Scottish Baccalaureate Interdisciplinary Project

Qualification Verification Summary Report 2024–25

Expressive Arts

Verification group number: 535

General comments

This year, Expressive Arts saw the lowest number of presentations for the Interdisciplinary Project, though many centres presented candidates in other curricular areas.

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

All the above documents are available on SQA's website.

It is apparent from the internal verification documents submitted that many centres refer to the above documents throughout the year. The use of exemplar material to promote discussion with candidates is also evident.

Evidence requirements

All centres have a clear understanding of the evidence requirements and how to administer the assessments. Evidence of use of exemplar material is apparent and this helps candidates differentiate between the required input for different grades. Assessor feedback to candidates is generally positive and encouraging, and comments on the assessor report are mostly of a high quality.

Administration of assessments

A few centres presenting in Expressive Arts also presented in other subject areas and have developed a team approach to assessment and verification.

Most centres have a sound understanding of the assessment procedure. All centres submitted a full assessor report with comments justifying the grading decisions. The quality of these comments greatly assisted the external verification process. SQA templates were used by all centres with the majority completed in detail.

Learning and teaching

Being a skills-based unit which the candidates carry out autonomously, there is little teaching involved, though many centres assist the candidates with initial skills recognition and analysis.

Overall assessment

The overall assessment of projects carried out by assessors was mostly in line with national standards. Generally, the assessor comments were good and, in some cases, helped explain grading decisions.

Verification

The quality of the internal verification submissions varied greatly. Some centres' submissions were more general in nature and they have been advised that their documentation should be specific to the procedure surrounding the Interdisciplinary Project and not a general school policy.

Areas of good practice reported during session 2024–25

Some candidates made use of the italicised prompts in each section to make headings within their templates. This helped them remain focused, producing evidence that was clear, detailed and gave insight into what had been achieved.

Some candidates presented their project in a way which was very creative and relevant to their chosen audience. Evaluations were also well considered and evaluated with honesty and insight.

Several candidates undertook a wide variety of interesting projects. All pieces of evidence were well completed and some showed interesting innovation in terms of interdisciplinary links and resources.

Specific areas for improvement reported during session 2024–25

Some projects were extremely narrow in their scope this year, with the interdisciplinary aspect of the projects being reliant on English for writing up reports, Maths for analysing data and Computing for making a presentation. These do not contribute to a truly interdisciplinary project. Having a narrow scope also does not allow a candidate to fully access all grading criteria.

Candidates should ensure that their input in the skills section of the proposal relates to how they consider their project will allow them to develop and improve their skills. Candidates should use current strengths and weaknesses as a starting point.

Centres should ensure that candidates proofread their projects carefully. While no candidates are penalised for errors in spelling, grammar or punctuation, this is a Level 7 qualification with most candidates continuing on to college or university, where there are higher expectations regarding written submissions. Spelling, grammar and punctuation are often mentioned in the verification outcome report as a development point to encourage centres to ensure good practice in this area.