

## History: 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
Headroom	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>It is important that evidence for Estimates is based on (i) a sufficient breadth of coverage of the detailed content for the Course; (ii) an appropriate balance of questions reflecting the types encountered in the external Course examination, as outlined in the specimen question papers. If a prelim is used, it is possible to build one or more NABs into such an assessment instrument. New NABs issued during 2003 for Intermediate 2 and Advanced Higher were produced to this end.</p> <p>Evidence collected for an Assessment Appeal should cover the content of all the Units and exemplify performance indicated by the Grade Descriptions. High-scoring evidence generated in the NAB Unit assessments will lend weight to an Appeal. Evidence from a summative assessment (similar in range and depth of question to the appropriate specimen question paper) is the most robust evidence for Appeals. It may be augmented as necessary to include material generated between Estimates and the examination (for the remaining component Unit).</p> <p>When Appealing for an award at any particular level, it is helpful if the evidence relates directly to that level. While it may be possible for some attainment to be seen in evidence from the level above, such evidence may prove difficult to evaluate.</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.