NQ Verification 2017–18
Key Messages Round 2

01 Section 1: Verification group information

Verification group name:	**Mathematics**
Verification event/visiting information	**Event**
Date published:	**May 2018**

National Courses/Units verified:

H22H 74 Mathematics: Test (National 4) Added Value Unit
HV7X 74 Applications of Mathematics: Test (National 4) Added Value Unit
H95Y 76 Statistics

A few centres submitted other units from Mathematics and Applications of Mathematics.

02 Section 2: Comments on assessment

Assessment approaches

Some centres were still using older versions of the unit assessment support packs (UASPs). Centres should use the latest versions of all SQA UASPs, or refer to these in the construction of new assessments. In particular, additional notes have been added to marking instructions to assist assessors in making decisions.

Mathematics added value

Most centres chose to use SQA UASPs; some centres made appropriate minor alterations by replacing some questions with others carefully selected from 'Mathematics Test (National 4) Added Value Unit — additional questions'.

Application of Mathematics added value

Most centres chose to use the SQA UASPs; some centres made appropriate minor alterations by replacing some questions with others carefully selected from 'Applications of Mathematics Test (National 4) Added Value Unit — additional questions'.

Statistics

All centres were making use of the latest version of the Unit Assessment Support Pack 1 or 2 for Statistics.

It is beneficial for assessors and candidates that centres use the most up to date version of the UASP as there have been changes to the marking instructions to make it clearer where marks are awarded.

There are now two packages available on the secure site for centres to use.

Assessment judgements

Mathematics added value

The majority of centres made reliable judgements.

Applications of Mathematics added value

The majority of centres made reliable judgements.

Statistics

Centres are reminded to make reference to the additional notes in the marking instructions.

03 Section 3: General comments

There were many examples of excellent marking, where a tick or cross was evident for every mark.

Care needs to be taken when transferring marks from candidates' scripts to judging evidence tables. In one case, a candidate did not achieve the pass they were entitled to. These tables should also be updated after internal verification has taken place to ensure that the final judgements recorded are accurate and reliable.

Internal verification: There were many examples of good internal verification. However, some centres did not make final marking decisions clear in the event of disagreements between the original marker and the internal verifier. Once a final decision has been made, this should be shared with other centre staff.

More information on marking can be found in the Mathematics Marking Guidance document which is published on the Mathematics pages of SQA's website.

Mathematics and Applications of Mathematics

Scatter graphs: Many centres did not take appropriate care when marking questions involving scatter graphs and line of best fit. All points should be carefully checked for accuracy. A line of best fit should be drawn as a **single straight line** of appropriate gradient which includes the complete range of data

given in the question. Candidates should be reminded that a line of best fit may not pass through the origin.

Follow-through marking: Some centres are not consistently applying follow-through marking. Where a candidate has made an error, subsequent working must be checked to see if further marks can be awarded according to the marking instructions with the possibility of full marks for the subsequent working, provided that the level of difficulty involved is approximately similar. On some occasions, this resulted in candidates with deserving responses being recorded as 'not achieved'.

Where a question requires a candidate to make a decision, a direct numerical comparison is not necessarily required. Candidates can often fulfil the demands of the question by using comparative language supported by appropriate working.

Repeated errors: Candidates should not be penalised for making a repeated error within a question. However, errors that are repeated in other questions or papers should be penalised.

Units: Where the candidate must choose which units to give in the answer, the final mark should only be given if the answer includes the correct units. For example, (a) where lengths are given in cm and the answer is a volume, or (b) a speed, distance, time question where the candidate must demonstrate they know the answer is a distance in kilometres. In general, candidates should not be penalised more than once for equivalent omissions in an assessment opportunity.

Statistics

There were a number of points to consider:

- Centres should encourage candidates to relate data values back to the context of the question
- Candidates should be encouraged to use accurate statistical language in their conclusions and explanations, eg candidates should use 'independent data sets' rather that 'different data sets'.