



Scottish Qualifications Authority
Ùghdarras Theisteanas Na H-Alba

National 4-5 Mathematics Unit assessment overview

This is not relevant to National 4 Numeracy Unit assessment.

General advice

Centres have the freedom and flexibility to deliver the Course and Units in whichever order best suits the needs of their learners and their learning and teaching programmes.

Assessors also have freedom and flexibility to produce their own assessments, or use or adapt SQA-produced Unit assessment support packs. In all cases, Unit assessments have to demonstrate competency across all Assessment Standards.

Assessment

Assessors have flexibility in how they approach/design assessments to meet the requirements of the Unit Specification (apart from the National 4 Added Value Unit Assessment, which is mandatory).

For example, assessments could be designed to provide:

- ◆ a set of questions, tasks or activities covering **all** the sub-skills of an Assessment Standard
- ◆ a set of questions, tasks or activities based on grouping sub-skills across Assessment Standard(s)/Outcome(s)/Unit(s)
- ◆ coverage of Assessment Standards and sub-skills by any other appropriate approach or methodology.

Centres have flexibility in the order in which sub-skills are delivered and assessed within and across the Units, however **at least two sub-skills** must be presented on any assessment occasion from within or across the Units.

Judging evidence

The approach taken to judging evidence must be appropriate to the assessment methodology taken. Depending on the methodology of assessing Outcome 1, the requirements of an Assessment Standard are met when:

- ◆ a candidate is correct in **at least half** of the total points of process/accuracy across **all** of the sub-skills of that Assessment Standard

OR

- ◆ a candidate demonstrates competence in **at least half** of the sub-skills of that Assessment Standard — competence in a sub-skill is where **more than half** the points of process/accuracy are correct

Re-assessment

Re-assessment is required when a candidate has not achieved the Assessment Standard (as described above), regardless of how evidence has been gathered and how the candidate has been assessed. If appropriate, sub-skills successfully demonstrated in the first assessment opportunity can count towards meeting the Assessment Standard and at least **two** sub-skills must be presented on any re-assessment occasion from within or across the Units.

SQA's guidance on re-assessment is that a candidate should normally have one, or in exceptional circumstances, two re-assessment opportunities. Assessment and re-assessment should be carried out in accordance with the centre's policies, guidance and procedures.

It is the assessor's responsibility to decide the nature of the re-assessment that is most appropriate for the candidate.

SQA-produced Unit assessment support

These documents contain details of Unit assessments that exemplify approaches to assessment, gathering evidence and how the evidence can be judged against Outcomes and Assessment Standards. (Teachers/lecturers can arrange for access to these confidential documents through their SQA Coordinator).

The following outlines the approach to assessment, judging evidence and re-assessment in each of the SQA-produced Unit assessment support packages.

Unit-by-Unit approach

- ◆ These sets of questions have been designed to provide evidence across **all** the sub-skills in an Assessment Standard.
- ◆ These questions can be presented to candidates in any order.
- ◆ At least **two** sub-skills must be presented on any assessment occasion from within or across the Units.

- ◆ The requirements of an Assessment Standard are met when a candidate is correct in **at least half** of the **total** points of process/accuracy across the questions related to that Assessment Standard.
- ◆ It is the assessor's responsibility to decide the nature of the re-assessment that is most appropriate.

Combined approach

- ◆ These sets of questions/tasks are based on discrete sub-skills drawn from the Assessment Standards across the Units.
- ◆ These questions/tasks can be presented to candidates in any order.
- ◆ A candidate demonstrates competence in a particular sub-skill when **more than half** the points of process/accuracy are correct in response to relevant question(s)/task(s).
- ◆ The requirements of an Assessment Standard are met when a candidate demonstrates competence in **at least half** of the sub-skills across that Assessment Standard.
- ◆ It is the assessor's responsibility to decide the nature of the re-assessment that is most appropriate.

Portfolio approach

- ◆ This approach is based on building up evidence of coverage of sub-skills in the Assessment Standards.
- ◆ Allows for evidence to arise naturally over a range of learning and teaching activities.
- ◆ Assessment points, methods of assessment and judging evidence have to be made clear to candidates.
- ◆ Assessment can be carried out in any order; but at least **two** sub-skills must be presented on any assessment occasion from within or across the Units.
- ◆ A candidate demonstrates competence in a particular sub-skill when **more than half** the points of process/accuracy are correct in response to relevant question(s)/task(s)/activities.
- ◆ It is the assessor's responsibility to decide the nature of the re-assessment that is most appropriate.