



# NQ Verification 2016–17

## Key Messages Round 1

01

### Section 1: Verification group information

Verification group name:	Philosophy
Verification event/visiting information	Event
Date published:	March 2017

#### National Courses/Units verified:

H24J 75	National 5	Arguments in Action
H24J 76	Higher	Arguments in Action
H24K 76	Higher	Knowledge and Doubt
H24M 76	Higher	Moral Philosophy

02

### Section 2: Comments on assessment

All approaches were accepted as all centres had used appropriate unit assessment support packs downloaded from the SQA secure site. One centre had also successfully adapted and used a 2014 unit assessment support pack.

#### Assessment judgements

For nine centres, the judgements made were accurate and consistent. There were three centres which were 'not accepted' as their judgments were inaccurate and/or inconsistent.

It was clear that effective learning conversations had taken place between staff and candidates for remediation purposes but it was not always clear what feedback centres had provided.

It would appear that most centres continue to use the unit assessments summatively rather than as an integral aspect of the process of learning and teaching.

## Section 3: General comments

There were some very good examples of effective internal verification. Centres were either using the SQA IVToolkit for this purpose, or had developed their own process, which was consistent with the IVToolkit. Cross-marking, appropriate and effective annotation of candidate evidence, and high quality feedback were all evident.

Generally, centres appeared more confident and have developed more skill in the application and understanding in respect of the internal verification process.

Centres often failed to identify significant evidence for an outcome when it had been generated by candidates, but in another context.

Outcome 2.3 in Arguments in Action (Higher) seems to raise issues for candidates and therefore for assessors also. To achieve the required standard for the outcome, it is not clear to what extent the terms — acceptability, relevance and sufficiency — need to be addressed directly, and to what extent other terms would be equally acceptable.

It is important to note that although units will no longer have a significant formal role to play in the process of course assessment, they will continue to provide a manageable pathway for the gradual introduction of Philosophy and so the opportunity to enrich the curriculum in centres.