



**National Qualifications 2012
Internal Assessment Report
Religious, Moral and
Philosophical Studies**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

National Qualifications (NQ) Units

Titles/levels of NQ Units verified:

F5A8 13 – Personal Research (Advanced Higher)
F5A6 13 – Philosophy of Religion (Advanced Higher)
F5AM 13 – Medical Ethics (Advanced Higher)
F59E 12 – World Religion (Higher)
F59E 11 – World Religion (Intermediate 2)
F59E 10 – World Religion (Intermediate 1)
F59Y 12 – Christianity: Belief and Science (Higher)
F59Y 11 – Christianity: Belief and Science (Intermediate 2)
F59K 12 – Morality in the Modern World (Higher)
F59K 11 – Morality in the Modern World (Intermediate 2)

General comments

Of the World Religions studied, Buddhism and Christianity are still the most popular with centres.

The verifiers found clear evidence that the vast majority of centres had a good understanding of the requirements of the national standards for Religious, Moral and Philosophical Studies (RMPS).

There was clear evidence that many more centres are making use of cross-marking with their internal assessments, this is to be commended.

The overwhelming majority of candidates from the sample had obviously been well prepared by centres for their assessments and candidates clearly demonstrated their understanding in their Unit assessments.

Unit specifications, instruments of assessment and exemplification materials

The verifiers found that almost all of the centres displayed a good familiarity with the Unit specifications, the correct instruments of assessments and the exemplification materials for all levels.

It was also encouraging to see centres adapt exemplification materials to suit their own situation.

Evidence Requirements

Most centres demonstrated clear understanding of what evidence was needed to ensure a positive response from the verification process. A small number of centres sent in the wrong evidence and this did delay their verification. However, the verifiers understood why this mistake was made and the centres have been advised for future reference.

Administration of assessments

All centres appeared to administer the assessments appropriately, although there was evidence of use of an out-of-date assessment, which meant that candidates had to be re-assessed. This was unfortunate and is referred to in the last section of the report.

Centres seem to be quite robust in their internal assessment procedures and it was clear that various forms of cross-marking and feedback are being used effectively by many centres.

The evidence of re-assessment that was sent in as part of centre samples was clearly linked to the previous assessments that candidates had attempted and this had been used to help candidates prepare better for their re-assessment.

Areas of good practice

Some centres had developed a two-colour marking system for their cross-marking process and this not only makes it clearer for the candidates but at the same time helps the verification team — whilst colours do not need to be used it is helpful for candidates to see that at least two teachers have checked their work and discussed it.

There was a lot more evidence of centres writing constructive comments to candidates on their scripts. This practice is to be commended and encouraged as it enables candidates to reflect on what they need to improve on, or where they are doing well, in a more constructive way than marks alone allow.

The practice of getting pupils to make comments about their own work was evidenced in part of the sample. This simple process helps any discussion between candidates and teacher as it means the candidate has taken time to review their own work, teacher comments and the overall mark — thus meaning that the discussion is based on reflection and evidence. This could help in improving candidates' attainment.

Specific areas for improvement

Centres must make sure that they are using the correct and most up to date assessment — it should be a regular practice of every centre to check the secure SQA site and download the current assessments.

Centres are advised to adopt the process of cross-marking in order to support their allocation of marks as there are still some centres that are over-generous in their marking. Whilst this did not, overall, affect most pass marks in the sample, it could encourage candidates to think that they have done better than they actually have. Cross-marking could help centres with this issue.

When centres cross-mark the final agreed mark should be clear to the candidates and to the verification team. On some occasions, the mark was not clear.

Marks should be allocated according to the types of question asked and this should be clear in the scripts. Some centres are failing to show clearly the allocation of marks (Knowledge & Understanding and Analysis & Evaluation) when marking scripts (writing 'P' for pass is not good enough). The individual marks need to be recorded in the scripts as it is an extremely helpful tool for the candidates and indeed can help to give a basis for a constructive discussion between the candidate and the teacher.