Land Use: Higher

Headroom Provided by NABs	Orientation of Grade Descriptions	Basis of evidence for Estimates, Absentee consideration and Assessment Appeals
Some headroom	Mainly task	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. The Higher Land Use external assessment is based on a question paper and a Course project. The question paper contributes 70% to the final result and the Course project 30%. The weightings in the estimate should reflect this balance. Since NABs provide only partial headroom, a good performance in NABs (eg approximately 75% of the total mark for the NAB) will be necessary to provide some evidence of attainment against the Grade Descriptions. Centres are therefore advised to base Estimates of candidate performance on evidence generated by the Course project, NABs, and an assessment such as a confidential question paper. The assessment should cover the content of at least two of the Units and should follow approximately the format of the specimen question paper, reflecting the range and depth of questions it includes. This paper contains a range of questions designed to provide opportunity for the candidate to demonstrate attainment as exemplified by the Grade Description for grade C and grade A. In Section A of the specimen question paper 25% of the marks are allocated to questions that are designed to allow for a demonstration of A grade attainment. Similarly, in Section B, 25% of the marks have been allocated to questions that allow for a demonstration of A grade attainment. 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. Evidence assembled in support of an Assessment Appeal should cover the content of all 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 Unit). It should provide evidence of attainment as measured against the Grade Descriptions. It should always include assessment evidence to cover all Units. High-scoring evidence generated 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.

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.