



**National Qualifications 2019  
Qualification Verification Summary Report  
Scots Language**

Verification group: 627

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

# National Qualifications Awards

Scots Language (SCQF levels 3, 4, 5 and 6)

## General comments

Centres have a clear and accurate understanding of the requirements of the national standards. The verification round showed that collegiate dialogue around the standards is well-established and ongoing. While most centres verified use the unit assessment support packs on the SQA secure website, there are a number which confidently apply the assessment standards to centre-devised instruments of assessment.

## Course arrangements, unit specifications, instruments of assessment and exemplification materials

Assessors are familiar with the course arrangements and unit specifications. In some cases, centres showed a sophisticated approach to the arrangements and specifications and had fully integrated the Scots Language units into extant and/or broader courses of study. The verification round showed some examples where centres had devised their own instruments of assessment to great effect. There were a small number of instances where assessors were not familiar with centrally produced exemplification materials. In such cases, difficulties in locating the materials on the website were cited.

## Evidence requirements

There is a clear understanding of the evidence required for the course and for specific units. All centres are familiar with the expectations of the verifiers and provided candidate evidence in an accessible way in a range of formats.

## Administration of assessments

Overall, assessments were being administered effectively. It was evident that the assessments were the culmination of an extended course of learning, and centres were able to provide course materials and candidate work to evidence this. Assessment tasks were well-suited to what was being assessed and to the capabilities of the candidates. Consistently, verifiers saw evidence of supportive and effective feedback to candidates. Internal verification procedures are established in all centres and in some are highly developed.

## Areas of good practice

- ◆ Scots Language units are being used appropriately and effectively in a stand-alone fashion; there are also some highly effective instances of the units being integrated in wider courses such as Scottish Studies and in English and Media.

- ◆ Several centres continue to use media such as film, television and internet in the Scots Language courses to great effect and as instruments of assessment.
- ◆ Some centres are giving candidates a greater degree of personalisation and choice of assessment opportunities. In such cases, assessors have applied the assessment standards with confidence.
- ◆ Some centres have encouraged candidates to use and develop skills such as researching, assimilating information and presentational skills in their learning of Scots Language.
- ◆ Dates are set for internal verification of assessment materials and moderation of standards, and responsible staff members are identified. Cross-marking is well established and recorded.
- ◆ Centres record their assessment judgements clearly. For example, candidate scripts are prefaced with a cover sheet indicating which assessment standards have been met and where; or assessors' marks on the scripts identify where assessment standards have been met.
- ◆ Written feedback to candidates is clear.
- ◆ Centres can show course materials and/or a straightforward course outline making clear how knowledge, skills and understanding are accrued by candidates in advance of assessments.

### **Specific areas for improvement**

- ◆ Centre-devised instruments of assessment should include marking keys/judging evidence tables which correspond to specific assessment standards.
- ◆ Centres should consider that opportunities for assessment can arise in the context of class discussions, debates, interactive activities, production of displays etc. Properly evidenced and recorded, these can widen opportunities for success for a range of learners.