

## Geography: 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
Some headroom	Mainly output	<p><b>Summary</b> Evidence for Estimates, Absentee consideration and Assessment Appeals at all levels must show breadth of coverage of the content of the Units of the Course and of attainment against the Grade Descriptions for the Course. It is also important that the material provides evidence of the candidate’s ability to retain and integrate knowledge and understanding.</p> <p><b>Estimates</b> Evidence on which Estimates are based must include:</p> <ul style="list-style-type: none"> <li>a. breadth of coverage of the Units of the Course (preferably all of the Units)</li> <li>b. questions of the standard and type encountered in the final examination, as reflected in the specimen question papers</li> </ul> <p>Care should be taken in using NABs to generate this evidence, especially with reference to point b above. In particular, care should be taken to ensure that assessment tasks using NAB items offer sufficient headroom for candidates to demonstrate attainment against the Grade Descriptions for the Course. Where the NABs alone do not offer sufficient headroom to allow this, supplementary assessment tasks should be offered. These tasks should ensure that candidates are required the opportunity to demonstrate attainment against the Grade Descriptions for the Course and in particular to combine skills and knowledge across the Units.</p> <p>Guidance on the degree of headroom offered by each NAB item is included in the ‘Organisation and Conditions for Assessment’ section of first NABs (001).</p> <p>Supplementary assessment tasks may include prelims and tests using questions from previous examination papers, and folios of work which are assessed against the Grade Descriptions for the Course.</p> <p><b>Appeals</b> Evidence gathered for an Appeal should meet the criteria outlined above for Estimates.</p> <p>It is especially important that evidence presented for an Assessment Appeal:</p> <ul style="list-style-type: none"> <li>a. covers the content of all the Units</li> <li>b. provides clear evidence of attainment against the Grade Descriptions for the Course and in particular the ability to combine skills, knowledge and understanding across the Units</li> </ul> <p>High scores in Unit assessments based on NABs will lend weight to an Appeal but should, where the NAB does not offer headroom, be supplemented by additional assessment material of the type outlined in the section above.</p> <p>Evidence gathered for an estimate could be submitted to support an Appeal but should also be supplemented with other assessment material gathered towards the end of the Course (ie in the time between generation of the estimate and the examination). Care should be taken to ensure that this additional material covers points a and b above.</p>

### Contact

Keith Wright 0141-242 2202

## **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.