

## Electronics: Advanced 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 generated for Estimates should cover work equivalent to at least two Course Units (as the Project Unit is likely to be completed later). It is recommended that Estimates of attainment in the external assessment should be based on evidence generated through the use of an assessment, for example 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 approximately 60% grade C questions and 40% of the marks allocated to questions which allow for a range of responses beyond grade C, as exemplified in 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>Evidence assembled in support of an Assessment Appeal should cover the content of all the Units. This could be compiled by combining the evidence gathered for the estimate with other assessment evidence generated towards the end of the Course, ie between the submission of Estimates and the examination (for the remaining component Unit). It should always include assessment evidence to cover all the Units. Good performance in the NAB Unit assessments at the appropriate level will lend weight to an Appeal, particularly where NABs provide headroom, ie the opportunity for the demonstration of attainment as measured by the Grade Descriptions of the Course.</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.