



## External Assessment Report 2015

Subject(s)	Care Issues for Society: Older People Care Issues for Society: Child Care
Level(s)	Intermediate 2

The statistics used in this report are prior to the outcome of any Post Results Services requests

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**

Child Care : 21 candidates

Older People: 17 candidates

Submissions were from two centres. This is the last year of the Care Issues projects and centres may offer Care National 5 next academic year.

Disparity between centre marking and the national standard was low, although the Development stage for Child Care was marked lower by centres than for some candidates. Older People marking was concurrent between centre and national standard. The Evaluation sections for both projects were well done, with some particularly good accounts of learning gained.

The highest scoring candidates also tended to be those with good evaluation skills.

Referencing was present in submissions from candidates across all centres.

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

Centre marks for the Plan and Evaluation sections were, in general, concurrent with the national standard.

In the Childcare development stage, the Nursery Assistants and Family support worker reports have improved.

Candidates used media examples to explain the complexities of a variety of family types.

The link between chosen family structure and the case study was strong.

Responses to the Evaluation section were better with candidates reflecting on the learning they gained.

## **Areas which candidates found demanding**

There was no apparent area of difficulty for candidates who chose either the Child Care or the Older People project.

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

This is the last year of these Courses. Centres should review the 2015 National 5 Care Course Report if they will be delivering this in future.

## Care Issues for Society: Older People

### Statistical information: update on Courses

Number of resulted entries in 2014	70
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Number of resulted entries in 2015	17
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### Statistical information: Performance of candidates

#### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark - 200				
A	41.2%	41.2%	7	140
B	29.4%	70.6%	5	120
C	5.9%	76.5%	1	100
D	0.0%	76.5%	0	90
No award	23.5%	-	4	-

## Care Issues for Society: Child Care

### Statistical information: update on Courses

Number of resulted entries in 2014	28
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Number of resulted entries in 2015	21
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### Statistical information: Performance of candidates

#### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark - 200				
A	0.0%	0.0%	0	140
B	42.9%	42.9%	9	120
C	57.1%	100.0%	12	100
D	0.0%	100.0%	0	90
No award	0.0%	-	0	-

## **Care Issues for Society: Older People and Care Issues for Society: Child Care**

The Course assessment functioned as intended, therefore no adjustment to grade boundaries was required.

## 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.