



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

Subject	Design and Manufacture
Level	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

Overall, centres provided adequate evidence of both the question paper and the assignment.

Question paper

A few centres made effective use of the SQA 2021 question paper. Most centres devised their own assessment by using a range of SQA past papers, centre-generated questions, or an unmodified past paper. In general, this evidence had appropriate course coverage and replicated the approach, level of demand and structure of an SQA question paper. A few centres had used a partial assessment which did not have appropriate course coverage.

Most centres that used unmodified past papers, or assessments that did not have appropriate course coverage, indicated that they would be using the SQA 2021 question paper at a later date, and that this evidence would be used to make their final candidate assessment judgements.

Overall, centre-devised question papers had well focused questions. The approach to assessment closely followed SQA's guidance on gathering key evidence.

Assignment

Most centres made effective use of the SQA 2021 assignment. A few centres devised their own assignment brief which had appropriate demand and used the published marking instructions.

A few centres submitted partial evidence covering the initial stages of the SQA 2021 assignment. However, all centres indicated the remaining areas of the assignment were being undertaken and the complete assignment would be used to make their final candidate assessment judgements.

Overall, the approach to assessment was acceptable and closely followed SQA's guidance on gathering key evidence.

Section 2: Comments on assessment judgements

Question paper

There were instances where the marking instructions had been applied leniently. This was apparent throughout the question paper, but particularly in the final question which is worth 8 marks. A number of centres judged their candidates' evidence to be in a higher marks range than was appropriate for the response. Centres should bear this in mind when making their assessment judgements.

Detailed checklists and observation notes were employed effectively by most centres.

There was evidence that centre moderation processes were thorough, detailed and effective.

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.

Assignment

Centres' assessment judgements were accurate, on the whole. However, there were instances where marking instructions had been applied leniently. This was most apparent in the allocation of marks within the 'Generate initial ideas' and 'Explore ideas' sections. Centres should be aware of this when making their assessment judgements.

Evidence included assessors' comments and other relevant supporting evidence that clearly showed the basis on which assessment judgements had been made.

There was clear evidence of internal moderation procedures taking place in the centres and candidate evidence demonstrated effective learning.