Scottish Baccalaureate Interdisciplinary Project

Qualification Verification Summary Report 2024–25

Languages

Verification group number: 457

General comments

Centres have continued to develop their expertise in presenting candidates for the Interdisciplinary Project in Languages. They were mostly accurate in their grading decisions.

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

It is evident that assessors have developed a strong understanding of course arrangements, the unit specifications and instruments of assessment. This is demonstrated by the high level of accuracy of grading decisions.

Exemplar material is well used as evidenced in the internal verification documents.

Evidence requirements

All centres have a sound understanding of the evidence requirements regarding the pieces produced by the candidate. However some centres did not submit the internal verification documents as required. These are mandatory documents. If they are not submitted, results will be put on hold until they are submitted for external verification. As detailed in the checklist provided by SQA, the centre should make sure to include the following in the submission:

♦ five pieces of candidate evidence and an assessor report per candidate
♦ a document detailing the centre's internal verification process specific to the Interdisciplinary Project

Administration of assessments

The administration of assessments was generally carried out well. Many assessors provided good feedback to the candidate and insightful comments in their report which help greatly with the external verification process.

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 in Languages was mostly in line with national standards. Generally, the assessor comments were good and, in some cases, helped explain grading decisions.

Verification

There continues to be a few centres not submitting the internal verification documents. As these are mandatory documents, if they are not submitted, results will be put on hold until they are submitted for external verification. These documents

also need to be specific to the running of the Interdisciplinary Project and not the whole school policy document.

Areas of good practice reported during session 2024–25

Some candidates carried out very interesting projects, allowing them to develop their skills in many areas.

It is evident that some centres which have presented over several years are taking on board the development points from their outcome reports to improve their practice.

Where candidates had given more thought to the broad contexts relevant to their project, they had a better focus on the possible connections within their project. This ensured that the project had sufficient scope to access all grading criteria.

Specific areas for improvement reported during session 2024–25

Many centres submitted documents which detailed the school's internal verification process. However there needs to be documentation explaining the process used for the Interdisciplinary Project specifically.

The timelines produced by some candidates were very basic. A more detailed timeline makes it easier for the candidate to keep on track and can also contribute to dependencies within the project.

Dependencies and contingencies continue to be ill thought through by many candidates, restricting access to the A grade criteria.