



Alternative Certification Model 2020–21: National QA Exercise Key Messages

Subject	Modern Studies
Level	Advanced Higher

This report provides information on themes emerging from the national quality assurance exercise, which is part of the Alternative Certification Model for National 5, Higher and Advanced Higher courses.

A sample of candidates' assessed work from selected centres was reviewed to determine whether assessment was in line with the national standard. The evidence submitted may have been partial or incomplete and is unlikely to have represented all of the evidence that will be gathered to allow the centre to determine a provisional result.

The centres selected for review in this subject and at this level have been provided with specific feedback on the evidence that they submitted. The comments below highlight key points about the assessment approaches and instruments used and the sampled centres' assessment judgements, for all centres delivering the subject at this level to reflect upon and make any appropriate adjustments.

Section 1: Comments on approach to assessment

Most centres submitted partial evidence relating to the question paper component, although a small number of centres also submitted project dissertations or a combination of both. The assessment instruments submitted for the question paper component were mainly derived from the SQA 2021 assessment resource. However, a few centres devised their own assessments using a range of SQA past papers. All assessments submitted for the question paper component were in line with national standards, had appropriate course coverage and a sufficient level of demand.

Section 2: Comments on assessment judgements

Overall, assessment judgements made were valid, reliable and in line with national standards. They were clearly recorded against individual/specific aspects of performance. The majority of centres provided detailed and informative comments and annotations on candidate evidence that showed the basis on which assessment judgements had been made. This proved helpful to the process and provided useful feedback for candidates, such as indicating where analysis and evaluation was credited. This was particularly helpful in engaging candidates and assisting them to understand their strengths and areas for development.

Most centres provided evidence of thorough internal, inter-school and local authority quality assurance procedures. This was often evidenced by notes detailing professional discussion.

Overall, there was clear evidence that teachers and lecturers are working hard to develop and to encourage the skills, knowledge and understanding necessary for this course.