

Home Economics: Advanced Higher, Higher, Intermediate 2, Intermediate 1

Courses are: Fashion and Textile Technology
Health and Food Technology
Lifestyle and Consumer Technology

Headroom Provided by NABs	Orientation of Grade Descriptions	Basis of evidence for Estimates, Absentee consideration and Assessment Appeals
<p>Headroom provided in most NABs covering both practical and written work</p>	<p>Output</p>	<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 for Estimates should be based on both practical work and written work, where appropriate.</p> <p>The NABs provide headroom and are designed to demonstrate attainment as exemplified by the Grade Descriptions for grade C and grade A. The Technological Project and Dissertation, when used in conjunction with the Grade Descriptions, also provides valid evidence on which to base Estimates. For Estimates, the evidence generated can be based on NAB instruments, supplemented at Advanced Higher by the Dissertation, and at Higher and Intermediate 2 by the Technological Project. Care should be given to weight the Technological Project and Dissertation as in the external Course assessment. If evidence is based on a prelim, it should reflect the standard and range of content of the external Course examination, as indicated in the specimen question paper. Such assessments should be structured according to the question paper specifications previously issued to centres. 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. Estimates generated in this way should also take account of the contribution of the Dissertation or Technological Project to the overall Course assessment.</p> <p>For an Assessment Appeal, the evidence generated could be based on NABs augmented as necessary by other assessments including evidence covering relevant practical skills required by the Units. The evidence collected should cover the content of all Units and exemplify performance indicated by the Grade Descriptions. It should always include assessment evidence to cover all Units. High-scoring evidence generated in the NAB Unit assessments will lend weight to an Appeal; this is particularly the case for those sections of the NABs which provide headroom, ie the opportunity to demonstrate attainment as measured by the Grade Descriptions. If evidence from a summative assessment is included, it should be similar in range and depth of question to the appropriate specimen question papers, augmented as necessary to include material generated between Estimates and the examination (for the remaining Unit). Centres are reminded that the Practical Assignment (Implementing) mark is generated by the centre. It is not a possible to appeal against a centre generated internally assessed mark.</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.