



NQ Verification 2015–16

Key Messages Round 2

01

Section 1: Verification group information

Verification group name:	National 1 and 2
Verification event/visiting information	Visiting
Date published:	June 2016

National Courses/Units verified:

National 1 Units

H6B7 71	Communication: Recognising Character in Fiction
H70C 71	Creative Arts: Creating Materials for Display
H47N 71	Food Preparation: Baking
H47J 71	Food Preparation: Making a Healthy Snack
H47K 71	Food Preparation: Making a Healthy Hot Dish
H47T 71	Food Preparation: Using a Cooker
H47S 71	Food Preparation: Using Small Electrical Equipment in the Kitchen
H47W 71	Independent Living Skills: Common Dangers in the Home
H70R 71	Information and Communications Technology: Capturing Digital Images
H6BS 71	Music: Producing a Sound
H6C1 71	Number Skills: Handling Information
H6C6 71	Number Skills: Measurement of Weight
H6BW 71	Number Skills: Number Processes
H6BY 71	Number Skills: Shape
H6BV 71	Number Skills: Recognising Numbers
H47D 71	Personal Development: Developing Positive Behaviour
H47F 71	Personal Development: Finding out about the World of Work
H6C7 71	Personal Development: Taking Part in Leisure Time Activities
H47H 71	Personal Development: Residential Experience
H477 71	Physical Education: Taking Part in an Individual Activity
H70F 71	Practical Craft Skills: Working with Craft Tools
H70G 71	Practical Craft Skills: Working with Materials
H6BM 71	Performance Arts: Contributing to a Performance
H709 71	Science in the Environment: Materials
H704 71	Social Subjects: Cultural Celebrations and Festivals

Units from Personal Achievement Awards

H1GD 41	Personal Achievement: Eco-Awareness
H1GJ 41	Personal Achievement: Exploring a Local Area
H1G5 41	Personal Achievement: Healthy Eating
H1G3 41	Personal Achievement: Personal Health

National 2 units from the following courses

Units from Business in Practice

H20B 72	Business in Practice: Taking Part in an Enterprise Activity
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Units from English and Communication

H241 72	English and Communication: Understanding Language
H244 72	English and Communication: Creating Texts
H246 72	English and Communication: Listening and Talking

Units from Food, Health and Wellbeing

H259 72	Food, Health and Wellbeing: Food for Health
H25B 72	Food, Health and Wellbeing: Independent Living Skills

Units from Languages: French

H270 72	Life in Another Country
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Units from Lifeskills Maths

H21V 72	Money
H21R 72	Number and Number Processes
H21W 72	Time
H21t 72	Shape, Space and Data
H21Y 72	Measurement

Units from Science in the Environment

H26C 72	Science in the Environment: Living Things
H26B 72	Science in the Environment: Resources: Forces and Energy
H26E 72	Science in the Environment: Managing an Environmental Area

Units from Physical Education

H24W 72	Physical Education: Taking Part in Physical Activities
H250 72	Physical Education: Improving Performance
H24Y 72	Physical Education: Factors Affecting Performance

Stand-alone units

H8LT 72	Self-Awareness: Personal Health and Wellbeing
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Units from Personal Development Award

H1GT 42 Practical Abilities: Independent Living

Units from Personal Achievement Award

H1GD 42 Personal Achievement: Eco-Awareness

H1GM 42 Personal Achievement: Enterprise

H1GJ 42 Personal Achievement: Exploring a Local Area

H1G8 42 Personal Achievement: Having Your Say

02

Section 2: Comments on assessment

Assessment approaches

Throughout visiting verification the majority of centres presented evidence that was of a high standard. Candidates' materials were well organised and well presented.

Most centres had utilised SQA's unit assessment support (UAS) packs, using mainly the unit-by-unit approach and this ensured that candidates had covered all assessment standards and produced the evidence required. More centres chose to devise their own assessments for units within a course and these were innovative and motivational for candidates and met assessment standards. It is important that all assessments and evidence are labelled with the corresponding assessment standard.

Most centres were using SQA's *Unit Support Notes* and judging evidence tables to assist them in developing assessments and practical tasks to suit individual needs, which is good practice.

Centre-devised assessments at National 1 level were of a very high standard and had been developed to ensure full candidate participation using the candidates' own modes of communication. Many assessments were innovative and used a holistic approach to include more than one unit.

Many centres had labelled these assessments well with appropriate standards and used photographic evidence to show tasks being carried out by candidates.

Most centres were also using the Candidate Record of Achievement and checklists effectively to explain how the assessment task had been carried out and to record responses. Explanations were comprehensive and detailed and helped to show how support was given to candidates.

Assessment judgements

There was clear evidence that centres were making sound and consistent judgements when assessing candidates. Evidence that was submitted matched assessment standards and was of a high quality.

There was an increase in the effective use of candidate record sheets and checklists with clear and concise detail of candidate responses. These showed which approach had been taken and how judgements had been made by assessors. Some centres had broken down the standards into steps which the candidate could then easily follow and achieve — this had been explained on the record sheet.

Again there was an increase in the use of photographs to show candidates in action. Many photographs were accompanied by a detailed commentary which explained how the task was carried out. One centre had used a video of a practical Physical Education exercise task and then showed it to candidates in slow motion to help them to identify how they could improve, which was successful for candidates.

Detailed comments on assessment sheets/checklists were provided by many centres to show how judgements were made and this is good practice.

03

Section 3: General comments

Sampling of candidates can cause difficulties at this level especially for centres that have only one candidate entry for a range of units. Where possible, centres should submit evidence relating to six candidates for National 1 and six candidates for National 2, but this depends on the number of entries that a centre has at each level. If a centre has only entries for National 2, for example, they could submit evidence for 12 candidates.

Again there were more examples of excellent internal verification practices. Many centres had implemented fully SQA's toolkit and included their centre policy with evidence of pre-, during and post-delivery support for assessors.

Internal verification of candidate evidence included the use of comments or initials to show where internal verification had taken place. Some centres provided a commentary on their candidate record sheets highlighting where the internal verifier agreed or disagreed with the assessment judgements.

Some centres are still at the developmental stage of this and more support can be found at: www.sqa.org.uk/lvtoolkit.

It is important that centres have an effective internal quality assurance system in place and that they provide evidence this when they are verified by SQA.