

# Higher National Examination-based Graded Unit Specification

## General information

This graded unit has been validated as part of the add title. Centres are required to develop the assessment instrument in accordance with this validated specification.

Graded unit title: Add unit title here

Graded unit code: completed by SQA

Type of examination: Open-book/Closed-book *(delete as appropriate)*

Publication date: completed by SQA

Source: Scottish Qualifications Authority

Version: completed by SQA

### Graded unit purpose

This graded unit is designed to provide evidence that the learner has achieved the following principal aims of the add title:

Add text if required

* add text for bullet point

### Credit points and level

X Higher National Unit credit / credits at Scottish Credit and Qualifications Framework (SCQF) level X: (X SCQF credit points at SCQF level X).

### Recommended entry to the graded unit

It is recommended that the learner should have completed or be in the process of completing the following units relating to the above principal aims prior to undertaking this graded unit:

* add text for bullet point

### Core Skills

There are no Core Skills embedded in this graded unit specification.

### Assessment support pack

**Note to unit writers:** Delete if assessment support pack not being produced — see unit writer brief.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA’s website: [Internal Assessment Support Materials](https://www.sqa.org.uk/sqa/46233.2769.html) (www.sqa.org.uk/internal assessment support materials).

### Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website:
[SQA Assessment Arrangements](https://www.sqa.org.uk/assessmentarrangements) (www.sqa.org.uk/assessmentarrangements).

Higher National Examination-based Graded Unit Specification: Designing the examination and assessing learners

Graded unit title: Add unit title here

### Assessment

This graded unit will be assessed by the use of a *closed-book* or *open-book* examination *(delete as appropriate)* developed by centres. The examination should provide the learner with the opportunity to produce evidence that demonstrates they have met the aims of this graded unit.

The assessment is an examination lasting three hours.

The examination should be designed to assess the learner’s critical knowledge and understanding of the topics relating to the specific aims which this graded unit is designed to cover.

The examination will be marked out of **100**. Only whole marks should be used.

The questions and corresponding marks should be designed in accordance with the key topics (that is, the critical knowledge and skills to be covered in the examination), level of demand (for example description, explanation, analysis, application) and relative mark allocation for each key topic outlined in the table below.

**Note to writers:** Here you must provide the following information:

* the key topics from within or across the units on which examination questions will be based.
* the level of demand for each key topic.
* a set number of questions.
* an appropriate relative weighting / mark allocation to each topic.
* if an open-book examination — details of the reference and / or source materials to which learners will have access to.

| Key topics | Level of demand | % mark allocation for each key topic |
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 Total marks for examination: 100

### Conditions of assessment

The examination is open-book / closed-book. *(Delete as appropriate)*.

The examination should be unseen and the assessment should be conducted in controlled and supervised conditions.

At all times, the security, integrity and confidentiality of the examination must be ensured.

### Reasonable assistance

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment.

Reasonable assistance is part of all teaching and learning processes.

Assessors may provide advice and guidance on examination technique and clarification on the meaning of command words which may appear in an examination paper, prior to the formal examination.

**Note to unit writers:** Here you may include additional contextualised information that complements the information in the standard statement above. Please also note that if the examination is to be less or more than three hours’ duration, this must be prior approved by SQA.

Add text here

### Assessing and grading learners

Learners who meet the minimum evidence requirements will have their achievement graded as an A, B or C. The grade related criteria to be used to judge learner performance for this graded unit is specified in the following table.

**Note to unit writers:** Here you should define, tailor, contextualise and supplement the generic criteria to provide guidance to assessors on what learner attainment at A or C would be in relation to a specific group award. These criteria will be used in conjunction with information given above to provide the basis for the marking scheme for the assessment.

Grade related criteria

| **Grade A** | **Grade C** |
| --- | --- |
| Is a seamless, coherent piece of work or exam script which consistently: | Is a co-ordinated piece of work or exam script which: |
| * interprets and understands the question in a way that demonstrates insight and clear understanding of issues and relationships.
 | * interprets and understands the question in a way that enables the learner to meet the basic criteria required.
 |
| * demonstrates a comprehensive analysis and evaluation of relevant information.
 | * demonstrates limited analysis, evaluation, and explanation of the question and other relevant information.
 |
| * offers logically structured and coherently expressed responses, demonstrating consistent use of correct terminology.
 | * offers uneven responses that convey limited understanding although some relevant points are made.
 |
| * is clear and well-structured throughout, with language and terminology used of a consistently high standard in terms of level, accuracy, and technical content.
 | * is satisfactorily structured, with language and terminology used adequate, although not always consistent, in terms of level, accuracy, and technical content.
 |
| * consolidates and integrates required knowledge and skills, linking concepts and ideas, and relating answers explicitly to the question.
 | * consolidates and integrates knowledge and skills but may lack continuity and consistency and fail to show clear links to concepts and ideas.
 |
| * provides evidence of possible alternative approaches and arguments as well as understanding of different interpretations.
 | * is likely to show only one approach and limited understanding of different interpretations.
 |
| * convincingly argues and shows links between discussions and conclusions, demonstrating comprehensive knowledge and understanding as well as analysis and evaluation skills.
 | * argues and justifies conclusions in an acceptable way but these conclusions may lack reasoned understanding, may not link well to discussions, and may show limited knowledge.
 |

The marks achieved by the learner in the examination should be aggregated to arrive at an overall mark for the examination. Assessors will then assign an overall grade to the learner for this graded unit based on the following grade boundaries.

A = 70% to 100%

B = 60% to 69%

C = 50% to 59%

These grade boundaries are fixed and should **not** be amended.

### Remediation

Remediation is not allowed in examination-based graded unit assessments.

### Re-assessment

Any learner who has failed the examination or who wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. This must be done using a substantially different examination.

### Final learner grade

The final grading given must reflect the quality of the learner’s evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved, whether through first sitting or through any re-assessment.



Higher National Examination-based Graded Unit Support Notes

Graded unit title: Add unit title here

### Guidance on approaches to delivery and assessment of this graded unit

**Note to writers:** Here you should provide information that will support lecturers on aspects such as:

* compiling examination questions and marking instructions.
* planning, timing, delivery, assessment and verification.

Add text here

### Opportunities for developing Core and other essential skills

There are no Core Skills embedded in this graded unit specification.

History of changes to graded unit

| Version | Description of change | Date |
| --- | --- | --- |
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Unit template: March 2025

General information for learners

Graded unit title: Add unit title here

**Note to writers:** This section should always start on a new page so it can be photocopied and given out to learners at the start of the graded unit delivery. It should be written in simple, plain English and should include information on:

* what the unit is about, for example principal aims.
* what they have to know, for example new knowledge and skills.
* how they will be assessed, for example examination.
* timing of assessment, for example end of course.
* what will be the basis of grading achievement.

Add text here