

# **Guidance on Estimates, Absentees and Assessment Appeals**

Workshop

## Task 1

Read the following attached extracts showing the different ways Course components can be assessed and the impact this has on the use of evidence for Estimates and Appeals.

- ◆ Identify the Course components which are relevant to your subject.
  - Does the advice clarify the different evidence requirements for the Course components in your subject?
- ◆ Identify areas where practice could be improved.
- ◆ Identify possible staff development needs.

## Extract from guidance — Estimates

Models of assessment for Course components	Evidence for Estimates
<p>Components that are assessed internally and verified externally. For example:  <b>Higher Physical Education</b> — <i>Performance</i>  <b>Higher French</b> — <i>Speaking</i></p>	<p>Use the evidence (marks) generated when candidates undertake the internal assessment for this type of component. For example:  <b>Higher Physical Education</b> — <i>two best activities</i>  <b>Higher French</b> — <i>Oral</i></p>
<p>Components that are assessed externally by Question Paper. For example:  <b>Higher Chemistry</b> — <i>Question Paper</i>  <b>Higher Modern Studies</b> — <i>Question Papers</i></p>	<p>Use the evidence generated by an assessment instrument, such as a prelim, that reflects the SQA's Question Paper.</p>
<p>Components that are assessed externally by Visiting Examiner. For example:  <b>Intermediate 2 Music</b> — <i>Performance</i>  <b>Higher Drama</b> — <i>Acting examination</i></p>	<p>Use the evidence (marks) generated during a single assessment event that replicates the Visiting Examining event, eg dress rehearsal and practice performance.</p>
<p>Components that are assessed externally and comprise coursework compiled over a period of time. For example:  <b>Intermediate 2 Art and Design</b> — <i>Folio</i>  <b>Higher Product Design</b> — <i>Design Assignment</i></p>	<p>Use the evidence generated for the assignment/project/folio up to the date of the Estimate, and based on candidates' progress to date.</p>

## Extract from guidance — Appeals

Models of assessment for Course components	Evidence for Appeals
<p>Components that are assessed internally and subjected to external verification. For example:  <b>Higher French</b> — <i>Speaking</i>  <b>Higher Physical Education</b> — <i>Performance</i></p>	<p>No evidence required for Appeals. The internal marking/external external process determines final marks for this type of component.</p>
<p>Components that are assessed externally by Question Paper. For example:  <b>Higher Mathematics</b> — <i>Question Paper</i>  <b>Higher Modern Studies</b> — <i>Question Papers</i>  <b>Higher Physical Education</b> — <i>Question Paper</i></p>	<p>Alternative evidence for components assessed in this way is mandatory for Appeals.</p>
<p>Components that are assessed externally by Visiting Examiner. For example:  <b>Intermediate 2 Music</b> — <i>Performance</i>  <b>Higher Drama</b> — <i>Acting examination</i></p>	<p>Alternative evidence for components assessed in this way, normally performance-based, is desirable but not mandatory. However, we recommend that you collate evidence of attainment in this type of component. Where video taping or similar forms of evidence is not practical, marking schedules and observational checklists can be used. If alternative evidence is not provided, the original mark awarded by the Visiting Examiner will remain unchanged.</p>
<p>Components that are assessed externally and for which the evidence is produced over a period of time. For example:  <b>Intermediate 2 Art and Design</b> — <i>Folio</i>  <b>Higher Product Design</b> — <i>Design Assignment</i>  <b>Higher History</b> — <i>Extended Essay</i></p>	<p>Generating alternative evidence for components assessed in this way is likely to be impractical and is therefore not mandatory for Appeals. In these cases, the original evidence (folio, project) is reviewed. However, you should submit any additional material that is likely to strengthen the evidence already submitted.</p>

**Notes**

## Task 2

The following extracts show the evidence requirements for Estimates and Appeals for each of the models of Course Assessment.

- ◆ Identify the model of Course Assessment for your subject.
  - Does the advice clarify the different evidence requirements in your subject?
- ◆ Identify areas where practice could be improved.
- ◆ Identify possible staff development needs.

## Example 1

Course assessment is a combination of an internally-assessed component and an externally-assessed Question Paper.

### Estimates

#### Higher Physical Education

Course structure	2 × 60-hour Units
Course assessment	The Course assessment consists of the <i>Performance</i> and a <i>Question Paper</i>

*Performance* is assessed internally and externally verified. The *Question paper* is assessed externally.

Component	Mark range
Performance	0–40
Question Paper	0–60
Total marks	0–100

Evidence used for Estimates should reflect both components of the Course assessment, and should take into account the weightings of these components — in this case 40 percent of the total for *Performance* and 60 percent for the *Question Paper*.

In gathering evidence for estimates for the *Performance* component, the assessment evidence should be generated by using the marks from the candidate's two best activities.

Combine this with evidence generated by an assessment instrument such as a prelim that reflects the demands of SQA's *Question Paper*. As far as possible, this should replicate the standard, format, duration and security of SQA's Question Paper.

## Appeals

### Higher Physical Education

Course structure      2 × 60 hour Units

Course assessment    The Course assessment consists of *Performance* and the *Question Paper*.

*Performance* is assessed internally and subjected to external verification, so no evidence is required for Appeals.

Evidence for Appeals should include evidence of attainment from the *Question Paper* — this alternative evidence is mandatory.

Evidence submitted for Appeals must show sufficient coverage of the Course content and must relate to the Course Grade Descriptions for the level of Appeal. Evidence from three Areas of Analysis is required.

While a prelim paper is not mandatory, it is an indicator of a candidate's likely performance in the external examination, where pressure of time and retention of learning are significant factors. As far as possible, the way the evidence is generated should replicate the standard, format, duration and security of SQA's Question Paper.

Where your Prelim covers two Areas of Analysis, this would need to be supplemented by further assessment evidence gathered under controlled conditions. NABs will not lend weight to an Appeal because they do not replicate the conditions of SQA's Question Paper.

**Notes**

## Example 2

Course assessment is an externally-assessed Question Paper.

### Estimates

#### Higher Chemistry

Course structure      3 × 40-hour Units

Course assessment      The Course assessment consists of a Question Paper

Evidence used to compile Estimates should be based on a minimum of two of the Units in the Course. The evidence should demonstrate that the candidate has responded well to an appropriate number of tasks that are comparable in demand and complexity to those in SQA's Question Paper. Candidates' responses to NABs alone cannot provide valid evidence of attainment against the Course Grade Descriptions

These tasks should comprise questions that are integrative and set in contexts that are more complex and demanding than those in the NABs. Tasks such as those issued by Learning and Teaching Scotland (LTS) could be used.

Valid evidence of attainment for an Estimate could be generated by a Prelim that is based on work from at least two Units in the Course, and which replicates as far as possible the standard, format, duration and security of SQA's Question Paper.

## Appeals

### Higher Chemistry

Course structure      3 × 40 hour Units

Course assessment      The Course assessment consists of a *Question Paper*

Evidence for the *Question Paper* is mandatory. It must cover all Units of the Course and have the same breadth of coverage of Course content as SQA's Question Paper; and it must relate to the Course Grade Descriptions. While a prelim paper is not mandatory, it is an indicator of likely candidate performance in the external examination, where pressure of time and retention of learning are significant factors. As far as possible, the way the evidence is generated should replicate the standard, format, duration and security of SQA's Question Paper.

The evidence assembled in support of an Appeal for a grade C award could include the candidate's response to a secure Prelim examination, based on work from a minimum of two Units in the Course, together with the response to Course questions (eg those from LTS) on the remaining content.

A high-scoring performance in a NAB, covering the content not assessed in the Prelim, would lend weight to the Appeal for a grade C award.

For Appeals for a grade A award, additional Course questions covering content not covered in the Prelim, and providing evidence of attainment against the Course Grade Descriptions for a grade A award, should be included in the submission. Evidence produced from NABs alone will not be sufficiently compelling for Appeals at this grade.

**Notes**

## Example 3

Course assessment consists of two externally-assessed Question Papers.

### Estimates

#### Higher Modern Studies

Course structure      3 × 40 hour Units  
Course assessment    The Course assessment consists of two externally-assessed Question Papers  
Paper 1 samples the content and Course Grade Descriptions across the Course; Paper 2 is a skills-based decision-making exercise.

Component	Mark range
Paper 1	0–50
Paper 2	0–30
Total marks	0–80

Evidence used to compile estimates should reflect the breadth of the Course in terms of content and cover the skills and demands of each paper.

Valid evidence of attainment for the *Question Papers* could be generated through the use of an assessment instrument, such as a prelim, which replicates, as far as possible, the standard, format, duration and security of SQA's Question Papers.

Evidence generated from NABs undertaken separately does not replicate the demands and challenge of the Course assessment and will not produce accurate Estimates. However, as NABs closely replicate the format of sections of the Question Papers, they may be amalgamated and amended to produce, with the addition of items not covered by NABs, an assessment instrument of comparable demand.

If Estimates are based on:

- ◆ two assessments separated by a period of time rather than being taken on one occasion, as in the SQA exam

or

- ◆ an assessment covering only part of the Course

the level of demand is less than in the Course assessment.

## Appeals

### Higher Modern Studies

Course structure      3 × 40 hour Units

Course assessment    The Course assessment consists of two *Question Papers*. The first samples the content and Course Grade Descriptions across the Course; the latter is a skills-based decision-making exercise.

Evidence for the *Question Papers* is mandatory. It must show the same breadth of coverage of Course content as SQA's Question Paper, and must relate to the Course Grade Descriptions. While a prelim is not mandatory, it is an indicator of likely candidate performance in the external examination, where pressure of time and retention of learning are significant factors. As far as possible, the way the evidence is generated should replicate the standard, format, duration and security of SQA's Question Paper.

In Modern Studies, NAB items or complete NABs can be incorporated into the likes of a prelim. Where NABs are used in a prelim, any prompts that do not appear in the wording of items in the Course assessment should be removed.

At Higher, the Social Issues NABs contain an Appendix of evaluating questions for use in Prelim-type assessments; you must generate your own Social Issues items for Paper 1.

A prelim which covers only two Units of the Course plus supporting evidence, such as a high scoring NAB, for the third Unit could support an Appeal for a Grade C (possibly a B), but not for a Grade A.

For an Appeal for a Grade A, the most convincing evidence would replicate the standard, format, duration and security of SQA's Question Paper.

Free-standing NABs, classwork and homework will not lend weight to an Appeal, and should not be submitted.

**Notes**

## Example 4

Course assessment is a combination of an externally-assessed Question Paper and a component that is assessed externally by a Visiting Examiner.

### Estimates

#### Higher Drama

Course structure            3 × 40 hour Units  
Course assessment        The Course assessment consists of the *Question Paper* and the *Acting Examination*.

*Question Paper* component is assessed externally  
*Acting Examination* is assessed externally by a Visiting Examiner

Component	Mark range
Question Paper	0-60
Acting Examination	0-40
Total marks	0-100

Evidence used to compile estimates should reflect both components of the Course Assessment, and should take into account the different weightings of these components — in this case, 60 percent for the Question Paper and 40 percent for the Acting Examination.

Evidence for the *Question Paper* component can be generated through the use of an assessment instrument eg prelim which replicates as far as possible the standard, format, duration and security of SQA's Question Paper. Combine this with evidence from a single assessment event that replicates the conditions, format and demands of the *Acting Examination*, eg the dress rehearsal.

## Appeals

### Higher Drama

Course structure 3 × 40 hour Units

Course assessment The Course assessment consists of the *Acting Examination* and the externally-assessed *Question Paper*

Evidence for *Acting Examination* component is desirable but not mandatory. We recommend that you collate evidence of attainment in this type of component. Where video taping or similar forms of evidence is not practical, marking schedules and observation checklists can be used to support Appeals. If alternative evidence is not provided, the original mark awarded by the Visiting Examiner will remain unchanged.

Evidence for the *Question Paper* component is mandatory. It must show the same breadth of coverage of Course content as SQA's Question Paper, and must relate to the Course Grade Descriptions. While a prelim paper is not mandatory, it is an indicator of likely candidate performance in the external examination, where pressure of time and retention of learning are significant factors. As far as possible, the way the evidence is generated should replicate the standard, format, duration and security of SQA's Question Paper.

While NAB items and other types of assessment may contribute to supporting an Appeal, they are in themselves insufficient as they do not replicate the conditions or content of the externally-assessed Question Paper.

**Notes**

## Example 5

Course assessment is a combination of an externally-assessed Question Paper and a coursework component which is assessed externally.

### Estimates

#### Higher Product Design

Course structure	3 × 40 hour Units
Course assessment	The Course assessment consists of the <i>Question Paper</i> and the <i>Design Assignment</i> .

*Question Paper* is assessed externally

*Design Assignment* is set on an annual basis and externally-marked by SQA.

Component	Mark range
Question Paper	0–70
Design Assignment	0–70
Total marks	0–140

Evidence used to compile estimates should reflect both components of the Course assessment and should take into account the equal weightings of these components.

Evidence of attainment for the *Question Paper* could be generated through the use of an assessment instrument, such as a prelim, based on the work from at least two Units in the Course, which replicates, as far as possible, the standard, format, duration and security of SQA's Question Paper.

Evidence in respect of the *Design Assignment* should be based on the candidate's progress in the *Design Assignment* up to the date of the Estimate.

The Estimate should combine the evidence (marks) for both components to reflect their equal weighting in the Course.

## Appeals

### Higher Product Design

Course structure	3 × 40 hour Units
Course assessment	The Course assessment consists of the <i>Design Assignment</i> and the externally- assessed <i>Question Paper</i>

The *Design Assignment* is conducted over a period of time and allows candidates the opportunity to develop, reflect upon and revise their work. Consequently, this will probably represent a candidate's best work, so it is unlikely that Appeals evidence will be submitted for this component. Evidence for this component is not mandatory.

Evidence for the *Question Paper* component is mandatory. It must cover all Units of the Course and have the same breadth of coverage of Course content as SQA's Question Paper and relate to the Course Grade Descriptions. While a prelim paper is not mandatory, it is an indicator of likely candidate performance in the external examination when pressure of time and retention of learning are significant factors. Evidence for the *Question Paper* component should replicate as far as possible the standard, format, duration and security of SQA's Question Paper.

Evidence for the Question Paper component could include:

- ◆ An integrated test or Prelim that covers all Units and replicates the standard, format, duration and security of SQA's Question Paper.
- or**
- ◆ An integrated test or prelim that covers a minimum of two Units of the Course, and an additional test that covers the knowledge and understanding of the third Unit. In this case the additional test must integrate some knowledge and understanding from the other two Units.
- or**
- ◆ An integrated test or prelim that covers a minimum of the first two Units of the Course, and a high-scoring NAB from Unit 3, may be sufficient to support an Appeal for Grade C but would not support an Appeal for Grades A or B.

**Notes**

### **Task 3: using the subject specific pages**

- ◆ Midtown High School prelims are last week in January/first week in February.
- ◆ Departments plan to have prelims which replicate as far as possible the standard, format, duration and security of SQA Question Papers. At this time in the session for many subjects the centre's prelim can only cover two Units of the Course.
- ◆ What are the implications for reliable reporting to candidates and parents in your subject?
- ◆ What are the implications for the generation of additional evidence in your subject?
- ◆ What arrangements are in place for reviewing estimate grades in the light of Course awards? Does this inform decisions about Appeals?

**Refer to your subject specific pages for advice on evidence for Appeals.**

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