# External Assessment Report 2015

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|---|---|
| Subject(s) | Urdu |
| Level(s) | Higher |

The statistics used in this report are prior to the outcome of any Post Results Services requests

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the examination.

# Comments on candidate performance

## General comments

The overall response of candidates was very good, and performance compared to previous years was on standard.

## Areas in which candidates performed well

Candidates performed well he Reading paper. Directed writing was well done. Listening was also satisfactory.

## Areas which candidates found demanding

The Marking Instructions were amended to accept a wider range of responses for Q1(a) in Listening, as the wording of the question was challenging.

Q3(a) in Listening was found to be challenging for some candidates.

## Statistical information: update on Courses

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|---|---|
| **Number of resulted entries in 2014** | 103 |

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|---|---|
| **Number of resulted entries in 2015** | 37 |

## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

| Distribution of Course awards | % | Cum. % | Number of candidates | Lowest mark |
|---|---|---|---|---|
| Maximum Mark - 100 | | | | |
| A | 67.6% | 67.6% | 25 | 70 |
| B | 13.5% | 81.1% | 5 | 60 |
| C | 8.1% | 89.2% | 3 | 50 |
| D | 5.4% | 94.6% | 2 | 45 |
| No award | 5.4% | - | 2 | - |

The Course assessment functioned as intended, therefore no adjustment to grade boundaries was required.

## General commentary on grade boundaries

- While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.

- Each year, SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.

- The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.

- The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.

- Where standards are comparable to previous years, similar grade boundaries are maintained.

- An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in, say, Higher Chemistry, this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related, as they do not contain identical questions.

- SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.