# NQ verification 2022–23 round 1 and round 2

## Qualification verification summary report

### Section 1: verification group information

| | |
|---|---|
| **Verification group name:** | **Mathematics** |
| **Verification activity:** | **Mixed** |
| **Date published:** | **June 2023** |

#### National Units verified

| Unit code | Unit level | Unit title |
|---|---|---|
| H225 73 | National 3 | Numeracy |
| HV80 73 | National 3 | Applications of Mathematics: Shape, Space and Measures |
| HV7Y 73 | National 3 | Applications of Mathematics: Manage Money and Data |
| H225 74 | National 4 | Numeracy |
| H22G 74 | National 4 | Mathematics: Relationships |
| H22F 74 | National 4 | Mathematics: Expressions and Formulae |
| HV7V 74 | National 4 | Applications of Mathematics: Managing Finance and Statistics |
| HV7W 74 | National 4 | Applications of Mathematics: Geometry and Measures |

There is no requirement for candidates to complete the added value unit to achieve the overall National 4 course award during session 2022–23.

### Section 2: comments on assessment

#### Assessment approaches

Most centres used the SQA unit assessment support (UAS) packs unit-by-unit approach to assess Mathematics and Applications of Mathematics units. If centres use the SQA UAS packs, they must use the most up-to-date versions from SQA's secure website.

If centres devise their own assessments or adapt existing SQA UAS packs, they must ensure that these assessments meet the standards set out in the appropriate UAS pack. Centres

must also use a reliable method for judging evidence. Please refer to Developing Unit Assessments for National Units for guidance.

Centres that devise their own unit assessments, or significantly change SQA's UAS packs, can use SQA's free prior-verification service. The service gives centres additional confidence that their proposed assessment is fit for purpose and meets national standards. The 'NQ prior verification' section of SQA's website has more information.

### Assessment judgements

Most centres verified made reliable assessment judgements.

Most centres used thresholds rather than judging assessment standards individually.

Thresholds are set as follows:

- Mathematics:
  - 60% for outcomes 1 and 2 combined.
- Applications of Mathematics and Numeracy:
  - 60% for outcome 1 and 60% for outcome 2. Each outcome requires a separate judgement.

If a candidate does not reach the threshold for an outcome or a unit, they could achieve the outcome or unit if they pass the assessment standards individually.

Centres should use the assessment approach that benefits their candidates most. This might mean using different approaches for candidates within the same class. Doing this can help reduce re-assessment.

## Section 3: general comments

Most centres demonstrated effective internal verification systems.

In some cases, where the assessor and internal verifier disagreed, the final decision was not clear. Where assessment judgements differ, it is helpful to clearly mark the final decision on the candidate's script and record of achievement table.

Assessors should take care when recording marks on candidates' record of achievement tables. In some cases, candidates were not awarded outcomes and units that they had achieved. Centres should check and update these tables during internal verification.

Assessors can ignore minor errors, like incorrectly rounded or truncated answers, if they do not prevent the candidate from demonstrating the mathematical skill being assessed.

If an assessor penalises a candidate for incorrect rounding, they should not penalise the candidate for incorrect rounding again in the same assessment. This does not apply where questions specifically request that candidates round their answers.

Assessors must follow through working subsequent to an error and award possible consequential marks, provided that the level of difficulty involved is approximately similar.

In general, where a question requires a decision, candidates do not need to make a direct numerical comparison. It is appropriate for them to use comparative language, supported by appropriate working.

Centres should use previous key messages and qualification verification summary reports (in the 'Verification and Course reports' section of the Mathematics and Applications of Mathematics subject pages) and the Mathematics Marking Guidance to support reliable assessment judgements.