

French: Advanced Higher

Headroom Provided by NABs	Orientation of Grade Descriptions	Basis of evidence for Estimates, Absentee consideration and Assessment Appeals
Some headroom in NABs for Listening and Reading	Mainly output	<p>Language skills develop over time, so it is important that evidence for performance in Course assessment is generated as late in the session as is practicable. Evidence for Estimates/Absentee consideration and Assessment Appeals has to cover all the skills tested in the end-of-Course assessment. There are activities featured in the end-of-Course assessment which do not feature in the Unit assessments, so any evidence from NABs must be supplemented by evidence of the candidate's ability in these activities.</p> <p>(Translation from the foreign language into English; answering questions in English in response to a two-part listening stimulus — Part A factual questions relating to a news style item, Part B questions relating to facts and opinions based on a dialogue between two speakers of the target language; writing a discursive essay under controlled conditions without re-drafting on the basis of advice from the teacher/tutor).</p> <p>In addition to evidence of performance in Reading, Listening and Writing, an estimate of marks for the externally assessed Speaking test and the folio must be taken into consideration when determining Estimates. An assessment modelled on the specimen question papers is a useful way of generating the kind of evidence which Examiners will find persuasive; it also serves the purpose of giving candidates experience of dealing with the kind of tasks involved in the end-of-Course external examination under controlled conditions and subject to the time constraints imposed by an external examination. 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>

Contact

Phil Allan 0141-242 2321

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.

French: Higher

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French: Intermediate 2

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