

Moderation Feedback - Central

Assessment Panel:

Mathematics and Statistics

Qualification area

**Subject(s) and Level(s)
included in this report**

**Mathematics and Statistics
Access 3 – Advanced Higher**

Central Moderation

General comments on central moderation activity

- ◆ Evidence from centres was well presented and of a high standard. In the vast majority of centres marking schemes were applied correctly and the General Principles and advice given in the NABs was followed correctly in most cases.
- ◆ With the exception of two centres, correct substitutions of deferred and withdrawn candidates had been made.
- ◆ Initial delays experienced as over 50% of centres had not included assessment materials used as requested.

Specific issues identified

- ◆ Moderation Sample Forms issued to centres should be updated as soon as possible. Several centres commented on the lack of space for completion of NAB/AEP details.
- ◆ In centres where there was evidence of a rigorous internal moderation system, external moderation was straightforward. This highlights the advantages to all centres of implementing rigorous internal moderation procedures.
- ◆ A few centres are still using “old” versions of NABs and are advised to update materials used immediately.
- ◆ The awarding of marks on some scripts is hard to follow and remains a cause for concern. A clear indication of which mark has been awarded at each stage would have been beneficial for both internal and external moderation purposes. This also acts as clear indication to candidates where they have been awarded/lost marks and affords them an instant analysis of performance. Candidates failing at first attempt can then easily see where they must gain marks on a second attempt.

- ◆ In Intermediate 2, marking procedures used in correcting question on standard deviation continue to give cause for concern. Many centres do not teach the method of calculating standard deviation as shown in NAB D322 11; this is evident from candidate evidence seen and the experience of Moderators in their centres. In some cases this leads to an inconsistent allocation of marks for the alternative method, and the allocation as specified in the NAB was not followed.
- ◆ There were several cases where Intermediate 1 candidates were disadvantaged as they were writing on blank paper rather than the question paper as intended by SQA. Where blank paper had been issued, often the Cartesian diagrams and pie charts reproduced for candidates were of poor quality. All centres should provide candidates at this level with write-on materials.
- ◆ Some centres are still not adhering to General Principles of Marking 6 and 7 when marking pupil scripts. Working subsequent to a wrong answer, which does not ease the difficulty, was not always given credit. Also, in a few cases, where the difficulty was eased credit had been given.

Feedback to centres

- ◆ Evidence was in general well presented and of a high standard.
- ◆ In vast majority of centres marking schemes were applied correctly.
- ◆ Centres should ensure that candidate information available to SQA is accurate when requests are made to centres for submission of candidate work.
- ◆ All centres must check that Moderation Sample Form is completed correctly. Many centres failed to complete all parts of form.
- ◆ Candidate results must be recorded for only one Unit and entered as P, W or F, with no further details to 'explain performance'.
- ◆ For all centres with 12 or more candidates, the sample of candidate evidence submitted for central moderation is 12 including substitutions if necessary.
- ◆ A clearer indication of marks awarded at each stage of candidate answer would have been beneficial for both internal and external moderation.
- ◆ It is also greatly appreciated by Moderators when centres provide a table or grid of results, detailing NABs used marks achieved and pass/fail decision.
- ◆ The general principles of Marking 6 and 7, as detailed in the NABs, are still not being applied consistently in some centres
- ◆ Evidence of a robust internal moderation system within schools assists the external moderation process. The process of in-house internal moderation also assists staff development and standardisation procedures in centres.