



**National Qualifications 2013
Internal Assessment Report
Sociology**

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

National Courses

Titles/levels of National Courses verified:

Sociology — Intermediate 2

Socialisation / DV3L 11

Social Stratification / DV3M 11

Studying Human Society: The Sociological Approach / DV3P 11

Sociology – Higher

Studying Human Society: The Sociological Approach / DV3P 12

Understanding Human Society 1 / DV3Y 12

Understanding Human Society 2 / DV40 12

General comments

The extent to which centres had a clear and accurate understanding of the requirements of the national standards varied significantly. The majority of centres showed a sound understanding, in some cases seeing very high standards; but a small number of centres showed a lack of understanding of the national standards.

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

As with the comments above, most assessors are familiar with Course Arrangements, Unit specifications, instruments of assessment and exemplification materials. The Unit assessments used were SQA National Assessment Bank (NAB) assessments and unaltered so they were valid. It is the application of marking instructions and administration of assessments which varies from centre to centre.

Evidence Requirements

There appears to be understanding of the Evidence Requirements for Unit assessment, however there was variation in the application.

Administration of assessments

There was significant variation amongst centres. Some centres maintained very high standards; for example, clear and accurate allocation of marks within the context of national standards as laid down by the marking schemes, clear and supportive comments and feedback to learners, and clear evidence of cross-marking and internal verification. However, some centres did not meet the basic standards. Weaknesses included: submitting evidence from the wrong Unit, marks and comments which were unclear for the verifier, mark allocation which was difficult to interpret, both overgenerous and harsh marking outwith national

standards, and remediation of the same NAB when a different NAB assessment should have been used.

Areas of good practice

There was clear evidence that the majority of centres are administering the NAB assessments in accordance with the national standard. Good feedback is given to learners, and there is clear marking and adherence to the Marking Instructions.

Specific areas for improvement

Where learners are required to undertake re-assessment, a different NAB assessment should be used. This is indicated in the re-assessment guidance within the Introduction section of the NAB.

Centres should provide: clear comments as feedback for learners, evidence of internal verification, clear marking where the marks should be allocated on an element basis (eg Knowledge and Understanding and Analysis and Evaluation), and accurate application of marking standards on a consistent basis.