



**National Qualifications 2022**  
**Qualification Verification Summary Report**  
**Scottish Baccalaureate in**  
**Expressive Arts**

Verification group number: 535

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

# National Qualifications Units

During the 2021–22 session the following NQ Unit was verified:

## Scottish Baccalaureate in Expressive Arts: Interdisciplinary Project

### General comments

This year there were five presenting centres in the Expressive Arts Interdisciplinary Project and all were selected for external verification. Projects from nine candidates were verified. Assessment decisions made by four centres were verified as being in line with the national standard (80%). These centres were commended for the accuracy of their judgements. The grading decision made by one centre was not in line with national standards. The assessment decision for one candidate was deemed to have been lenient, and a lower grade was recommended.

### Unit specifications, instruments of assessment and exemplification materials

There has been a much greater reliance on exemplification materials over the last three years with no external verification or Understanding Standards events taking place. It is evident, however, that assessors have developed a strong understanding of the unit specification and instruments of assessment, demonstrated by the high level of accuracy of grading decisions and good evidence of the support provided to candidates throughout their projects.

### Evidence requirements

The evidence required for external verification is the candidate's Proposal, Plan (including evidence of timelines), Presentation of project findings, Evaluation of project and Self-evaluation along with the assessor's report and documentation about the centre's internal verification process. Assessors have a sound understanding of the evidence requirements for the unit in all presenting centres. Assessor reports were completed with insightful comments regarding grading decisions.

### Administration of assessments

The high level of accuracy in grading decisions shows that assessors have a sound understanding of the assessment process. All centres used the templates provided on the SQA website.

All assessor reports were completed in full, although the quality of the comments varied. The assessor comments were very useful during external verification and feedback has been given to some centres commending them on the helpfulness of these comments in understanding how grading decisions had been reached.

The majority of centres presenting in Expressive Arts have done so for a number of years and have developed strong internal verification processes, in many cases across multiple disciplines.

### **Areas of good practice**

Supporting candidates carrying out a group project can be very challenging and should not be taken on lightly, however centres that presented group projects have been commended for the way in which this has been done. A group project has to be broad enough with sufficient strands to allow all candidates to work individually to the appropriate level on their chosen aspect of the project. Some presentation methods for the group projects have been particularly innovative.

Candidates continue to develop new and innovative project topics and methods of presentation. The use of blogs, websites and videos is becoming more widespread.

There were some very honest and candid Self-evaluations by candidates that were commended in verification reports. These often linked back to the strong initial identification of skills carried out in the Proposal.

### **Specific areas for improvement**

Some candidates limited their opportunities to develop their skills by conducting online research and presenting to their peers. Accessing less familiar learning environments is a grade C criterion. Where there is insufficient scope for this within a project it can result in an unsuccessful verification.

Some timelines are minimal. A detailed timeline can contribute to dependencies as well as making it easier for the candidate to keep on track.

Some candidates cross over in their input in the Evaluation of their project and their Self-evaluation. Using the italicised prompts within each section of the template would help the candidate with relevant input for each section.