

NQ Verification 2016–17 Key Messages Round 2

01

Section 1: Verification group information

Verification group name:	Mathematics
Verification event/visiting information	Event
Date published:	June 2017

National Courses/Units verified:

Unit code	level	Unit title
H22H	74	Mathematics Test (National 4) Added Value
H228	74	Lifeskills Mathematics Test (National 4) Added Value
H95Y	76	Statistics

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Section 2: Comments on assessment

Assessment approaches

Some centres were still using older versions of the Unit Assessment support Packs (UASP). Centres should use the latest versions of all SQA UASPs, or refer to these in the construction of new assessments. In particular, additional notes have been added to marking instructions to assist assessors in making decisions.

Mathematics Added Value

Most centres chose to use SQA UASPs. Some centres made appropriate minor alterations by replacing some questions with others carefully selected from 'Mathematics Test (National 4) Added Value Unit — additional questions'.

Lifeskills Added Value

Most centres chose to use the SQA UASPs. Some centres made appropriate minor alterations by replacing some questions with others carefully selected from

‘Lifeskills Mathematics Test (National 4) Added Value Unit — additional questions’.

Statistics

Most centres were making use of the latest version of the Unit Assessment Support Pack 1 or 2 for Statistics.

Centres are reminded to use the most up to date version of the UASP as there have been changes to the marking instructions to make it clearer where marks are awarded.

There are now two packages available on the secure site for centres to use.

Assessment judgements

Mathematics Added Value

The majority of centres made reliable judgements.

Lifeskills Mathematics Added Value

The majority of centres made reliable judgements.

Statistics

Centres are reminded to make reference to the additional notes in the marking instructions.

03

Section 3: General comments

Mathematics and Lifeskills Mathematics

Where a question requires a candidate to make a decision, a direct numerical comparison is not necessarily required. Candidates can often fulfil the demands of the question by using comparative language supported by appropriate working.

Statistics

There were a number of points to consider:

- ◆ Centres should encourage candidates to relate data values back to the context of the question.
- ◆ There is confusion between the use of the words ‘range’ and ‘spread’, and between ‘invalid’ and ‘less accurate’.

- ◆ Candidates should be encouraged to use accurate statistical language in their conclusions and explanations.

Centres should use the latest versions of all SQA Unit Assessment Support Packs, or refer to these in the construction of new assessments.

There were many examples of excellent marking and internal verification. However, some centres did not make final marking decisions clear in the event of disagreements between the assessor and the internal verifier. Once a final decision has been made, this should be shared with other centre staff.