



**Scottish Baccalaureate Interdisciplinary Project**

**Qualification Verification Summary Report 2022–23**

# **Languages**

**Verification group number: 457**

## **General comments**

Over the years centres have developed their expertise in presenting candidates for the Interdisciplinary Project in Languages and they were mostly accurate in their grading decisions. There were a few centres where changes in candidates' grades were recommended by the external verification team.

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

Information on the course arrangements, unit specification and instruments of assessment are available on the SQA website, and it is recommended that assessors revisit them annually.

The exemplification materials are also available on the website under Understanding Standards. They are updated annually and give guidance on gradings A to C through corresponding commentaries.

Many centres presenting in Languages have developed strong cross-curricular groups which share expertise across all Baccalaureate subject areas. This can enable candidates to support and encourage each other as well as offering mutual support to assessors.

## **Evidence requirements**

Almost all centres have a sound awareness of how the candidates should build and record their evidence when completing their project.

One or two centres continue to submit additional material — actual projects, progress logs and interim reviews — which are not required. Also a few centres did not include the mandatory internal verification documentation in their submissions. All these centres were accepted on receipt of the required documents.

When centres receive the paperwork for external verification submission, they are also issued with a checklist to assist with the submission of material. Following this list should ensure that the six pieces of evidence per candidate and documentation of the centre's internal verification process are included in the submission.

## **Administration of assessments**

Most centres encourage candidates to use the information contained within the templates to assist in populating them. The italicised prompts within each section are there to assist candidates and many of them link directly to grading criteria.

Almost all centres presenting in Languages also have presentations in other curricular areas. The mutual support given leads to increased candidate and assessor support and more robust grading decisions.

## **Areas of good practice reported in 2022–23**

- Assessors in many centres continue to provide excellent feedback to candidates. Also, the high quality of the assessor report comments from many centres clearly indicate the thoughts behind the grading decisions.
- There were some good examples of sound internal verification procedures which were well documented and easy to follow.
- When completing their plan, candidates who had given more thought to the broad contexts section, and expanded on the ones relevant to their project, 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 in 2022–23**

- When completing the skill section within the proposal, candidates should be encouraged to identify individual skills they already have and how the project will progress them, rather than writing it as one piece. Using the headings will make it easier for the candidate to show that they have considered each skill.
- Dependencies and contingencies continue to be ill-considered by many candidates.
- Several candidates chose projects which lacked sufficient links and were therefore restricted in their learning environments. As this is a C grade criterion, it must be met for a project to be successful. Candidates must be aware that internet-based research on its own will not allow them to achieve a pass grade. A wider scope will increase the number of links and improve the possibility of a higher grade.
- Some centres need to encourage candidates to be more creative in the presentation of their findings. Presenting to a peer group who are also undertaking the Interdisciplinary Project often lacks sufficient challenge for AH level and consequently can restrict access to some of the grading criteria in the presentation section.