

## Media Studies: 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	Mainly 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>At Advanced Higher, the external Course assessment relates to all of the Outcomes of the Media Analysis, Media Investigation and Media Production Units. At Higher, Intermediate 2 and Intermediate 1 the external Course assessment relates to all of the Outcomes of the Media Analysis and Media Production Units and therefore, for the Estimates, evidence of attainment in each of these Units should be covered. At Intermediate 1, evidence of attainment in the Media Practical Unit will also be necessary.</p> <p>There is sufficient headroom in the NABs for Estimates of attainment on the Course to be generated — grade C and grade A attainments are exemplified in the Grade Descriptions. In Media Analysis, the quality of the overall response found in pro formas or essays, and the degree of integration of the key aspects, are useful indicators. In addition at Advanced Higher, the degree of success of the application of various methods, approaches and knowledge will be an indicator of attainment. In Media Production, the candidate’s overall performance within the process of media production, and the quality of the log book, are both important. In Advanced Higher Investigation, the clarity of the investigation plan and dissertation drafts is important. However, evidence for all the above Courses may be offered from the following: work done in NABs; summative assessment and/or additional tests which reflect the standard and range of content of the external Course assessment — as indicated in the specimen question papers — and which thus provide evidence of attainment as identified by the Grade Descriptions; authenticated class-work (the class-work may provide evidence of attainment in Coursework which is not assessed in the external assessment, eg working in a group). While evidence from a single NAB for each of the Units of the Course may provide sufficient evidence of attainment, it may also be necessary to supplement this with evidence gathered from other sources as described above. Evidence from later in the Course is likely to be more convincing than evidence from earlier in the Course.</p> <p>Evidence collected for an Assessment Appeal should cover the content of all Units and exemplify performance as 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. Evidence from other assessment(s) submitted should be augmented as necessary to include material generated between the provision of Estimates and the external assessment (for the remaining Unit).</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.