



**National Qualifications 2017
Internal Assessment Report
Scottish Baccalaureate in
Languages**

National Qualifications Units

Scottish Baccalaureate in Languages: Interdisciplinary Project

General comments

This year 17 centres were selected for external verification. These centres submitted evidence from 40 candidates.

Assessment decisions on 29 projects from eight centres were verified as being accurate, representing an accuracy level of 73%. These centres were commended for their understanding of the national standard.

Issues were identified in nine centres. Assessment decisions in five centres were deemed to have been severe, resulting in their candidates being recommended for a higher grade. Decisions in four centres were deemed to have been lenient, and a lower grade was recommended for six candidates.

Unit specifications, instruments of assessment and exemplification materials

Most centres are familiar with the instruments of assessment and unit specification. Overall, assessors have a sound knowledge of what is required from the candidate and this is evident in the feedback they provide at the proposal and planning stages. This feedback also provides an insight into how the candidate has conducted their project.

Centre representatives at quality forum events confirmed that both assessors and candidates were making use of the exemplification material. As the evidence required for the Interdisciplinary Project is the same across all four curricular areas, centres should be aware that they can direct candidates and assessors to any exemplar material.

Evidence requirements

All centres have a clear understanding of the evidence requirements, but must ensure that candidates complete all sections of the templates fully, using the italic prompts to assist them. This ensures that candidates have access to all grading requirements.

Some centres submitted additional material with the mandatory evidence. Other than timelines that have been completed in table or spreadsheet format, no additional submissions, such as progress logs, reviews or presentation methods (leaflets, reports, dissertations, etc) should be considered as evidence. Candidates can consider the content of this material at appropriate points while completing their templates.

Administration of assessments

Candidates can resubmit at the proposal and plan stage. Where candidates are redrafting, or following a different strand of the project from the original, then centres should encourage them to include an appendix, covering the key aspects of each section, for example learning environments, dependencies and contingencies. The justification for changing direction partway through a project should be evident in the evaluations, and the value of any earlier work in developing skills should not be overlooked.

All centres used Languages templates from SQA's website. Assessors should be aware that an updated template is available for session 2017–18. The 2016 template is acceptable in 2017–18, however, after this session only the new template will be accepted.

Areas of good practice

Verifiers noted evidence of some excellent research, contributing to very thorough projects. Well thought out plans and contingencies provided direction and motivation for candidates.

Verifiers also commented on the clear interdisciplinary nature of some projects, which steered candidates towards a wide range of unfamiliar environments. Candidates took full advantage of these opportunities to produce some outstanding projects.

Some centres were commended for their robust internal verification process, which resulted in their grading decisions being externally verified as accurate.

Specific areas for improvement

Centres should ensure that candidates have fully completed all parts of the templates or have addressed all required sections if they are not using SQA templates. Where sections are omitted, it affects grading criteria and disadvantages candidates. Internal verification should identify any omissions.

If candidates work on a group project, their assessor should ensure that there is enough scope within the idea to allow each individual to access all the grading criteria. Candidates and assessors should have a clear understanding of each individual's role. These roles should be distinct and the evidence submitted should reflect the individual's own skill development. Guidance on group projects is available on [SQA's website](#).

There is supporting documentation and numerous exemplars on SQA's website. Assessors should make themselves familiar with this material so that they can fully support their candidates and make accurate grading decisions.