

## Drama: 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  |
|---|-----------------------------------|---|
| <p>Headroom provided in NABs covering practical work</p> <p>Some headroom in NABs covering written work</p> | <p>Output</p>                     | <p><b>Summary</b><br/>Evidence for Estimates, Absentee consideration and Assessment Appeals at all levels must:</p> <ol style="list-style-type: none"> <li>a. be drawn from the Units to show coverage of the breadth of the Course</li> <li>b. relate clearly to the Grade Descriptions for the Course as specified in the Arrangements documents</li> </ol> <p>Evidence should be drawn from both written and practical work.</p> <p><b>Estimates</b><br/>At each level it is recommended that Estimates of attainment are based on candidate performance in an assessment which matches the standard and content of the external Course assessment. This standard and content are indicated in the appropriate specimen question papers.</p> <p>It may also be possible to use NABs as the basis for such an assessment. In this case centre staff should ensure that where necessary the NAB is supplemented with additional assessment tasks. These additional tasks should allow candidates to demonstrate achievement measured against the Grade Descriptions for the Course, and beyond that required for the Units. Some NABs contain headroom which provides some or all of this additional demand. Guidance on the degree of headroom required by each NAB is provided in the 'Organisation and Conditions for Assessment' section of each NAB.</p> <p><b>Appeals</b><br/>Evidence used to support an Assessment Appeal should also cover the breadth of the Course and be measured against the appropriate Grade Descriptions. This evidence could be compiled by supplementing the evidence gathered for the estimate with additional evidence generated later in the Course (ie between the date of submission of the estimate and the examination).</p> <p>High scoring evidence from assessments using NABs will lend weight to an Appeal, particularly where NABs provide headroom. Where they do not, additional supplementary assessment tasks should be offered as outlined above to ensure that it allows the demonstration of attainment as measured by the Grade Descriptions for the Course.</p> <p>Practical evidence for an Assessment Appeal may consist of additional work not submitted for external assessment, including acting marking schedules and observational checklists. Wherever possible practical evidence should be supported by video recording of candidate performance, which must be in VHS format.</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.