



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

<b>Subject</b>	<b>Spanish</b>
<b>Level</b>	<b>Advanced Higher</b>

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**

All centres adopted an approach to assessment that closely followed SQA's guidance on gathering key evidence.

Most centres provided evidence of reading and translation, listening and discursive writing with a minimum of one piece of evidence for each, demonstrating a range of attainment.

Centres made effective use of the SQA 2021 assessment resources.

A few centres devised their own assessments using a range of SQA past papers, which mostly had appropriate course coverage and level of demand.

Some centres created their own assessments, which replicated the approach, level of demand and structure of SQA assessments.

Other centres used a commercially produced paper, which contained appropriate course coverage and was in line with national standards.

Questions in centre-devised assessments were mostly appropriate to Advanced Higher level, although at times, the level of demand contained in listening was insufficient, with marks occasionally awarded for one-word answers based on cognate nouns. Centres following the same approach should take account of this when reflecting on assessment judgements.

The use of Discursive Writing papers that pre-dated 2015 prompted candidates to write personal response style essays with less of a discursive tone. This affected their overall performance.

It is important that centres are aware of the most up-to-date conditions of assessment. For example, there is no longer an overall purpose question in the Listening paper.

## **Section 2: Comments on assessment judgements**

Centres' assessment judgements were mostly valid, reliable and in line with national standards. They were clearly recorded against specific aspects of performance.

Most candidates were assessed accurately, fairly and consistently in accordance with national standards. However, there were instances where marking instructions had been applied too leniently. This was apparent in aspects of Reading and Translation, in particular the text for translation, and also in Discursive Writing. Centres should be aware of this when making their assessment judgements and should consult Understanding Standards materials available at [www.understandingstandards.org.uk](http://www.understandingstandards.org.uk).

Evidence included assessors' comments and other relevant supporting evidence that showed clearly the basis for assessment judgements.

There was evidence of internal verification having taken place, specifically cross-marking and professional dialogue. These processes were thorough, detailed and highly effective. This is very good practice and centres are to be commended.