

Craft and Design: Advanced Higher, Higher, Intermediate 2

Headroom Provided by NABs	Orientation of Grade Descriptions	Basis of evidence for Estimates, Absentee consideration and Assessment Appeals
<p>Headroom in design activities and limited headroom in written tests</p>	<p>Some task but mainly output</p>	<p>Evidence assembled for Estimates, Absentee consideration and Assessment Appeals must show sufficient breadth and coverage of the content of the Units of each Course, fully cover the components of the external assessment (ie the examination and coursework) and should be based on the Course Grade Descriptions.</p> <p>Estimates should be based on work equivalent to two 40 hour Units. Units at Advanced Higher, Higher and Intermediate 2 all offer headroom for candidates. It should be noted that the written tests in the NABs offer limited headroom whereas the design activities associated with the folio work offer considerably more headroom. Prelim and other assessment evidence should demonstrate that the candidate has responded well to a number of tasks which are comparable in demand and complexity to those exemplified by the specimen question paper. Where all or part of a Unit assessment is a folio, the evidence should also demonstrate that the candidate has responded at an appropriate level to a number of design activities of similar complexity to those demonstrated by Unit design folio exemplars issued by LTS (formerly HSDU). Integrated assessment activities which combine evidence from two or more Units would be a useful approach. When compiling Estimates it is important to reflect the weighting of the components of the external assessment (ie the examination and coursework).</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 Course Grade Descriptions. It should always include assessment evidence to cover the content of all the Units (Product Evaluation and Graphic Techniques, Designing for People, Designing for Manufacture), NAB tests and folio work. Good performance in the NAB Unit assessments will lend weight to an Appeal, particularly where the NAB outcomes provide headroom (ie the opportunity for the demonstration of attainment above Unit standard and as measured by the Course Grade Descriptions).</p>

Contact

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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.