



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

Subject	German
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

Most centres adopted an approach to assessment in accordance with SQA's guidance on gathering key evidence. Some centres submitted a range of evidence for learners at Higher, including reading, listening, directed writing and talking performance.

Some centres made effective use of the SQA question paper for 2020–21. A few centres devised their own assessments using aspects of SQA past papers and commercially produced papers, which had appropriate course coverage and level of demand.

Some centres used commercially produced papers, which contained appropriate course coverage and presented a sufficient level of demand.

One centre used SQA unit assessments to assess candidates' ability to cope with the level of demand of the Higher course. This is good practice and should be commended.

When talking performance evidence was submitted, the assessment approach was in line with expectations of the Higher course. Some interlocutors are to be commended for their skilful approach to assessment.

Section 2: Comments on assessment judgements

Overall, centres' assessment judgements were in line with national standards.

Most centres applied marking instructions effectively. Centre evidence included assessors' comments and other supporting evidence, which clearly showed how assessment judgements had been made. Some centres employed detailed checklists and observation notes effectively.

There was clear evidence that centres' internal moderation processes were thorough, detailed and highly effective. Some centres submitted extensive documentation of internal and regional moderation.

There were instances where marking instructions had been applied too leniently or inconsistently — particularly in the skills of reading and translation, but also in the directed writing and in some talking performances. This was apparent when centres used commercially produced papers. Centres should reflect on this when reviewing and finalising their own assessment judgements.

Candidates were broadly successful in meeting the national standards of attainment for this course. Teachers have clearly been working hard to develop the required skills, knowledge and understanding for the course.

Thanks must go to all centres who submitted a broad range of evidence, including evidence of internal moderation, in these unprecedented times.