Moderation Feedback

Assessment Panel:	**Mathematics and Statistics**

Qualification area

Subject(s) and Level(s) included in this report	**Mathematics – Int 1, Int 2, Higher, Advanced Higher**

Central Moderation

General comments on central moderation activity

Evidence was well presented, and of a high standard. In the vast majority of centres the marking schemes were applied correctly, and the General Principles and advice in the NABs was followed in most cases. As in the past, all centres were using NABs.

With the exception of one centre, correct substitutions of Deferred and Withdrawn candidates had been made.

Specific issues identified

1. Some centres are still using "old" versions of NABs as the SQA issued replacement pages had not been incorporated into the original versions.
2. Many centres do not teach the method of calculating standard deviation as shown in the NAB D322 11; this is evident from the candidate evidence seen, and the experience of moderators in their centres. In some cases this leads to an inconsistent allocation of marks for the alternative method, and the allocation as specified in the NAB was not followed.
3. Some centres are not applying the General Principles of Marking 6 and 7 when marking candidate scripts. Working subsequent to a wrong answer, which does not ease the difficulty was not always given credit, and in a few cases where the difficulty was eased full credit was given. Credit was not always given where intermediate steps were implicit in diagrams, or could reasonably be obtained mentally.
4. There were a few cases where Int 1 candidates were disadvantaged, as they were not allowed to write on the question paper as is intended by SQA. In some cases blank paper had been issued, and the Cartesian diagrams and pie charts reproduced for candidate use were of poor quality, omitted key information and (in some cases) were mathematically incorrect.
5. The awarding of marks on some scripts is hard to follow, and a clearly indication of which mark has been awarded at each stage would have been beneficial both for internal and external moderators.
6. In centres where there was evidence of a rigorous internal moderation system, external moderation was straightforward.

Feedback to centres

- Evidence was well presented, and of a high standard.
- In the vast majority of centres the marking schemes were applied correctly.
- It was greatly appreciated by moderators when centres had provided a table or grid to results, detailing NAB(s) used, marks achieved and threshold for each outcome, and the pass/fail decision.
- There are still "Old" versions of NABs being used; replacement pages and advice from SQA has not been incorporated into the NABs used.
- The General Principles of Marking 6 and 7, as detailed in the NABs, are not being applied consistently in some centres.
- Centres should be reminded that it is intended that Int 1 candidates write on the question paper. If alternative diagrams for candidate use are produced, these should be of the same quality, and provide the same information as the diagrams in the NAB.
- A clearer indication by markers of which mark has been awarded at each stage of the candidate answer would have been beneficial both for internal and external moderators.
- Evidence of a robust internal moderation system within schools assists with the external moderation process. The process of in-house internal moderation also helps with staff development and standardisation procedures.

Comments on moderator performance

All moderators have a good grasp of external moderation procedures, and the requirements for report writing.

Although some moderators have little experience of Advanced Higher work, the team worked together sharing knowledge and expertise.

Appendix 1

Alternative Marking Scheme:

D322 11 NAB 001

Question 7

.1	calculate $\mathbf{x}$	.1	6.2
.2	calculate $(x-\mathbf{x})^2$	.2	14.8
.3	substitute in formula	.3	Square root of ($\underline{1}$ x 14.8)
			4
.4	calculate standard deviation	.4	1.92 (disregarding rounding)

Note

When issuing to centres:

1   $\mathbf{x}$ is x with a line above it.
2   Use the square root sign in mark 3