

Automotive Engineering: Higher

Headroom Provided by NABs	Orientation of Grade Descriptions	Basis of evidence for Estimates, Absentee consideration and Assessment Appeals
Some headroom	A mixture of task and output	<p>Evidence for Estimates, Absentee consideration and Assessment Appeals at all levels must show a sufficient breadth of coverage of the content of the Units of each Course, and must relate to the Course Grade Descriptions.</p> <p>Evidence for Estimates should be based on at least the equivalent of work from two Units. It is recommended that Estimates of attainment at grades C, B and A in the external Course assessment should be based on evidence generated through the use of an assessment instrument such as a confidential question paper. It should include a range of questions of varying demand, some of which should integrate across the subject content of the Course. Questions should be designed to provide the opportunity for the candidate to demonstrate attainment as exemplified by the Grade Descriptions in the Arrangements document (explicitly for grades C and A, and implicitly for grade B). The aim should be to get as close as possible to the balance of 60% grade C questions and 40% of the marks allocated to questions which allow for a range of responses beyond grade C, as exemplified by the specimen paper issued by SQA. It may be possible to build a NAB into such an assessment instrument, or to augment the NABs with assessment tasks which allow candidates to demonstrate performance beyond that required by the Units.</p> <p>It will be useful to retain this evidence in case of Assessment Appeals, in which case it should be augmented as necessary to include material generated between Estimates and the examination (and for the remaining parts of the Course, including the additional 40 hours). Evidence collected for an Assessment Appeal should exemplify performance indicated by the Grade Descriptions. It should always include assessment evidence to cover the content of all the Units. Good performance in the NAB Unit assessments will lend weight to an Appeal, particularly in those NABs which provide headroom, ie the opportunity for the demonstration of attainment as measured by the Grade Descriptions of the Course.</p> <p>NB the specimen paper is based on 70 marks (7 questions at 10 marks each — all mandatory) but the operational paper will be based on 100 marks (4 questions at 10 marks each and 3 at 20 marks each — all mandatory). SQA will accept Estimates based on the format/marks allocation of the specimen paper.</p>

Contact

Gillian Anderson-Mann 0141-242 2302

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.