



# **National Qualifications 2008**

## **Internal Assessment Report**

**Subject: Mathematics**

**Assessment Panel: Mathematics and Statistics**

The purpose of this report is to provide feedback to centres on verification which has taken place within National Qualifications in this subject.

## NATIONAL UNITS

### TITLES/LEVELS OF NATIONAL UNITS VERIFIED

*Insert detail:*

D323	Mathematics 3 (Intermediate 1 – Advanced Higher)	(Central September 2007)
D561	Using Mathematics 3 (Access 3)	(Central September 2007)
D322	Mathematics 2 (Intermediate 1 – Advanced Higher)	(Central April 2008)

### FEEDBACK TO CENTRES

*Insert details relating to specific guidance which should be offered to centres based on the verification of centres.*

*Include:*

- *General comments*
- *Areas of good practice*
- *Areas for further development*

#### General comments:

- Materials submitted by centres were generally in order and well presented.
- Centres should indicate on the Sample Form the NAB(s) used.
- Centres, in the main, correctly applied the rules for substitution where candidate evidence was not available.

#### Advice on good practice and areas for further development:

The following specific notes are offered as advice and reminders to centres.

#### 1 Instruments of Assessment

Centres using NAB assessment materials should ensure that they are using the most current version of the NAB. They are also reminded that the recommended time for undertaking a NAB assessment is 45 minutes.

If a centre wishes to use any other assessment instrument, they must ensure that it meets all performance criteria listed within the Unit descriptor. It is advised that centres planning to use a non NAB assessment should seek prior moderation of their instrument of assessment before using it.

#### 2 Special Arrangements

Any candidate who receives special assessment arrangements in SQA examinations should also receive the same level of support in Unit Assessments. Any special arrangements that have been put in place, e.g. reader and scribe, should be clearly indicated on the candidate's script.

#### 3 Marking

##### Marking Instructions

Centres should apply the marking scheme, supplied with the NAB assessment materials, and note that follow through marking is usually available to candidates subsequent to an error that does not substantially ease the remainder of the working or leads the candidate down the wrong solution path.

All working should be checked as there were instances where candidates had obtained the correct answer, from erroneous working, and had wrongly been awarded full marks for the question.

### **3 Marking Continued**

#### **Marking Candidates' Work**

A clear indication of what marks have been awarded and where marks have been deducted, due to an error, helps all the stages of the assessment process; from feedback to pupils to external verification. The following is offered as general advice to all markers:

- Where a mark is awarded indicate this on the candidate's script with a tick (✓)
- Where a mark has been lost, due to an error, underline this error and mark it with a cross (X)
- Where follow through marks have been awarded as a result of an error these should be marked with a cross tick (✓)

Within an outcome, a repeated error would not normally be penalised twice, however, the same 'error' in another outcome, within the same assessment, should be penalised again.

An error subsequent to a correct answer would not normally be penalised. The marking scheme clearly indicates what each mark is being awarded for. If there is clear evidence for the mark to be awarded then it must be awarded.

The mark awarded for each question and/or part of a question should be clearly indicated on candidates' scripts.

### **4 Internal Verification Process**

In centres where there was clear evidence of a robust internal verification system, the external verification process was straightforward. Centres are advised that such a system inevitably picks up the concerns which have been raised throughout this report as well as helping standardisation procedures within centres.

### **5 Holistic approach to Unit Assessment**

With the exception of Access 3 Mathematics, all candidates should attempt all outcomes within a Unit Assessment at a single sitting. Each outcome in the unit assessment has its own threshold of attainment and candidates who fail to achieve the threshold(s) of attainment need only be retested on the outcome(s) where the outcome threshold score has not been attained.

### **6 Resits**

Centres are reminded that candidates should normally have one resit within any particular Unit, with a second resit available where there are exceptional circumstances

### **7 External Verification**

The instrument of assessment and marking scheme should accompany candidate evidence. This should match the information intimated on the Verification Sample Form, completed by centres.

It also helps the verification process progress smoothly when centres provide a table of results, indicating NABs used, marks obtained and pass/fail decision for those candidates being sampled.

### **8 Intermediate 1**

The NAB assessment at this level is supplied as a write-on assessment, mainly due to the number of diagrams and graphs used. Candidates should be allowed to write their answers on these assessments and not be given blank paper to write down their answers.

### **9 Advice**

Centres are reminded that they can seek advice, via their SQA coordinator, should they have any specific concerns or issues with Unit Assessments in Mathematics.

