



**National Qualifications 2014
Internal Assessment Report
Languages Baccalaureate**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

National Qualifications (NQ) Units

Titles/levels of NQ Units verified:

Languages: Interdisciplinary Project

General comments

The number of candidates presented for the Language Interdisciplinary Project Unit decreased this year, though the number of centres presenting candidates increased. This year saw 14 of the 19 presenting centres sampled for external verification. At central verification, evidence from 24 candidates was verified out of a total of 35 entries. External Verifiers agreed with 83% of centres' assessment decisions, however issues were identified with assessment decisions in three centres. The assessment decision on one candidate was deemed to have been severe and a higher grade was recommended. The assessment decisions on three candidates were deemed to have been lenient and a lower grade was recommended.

Unit specifications, instruments of assessment and exemplification materials

Since the introduction of the Interdisciplinary Project many centres have built up a sound knowledge of the specifications of the Unit. All but three centres had previously presented candidates in either Language or Science. In these centres, staff have grown in experience in supporting and assessing candidates with their Interdisciplinary Project and are familiar with the instruments of assessment and the exemplification materials. Based on the accuracy of their assessment decisions, new presenting centres also have a good grasp of the Unit specifications and the assessment requirements.

Centres continue to support the Quality Forum events and express their appreciation of the benefits they gain from them. Their participation is a vital part of the external verification process, providing insight into the conduct and assessment of Interdisciplinary Projects across the country. It is apparent from Quality Forum events that experience and expertise in supporting and assessing candidates through the Interdisciplinary Project is being passed on to other staff within centres. Many centres have now developed cross-curricular support for Baccalaureate candidates and this is strengthening the support and assessment decisions within centres.

Evidence Requirements

All centres used SQA templates, submitted all mandatory evidence and completed Assessor Reports for all candidates. Many centres now have a good understanding of how to complete the Assessor Report and External Verifiers have commented on the richness and quality of assessor comments. These are

vital in giving insight into grading decisions and informing the external verification process.

The prompts within each section of the templates are being used well by candidates to help them complete their evidence. Through experience and use of exemplars, centres are ensuring that candidates are aware of how the prompts can assist them.

Administration of assessments

With many centres presenting candidates in each of the four subject areas, cross-discipline working is becoming more evident. It is encouraging to hear at Quality Forum events that staff in centres are working as a team to support and assess candidates. This is allowing centres to develop robust mechanisms for assessing and verifying, and provides excellent support for both candidates and assessors.

Most centres now have a well-developed internal verification system in place. Though these are varied in their format, the internal verification process in most centres is sound, evidenced by the number of assessment decisions upheld by External Verifiers. Quality Forum events allow discussion of the internal verification process between the External Verifier and centre representative, and where this process can be improved, the External Verifier has commented in their report.

Areas of good practice

A few centres are challenging their candidates in the initial stages of the project to present their proposal to assessors and other candidates in the centre. This makes candidates think about the relevance and scope of their project and allows them to assess their initial presentation skills.

Many centres are encouraging candidates to expand on the broad contexts. By thinking about how their projects meet their chosen broad contexts, candidates can often see more relevance in what they are trying to achieve and stay on track easier.

Specific areas for improvement

Many projects are based on the theme of teaching languages, either in Scotland or as a comparison with another country. These projects are often limited in their scope and External Verifiers have commented that it is difficult for candidates undertaking such projects to access some of the grade criteria. If candidates wish to do projects of this nature, assessors should encourage candidates to ensure that their project has sufficiently links across disciplines, covers different learning environments and allows them to develop their generic skills. Centres have been advised in their external verification report where a candidate's choice of topic has limited their success.

The internal verification process within a few centres is more of a cross-marking nature rather than true internal verification. While cross-marking helps to provide

support for the assessor and assessment decisions, having someone unfamiliar with the project to internally verify will help provide robustness to the grading decision. Where this has occurred, centres have been advised in their external verification report.

Candidates should be encouraged to produce as detailed a timeline as possible rather than a basic one. More detail allows candidates to show dependencies and also allows them to build in other commitments, making it easier for them to keep to schedule.

Some centres are continuing to submit additional material, eg interim reviews. These are not required and are not considered as part of the verification process.