

Administration: Advanced Higher, Higher, Intermediate 2, Intermediate 1

Headroom provided by NABs	Orientation of Grade Descriptions	Basis of evidence for Estimates, Absentee consideration and Assessment Appeals
Very limited headroom	Mainly task	<p>Evidence for Estimates, Absentee consideration and external Assessment Appeals at all levels must show sufficient breadth of coverage and content of the Units of each Course, and should be based on the Course Grade Descriptions, as detailed in the Course Arrangements document.</p> <p>A preliminary examination may provide very good evidence of sampling of the Course, if it mirrors the layout and structure of the external examination paper and uses similar tasks reflecting the range, balance and depth of the Course.</p> <p>Preliminary examinations which use a specimen or previous operational examination paper in its entirety are not acceptable as evidence to support an Assessment Appeal*. In setting a prelim paper, centres may use a judicious selection of individual questions drawn from a minimum of three specimen and previous operational papers, preferably adapted. It is recommended that centres modify questions in some way to ensure that candidates will not immediately recognise questions. Sets of questions must not be lifted <i>en bloc</i> from specimen or previous operational papers.</p> <p>*Given the nature of Higher (Paper 2), it is acceptable to use an entire specimen or previous operational examination paper, preferably adapted. In this instance, it is recommended that centres modify the paper in some way to ensure that candidates will not immediately recognise the complete paper.</p> <p>NAB evidence could consist of a mixture of knowledge and understanding based outcomes and skills based tasks which reflect the range and depth exemplified in the specimen paper. It should be noted that mark allocations in NABs are not identical to the external Course examination although skills and knowledge and understanding assessed are the same. The knowledge and understanding tasks in the Information Technology for Management Unit, at Higher and Advanced Higher, provide some headroom, where there are cut off scores provided, and these could, therefore, lend weight to an Appeal.</p> <p>Evidence for Assessment Appeals could be compiled by combining the evidence gathered for the estimate, eg the prelim, along with any other relevant assessment evidence generated towards the end of the Course (ie between submission of Estimates and the end of the examination).</p>

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Summary: Evidence requirements for Estimates, Absentees and External Assessment Appeals

Estimates

Centres make Estimates of their candidates' expected attainment in National Courses. You should take care to ensure that Estimates reflect candidates' abilities against the requirements of the Course, not just the requirements for the Units which make up the Course.

Since Estimates relate to achievement of a Course, the assessment instruments which are used to generate evidence for Estimates should allow candidates opportunities to demonstrate attainment against the requirements for the Course. Assessment instruments which assess candidates' abilities against the outcomes of National Units can help with making decisions about Estimates. However, NABs cannot normally, on their own, generate sufficient evidence of how a candidate can perform against the assessment criteria (eg retention, integration) for a Course.

Absentees and External Assessment Appeals

Submissions for Absentee consideration and Assessment Appeals must be supported by valid, reliable evidence of the candidate's demonstrated attainment against the requirements for the externally-assessed components of the Course.

No past papers, including SQA past papers, will be accepted in their entirety as the assessment instrument used to generate evidence for Absentee consideration or External Assessment Appeals. However, questions selected carefully from a minimum of three past papers, preferably adapted (to ensure the breadth and depth of coverage required to satisfy the Course Grade Descriptions) can be combined to form a valid assessment instrument.

Where a centre is submitting Appeals for a significant proportion (ie more than 10%) of a cohort, it should send with the Appeals a rationale explaining why these candidates did not perform to the standard expected in the externally assessed component(s). Rationales will be used by Examiners to assist decision-making.

Evidence submitted for Absentee consideration and External Assessment Appeals must include:

- ◆ a copy of the assessment instrument(s) with details of the source of questions used (eg past papers) and associated marking schemes with cut-off scores which have been applied
- ◆ evidence which has been generated by these assessment instrument(s), before the date of the external assessment, and which has been marked in accordance with the marking schemes provided
- ◆ a clear indication of the completion date for each piece of evidence

It is the responsibility of centres to ensure the validity, reliability and security of assessment instruments, and authenticity of candidate evidence used for Estimates, Absentee consideration and External Assessment Appeals.