**Scottish Baccalaureate Interdisciplinary Project**

# Qualification Verification Summary Report 2022–23

# Social Science

**Verification group number: 536**

# General comments

The number of centres presenting candidates for the Interdisciplinary Project in Social Science continues to grow. On the whole, centres were accurate in their grading decisions, however there were instances where changes in candidates' grades were recommended by the external verification team.

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

Information on all of the above is available on the SQA website and it is recommended that assessors revisit them annually.

It was clear that in most centres, candidates and assessors had referred to the exemplar material. These materials are updated regularly and give guidance on gradings through the commentaries provided. The assessment criteria are the same across all four Baccalaureate subject areas, therefore candidates and assessors should use exemplification from subjects other than their own speciality.

## Evidence requirements

Centres are issued with a checklist to assist with the submission of material. This list ensures that all seven relevant pieces of evidence are included in the submission.

Some centres did not submit the mandatory internal verification documentation — all these centres were accepted on receipt of the required documents.

Also some centres continue to submit progress logs and interim reviews which are not required.

## Administration of assessments

Several centres presenting in Social Science also presented in one or more of the other curricular areas. Where these subject areas work together it strengthens the overall approach within the centre, leading to increased candidate and assessor support and more robust grading decisions.

The templates are designed to assist candidates and assessors should encourage candidates to use the templates fully. There are prompts, in italics, provided within each section of the templates to help candidates populate the templates. Some candidates are disadvantaging themselves by choosing to ignore or remove them.

# Areas of good practice reported in 2022–23

- The feedback and support given to candidates by assessors is outstanding in some centres. Also, the high quality of the assessor report comments from some centres gave clear indication of the assessor's thoughts in their grading decisions.

- The skills section in the proposal was very well done in some cases, with candidates encouraged to carry out a SWOT analysis. This helped candidates to consider skills they have gained from outside the school environment.

- Consideration of the broad contexts by some candidates allowed them to fully explain the relevance of their project.

# Specific areas for improvement reported in 2022–23

- The topics chosen by some candidates were very restrictive in their nature and allowed limited opportunity for interdisciplinary working. Candidates who choose to research a significant event from history should consider whether there is any impact and/or learning for today's society. When this is not considered, it reduces the relevance of the project.

- Internal verification processes in some centres need to be more rigorous. This should lead to improved accuracy in gradings.

- Candidates should be encouraged to access a greater number of learning environments. Research focusing only on the internet diminishes the interdisciplinary nature of projects and restricts the grade that can be achieved.

- More consideration needs to be given to dependencies and contingencies. In many cases these are superficial and not always relevant to the project.