supervision, limited teacher input and access to resources.</li> <li>• In spite of this supervision, it is evident from the trial results that pupils did copy each others' work. Typing the work makes it impossible, even for the teacher, to identify which pupil did the work. Working in controlled silence for the extended period of the assessment would not have been an option.</li> <li>• Collaborative work is important for the successful running of an extended activity and could be regarded as a skill to be developed and assessed. The e-scape technology does offer opportunities for individual input to be identified, but does not remove the opportunities for copying.</li> </ul>
<p><b>Task marking</b></p> <p>This has not yet been done.</p>	<p><b>Comment</b></p> <ul style="list-style-type: none"> <li>• The marking can be done by anyone with access to the e-scape system.</li> <li>• The marking criteria (or criterion) for the trial activity were not set in advance.</li> <li>• A moderation system is needed.</li> </ul>