



# NQ Verification 2014–15

## Key Messages Round 1

01

### Section 1: Verification group information

|  |                           |
|--|---------------------------|
| <b>Verification group name:</b>                | <b>National 1 and 2</b>   |
| <b>Verification event/visiting information</b> | <b>Event and visiting</b> |
| <b>Date published:</b>                         | <b>March 2015</b>         |

### National Courses/Units verified:

#### National 1 Units

|         |   |
|---------|---|
| H6C9 71 | Communication: Creating Texts                                       |
| H6BJ 71 | Communication: Interacting in the Community                         |
| H6CE 71 | Communication: Using Information Text                               |
| H7OE 71 | Creative Arts: Working with Textiles                                |
| H47N 71 | Food Preparation: Baking  |
| H47L 71 | Food Preparation: Making a Basic Healthy Meal                       |
| H47J 71 | Food Preparation: Making a Healthy Snack                            |
| H47X 71 | Independent Living Skills: Using Electrical Household Appliances    |
| H47Y 71 | Independent Living Skills: Going Shopping                           |
| H7OR 71 | Information and Communications Technology: Capturing Digital Images |
| H6B5 71 | Life in Another Country: Aspects of Life                            |
| H6BS 71 | Music: Producing Sound  |
| H6C4 71 | Number Skills: Measurement of Length                                |
| H6BW 71 | Number Skills: Number Processes                                     |
| H6BX 71 | Number Skills: Using a Calculator                                   |
| H6BY 71 | Number Skills: Recognising Number                                   |
| H6BY 71 | Number Skills: Shape  |
| H6BM 71 | Performance Arts: Contributing to a Performance                     |
| H6BL 71 | Performance Arts: Using Performance Skills                          |
| H47H 71 | Personal Development: Residential Experience                        |
| H47E 71 | Personal Development: Making a Journey                              |
| H477 71 | Physical Education: Taking Part in an Individual Activity           |
| H7OH 71 | Practical Craft Skills: Making an Item                              |
| HGO7 71 | Practical Craft Skills: Working with Materials                      |
| H705 71 | Religious and Moral Education: Religious Festivals                  |
| H707 71 | Science in the Environment: Living Things                           |
| H7OA 71 | Science in the Environment: Reduce, Reuse and Recycle               |
| H703 71 | Social Subjects: The Natural World                                  |

## **National 2 Units from the following Courses:**

### **Units from Business in Practice**

H20B 72 Taking Part in a Business Enterprise

### **Units from Creative Arts**

H22P 72 Creating Materials for Display  
H22N 72 Creating Materials for Performance  
H22K 72 Developing Skills in Creative Arts

### **Units from English and Communication**

H241 72 Understanding Language  
H244 72 Creating Texts  
H246 72 Listening and Talking

### **Units from Food, Health and Wellbeing**

H257 72 Food Preparation

### **Units from Information and Communications Technology**

H20T 72 ICT Applications  
H20T 72 ICT Applications  
H210 72 Multimedia Applications

### **Units from Italian and French**

H270 72 Life in Another Country  
H213 72 Life in Another Country

### **Units from Life skills Maths**

H21V 72 Money  
H21R 72 Number and Number Processes  
H21W 72 Time  
H21T 72 Shape, Space and Data

### **Units from Performance Arts**

H240 72 Developing Performance Skills

### **Units from Practical Craft Skills**

H25D 72 Working with Craft Tools

### **Units from Physical Education**

H24W 72 Taking Part in a Physical Activity  
H24Y 72 Factors Affecting Performance  
H250 72 Improving Performance

### **Units from Science in the Environment**

H7QA 72 Reduce, Reuse and Recycle

H26C 72 Living Things

### **Units from Social Subjects**

H26G 72 Making a Contrast

H26H 72 Organising and Communicating Information

H26F 72 Making a Decision

02

## **Section 2: Comments on assessment**

### **Assessment approaches**

At both the centre event and during visiting verification all centres submitted materials of a high standard. Materials and evidence were well organised and very well documented.

Centres have continued to use SQA's Unit assessment support (UAS) packs, utilising mainly the Unit-by-Unit approach and this has ensured that candidates have covered all the Assessment Standards and produced the evidence required. However there were slightly more centres this session that had used the combined approach very successfully, and others that had devised their own assessments to suit candidates' individual needs.

Many centres had altered assessments so that they were more readily accessible to candidates, ie scripts had been enlarged.

It is advisable to use the candidate summary form and a number of centres had devised their own sheets for recording/logging attainment. These sheets are very useful to illustrate where the candidates are in their learning/assessment and what they have achieved at the time of verification.

Completing observation checklists with detailed assessor comments is also good practice. Many centres did this very well.

### **Assessment judgements**

There was clear evidence that centres were making sound and consistent judgements when assessing candidates. Evidence submitted matched Assessment Standards and was of a high standard. There were many good examples of centres matching assessment activities to suit candidates' interests and needs.

Many centres had submitted evidence which showed that assessment was part of learning and teaching and that candidates were highly motivated to complete the activity/task set. One centre had submitted large posters illustrating what was required for an activity rather than using the sheets in the UAS pack. This was labelled with the Assessment Standards to which it related.

It is important that over-assessment does not take place, as often one activity can cover the evidence required for a number of Assessment Standards. Again, if evidence is being used for more than one Assessment Standard, it is vital that it is well labelled.

There has been an increase in centres submitting photographs and DVDs. This is excellent as, although not mandatory, it shows candidates carrying out activities and puts the evidence in a context. It is important to ensure that this evidence is labelled and shows clearly to which Assessment Standard it relates.

Some photographs, however, simply showed candidates standing holding a piece of equipment or standing beside pieces of equipment — this does not show if the candidate 'chose' or 'used' the equipment correctly. Candidates shown 'in action' are more appropriate, for example in a DVD or annotated photograph.

Some centres had submitted evidence which showed that a candidate had failed an assessment. It is important that centres re-assess the candidate using a different assessment task but asking the same type of questions. At this level, candidates should be given as much support as possible to help them succeed without giving them the answer. It is acceptable to show re-assessment having taken place.

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## Section 3: General comments

Sampling of candidates had improved with many centres submitting a range of National 1 and National 2 Units. Where possible, centres should submit evidence relating to six candidates for National 1 and six candidates for National 2, but this depends on the number of entries that a centre has at each level, for example if they only had entries at National 2 they could submit evidence for 12 candidates at this level to make up their sample.

It is important that centres do not submit evidence for more than 12 candidates.

The candidate flysheets should be completed with correct codes and centres should complete the section to indicate which UAS packs they have used. It is also useful to fill in the lower section which indicates what support candidates received, eg scribe.

It was evident that more centres were implementing internal verification practices and this was well evidenced in the submissions. It is vital to explain the approach being taken to internal quality assurance and to show evidence of this in candidates' assessment material as this will give a more robust assessment system.

For more information about internal verification, please visit:

[www.sqa.org.uk/IVtoolkit](http://www.sqa.org.uk/IVtoolkit).