



## External Assessment Report 2013

|            |                |
|------------|----------------|
| Subject(s) | Russian        |
| Level(s)   | Intermediate 2 |

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the examination.

# **Comments on candidate performance**

## **General comments**

There were 12 candidates and one absentee candidate. Most of the candidates were heritage speakers or from an East European country. Candidates ranged from S2 to S6.

## **Areas in which candidates performed well**

Candidates performed best in Listening. All candidates passed the Listening exam. The majority scored 14 or more out of 20.

All but one candidate passed the Reading exam. The remaining candidates scored 19 or more out of 30.

## **Areas which candidates found demanding**

Writing proved the most demanding of the elements. While there were some excellent performances, there were some poor performances where candidates spelled Russian words phonetically or failed to answer all the bullet points.

## **Advice to centres for preparation of future candidates**

Centres should ensure that candidates know what is expected of them in the exam. In one centre the candidate wrote the answers in a booklet rather than on the question papers.

**Statistical information: update on Courses  
Intermediate 2**

|   |    |
|---|----|
| <b>Number of resulted entries in 2012</b> | 13 |
|---|----|

|   |    |
|---|----|
| <b>Number of resulted entries in 2013</b> | 13 |
|---|----|

**Statistical information: Performance of candidates**

**Distribution of Course awards including grade boundaries**

| Distribution of Course awards | %     | Cum. % | Number of candidates | Lowest mark |
|-------------------------------|-------|--------|----------------------|-------------|
| Maximum Mark 100              |       |        |                      |             |
| A                             | 69.2% | 69.2%  | 9                    | 70          |
| B                             | 30.8% | 100.0% | 4                    | 60          |
| C                             | 0.0%  | 100.0% | 0                    | 50          |
| D                             | 0.0%  | 100.0% | 0                    | 45          |
| No award                      | 0.0%  | 100.0% | 0                    | -           |

## General commentary on grade boundaries

- ◆ While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- ◆ Each year, SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- ◆ The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.
- ◆ An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in, say, Higher Chemistry, this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related, as they do not contain identical questions.
- ◆ SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.