



NQ Verification 2015–16 Key Messages Round 2

01

Section 1: Verification group information

Verification group name:	Geography
Verification event/visiting information	Event
Date published:	June 2016

National Courses/Units verified:

H27K 74 National 4 Added value unit

02

Section 2: Comments on assessment

Assessment approaches

Good practice

The following good practice was found in relation to assessment approaches:

- ◆ All centres used the unit assessment support package.
- ◆ All submissions included complete unit evidence.
- ◆ Candidates had been encouraged to produce evidence in a format suitable for them. This included posters, leaflets, PowerPoint presentations and written reports.

Assessment judgements

Good practice

The following good practice was found in relation to assessment judgements:

- ◆ Assessment judgements were in line with national standards for all centres verified.
- ◆ Many centres included detailed and helpful comments about their assessment judgements.

- ◆ Many centres indicated on candidate scripts where assessment standards were overtaken — the use of 1.1, 1.2, etc and the use of ‘d’ for description and ‘e’ for explanation.
- ◆ The use of sticky notes and ticks to indicate where assessment standards had been overtaken was helpful.
- ◆ Many centres included a summary grid to indicate which assessment standards had been overtaken by each candidate.
- ◆ Where centres had robust verification policies, assessment judgements were more likely to be consistent and reliable.

Good practice in relation to each assessment standard included:

1.1 Candidates giving their added value submission a full title or aim, eg:

‘Is Dennistoun a tourist attraction?’
‘Is heart disease a global problem?’

Candidates who had a good choice of topics were able to undertake appropriate research and explain their findings. If topics were too narrow/limited candidates struggled to give two explanations for AS1.4.

1.2 Candidates included a bibliography to indicate the sources of information. Candidates listed fieldwork undertaken stating how and when this was done. Assessors confirmed in writing the sources used by candidates.

1.3 Candidates produced simple graphs from data collected, both first and second hand. Candidates produced tables to organise written sources of information, eg advantages/disadvantages; problems/solutions. Candidates annotated maps, graphs and diagrams to process information in a clear and concise manner.

1.4 Candidates gave two brief descriptions and two brief explanations of their chosen topics. This appeared to be more straightforward for candidates when the explanation was linked to the description, eg:

‘There were more children than adults at the shops (d) because it was school dinner time (e).’
‘More people were killed in the Japan earthquake (d) because it was bigger at 9 on the Richter Scale (e).’
‘Malaria bed nets are effective (d) because poor people can afford them and it stops them paying more money for drugs (e).’

1.5 Candidates gave clear statements about what their graph, map/diagram/table showed, eg:

‘There were three times as many people injured by the earthquake than were killed.’
‘There were more vehicles at 5pm.’
‘Three-quarters of the people like windfarms.’

1.6 Candidates communicated their research findings effectively using geographical terminology appropriate to National 4. Many candidates used headings to give coherence to their presentation. All candidates used terminology appropriate to National 4 and demonstrated their understanding of the words they used, eg '*global warming*', '*congestion*', '*tsunami*'.

Areas for consideration

Centres are asked to consider the following:

- ◆ It is helpful for verification if ticks are placed at the place on the candidate script where an assessment standard is over taken.
- ◆ Each assessment standard needs to be assessed once only.
- ◆ Candidates need to be re-assessed only for assessment standards they have not overtaken. There is no need to re-assess assessments standards which candidates have already achieved.
- ◆ Where internal verification has taken place, assessors should agree the final decision for each candidate and evidence this.

03

Section 3: General comments

Many centres had clear internal verification policies to show how quality assurance ensures national standards had been applied.

Quality assurance templates were devised by some centres to give a clear and staged protocol for quality assurance.

Centres used agreement trials, dual-assessment, cross-assessment, evidence review, double marking, blind marking and sampling as part of their internal verification processes.

The Verification Sample Form was completed appropriately by all centres.