



Queen Anne High School

Assessment, Moderation and Quality Assurance: Senior Phase (S4-6)

In Queen Anne High School, we currently have a range of effective **quality assurance practices** that contribute to ensuring consistency and a shared understanding and application of standards and expectations.

The following are examples of current practice:

- Through a focused programme of learning observation visits, staff evaluate learning and engage in professional dialogue about young people's progress, thereby ensuring consistently high standards. Following 5 weeks of faculty peer observations the findings are validated over three weeks of observations by SLT and external partners.
- The weekly whole school Communication Strategy programme includes:
 - Faculty collaboration sessions to support activities like moderation
 - Whole school collaboration and self-evaluation sessions to promote discussion, reflection and share good practice
 - Additional Support Needs (ASN)/ Social Emotional and Behavioural Needs (SEBN)/ Integrated Support/ Child Protection & Safe Guarding sessions for staff to share effective strategies which have improved learning and achievement. These sessions are also used to promote consistency in application of proactive management plans.
 - Sessions to support working groups to drive whole school improvement and consistent practice/protocols

- Staff engage young people in discussions about learning progression and capture this in the Learning Tracker with a focus on strategies for improvement. PTGs, PTCs and SLT monitor and track progression of the QAHS six 'at-risk' groups: care experienced young people, young people with poor attendance, young carers, young people living in poverty, young people with an ASN/SEBN and digital concern.
- The QAHS Assessment, Moderation and Quality Assurance Policy is underpinned by seven individual Faculty Assessment & Moderation documents outlining specific protocols to ensure consistent practice. Each document also notes the process used for generation of pupil SQA estimate grades. Each faculty has produced specific success criteria for each course (at each level) shared with all pupils and their families ensuring collective understanding of course assessment and learning.

**It should be noted that some of these have been affected by COVID19 this session*

What is moderation?

Moderation is a process separate from the marking of assessments, which ensures that an assessment outcome (e.g. mark and/or grade) is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in teacher-marker judgement between individual teacher-markers can be acknowledged and addressed.

It ensures consistency in marking within cohorts. In the context of more objectively marked work, moderation may take the form of procedural checking rather than teacher-marker judgement.

When is moderation required?

Moderation is required for summative assessment used to inform the outcome of all national qualifications and for the generation of SQA pupil estimate grades.

Moderation should be appropriate to the course and level.

Moderation is not required for assessment that is purely formative (i.e. the result does not contribute to the overall result for the course), although it is good practice to operate processes to ensure consistency of marking and feedback of formative assessment.

Who is responsible for organising and supervising moderation?

The Tier 1 Principal Teacher of Curriculum (PTCs) for each faculty is responsible for determining the form of moderation for each course and level within their faculty, and for ensuring the appropriate operation of moderation processes. This should be completed in consultation with T2 PT/PTCs.

T1 PTCs are responsible for:

- Organising and supervising all moderation processes
- Ensuring teachers (the teacher-markers and teacher-moderators) understand moderation arrangements and have a clear timeline for moderation activities.
It is good practice to ensure that there is clear communication regarding marking and moderation processes in advance of marking to ensure everyone understands how the processes will operate, who is responsible for which aspects of the process, and to arrive at a shared understanding of how the criteria should be applied. It should also be clear how any disagreements will be resolved.
- Ensuring the Faculty Assessment and Moderation Policy is in-line with the whole school Policy.

- Quality assurance of the Learning Tracker to ensure faculty entries are completed on time and appropriate.

Teachers are responsible for:

- Marking and moderating assessments as identified within the Faculty Assessment & Moderation Policy.
- Ensuring the Learning Tracker is completed for all pupils (see Appendix 1).
- Ensuring that there is no communication with pupils or families regarding Pupil Working Grades prior to faculty moderation following FAB1 and/or the SQA Pupil Estimate Grade prior to faculty moderation following FAB2 and entry of this grade into the Learning Tracker (see Appendix 1).
- Teachers should refer to the Pupil Working Grade from December onwards once the moderated FAB1 result is available and not before. Working grades should be determined by a range of evidence and not a single piece of assessment to increase reliability.

Method of moderation

In QAHS our main form of moderation is sampled second marking.

Sampled Second Marking: A teacher acts as a moderator (teacher-moderator) to review the marks for a specified proportion of pupil assessments already marked by a teacher-marker.

The T1 PTC should determine and state the proportion and minimum number of assignments to include in the sample in advance. A minimum sample size of 10% of the total number of assessments, and a maximum sample of 50 assessments at each course and level is recommended. For courses with small cohorts (e.g. 20 or less), a sample of five to ten would be appropriate. The sample should include examples of fails, and assessments on each grade borderline. Where the marking has been conducted by a team of teachers-markers, the sample should include assessments marked by each of the teachers-markers.

The teacher-moderator should review the teacher-markers' marks and comments for the sample, and check that marking for the sample is consistent with the relevant common marking scheme, grade descriptors and marking criteria.

If a team of teacher-markers is involved, the teacher-moderator should also check that they are all taking a consistent approach. If the teacher-moderator is not satisfied that the marks are appropriate, they should discuss them with the T1 PTC.

Where the teacher-moderator identifies a systematic issue regarding the marking, any adjustments should be agreed with the T1 PTC and remarking should be applied to all pupils who completed the assessment, or all pupils marked by a teacher-marker and not just those in the moderation sample.

Moderation where marking schemes are highly structured and objective:

In the context of more objectively marked work, moderation may take the form of procedural checking rather than academic judgement. The degree of checking should be proportionate to the weighting of the assessment.

Moderation where assessments are not physical products:

In cases where assessment does not involve production of written work or other physical artefacts (e.g. assessment of presentations, performances, laboratory or other practical performance),

moderation should be incorporated by the teacher-moderator either being present at the time that the assessment is observed or by having access to an audio or video recording of the event.

What to do in the event of disagreement between the teacher-marker(s) and teacher-moderator:

Averaging may be used if there is a difference of no more than 5% between the teacher-marker's and teacher-moderator's marks. If the teacher-marker(s) and teacher-moderator are not able to agree final marks, the T1 PTC will identify a second teacher-moderator to independently review the relevant assessments. Where it is necessary for a second teacher-moderator to resolve disagreements, the faculty should include the relevant assessments and information regarding the moderation process and resolution in the sample seen by any external verifier, so that the external verifier can comment on how these processes operated.

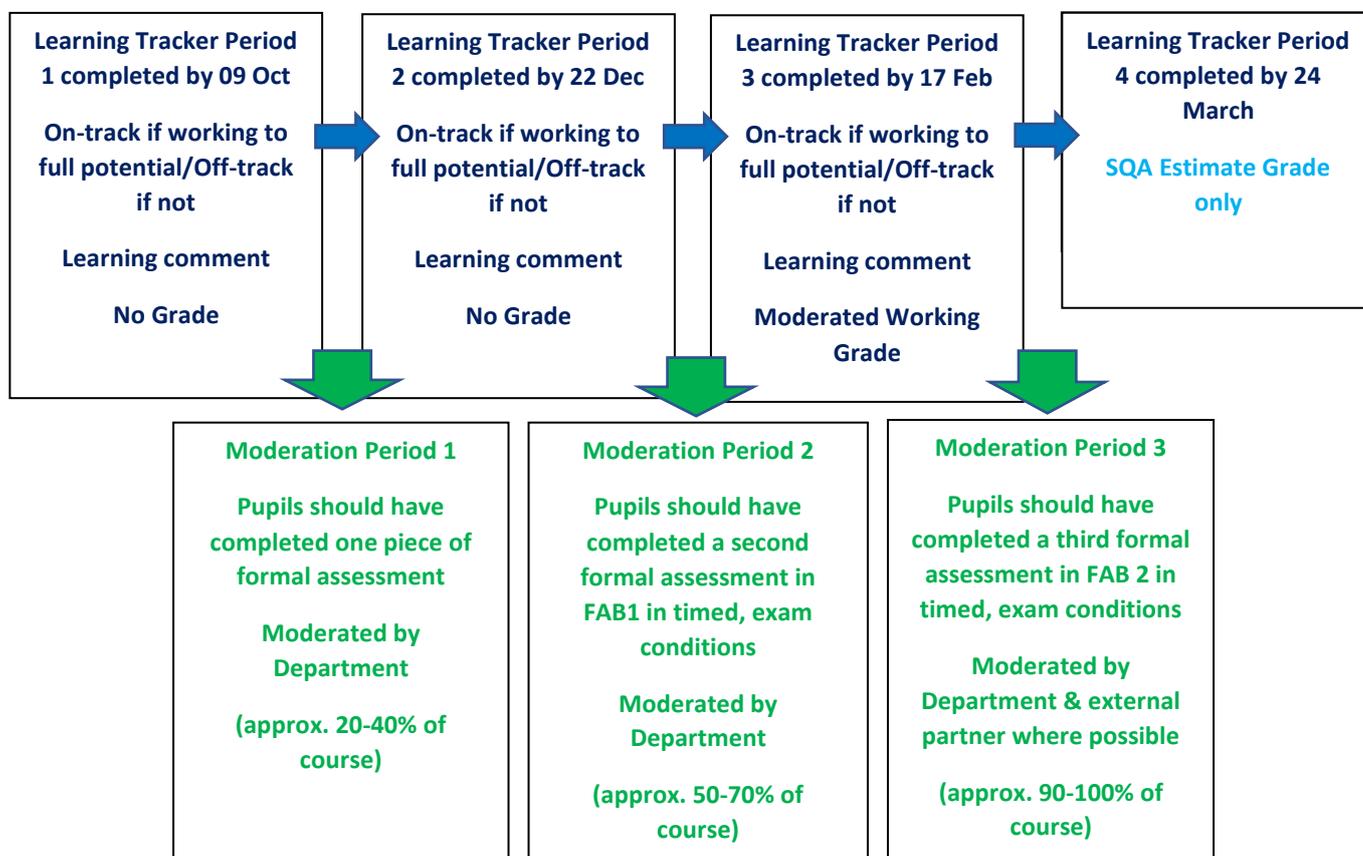
Maintaining records of the moderation process:

It is important for T1 PTCs (with the support of teachers) to maintain records that show how the moderation process has operated, including showing the rationale for decisions in relation to individual marks/grades, including any decisions that marks or grades should not be altered. For example, some faculties may choose to use moderation forms to provide a record.

The T1 PTC is ultimately responsible for ensuring the appropriate arrangements are in place to record the moderation process and all assessment data.

Appendix 1:

Senior Phase Learning Tracker entries alongside assessment and moderation



- It is likely that the formal assessments towards the end of the year will carry more weighting as they are a more reliable indicator of performance in the final exam due to the increased content covered.
- Formal Assessment Block 1: 08 Dec - 21 Dec
- Formal Assessment Block 2: 22 Feb - 05 March (These dates may change depending on national guidance regarding the SQA Diet this session).
- Please note that for UCAS applications teachers are required to predict a final grade (in December) before the outcome of the moderated FAB1 and therefore it should be appreciated that this grade may change and may not be the same as the final SQA estimate grade depending on pupil application. The UCAS predicted grade is not the same as a SQA Estimate Grade.

Appendix 2: Faculty moderation proforma

Faculty:

Course:

Level:

Course components/assessments which will be moderated:

How each component/assessment will be moderated including the associated timeline, sample size,

How the SQA pupil estimate will be generated:

Appendix 2: Faculty moderation proforma

Faculty: Languages and Literacy

Course: English

Level: National 5

Course components/assessments which will be moderated:

Moderation Period 1: Assessment 1 – RUA Assessment

Moderation Period 2: FAB 1 (Paper 1 and Paper 2)

Moderation Period 3: FAB 2 (Paper 1 and Paper 2); Folios

How each component/assessment will be moderated including the associated timeline and sample size.

Moderation Period 1: Pre-marking – shared understanding of marking protocols to be established using SQA exemplars. Class teachers to mark papers. Following completion of marking, a sample of papers from each marker (10% from each marker) is moderated.

Moderation Period 2: FAB 1 A sample of papers taken (both Paper 1 and Paper 2). All markers mark these sample papers using original marking scheme prior to markers meeting. Common responses not noted on original marking scheme are discussed during markers meeting and marking scheme is updated accordingly. Markers discuss consistent approach to marking all questions in accordance with updated marking scheme. Papers then distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At the end of the marking process a further sample of papers from each marker (10% from each marker) is moderated.

Moderation Period 3: FAB 2 – A sample of papers taken (both Paper 1 and Paper 2). All markers mark these sample papers using original marking scheme prior to markers meeting. Common responses not noted on original marking scheme are discussed during markers meeting and marking scheme is updated accordingly. Markers discuss consistent approach to marking all questions in accordance with updated marking scheme. Papers then distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At the end of the marking process a further sample of papers from each marker (10% from each marker) is moderated. Folios: Teachers to mark own folios and a sample of 10% to be moderated with peer moderator.

How the SQA pupil estimate will be generated:

1. Moderated outcomes from FAB 1 and FAB 2
2. Moderated outcomes from Folio element
3. Teacher Professional Judgement, taking into consideration quality of classwork, homework and any formative assessments carried out throughout the course of the session.

Appendix 2: Faculty moderation proforma

Faculty: Languages and Literacy

Course: English

Level: Higher

Course components/assessments which will be moderated:

Moderation Period 1: Assessment 1 – RUA Assessment

Moderation Period 2: FAB 1 (Paper 1 and Paper 2)

Moderation Period 3: FAB 2 (Paper 1 and Paper 2); Folios

How each component/assessment will be moderated including the associated timeline and sample size.

Moderation Period 1: Pre-marking – shared understanding of marking protocols to be established using SQA exemplars. Class teachers to mark papers. Following completion of marking, a sample of papers from each marker (10% from each marker) is moderated.

Moderation Period 2: FAB 1: A sample of papers taken (both Paper 1 and Paper 2). All markers mark these sample papers using original marking scheme prior to markers meeting. Common responses not noted on original marking scheme are discussed during markers meeting and marking scheme is updated accordingly. Markers discuss consistent approach to marking all questions in accordance with updated marking scheme. Papers then distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At the end of the marking process a further sample of papers from each marker (10% from each marker) is moderated.

Moderation Period 3: FAB 2: A sample of papers taken (both Paper 1 and Paper 2). All markers mark these sample papers using original marking scheme prior to markers meeting. Common responses not noted on original marking scheme are discussed during markers meeting and marking scheme is updated accordingly. Markers discuss consistent approach to marking all questions in accordance with updated marking scheme. Papers then distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At the end of the marking process a further sample of papers from each marker (10% from each marker) is moderated. Folios: Teachers to mark own folios and a sample of 10% to be moderated with peer moderator.

How the SQA pupil estimate will be generated:

1. Moderated outcomes from FAB 1 and FAB 2
2. Moderated outcomes from Folio element
3. Teacher Professional Judgement, taking into consideration quality of classwork, homework and any formative assessments carried out throughout the course of the session.

Appendix 2: Faculty moderation proforma

Faculty: Languages and Literacy

Course: English

Level: Advanced Higher

Course components/assessments which will be moderated:

Moderation Period 1: Assessment 1 – Textual Analysis

Moderation Period 2: FAB 1 (Literary Study)

Moderation Period 3: FAB 2 (Literary Study and Textual Analysis); Folios

How each component/assessment will be moderated including the associated timeline and sample size.

Moderation Period 1: Pre-marking standardisation – shared understanding of marking protocols to be established using SQA exemplars. MK to mark papers. Following completion of marking, AH teachers to meet to discuss and cross-mark 6 papers.

Moderation Period 2: FAB 1: Pre-marking standardisation - A sample of papers taken. All markers mark these sample papers using original marking scheme prior to marker's meeting. Markers discuss consistent approach to marking all questions in accordance with marking scheme. Papers then distributed randomly amongst markers. Markers mark their quote of papers and initial front of paper. At the end of the marking process a further sample of papers from each marker (10% from each marker) is moderated by peer moderator.

Moderation Period 3: FAB 2: Pre-marking standardisation. A sample of papers taken. All markers mark these samples papers using original marking scheme prior to markers meeting. Markers discuss consistent approach to marking all questions in accordance with the marking scheme. Papers then distributed randomly amongst markers. Markers mark their quota of papers and initial front of each paper. At the end of the marking process a further sample of papers from each marker (10%) is moderated by peer moderator. Folios: Teachers to mark own folios and a sample of 6 to be moderated by peer moderator.

How the SQA pupil estimate will be generated:

1. Moderated outcomes from FAB 1 and FAB 2
2. Moderated outcomes from Assessment 1 and Folios.
3. Teacher Professional Judgement, taking into consideration quality of classwork, homework and any formative assessments carried out throughout the course of the session.

Appendix 2: Faculty moderation proforma

Faculty: Languages and Literacy

Course: Media

Level: National 5

Course components/assessments which will be moderated:

Moderation Period 1: Creating Media Content

Moderation Period 2: Paper 1 FAB 2

Moderation Period 3: FAB 2, Course Assignment Task Report (planning section only)

How each component/assessment will be moderated including the associated timeline, sample size

Process outlined below will apply to all moderation periods.

All scripts will be marked by class teacher and moderated by peer moderator.

Pre-marking – shared understanding of marking protocols to be established using SQA exemplars. Class teacher to mark papers. Following completion of marking, a sample of papers (4) is moderated by peer moderator. Following moderation, papers may be re-marked.

How the SQA pupil estimate will be generated:

1. Moderated outcomes from FAB 1 and 2
2. Moderated outcomes from Unit Assessment tasks for AMC & CMC
3. Teacher Professional Judgement, taking into consideration quality of classwork, homework and any formative assessments carried out throughout the course of the session.

Appendix 2: Faculty moderation proforma

Faculty: Languages and Literacy

Course: Media

Level: Higher

Course components/assessments which will be moderated:

Moderation Period 1: Analysing Media Content Unit

Moderation Period 2: FAB 1

Moderation Period 3: FAB 2 and Course Assignment Task Report (planning section only)

How each component/assessment will be moderated including the associated timeline, sample size,

Process outlined below will apply to all moderation periods.

All scripts will be marked by class teacher and moderated by peer moderator.

Pre-marking – shared understanding of marking protocols to be established using SQA exemplars.
Class teacher to mark papers. Following completion of marking, a sample of papers (4) is moderated by peer moderator. Following moderation, papers may be re-marked.

How the SQA pupil estimate will be generated:

1. Moderated outcomes from FAB 1 and FAB 2
2. Moderated outcomes from Course Assignment Task Report (planning section) and Analysing Media Content Unit
3. Teacher Professional Judgement, taking into consideration quality of classwork, homework and any formative assessments carried out throughout the course of the session.

Appendix 2: Faculty moderation proforma

Faculty: Languages and Literacy

Course: French

Level: National 5

Course components/assessments which will be moderated:

Moderation Period 1: Assessment 1 – Reading or Listening Assessment

Moderation Period 2: FAB (Reading, Listening and Directed Writing); Assignment Writing (if component goes ahead)

Moderation Period 3: FAB 2 (Reading, Listening and Directed Writing); Performance

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Period 1: sample of 7 papers moderated with peer moderator. Documentation to record process to be completed.

Moderation Period 2: FAB 1: Reading and Listening papers will be marked by MH, Directed Writing papers will be marked by JV – amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. Following completion of marking, a sample of 6 papers per skill will be moderated with peer moderator. Documentation to record process to be completed. Assignment Writing will also be marked by class teacher and a sample of 6 papers per skill will be moderated with peer moderator. Sample will also be shared with colleague in another centre.

Moderation Period 3: FAB 2: Reading and Listening papers will be marked by MH, Directed Writing papers will be marked by JV amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. A sample of 6 papers per skill will be moderated with peer moderator. Documentation to record process to be completed. Performances will be marked by class teacher and a sample of 12 Performances will be moderated with peer moderator. Sample will also be shared with colleague in another centre.

How the SQA pupil estimate will be generated:

1. Moderated outcomes from FAB 1 and FAB 2
2. Moderated outcomes from Assignment Writing and Performance elements
3. Teacher Professional Judgement, taking into consideration quality of classwork, homework and any formative assessments carried out throughout the course of the session.

Appendix 2: Faculty moderation proforma

Faculty: Languages and Literacy

Course: French

Level: Higher

Course components/assessments which will be moderated:

Moderation Period 1: Assessment 1 – Listening Assessment

Moderation Period 2: FAB (Reading, Listening and Directed Writing)

Moderation Period 3: FAB 2 (Reading, Listening and Directed Writing); Performance

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Period 1: sample of 6 papers moderated with peer moderator. Documentation to record process to be completed.

Moderation Period 2: FAB 1: Reading and Listening papers for the whole cohort will be marked by VS, Directed Writing papers for the whole cohort will be marked by JV – amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. Following completion of marking, a sample of 6 papers per skill will be moderated with peer moderator. Documentation to record process to be completed.

Moderation Period 3: FAB 2: Reading and Listening papers for the whole cohort will be marked by VS, Directed Writing papers for the whole cohort will be marked by JV – amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. Following completion of marking, a sample of 6 papers per skill will be moderated with peer moderator. Documentation to record process to be completed. Performances will also be marked by class teachers and a sample of 6 Performances will be moderated with peer moderator. Sample will also be shared with colleague in another centre.

How the SQA pupil estimate will be generated:

1. Moderated outcomes from FAB 1 and FAB 2
2. Moderated outcomes from Performance element
3. Teacher Professional Judgement, taking into consideration quality of classwork, homework and any formative assessments carried out throughout the course of the session.

Appendix 2: Faculty moderation proforma

Faculty: Languages and Literacy

Course: German

Level: National 5

Course components/assessments which will be moderated:

Moderation Period 1: Assessment 1 – Reading and Listening Assessment

Moderation Period 2: FAB (Reading, Listening and Directed Writing); Assignment Writing (if component goes ahead)

Moderation Period 3: FAB 2 (Reading, Listening and Directed Writing); Performance

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Period 1: sample of 7 papers moderated with peer moderator. Documentation to record process to be completed.

Moderation Period 2: FAB 1: Papers will be marked by class teacher – amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. Following completion of marking, a sample of 6 papers per skill will be moderated with peer moderator. Documentation to record process to be completed. Assignment Writing will also be marked by class teacher and a sample of 6 papers per skill will be moderated with peer moderator. Sample will also be shared with colleague in another centre.

Moderation Period 3: FAB 2 – Papers will be marked by class teacher – amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. Following completion of marking, a sample of 6 papers per skill will be moderated with peer moderator. Documentation to record process to be completed. Documentations to record process to be completed. Performances will be marked by class teacher and a sample of 6 Performances will be moderated with peer moderator. Sample will also be shared with colleague in another centre.

How the SQA pupil estimate will be generated:

1. Moderated outcomes from FAB 1 and FAB 2
2. Moderated outcomes from Assignment Writing and Performance elements
3. Teacher Professional Judgement, taking into consideration quality of classwork, homework and any formative assessments carried out throughout the course of the session.

Appendix 2: Faculty moderation proforma

Faculty: Languages and Literacy

Course: German

Level: Higher

Course components/assessments which will be moderated:

Moderation Period 1: Assessment 1 – Reading Assessment

Moderation Period 2: FAB (Reading, Listening and Directed Writing)

Moderation Period 3: FAB 2 (Reading, Listening and Directed Writing); Performance

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Period 1: sample of 6 papers moderated with peer moderator. Documentation to record process to be completed.

Moderation Period 2: FAB 1: Reading and Directed Writing papers for the whole cohort will be marked by CD, Listening papers for the whole cohort will be marked by SM – amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. Following completion of marking, a sample of 6 papers per skill will be moderated with peer moderator. Documentation to record process to be completed.

Moderation Period 3: FAB 2: Reading and Directed Writing papers for the whole cohort will be marked by CD, Listening papers for the whole cohort will be marked by SM – amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. Following completion of marking, a sample of 6 papers per skill will be moderated with peer moderator. Documentation to record process to be completed. Performances will also be marked by CD and a sample of 6 Performances will be moderated with peer moderator. Sample will also be shared with colleague in another centre.

How the SQA pupil estimate will be generated:

1. Moderated outcomes from FAB 1 and FAB 2
2. Moderated outcomes from Performance element
3. Teacher Professional Judgement, taking into consideration quality of classwork, homework and any formative assessments carried out throughout the course of the session.

Appendix 2: Faculty moderation proforma

Faculty: Languages and Literacy

Course: Mandarin

Level: National 5

Course components/assessments which will be moderated:

Moderation Period 1: Assessment 1 – Essay

Moderation Period 2: FAB (Reading, Listening and Directed Writing); Assignment Writing (if component goes ahead)

Moderation Period 3: FAB 2 (Reading, Listening and Directed Writing); Performance

How each component/assessment will be moderated including the associated timeline and sample size.

Moderation Period 1: all papers moderated with peer moderator. Documentation to record process to be completed.

Moderation Period 2: FAB 1: Papers for the whole cohort will be marked by class teacher – amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. Following completion of marking, all papers will be moderated with peer moderator. Documentation to record process to be completed. Assignment Writing will be marked by class teacher and will be moderated with peer moderator. Sample will also be shared with colleague in another centre.

Moderation Period 3: FAB 2: Papers for the whole cohort will be marked by class teacher – amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. Following completion of marking, all papers will be moderated with peer moderator. Documentation to record process to be completed. Performances will also be marked by class teacher and all Performances will be moderated with peer moderator. Sample will also be shared with colleague in another centre.

How the SQA pupil estimate will be generated:

1. Moderated outcomes from FAB 1 and FAB 2
2. Moderated outcomes from Assignment Writing and Performance elements
3. Teacher Professional Judgement, taking into consideration quality of classwork, homework and any formative assessments carried out throughout the course of the session.

Appendix 2: Faculty moderation proforma

Faculty: Languages and Literacy

Course: Mandarin

Level: Higher

Course components/assessments which will be moderated:

Moderation Period 1: Assessment 1 – Reading Assessment

Moderation Period 2: FAB (Reading, Listening and Directed Writing)

Moderation Period 3: FAB 2 (Reading, Listening and Directed Writing); Performance

How each component/assessment will be moderated including the associated timeline and sample size.

Moderation Period 1: all papers moderated with peer moderator. Documentation to record process to be completed.

Moderation Period 2: FAB 1: Papers for the whole cohort will be marked by class teacher – amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. Following completion of marking, all papers will be moderated with peer moderator. Documentation to record process to be completed

Moderation Period 3: FAB 2: Papers for the whole cohort will be marked by class teacher – amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. Following completion of marking, all papers will be moderated with peer moderator. Documentation to record process to be completed. Performances will also be marked by class teacher and a sample of 8 Performances will be moderated with peer moderator. Sample will also be shared with colleague in another centre.

How the SQA pupil estimate will be generated:

1. Moderated outcomes from FAB 1 and FAB 2
2. Moderated outcomes from Performance element
3. Teacher Professional Judgement, taking into consideration quality of classwork, homework and any formative assessments carried out throughout the course of the session.

Appendix 2: Faculty moderation proforma

Faculty: Languages and Literacy

Course: Mandarin

Level: Advanced Higher

Course components/assessments which will be moderated:

Moderation Period 1: Assessment 1 – Reading Assessment

Moderation Period 2: FAB (Reading, Listening and Directed Writing)

Moderation Period 3: FAB 2 (Reading, Listening and Directed Writing); Performance

How each component/assessment will be moderated including the associated timeline and sample size.

Moderation Period 1: all papers moderated with peer moderator. Documentation to record process to be completed.

Moderation Period 2: FAB 1: Papers for the whole cohort will be marked by class teacher – amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. Following completion of marking, all papers will be moderated with peer moderator. Documentation to record process to be completed.

Moderation Period 3: FAB 2: Papers for the whole cohort will be marked by class teacher – amendments to marking scheme will be made as appropriate and discussed in advanced with peer moderator. Following completion of marking, all papers will be moderated with peer moderator. Documentation to record process to be completed. Performances will also be marked by class teacher and all Performances will be moderated with peer moderator. Sample will also be shared with colleague in another centre.

How the SQA pupil estimate will be generated:

1. Moderated outcomes from FAB 1 and FAB 2
2. Moderated outcomes from Assignment Writing and Performance elements
3. Teacher Professional Judgement, taking into consideration quality of classwork, homework and any formative assessments carried out throughout the course of the session.

Appendix 2: Faculty moderation proforma

Faculty: Mathematics & Computing

Course: Mathematics

Level: S4 National 5

Course components/assessments which will be moderated:

S3 National 5 Assessment 1
S3 National 5 Assessment 2
S3 National 5 Assessment 3
S4 National 5 Assessment 4
FAB 1 S4 National 5
FAB 2 S4 National 5

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

A sample of papers taken (both Paper 1 and Paper 2). All markers mark these sample papers using original marking scheme prior to markers meeting. Common responses not noted on original marking scheme are discussed during markers meeting and marking scheme is updated accordingly. Markers discuss consistent approach to marking all questions in accordance with updated marking scheme. Papers then distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At the end of the marking process a further sample of papers from each marker is moderated to ensure marks fall within a pre-agreed tolerance.

Timeline

S3 National 5 Assessment 1 – October (S3)
S3 National 5 Assessment 2 – December (S3)
S3 National 5 Assessment 3 – May (S3)
S4 National 5 Assessment 4 – October (S4)
FAB 1 S4 National 5 – December (S4)
FAB 2 S4 National 5 – February/March (S4)

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

1. Weighted average of all internal summative assessments
2. Teacher professional judgement

1. Weighted Average

Each internal Assessment (1, 2, 3 & 4) covers 20% of National 5 course content.

FAB 1 covers approximately 85% of National 5 course content

FAB 2 covers 100% of National 5 course content.

Weighted average = ((Assessment 1 x 0.2) + (Assessment 2 x 0.2) + (Assessment 3 x 0.2) + (Assessment 4 x 0.2) + (FAB 1 x 0.85) + (FAB 2 x 1)) ÷ 2.65

2. Teacher Professional Judgement

Along with the weighted average, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Examples

Student A

Assessment 1 – 75%, Assessment 2 – 66%, Assessment 3 – 88%, Assessment 4 – 65%

FAB 1 – 62%

FAB 2 – 68%

Weighted average = ((75 x 0.2) + (66 x 0.2) + (88 x 0.2) + (65 x 0.2) + (62 x 0.85) + (68 x 1)) ÷ 2.65
= 67.74%

Falls into B3 banding. Teacher agrees with estimate. Estimate = B3

Student B

Assessment 1 – 46%, Assessment 2 – 40%, Assessment 3 – 51%, Assessment 4 – 39%

FAB 1 – 47%

FAB 2 – 51%

Weighted average = ((46 x 0.2) + (40 x 0.2) + (51 x 0.2) + (39 x 0.2) + (47 x 0.85) + (51 x 1)) ÷ 2.65
= 47.60%

Falls into D7 banding. However, teacher feels pupil has been working very well in class, homework is completed to a reasonable standard, pupil has been attending Targeted Supported Study sessions after school, continual and gradual improvement in summative assessment scores. Estimate = C6 based on teacher professional judgement.

Appendix 2: Faculty moderation proforma

Faculty: Mathematics & Computing

Course: Mathematics

Level: S5/6 National 5

Course components/assessments which will be moderated:

S5/6 National 5 Assessment 1

FAB 1 S5/6 National 5

FAB 2 S5/6 National 5

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

A sample of papers taken (both Paper 1 and Paper 2). All markers mark these sample papers using original marking scheme prior to markers meeting. Common responses not noted on original marking scheme are discussed during markers meeting and marking scheme is updated accordingly. Markers discuss consistent approach to marking all questions in accordance with updated marking scheme. Papers then distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At the end of the marking process a further sample of papers from each marker is moderated to ensure marks fall within a pre-agreed tolerance.

Timeline

S5/6 National 5 Assessment 1 – October/November

FAB 1 S5/6 National 5 - December

FAB 2 S5/6 National 5 – February/March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

1. Weighted average of 3 internal summative assessments
2. Teacher professional judgement

1. Weighted Average

Assessment 1 covers approximately 30% of National 5 course content.

FAB 1 covers approximately 55% of National 5 course content

FAB 2 covers 100% of National 5 course content.

Weighted average = $((\text{Assessment 1} \times 0.3) + (\text{FAB 1} \times 0.55) + (\text{FAB 2} \times 1)) \div 1.85$

2. Teacher Professional Judgement

Along with the weighted average, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Examples

Student A

Assessment 1 – 72%

FAB 1 – 62%

FAB 2 – 68%

Weighted Average = $((72 \times 0.3) + (62 \times 0.55) + (68 \times 1)) \div 1.85 = 66.86\%$

Falls into B3 banding. Teacher agrees with estimate. Estimate = B3

Student B

Assessment 1 – 46%

FAB 1 – 47%

FAB 2 – 49%

Weighted Average = $((46 \times 0.3) + (47 \times 0.55) + (49 \times 1)) \div 1.85 = 47.92\%$

Falls into D7 banding. However, teacher feels pupil has been working very well in class, homework is completed to a reasonable standard, pupil has been attending Targeted Supported Study sessions after school, continual and gradual improvement in summative assessment scores. Estimate = C6 based on teacher professional judgement.

Appendix 2: Faculty moderation proforma

Faculty: Mathematics & Computing

Course: Mathematics

Level: Higher

Course components/assessments which will be moderated:

Higher Assessment 1

FAB 1 Higher

FAB 2 Higher

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

A sample of papers taken (both Paper 1 and Paper 2). All markers mark these sample papers using original marking scheme prior to markers meeting. Common responses not noted on original marking scheme are discussed during markers meeting and marking scheme is updated accordingly. Markers discuss consistent approach to marking all questions in accordance with updated marking scheme. Papers then distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At the end of the marking process a further sample of papers from each marker is moderated to ensure marks fall within a pre-agreed tolerance.

Timeline

Higher Assessment 1 – October/November

FAB 1 Higher – December

FAB 2 Higher – Feb/March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

1. Weighted average of 3 internal summative assessments
2. Teacher professional judgement

1. Weighted Average

Assessment 1 covers approximately 40% of Higher course content.

FAB 1 covers approximately 70% of Higher course content

FAB 2 covers 100% of Higher course content.

Weighted average = $((\text{Assessment 1} \times 0.4) + (\text{FAB 1} \times 0.7) + (\text{FAB 2} \times 1)) \div 2.1$

2. Teacher Professional Judgement

Along with the weighted average, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Examples

Student A

Assessment 1 – 72%

FAB 1 – 62%

FAB 2 – 68%

Weighted Average = $((72 \times 0.4) + (62 \times 0.7) + (68 \times 1)) \div 2.1 = 66.76\%$

Falls into B3 banding. Teacher agrees with estimate. Estimate = B3

Student B

Assessment 1 – 46%

FAB 1 – 47%

FAB 2 – 49%

Weighted Average = $((46 \times 0.4) + (47 \times 0.7) + (49 \times 1)) \div 2.1 = 47.76\%$

Falls into D7 banding. However, teacher feels pupil has been working very well in class, homework is completed to a reasonable standard, pupil has been attending Targeted Supported Study sessions after school, continual and gradual improvement in summative assessment scores. Estimate = C6 based on teacher professional judgement.

Appendix 2: Faculty moderation proforma

Faculty: Mathematics & Computing

Course: Mathematics

Level: Advanced Higher

Course components/assessments which will be moderated:

Advanced Higher Assessment 1

FAB 1 Advanced Higher

FAB 2 Advanced Higher

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

A sample of papers taken (both Paper 1 and Paper 2). All markers mark these sample papers using original marking scheme prior to markers meeting. Common responses not noted on original marking scheme are discussed during markers meeting and marking scheme is updated accordingly. Markers discuss consistent approach to marking all questions in accordance with updated marking scheme. Papers then distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At the end of the marking process a further sample of papers from each marker is moderated to ensure marks fall within a pre-agreed tolerance.

Timeline

Advanced Higher Assessment 1 - October/November

FAB 1 Advanced Higher - December

FAB 2 Advanced Higher – February/March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

1. Weighted average of 3 internal summative assessments
2. Teacher professional judgement

1. Weighted Average

Assessment 1 covers approximately 40% of Advanced Higher course content.

FAB 1 covers approximately 65% of Advanced Higher course content

FAB 2 covers 100% of Advanced Higher course content.

Weighted average = $((\text{Assessment 1} \times 0.4) + (\text{FAB 1} \times 0.65) + (\text{FAB 2} \times 1)) \div 2.05$

2. Teacher Professional Judgement

Along with the weighted average, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Examples

Student A

Assessment 1 – 72%

FAB 1 – 62%

FAB 2 – 68%

Weighted Average = $((72 \times 0.4) + (62 \times 0.65) + (68 \times 1)) \div 2.05 = 66.88\%$

Falls into B3 banding. Teacher agrees with estimate. Estimate = B3

Student B

Assessment 1 – 46%

FAB 1 – 47%

FAB 2 – 49%

Weighted Average = $((46 \times 0.4) + (47 \times 0.65) + (49 \times 1)) \div 2.05 = 47.78\%$

Falls into D7 banding. However, teacher feels pupil has been working very well in class, homework is completed to a reasonable standard, pupil has been attending Targeted Supported Study sessions after school, continual and gradual improvement in summative assessment scores. Estimate = C6 based on teacher professional judgement.

Appendix 2: Faculty moderation proforma

Faculty: Mathematics & Computing

Course: Computing Science

Level: National 5

Course components/assessments which will be moderated:

National 5 Assessment 1 - Computer Systems + Database Design & Development

FAB 1

FAB 2

Coursework Assignment

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

A sample of papers taken. All markers mark these sample papers using original marking scheme prior to markers meeting. Common responses not noted on original marking scheme are discussed during markers meeting and marking scheme is updated accordingly. Markers discuss consistent approach to marking all questions in accordance with updated marking scheme. Papers then marked (in colour 1), markers initial front of each paper. At the end of the marking process a further sample of papers will be cross marked (in colour 2) and cross marker will initial front of each paper.

Timeline

National 5 Assessment 1 – Computer Systems + Database Design & Development - October

FAB 1 National 5 – December

FAB 2 National 5 -March

Coursework Assignment – March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

1. Weighted average of all internal summative assessments
2. Teacher professional judgement

In Computing Science final pupil grade is determined by combination of final SQA exam worth 69% and SQA coursework worth 31%.

1. Weighted Average

National 5 Assessment 1 – Computer Systems + Database Design & Development (35% Course Content)

FAB 1 National 5 (60% Course Content)

FAB 2 National 5 (100% Course Content)

Coursework Assignment (31% of overall grade)

Weighted average = $((\text{Assessment 1} \times 0.35) + (\text{FAB 1} \times 0.6) + (\text{FAB 2} \times 1)) \div 1.95 \times 0.69 + (\text{coursework} \times 0.31)$

2. Teacher Professional Judgement

Along with the weighted average, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Examples

Student A

Assessment 1 – 78%

FAB 1 – 71%, FAB 2 – 67%

Coursework – 84%

Weighted average = $((78 \times 0.35) + (71 \times 0.6) + (67 \times 1)) \div 1.95 \times 0.69 + (84 \times 0.31) = 48\%$
(theory) + 26% (coursework) = 74%

Content falls into A2 banding. Teacher agrees with estimate. Estimate = A2.

Student B

Assessment 1 – 47%,

FAB 1 – 44%, FAB 2 – 52%

Coursework – 55%

Weighted average = $((47 \times 0.35) + (44 \times 0.6) + (52 \times 1)) \div 1.95 \times 0.69 + (55 \times 0.31) = 34\%$
(theory) + 17% (coursework) = 51%

Theory falls into D7 banding. With the addition of coursework, pupil B would be a C6 banding. However, teacher feels pupil has been working very well in class, homework is completed to a reasonable standard, pupil has been attending Targeted Supported Study sessions after school
Estimate = C6 based on teacher professional judgement of coursework.

Appendix 2: Faculty moderation proforma

Faculty: Mathematics & Computing

Course: Computing Science

Level: Higher

Course components/assessments which will be moderated:

Higher Assessment 1 – Computer Systems & Database Design & Development

FAB 1 Higher

FAB 2 Higher

Coursework Assignment

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

A sample of papers taken. All markers mark these sample papers using original marking scheme prior to markers meeting. Common responses not noted on original marking scheme are discussed during markers meeting and marking scheme is updated accordingly. Markers discuss consistent approach to marking all questions in accordance with updated marking scheme.

Papers then marked (in colour 1), markers initial front of each paper. At the end of the marking process a further sample of papers will be cross marked (in colour 2) and cross marker will initial front of each paper.

Timeline

Assessment 1 – Computer Systems + Database Design & Development - October

FAB 1 Higher – December

FAB 2 Higher -March

Coursework Assignment – March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

1. Weighted average of all internal summative assessments
2. Teacher professional judgement

In Computing Science final pupil grade is determined by combination of final SQA exam worth 67% and SQA coursework worth 33%.

1. Weighted Average

Assessment 1 – Computer Systems + Database Design & Development (35% Course Content)

FAB 1 Higher (70% Course Content)

FAB 2 Higher (100% Course Content)

Coursework Assignment (31% of overall grade)

Weighted average = $((\text{Assessment 1} \times 0.35) + (\text{FAB 1} \times 0.7) + (\text{FAB 2} \times 1)) \div 2.05 \times 0.67) + (\text{coursework} \times 0.33)$

2. Teacher Professional Judgement

Along with the weighted average, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Examples

Student A

Assessment 1 – 67%,

FAB 1 – 64%, FAB 2 – 68%

Coursework – 84%

Weighted average = $((67 \times 0.35) + (64 \times 0.7) + (68 \times 1)) \div 2.05 \times 0.67) + (84 \times 0.33) = 45\%$
(theory) + 28% (coursework) = 73%

Content falls into A2 banding. Teacher agrees with estimate. Estimate = A2.

Student B

Assessment 1 – 42%

FAB 1 – 49%, FAB 2 – 51%

Coursework – 55%

Weighted average = $((42 \times 0.35) + (49 \times 0.7) + (51 \times 1) \div 2.05 \times 0.67) + (55 \times 0.33) = 33\%$ (theory)
+ 18% (coursework) = 51%

Theory falls into D7 banding. With the addition of coursework, pupil B would be a C6 banding. However, teacher feels pupil has been working very well in class, homework is completed to a reasonable standard, pupil has been attending Targeted Supported Study sessions after school
Estimate = C6 based on teacher professional judgement of coursework.

Appendix 2: Faculty moderation proforma

Faculty: Science

Course: Biology

Level: National 5

Course components/ assessments which will be moderated:

Unit 2 A/B assessment

N5 FAB 1

N5 FAB 2

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

Prior to assessment, the marking scheme is discussed to decide suitable alternatives to answers and to agree consistent approach to awarding marks for partial answers. All marking schemes are updated. Pupil scripts are marked according to the scheme. A sample 10% of the scripts (at least two from each marker) are then moderated to ensure marking instructions have been followed.

If there is a discrepancy of more than 3% between markers then a review will take place and a third member of staff will also mark the assessment. All discrepancies will be discussed and an agreement will be met with regards to the pupil's grade.

All original marking will be completed in red ink, moderation activities will be recorded in green.

Timeline

Unit 2 A/B assessment - October/November

FAB 1 – December

FAB 2 – March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

1. Weighted percentage of 3 internal summative assessments
2. Teacher professional judgement

1. Weighted Percentage

Unit 2 covers approximately 40% of the course content

FAB 1 covers approximately 70% of National 5 course content

FAB 2 covers 100% of National 5 course content.

Weighted percentage = ((Unit 2 x 0.4) + (FAB 1 x 0.7) + (FAB 2 x 1))

2. Teacher Professional Judgement

Along with the weighted percentage, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma

Faculty: Science

Course: Biology

Level: Higher

Course components/ assessments which will be moderated:

Higher Unit 1 A/B assessment

Higher FAB 1

Higher FAB 2

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

Prior to assessment, the marking scheme is discussed to decide suitable alternatives to answers and to agree consistent approach to awarding marks for partial answers. All marking schemes are updated. Pupil scripts are marked according to the scheme. A sample 10% of the scripts (at least two from each marker) are then moderated to ensure marking instructions have been followed.

If there is a discrepancy of more than 3% between markers then a review will take place and a third member of staff will also mark the assessment. All discrepancies will be discussed and an agreement will be met with regards to the pupil's grade.

All original marking will be completed in red ink, moderation activities will be recorded in green.

Timeline

Higher Unit 1 A/B assessment – October

FAB 1 – December

FAB 2 – March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

3. Weighted percentage of 3 internal summative assessments
4. Teacher professional judgement

1. Weighted Percentage

Higher Unit 1 A/B assessment covers approximately 40% of Higher course content.

FAB 1 covers approximately 70% of Higher course content

FAB 2 covers 100% of Higher course content.

Weighted percentage = (Unit 1 x 0.4) + (FAB 1 x 0.7) + (FAB 2 x 1)

2. Teacher Professional Judgement

Along with the weighted percentage, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma

Faculty: Science

Course: Biology

Level: Advanced Higher

Course components/ assessments which will be moderated:

UASP for Unit 2

FAB 1

FAB 2

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

Prior to assessment, the marking scheme is discussed to decide suitable alternatives to answers and to agree consistent approach to awarding marks for partial answers. All marking schemes are updated. Pupil scripts are marked according to the scheme. A sample 10% of the scripts (at least one from each marker) are then moderated by PT to ensure marking instructions have been followed.

If there is a discrepancy of more than 3% between markers then a review will take place and a third member of staff will also mark the assessment. All discrepancies will be discussed and an agreement will be met with regards to the pupil's grade.

All original marking will be completed in red ink, moderation activities will be recorded in green.

Timeline

UASP – October/November

FAB 1 – December

FAB 2 – March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

1. Weighted percentage of 2 internal summative assessments
2. Teacher professional judgement

1. Weighted Percentage

UASP for Unit 2 approximately 40% of the Higher course content

FAB 1 covers approximately 70% of Higher course content

FAB 2 covers 100% of Advanced Higher course content.

Weighted percentage = ((UASP x 0.4) + (FAB 1 x 0.7) + (FAB 2 x 1))

2. Teacher Professional Judgement

Along with the weighted percentage, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma

Faculty: Science

Course: Human Biology

Level: Higher

Course components/ assessments which will be moderated:

Higher Unit 1 A/B assessment

Higher FAB 1

Higher FAB 2

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

Prior to assessment, the marking scheme is discussed to decide suitable alternatives to answers and to agree consistent approach to awarding marks for partial answers. All marking schemes are updated. Pupil scripts are marked according to the scheme. A sample 10% of the scripts (at least two from each marker) are then moderated to ensure marking instructions have been followed.

If there is a discrepancy of more than 3% between markers then a review will take place and a third member of staff will also mark the assessment. All discrepancies will be discussed and an agreement will be met with regards to the pupil's grade.

All original marking will be completed in red ink, moderation activities will be recorded in green.

Timeline

Higher Unit 1 A/B assessment – October

FAB 1 – December

FAB 2 – March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

5. Weighted percentage of 3 internal summative assessments
6. Teacher professional judgement

1. Weighted Percentage

Higher Unit 1 A/B assessment covers approximately 40% of Higher course content.

FAB 1 covers approximately 70% of Higher course content

FAB 2 covers 100% of Higher course content.

Weighted percentage = (Unit 1 x 0.4) + (FAB 1 x 0.7) + (FAB 2 x 1)

2. Teacher Professional Judgement

Along with the weighted percentage, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma

Faculty: Science

Course: Chemistry

Level: National 5

Course components/ assessments which will be moderated:

N5 Unit 1 Assessment

N5 FAB 1

N5 FAB 2

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

Prior to assessment, the marking scheme is discussed to decide suitable alternatives to answers and to agree consistent approach to awarding marks for partial answers. All marking schemes are updated. Pupil scripts are marked according to the scheme. A sample 10% of the scripts (at least two from each marker) are then moderated to ensure marking instructions have been followed.

All original marking will be completed in red ink, moderation activities will be recorded in green.

Timeline

FAB 1 – December/January

FAB 2 – March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

3. Weighted percentage of 2 internal summative assessments
4. Teacher professional judgement

1. Weighted Percentage

FAB 1 covers approximately 60% of National 5 course content

FAB 2 covers 90% of National 5 course content.

Weighted percentage = ((FAB 1 x 0.45) + (FAB 2 x 0.55))

2. Teacher Professional Judgement

Along with the weighted percentage, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma

Faculty: Science

Course: Chemistry

Level: Higher

Course components/ assessments which will be moderated:

Higher Unit 1 assessment

Higher Unit 3 assessment

Higher FAB 1

Higher FAB 2

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

Prior to assessment, the marking scheme is discussed to decide suitable alternatives to answers and to agree consistent approach to awarding marks for partial answers. All marking schemes are updated. Pupil scripts are marked according to the scheme. A sample 10% of the scripts (at least two from each marker) are then moderated to ensure marking instructions have been followed.

All original marking will be completed in red ink, moderation activities will be recorded in green.

Timeline

Higher Unit 1 assessment – October/November

Higher Unit 3 assessment – November/December

FAB 1 – December/January

FAB 2 – March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

7. Weighted percentage of 4 internal summative assessments
8. Teacher professional judgement

1. Weighted Percentage

Higher Unit 1 assessment covers approximately 15% of Higher course content.

Higher Unit 3 assessment covers approximately 30% of Higher course content.

FAB 1 covers approximately 55% of Higher course content

FAB 2 covers 90% of Higher course content.

Weighted percentage = ((Unit 1 x 0.1) + (Unit 3 x 0.1) + (FAB 1 x 0.35) + (FAB 2 x 0.45))

2. Teacher Professional Judgement

Along with the weighted percentage, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma

Faculty: Science

Course: Chemistry

Level: Advanced Higher

Course components/ assessments which will be moderated:

Assessment 1

FAB 1

FAB 2

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

Prior to assessment, the marking scheme is discussed to decide suitable alternatives to answers and to agree consistent approach to awarding marks for partial answers. All marking schemes are updated. Pupil scripts are marked according to the scheme. A sample 10% of the scripts (at least one from each marker) are then moderated by PT to ensure marking instructions have been followed.

All original marking will be completed in red ink, moderation activities will be recorded in green.

Timeline

FAB 1 – December/January

FAB 2 – March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

3. Weighted percentage of 2 internal summative assessments
4. Teacher professional judgement

1. Weighted Percentage

FAB 1 covers approximately 60% of Higher course content

FAB 2 covers 90% of Advanced Higher course content.

Weighted percentage = ((FAB 1 x 0.45) + (FAB 2 x 0.55))

2. Teacher Professional Judgement

Along with the weighted percentage, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma

Faculty: Science

Course: Physics

Level: National 5

Course components/ assessments which will be moderated:

Dynamics Unit Assessment

Fab 1

Fab 2

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

Prior to assessment, the marking scheme is discussed to decide suitable alternatives to answers and to agree consistent approach to awarding marks for partial answers. All marking schemes are updated. Pupil scripts are marked according to the scheme. A sample 10% of the scripts (at least two from each marker) are then moderated to ensure marking instructions have been followed.

If there is a discrepancy of more than 3% between markers then a review will take place and a third member of staff will also mark the assessment. All discrepancies will be discussed and an agreement will be met with regards to the pupil's grade.

All original marking will be completed in red ink, moderation activities will be recorded in green.

Timeline

Dynamics Unit Assessment – late October

FAB 1 – December

FAB 2 – March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

9. Weighted percentage of 3 internal summative assessments
10. Teacher professional judgement

1. Weighted Percentage

Dynamics Unit Assessment cover approximately 20% of the course content

Fab 1 covers approximately 50% of the course content

Fab 2 covers 100% of the course content

Weighted percentage = ((Unit 1 x 0.2)+ (FAB 1 x 0.5) + (FAB 2 x 1))

2. Teacher Professional Judgement

Along with the weighted percentage, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma

Faculty: Science

Course: Physics

Level: Higher

Course components/ assessments which will be moderated:

ODU 1

ODU 2

FAB 1

Fab 2

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

Prior to assessment, the marking scheme is discussed to decide suitable alternatives to answers and to agree consistent approach to awarding marks for partial answers. All marking schemes are updated. Pupil scripts are marked according to the scheme. A sample 10% of the scripts (at least two from each marker) are then moderated to ensure marking instructions have been followed.

If there is a discrepancy of more than 3% between markers then a review will take place and a third member of staff will also mark the assessment. All discrepancies will be discussed and an agreement will be met with regards to the pupil's grade.

All original marking will be completed in red ink, moderation activities will be recorded in green.

Timeline

ODU 1 – September/October

ODU 2 - November

FAB 1 - December

Fab 2 - March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

1. Weighted percentage of 4 internal summative assessments
2. Teacher professional judgement

1. Weighted Percentage

ODU Assessment 1 covers approximately 20% of the course content

ODU Assessment 2 approximately 20% of the course content

FAB 1 covers approximately 50% course content

Fab 2 covers 100% of the course content

Weighted percentage = ((ODU 1 x 0.2)+ (ODU 2 x 0.2)+ (FAB 1 x 0.5) + (FAB 2 x 1))

2. Teacher Professional Judgement

Along with the weighted percentage, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma

Faculty: Science

Course: Physics

Level: Advanced Higher

Course components/ assessments which will be moderated:

Rotational motion and astrophysics Assessment 1

Rotational motion and astrophysics Assessment 2

FAB 1

Fab 2

How each component/assessment will be moderated including the associated timeline, sample size,

Moderation Process

Prior to assessment, the marking scheme is discussed to decide suitable alternatives to answers and to agree consistent approach to awarding marks for partial answers. All marking schemes are updated. Pupil scripts are marked according to the scheme. A sample 10% of the scripts (at least two from each marker) are then moderated to ensure marking instructions have been followed.

If there is a discrepancy of more than 3% between markers then a review will take place and a third member of staff will also mark the assessment. All discrepancies will be discussed and an agreement will be met with regards to the pupil's grade.

All original marking will be completed in red ink, moderation activities will be recorded in green.

Timeline

Rotational motion and astrophysics Assessment 1 – September/October

Rotational motion and astrophysics Assessment 2 - November

FAB 1 - December

Fab 2 - March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

1. Weighted percentage of 4 internal summative assessments
2. Teacher professional judgement

1. Weighted Percentage

Rotational motion and astrophysics Assessment 1 covers approximately 20% of course content

Rotational motion and astrophysics Assessment 2 covers approximately 20% of course content

FAB 1 covers approximately 50% of course content

Fab 2 covers 100% of course content

Weighted percentage = ((RM 1 x 0.2)+ (RM 2 x 0.2)+ (FAB 1 x 0.5) + (FAB 2 x 1))

2. Teacher Professional Judgement

Along with the weighted percentage, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Art & Design

Level: Advanced Higher - Expressive

Course components/assessments which will be moderated:

Assessment 1

Assessment 2

Assessment 3

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
 - **Term 2** – 08 December – 21 December 2020
 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Art & Design

Level: Advanced Higher - Design

Course components/assessments which will be moderated:

Assessment 1

Assessment 2

Assessment 3

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
 - **Term 2** – 08 December – 21 December 2020
 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Art & Design

Level: Higher

Course components/assessments which will be moderated:

Assessment 1

FAB 1

FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
 - **Term 2** – 08 December – 21 December 2020
 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Art & Design

Level: National 5

Course components/assessments which will be moderated:

Assessment 1

FAB 1

FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
 - **Term 2** – 08 December – 21 December 2020
 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Drama

Level: Advanced Higher

Course components/assessments which will be moderated:

Assessment 1

FAB 1

FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
 - **Term 2** – 08 December – 21 December 2020
 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Drama

Level: Higher

Course components/assessments which will be moderated:

Assessment 1

FAB 1

FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
 - **Term 2** – 08 December – 21 December 2020
 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Drama

Level: National 5

Course components/assessments which will be moderated:

Assessment 1

FAB 1

FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
 - **Term 2** – 08 December – 21 December 2020
 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Music

Level: Advanced Higher

Course components/assessments which will be moderated:

Assessment 1

FAB 1

FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
 - **Term 2** – 08 December – 21 December 2020
 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Music

Level: Higher

Course components/assessments which will be moderated:

Assessment 1

FAB 1

FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
 - **Term 2** – 08 December – 21 December 2020
 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Music

Level: National 5

Course components/assessments which will be moderated:

Assessment 1

FAB 1

FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
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 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Music Technology

Level: Advanced Higher

Course components/assessments which will be moderated:

Assessment 1

Assessment 2

Assessment 3

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
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 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Music Technology

Level: Higher

Course components/assessments which will be moderated:

Assessment 1

FAB 1

FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
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 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Music Technology

Level: National 5

Course components/assessments which will be moderated:

Assessment 1

FAB 1

FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
 - **Term 2** – 08 December – 21 December 2020
 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Expressive Arts

Course: Photography

Level: Higher

Course components/assessments which will be moderated:

Assessment 1

FAB 1

FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation:

- Inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*.

Timeline:

- Continual informal Expressive Arts moderation and colleague support will be ongoing by all the team throughout the school session.
- Formal moderation within the Expressive Arts Faculty will be in line with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)*. This will be actioned over a two week period for Art and Design, Drama, Music, Music Technology and Photography near the end of each term:
 - **Term 1** – 28 September 2020 – 09 October 2020
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 - **Term 3** – 22 February – 05 March 2021

Sample Size:

- The sample size will be inline with the *Queen Anne High School Assessment, Moderation and Quality Assurance Policy (S4-6)* and sample 10% of each class cohort.

How the SQA pupil estimate will be generated:

The SQA pupil estimate will be generated through the following:

- Markers meeting – To see National Standard. (SQA Secure may be used – Understanding Standards Material).
- Performance in class / Homework / Appropriate level specific evidence of ability.
- Formal Assessment Block 1 and 2.

Appendix 2: Faculty moderation proforma

Faculty: Health & Wellbeing

Course: Physical Education

Level: Higher

Course components/assessments which will be moderated:

Unit 1 – Data Collection assessment

December FAB - written paper

2nd FAB - written paper

Special 'One Off' Performance

How each component/assessment will be moderated including the associated timeline, sample size,

Unit 1 – Data Collection assessment – Pre October

Paper will be marked and then cross marked amongst Higher teaching staff – October. Professional Dialogue to take place before returning papers and finalising marks. 10% sample size across cohort.

December FAB Block written paper

Paper will be marked and then cross marked amongst Higher teaching staff. Professional Dialogue to take place before returning papers and finalising marks. 10% sample size across cohort.

2nd FAB Block written paper

Paper will be marked and then cross marked amongst Higher teaching staff. Professional Dialogue to take place before returning papers and finalising marks. 10% sample size across cohort.

Special 'One Off' Performance

Each activity will be marked and recorded by 2 members of staff (minimum). Some performances will be videoed to allow wider staff moderation. Pupils scores will be rank ordered to provide final check prior to sharing with SQA.

How the SQA pupil estimate will be generated:

Performance in both FABs.

Score awarded in Special Performance

Quality and Performance in Homework/Classwork

Appendix 2: Faculty moderation proforma

Faculty: Health & Wellbeing

Course: Physical Education

Level: National 5

Course components/assessments which will be moderated:

Section 1 – Portfolio
 Section 2 – Portfolio
 Section 3 – Portfolio
 Special 'One Off' Performance

How each component/assessment will be moderated including the associated timeline, sample size,

Section 1 – Factors Impacting Performance – Pre October

Paper will be marked and then cross marked amongst N5 teaching staff – October. Professional Dialogue to take place before returning papers and finalising marks. 10% sample size across cohort.

Section 2 – Data Collection and PDP Completion – January – February

Questions 2a) – explain 2e) describe - and 2i) – justify will be selected for cross marking amongst N5 teaching staff – by February break. Professional dialogue on how to award marks for these question types will then be applied to similar questions upon final paper marking.

Section 3 – Feedback, Monitor and Evaluate – February – March

Question 3d) – evaluate selected for cross marking amongst N5 teaching staff. Same process as above. (section 2)

Special 'One Off' Performance

Each activity will be marked and recorded by 2 members of staff (minimum). Some performances will be videoed to allow wider staff moderation. Pupils scores will be rank ordered to provide final check prior to marks awarded.

How the SQA pupil estimate will be generated:

Estimated score awarded for completed Portfolio
 Score awarded in Special Performance
 Quality and Performance in Homework/Classwork

Appendix 2: Faculty moderation proforma

Faculty: Health & Wellbeing

Course: Dance

Level: Higher / National 5

Course components/assessments which will be moderated:

2 Technical Dances
December FAB written paper
2nd FAB Block written paper
SQA Moderated Final Exam – practical

How each component/assessment will be moderated including the associated timeline, sample size,

2 Technical Dances

Each dance will be recorded and viewed 2 members of staff using SQA criteria. Professional dialogue throughout.

December FAB Block written paper

Paper will be marked and then cross marked internally. Professional Dialogue to take place before returning papers and finalising marks. 5 papers at N5. 2 papers at H.

2nd FAB Block written paper

Paper will be marked and then cross marked between internally. Professional Dialogue to take place before returning papers and finalising marks. 5 papers at N5. 2 papers at H. Different pupil papers than December. External partner to moderate a sample of papers where possible.

SQA Moderated Final Exam – practical

National 5 – internal marking of course component. Supported by external moderation from within the Dance network. External partner will moderate both the practical activities and the choreographic review.

Higher – Awaiting SQA guidance on how to complete final exam.

How the SQA pupil estimate will be generated:

Technical Mark – practical
Choreography Mark – practical
Choreography Review – written
FAB written paper(s)

Appendix 2: Faculty moderation proforma

Faculty: Health & Wellbeing

Course: Practical Cookery

Level: National 5

Course components/assessments which will be moderated:

Term 1 – Understanding and Using Ingredients Unit
December FAB 1 written paper and practical exam.
March FAB 2 written paper and practical exam.

How each component/assessment will be moderated including the associated timeline, sample size,

Term 1 – Understanding and Using Ingredients Unit

Teacher completes marking of workbook and samples of practical. 10% of class is then cross marked by 1 other PC staff member. Professional dialogue then takes place between all staff to discuss standard required for 'PASS'. Decisions then finalised before sharing with pupils.

FAB written paper – December and March

Teacher completes marking of paper. 10% of class is then cross marked by 1 other PC staff member. Professional dialogue then takes place between all staff to discuss marks awarded. Marks then finalised before sharing with pupils. External partner to moderate a sample of FAB 2 written papers where possible.

FAB practical – December and March

Same recipes used as previous year as these have already been marked individually by some of the HE staff. Standard already obtained by these staff members. Two staff will be present with cohort in room during practical assessment. Teachers not marking own pupils. Both will offer professional opinion first and then dialogue will take place after assessment to create and agree a final standard. Marks will then be finalised and awarded. Photos of dishes will also be taken to allow discussion of marking in retrospect.

How the SQA pupil estimate will be generated:

FAB Performance – practical and written

'Final Exam' Score – practical and written

Quality and Performance in Homework/Classwork considered when finalising estimate

Appendix 2: Faculty moderation proforma

Faculty: Health & Wellbeing

Course: Practical Cake Craft

Level: National 5

Course components/assessments which will be moderated:

Term 1 – Cake Baking Unit
December FAB 1 written paper and practical exam.
March FAB 2 written paper and practical exam.

How each component/assessment will be moderated including the associated timeline, sample size,

Term 1 – Cake Baking Unit

Unit booklet marked and then cross-marked internally. Professional Dialogue to take place before returning papers and finalising marks. 3 papers moderated.

December FAB 1 written paper and practical exam

Papers will be marked and then cross-marked internally. Professional Dialogue to take place before returning papers and finalising marks. 3 full papers to be moderated. Staff will assess the full cohort together during practical assessment day. Both will offer professional opinion first and then dialogue will take place after assessment to create and agree a final standard. Marks will then be finalised and shared.

March FAB 2 written paper and practical exam

Papers will be marked and then cross-marked internally. Professional Dialogue to take place before returning papers and finalising marks. 3 full papers to be moderated. Staff will assess the full cohort together during practical assessment day. Both will offer professional opinion first and then dialogue will take place after assessment to create and agree a final standard. Marks will then be finalised and shared. External partner to moderate a sample of FAB 2 written papers where possible.

How the SQA pupil estimate will be generated:

FAB Performance – practical and written
Final Exam Score – practical and written
Quality and Performance in Homework/Classwork considered when finalising estimate

Appendix 2: Faculty moderation proforma

Faculty: Health & Wellbeing

Course: Health and Food Technology

Level: National 5

Course components/assessments which will be moderated:

September class test

FAB 1

FAB 2 / Course Assessment Task

How each component/assessment will be moderated including the associated timeline, sample size,

Sept class test/ Course Assessment Task

Paper will be marked and then cross marked by an external partner. Professional Dialogue to take place before returning papers and finalising marks. 10% sample size across cohort.

FAB 1

Paper will be marked and then cross marked by external partner. Professional Dialogue to take place before returning papers and finalising marks. 10% sample size across cohort.

FAB 2

Paper will be marked and then cross marked external partner. Professional Dialogue to take place before returning papers and finalising marks. 10% sample size across cohort.

How the SQA pupil estimate will be generated:

Performance in both FABs.

Quality and Performance in Homework/Classwork may be considered.

Appendix 2: Faculty moderation pro-forma

Faculty: Health and Wellbeing

Course: Health and Food Technology

Level: Higher

Course components/assessments which will be moderated:

September class test

FAB 1

FAB 2 / Course Assessment Task

How each component/assessment will be moderated including the associated timeline, sample size,

Sept class test

Paper will be marked and then cross marked by external partner. Professional Dialogue to take place before returning papers and finalising marks. 10% sample size across cohort.

FAB 1

Paper will be marked and then cross marked by external partner. Professional Dialogue to take place before returning papers and finalising marks. 10% sample size across cohort.

FAB 2/ Course Assessment Task

Paper will be marked and then cross marked by external partner. Professional Dialogue to take place before returning papers and finalising marks. 10% sample size across cohort.

How the SQA pupil estimate will be generated:

Performance in both FABs.

Quality and Performance in Homework/Classwork may be considered.

Appendix 2: Faculty moderation proforma:

Faculty: Technologies and Enterprise

Course: Graphic Communication

Level: Advanced Higher

Course components/assessments which will be moderated:

- Term 1 Assessment
- FAB 1
- FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation Process

- All assessments and Marking instructions will be shared with all markers who will formally discuss the script content and the related marking instructions. If required, the paper/marketing instructions will be updated to ensure there is agreement and common understanding.
- After scripts have been completed by learners, a sample* of scripts will be marked by all markers prior to a markers meeting.
- At Markers meeting, common responses not noted on original marking scheme are discussed and marking scheme is updated accordingly.
- Markers will discuss and agree consistent approach to marking of all questions in accordance with updated marking scheme.
- Papers will then be distributed randomly (and equally) amongst markers. Markers mark their full quota of papers and initial front of each paper.
- At the end of the marking process a further sample of papers from each marker is moderated by PTC/PT to ensure marks fall within a pre-agreed tolerance.
- If papers are not within tolerance, markers scripts are remarked by marker and PTC/PT collaboratively.

**Moderation of sample (sample will be 10% or at least 5 from each markers scripts, whichever is highest)*

Moderation Timeline

- Term 1 Assessment – October
- FAB 1 – December-January
- FAB 2 – March-April
- Projects – ongoing during term 1 and 2

How the SQA pupil estimate will be generated:

SQA Pupil estimate will be determined using:

1. Weighted average of 3 internal summative assessments
2. Weighted Average of projects
3. Teacher professional judgement

1. Weighted Average

Assessment 1 covers approximately 30% of course content.

FAB 1 covers approximately 75% of course content

FAB 2 covers 100% of course content.

Weighted average = ((Assessment 1 x 0.3) + (FAB 1 x 0.75) + (FAB 2 x 1)) ÷ 2.05

2. Weighted Average of class projects*

2course project models (Technical Graphics and CVMG) are carried out during the course and assessed.

Weighted average of Practical Models = (TG x 0.5) + (CVMG x 0.5)

***Combined Weighted Average**

To calculate a combined weighted average for the theory and practical assessments the following formula is used:

(Weighted average of theory x 0.5) + (Weighted average of class projects x 0.5)

2. Teacher Professional Judgement

Teacher professional judgement will also be taken into account in order to calculate the final SQA pupil estimate. Teacher professional judgement will be influenced by work produced in class, formative assessment and homework assignments. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma:

Faculty: Technologies and Enterprise

Course: Graphic Communication

Level: Higher

Course components/assessments which will be moderated:

- Term 1 Assessment
- FAB 1
- FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation Process

- All assessments and Marking instructions will be shared with all markers who will formally discuss the script content and the related marking instructions. If required, the paper/marketing instructions will be updated to ensure there is agreement and common understanding.
- After scripts have been completed by learners, a sample* of scripts will be marked by all markers prior to a markers meeting.
- At Markers meeting, common responses not noted on original marking scheme are discussed and marking scheme is updated accordingly.
- Markers will discuss and agree consistent approach to marking of all questions in accordance with updated marking scheme.
- Papers will then be distributed randomly (and equally) amongst markers. Markers mark their full quota of papers and initial front of each paper.
- At the end of the marking process a further sample of papers from each marker is moderated by PTC/PT to ensure marks fall within a pre-agreed tolerance.
- If papers are not within tolerance, markers scripts are remarked by marker and PTC/PT collaboratively.

**Moderation of sample (sample will be 10% or at least 5 from each markers scripts, whichever is highest)*

Moderation Timeline

- Term 1 Assessment – October
- FAB 1 – December-January
- FAB 2 – March-April
- Projects – ongoing during term 1 and 2

How the SQA pupil estimate will be generated:

SQA Pupil estimate will be determined using:

1. Weighted average of 3 internal summative assessments#
2. Weighted average of class projects
3. Teacher professional judgement

1. Weighted Average

Assessment 1 covers approximately 30% of course content.

FAB 1 covers approximately 100% of course content

FAB 2 covers 100% of course content.

Weighted average = ((Assessment 1 x 0.3) + (FAB 1 x 1) + (FAB 2 x 1)) ÷ 2.3

2. Weighted Average of class projects*

2 course projects are carried out during the course and assessed.

Weighted average of Practical Models = (Project 1 x 0.5) + (Project 2 x 0.5)

***Combined Weighted Average**

To calculate a combined weighted average for the theory and practical assessments the following formula is used:

(Weighted average of theory x 0.64) + (Weighted average of class projects x 0.36)

2. Teacher Professional Judgement

Teacher professional judgement will also be taken into account in order to calculate the final SQA pupil estimate. Teacher professional judgement will be influenced by work produced in class, formative assessment and homework assignments. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma:

Faculty: Technologies and Enterprise

Course: Graphic Communication

Level: National 5

Course components/assessments which will be moderated:

- Term 1 Assessment
- FAB 1
- FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation Process

- All assessments and Marking instructions will be shared with all markers who will formally discuss the script content and the related marking instructions. If required, the paper/marking instructions will be updated to ensure there is agreement and common understanding.
- After scripts have been completed by learners, a sample* of scripts will be marked by all markers prior to a markers meeting.
- At Markers meeting, common responses not noted on original marking scheme are discussed and marking scheme is updated accordingly.
- Markers will discuss and agree consistent approach to marking of all questions in accordance with updated marking scheme.
- Papers will then be distributed randomly (and equally) amongst markers. Markers mark their full quota of papers and initial front of each paper.
- At the end of the marking process a further sample of papers from each marker is moderated by PTC/PT to ensure marks fall within a pre-agreed tolerance.
- If papers are not within tolerance, markers scripts are remarked by marker and PTC/PT collaboratively.

**Moderation of sample (sample will be 10% or at least 5 from each markers scripts, whichever is highest)*

Moderation Timeline

- Term 1 Assessment – October
- FAB 1 – December-January
- FAB 2 – March-April
- Projects – ongoing during term 1 and 2

How the SQA pupil estimate will be generated:

SQA Pupil estimate will be determined using:

1. Weighted average of 3 internal summative assessments
2. Weighted average of class projects
3. Teacher professional judgement

1. Weighted Average

Assessment 1 covers approximately 30% of course content.

FAB 1 covers approximately 100% of course content

FAB 2 covers 100% of course content.

Weighted average = ((Assessment 1 x 0.3) + (FAB 1 x 1) + (FAB 2 x 1)) ÷ 2.3

2. Weighted Average of class projects*

2 course projects are carried out during the course and assessed.

Weighted average of Practical Models = (Project 1 x 0.5) + (Project 2 x 0.5)

***Combined Weighted Average**

To calculate a combined weighted average for the theory and practical assessments the following formula is used:

(Weighted average of theory x 0.6) + (Weighted average of class projects x 0.4)

2. Teacher Professional Judgement

Teacher professional judgement will also be taken into account in order to calculate the final SQA pupil estimate. Teacher professional judgement will be influenced by work produced in class, formative assessment and homework assignments. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma:

Faculty: Technologies and Enterprise

Course: Engineering Science

Level: Advanced Higher

Course components/assessments which will be moderated:

- Term 1 Assessment
- FAB 1
- FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation Process

- All assessments and Marking instructions will be shared with all markers who will formally discuss the script content and the related marking instructions. If required, the paper/marketing instructions will be updated to ensure there is agreement and common understanding.
- After scripts have been completed by learners, a sample* of scripts will be marked by all markers prior to a markers meeting.
- At Markers meeting, common responses not noted on original marking scheme are discussed and marking scheme is updated accordingly.
- Markers will discuss and agree consistent approach to marking of all questions in accordance with updated marking scheme.
- Papers will then be distributed randomly (and equally) amongst markers. Markers mark their full quota of papers and initial front of each paper.
- At the end of the marking process a further sample of papers from each marker is moderated by PTC/PT to ensure marks fall within a pre-agreed tolerance.
- If papers are not within tolerance, markers scripts are remarked by marker and PTC/PT collaboratively.

**Moderation of sample (sample will be 10% or at least 5 from each markers scripts, whichever is highest)*

Moderation Timeline

- Term 1 Assessment – October
- FAB 1 – December-January
- FAB 2 – March-April

How the SQA pupil estimate will be generated:

SQA Pupil estimate will be determined using:

1. Weighted average of 3 internal summative assessments
2. Teacher professional judgement

1. Weighted Average

Assessment 1 covers approximately 12% of course content.

FAB 1 covers approximately 50% of course content

FAB 2 covers 100% of course content.

Weighted average = ((Assessment 1 x 0.12) + (FAB 1 x 0.5) + (FAB 2 x 1)) ÷ 1.62

2. Teacher Professional Judgement

Teacher professional judgement will also be taken into account in order to calculate the final SQA pupil estimate. Teacher professional judgement will be influenced by work produced in class, formative assessment and homework assignments. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma:

Faculty: Technologies and Enterprise

Course: Engineering Science

Level: Higher

Course components/assessments which will be moderated:

- Term 1 Assessment
- FAB 1
- FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation Process

- All assessments and Marking instructions will be shared with all markers who will formally discuss the script content and the related marking instructions. If required, the paper/marking instructions will be updated to ensure there is agreement and common understanding.
- After scripts have been completed by learners, a sample* of scripts will be marked by all markers prior to a markers meeting.
- At Markers meeting, common responses not noted on original marking scheme are discussed and marking scheme is updated accordingly.
- Markers will discuss and agree consistent approach to marking of all questions in accordance with updated marking scheme.
- Papers will then be distributed randomly (and equally) amongst markers. Markers mark their full quota of papers and initial front of each paper.
- At the end of the marking process a further sample of papers from each marker is moderated by PTC/PT to ensure marks fall within a pre-agreed tolerance.
- If papers are not within tolerance, markers scripts are remarked by marker and PTC/PT collaboratively.

**Moderation of sample (sample will be 10% or at least 5 from each markers scripts, whichever is highest)*

Moderation Timeline

- Term 1 Assessment – October
- FAB 1 – December-January
- FAB 2 – March-April

How the SQA pupil estimate will be generated:

SQA Pupil estimate will be determined using:

1. Weighted average of 3 internal summative assessments
2. Teacher professional judgement

1. Weighted Average

Assessment 1 covers approximately 20% of course content.

FAB 1 covers approximately 60% of course content

FAB 2 covers 100% of course content.

Weighted average = ((Assessment 1 x 0.2) + (FAB 1 x 0.6) + (FAB 2 x 1)) ÷ 1.8

2. Teacher Professional Judgement

Teacher professional judgement will also be taken into account in order to calculate the final SQA pupil estimate. Teacher professional judgement will be influenced by work produced in class, formative assessment and homework assignments. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma:

Faculty: Technologies and Enterprise

Course: Engineering Science

Level: National 5

Course components/assessments which will be moderated:

- Term 1 Assessment
- FAB 1
- FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation Process

- All assessments and Marking instructions will be shared with all markers who will formally discuss the script content and the related marking instructions. If required, the paper/marketing instructions will be updated to ensure there is agreement and common understanding.
- After scripts have been completed by learners, a sample* of scripts will be marked by all markers prior to a markers meeting.
- At Markers meeting, common responses not noted on original marking scheme are discussed and marking scheme is updated accordingly.
- Markers will discuss and agree consistent approach to marking of all questions in accordance with updated marking scheme.
- Papers will then be distributed randomly (and equally) amongst markers. Markers mark their full quota of papers and initial front of each paper.
- At the end of the marking process a further sample of papers from each marker is moderated by PTC/PT to ensure marks fall within a pre-agreed tolerance.
- If papers are not within tolerance, markers scripts are remarked by marker and PTC/PT collaboratively.

**Moderation of sample (sample will be 10% or at least 5 from each markers scripts, whichever is highest)*

Moderation Timeline

- Term 1 Assessment – October
- FAB 1 – December-January
- FAB 2 – March-April

How the SQA pupil estimate will be generated:

SQA Pupil estimate will be determined using:

1. Weighted average of 3 internal summative assessments
2. Teacher professional judgement

1. Weighted Average

Assessment 1 covers approximately 25% of course content.

FAB 1 covers approximately 75% of course content

FAB 2 covers 100% of course content.

Weighted average = ((Assessment 1 x 0.25) + (FAB 1 x 0.75) + (FAB 2 x 1)) ÷ 2

2. Teacher Professional Judgement

Teacher professional judgement will also be taken into account in order to calculate the final SQA pupil estimate. Teacher professional judgement will be influenced by work produced in class, formative assessment and homework assignments. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma:

Faculty: Technologies and Enterprise

Course: Design and Manufacture

Level: National 5

Course components/assessments which will be moderated:

- Term 1 Assessment
- FAB 1
- FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation Process

- All assessments and Marking instructions will be shared with all markers who will formally discuss the script content and the related marking instructions. If required, the paper/marketing instructions will be updated to ensure there is agreement and common understanding.
- After scripts have been completed by learners, a sample* of scripts will be marked by all markers prior to a markers meeting.
- At Markers meeting, common responses not noted on original marking scheme are discussed and marking scheme is updated accordingly.
- Markers will discuss and agree consistent approach to marking of all questions in accordance with updated marking scheme.
- Papers will then be distributed randomly (and equally) amongst markers. Markers mark their full quota of papers and initial front of each paper.
- At the end of the marking process a further sample of papers from each marker is moderated by PTC/PT to ensure marks fall within a pre-agreed tolerance.
- If papers are not within tolerance, markers scripts are remarked by marker and PTC/PT collaboratively.

**Moderation of sample (sample will be 10% or at least 5 from each markers scripts, whichever is highest)*

Moderation Timeline

- Term 1 Assessment – October
- FAB 1 – December-January
- FAB 2 – March-April
- Projects – ongoing during term 1 and 2

How the SQA pupil estimate will be generated:

SQA Pupil estimate will be determined using:

1. Weighted average of 3 internal summative assessments
2. Weighted average of Design Folios and Prototype Models
3. Teacher professional judgement

1. Weighted Average of Theory*

Assessment 1 covers approximately 25% of course theory content.

FAB 1 covers approximately 75% of course theory content

FAB 2 covers 100% of course theory content.

Weighted average of theory = ((Assessment 1 x 0.25) + (FAB 1 x 0.75) + (FAB 2 x 1)) ÷ 2

2. Weighted Average of Design Folios and Prototype Models*

2 course project prototypes are carried out during the course and assessed.

Weighted average of Projects = (Project 1 x 0.5) + (Project 2 x 0.5)

***Combined Weighted Average**

To calculate a combined weighted average for the theory and practical assessments the following formula is used:

(Weighted average of theory x 0.47) + (Weighted average of Projects x 0.53)

3. Teacher Professional Judgement

Teacher professional judgement will also be taken into account in order to calculate the final SQA pupil estimate. Teacher professional judgement will be influenced by work produced in class and the workshop, formative assessment and homework assignments. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma:

Faculty: Technologies and Enterprise

Course: Graphic Communication

Level: National 5

Course components/assessments which will be moderated:

- FAB 1
- FAB 2
- Practical – Model 2
- Practical IACCA

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation Process

- All assessments and Marking instructions will be shared with all markers who will formally discuss the script content and the related marking instructions. If required, the paper/marketing instructions will be updated to ensure there is agreement and common understanding.
- After scripts have been completed by learners, a sample* of scripts will be marked by all markers prior to a markers meeting.
- At Markers meeting, common responses not noted on original marking scheme are discussed and marking scheme is updated accordingly.
- Markers will discuss and agree consistent approach to marking of all questions in accordance with updated marking scheme.
- Papers will then be distributed randomly (and equally) amongst markers. Markers mark their full quota of papers and initial front of each paper.
- At the end of the marking process a further sample of papers from each marker is moderated by PTC/PT to ensure marks fall within a pre-agreed tolerance.
- If papers are not within tolerance, markers scripts are remarked by marker and PTC/PT collaboratively.

**Moderation of sample (sample will be 10% or at least 5 from each markers scripts, whichever is highest)*

Moderation Timeline

- FAB 1 – December-January
- FAB 2 – March-April
- Projects – ongoing during term 1 and 2

How the SQA pupil estimate will be generated:

SQA Pupil estimate will be determined using:

1. Weighted average of 3 internal summative assessments
2. Weighted average of Practical Models
3. Teacher professional judgement

1. Weighted Average of Theory*

FAB 1 covers approximately 80% of course theory content

FAB 2 covers 100% of course theory content.

Weighted average of theory = $((\text{FAB 1} \times 0.8) + (\text{FAB 2} \times 1)) \div 1.8$

2. Weighted Average of Practical Models*

Model 2 – 15% of practical grade.

IACCA – 85% of practical grade.

Weighted average of Practical Models = $(\text{Model 2} \times 0.15) + (\text{IACCA} \times 0.85)$

***Combined Weighted Average**

To calculate a combined weighted average for the theory and practical assessments the following formula is used:

$(\text{Weighted average of theory} \times 0.3) + (\text{Weighted average of Practical Models} \times 0.7)$

3. Teacher Professional Judgement

Teacher professional judgement will also be taken into account in order to calculate the final SQA pupil estimate. Teacher professional judgement will be influenced by work produced in class and the workshop, formative assessment and homework assignments. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma:

Faculty: Technologies and Enterprise

Course: Business Management

Level: Higher

Course components/assessments which will be moderated:

- Term 1 Assessment
- FAB 1
- FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation Process

- All assessments and Marking instructions will be shared with all markers who will formally discuss the script content and the related marking instructions. If required, the paper/marking instructions will be updated to ensure there is agreement and common understanding.
- After scripts have been completed by learners, a sample* of scripts will be marked by all markers prior to a markers meeting.
- At Markers meeting, common responses not noted on original marking scheme are discussed and marking scheme is updated accordingly.
- Markers will discuss and agree consistent approach to marking of all questions in accordance with updated marking scheme.
- Papers will then be distributed randomly (and equally) amongst markers. Markers mark their full quota of papers and initial front of each paper.
- At the end of the marking process a further sample of papers from each marker is moderated by PTC/PT to ensure marks fall within a pre-agreed tolerance.
- If papers are not within tolerance, markers scripts are remarked by marker and PTC/PT collaboratively.

**Moderation of sample (sample will be 10% or at least 5 from each markers scripts, whichever is highest)*

Moderation Timeline

- Term 1 Assessment – October
- FAB 1 – December-January
- FAB 2 – March-April

How the SQA pupil estimate will be generated:

SQA Pupil estimate will be determined using:

1. Weighted average of 3 internal summative assessments
2. Teacher professional judgement

1. Weighted Average

Assessment 1 covers approximately 30% of course content.

FAB 1 covers approximately 80% of course content

FAB 2 covers 100% of course content.

Weighted average = ((Assessment 1 x 0.3) + (FAB 1 x .8) + (FAB 2 x 1)) ÷ 2.1

2. Teacher Professional Judgement

Teacher professional judgement will also be taken into account in order to calculate the final SQA pupil estimate. Teacher professional judgement will be influenced by work produced in class, formative assessment and homework assignments. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma:

Faculty: Technologies and Enterprise

Course: Business Management

Level: National 5

Course components/assessments which will be moderated:

- Term 1 Assessment
- FAB 1
- FAB 2

How each component/assessment will be moderated including the associated timeline, sample size:

Moderation Process

- All assessments and Marking instructions will be shared with all markers who will formally discuss the script content and the related marking instructions. If required, the paper/marking instructions will be updated to ensure there is agreement and common understanding.
- After scripts have been completed by learners, a sample* of scripts will be marked by all markers prior to a markers meeting.
- At Markers meeting, common responses not noted on original marking scheme are discussed and marking scheme is updated accordingly.
- Markers will discuss and agree consistent approach to marking of all questions in accordance with updated marking scheme.
- Papers will then be distributed randomly (and equally) amongst markers. Markers mark their full quota of papers and initial front of each paper.
- At the end of the marking process a further sample of papers from each marker is moderated by PTC/PT to ensure marks fall within a pre-agreed tolerance.
- If papers are not within tolerance, markers scripts are remarked by marker and PTC/PT collaboratively.

**Moderation of sample (sample will be 10% or at least 5 from each markers scripts, whichever is highest)*

Moderation Timeline

- Term 1 Assessment – October
- FAB 1 – December-January
- FAB 2 – March-April

How the SQA pupil estimate will be generated:

SQA Pupil estimate will be determined using:

3. Weighted average of 3 internal summative assessments
4. Teacher professional judgement

1. Weighted Average

Assessment 1 covers approximately 30% of course content.

FAB 1 covers approximately 80% of course content

FAB 2 covers 100% of course content.

Weighted average = ((Assessment 1 x 0.3) + (FAB 1 x .8) + (FAB 2 x 1)) ÷ 2.1

2. Teacher Professional Judgement

Teacher professional judgement will also be taken into account in order to calculate the final SQA pupil estimate. Teacher professional judgement will be influenced by work produced in class, formative assessment and homework assignments. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Appendix 2: Faculty moderation proforma

Faculty: Social Subjects

Course: Geography

Level: Advanced Higher

Course components/assessments which will be moderated:

1. Unit Assessment Outcome 1: Geographical Issues critical evaluation.
2. FAB 1: Question Paper (Map Interpretation and Geographical Data Handling).
3. FAB 2: Question Paper (Map Interpretation, Gathering and Processing Techniques and Geographical Data Handling)

How each component/assessment will be moderated including the associated timeline, sample size.

Moderation Process

Papers distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. 2/6 candidate papers (33%) will be marked by a second marker. moderated to ensure marks fall within a pre-agreed tolerance. If there are any discrepancies all papers will be remarked.

Timeline

Assessment 1 – October

FAB 1 – December

FAB 2 – March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

Weighted average of FAB 1 and FAB 2 summative assessments (30% of overall grade)

Teacher professional judgement – coursework = 70% of overall grade so teacher will estimate grade for Geographical Issue (30%) and Geographical Study (40%)

Formal Assessments:

FAB 1 covers approximately 70% of Advanced Higher exam course content.

FAB 2 covers 100% of Advanced Higher exam course content.

Weighted average (WA) = $((\text{FAB 1} \times 0.7) + (\text{FAB 2} \times 1)) \div 1.7 = \text{OFA}$ (Overall Formal Assessment)

These will account for 30% of estimated grade.

Course Work:

Geographical Study (GS) – this will be given an estimated grade percentage and account for 40% of the estimate

Geographical Issue (GI) – this will be given an estimated grade percentage and account for 30% of the estimate.

Overall Weighted average = $((\text{OFA} \times 0.3) + (\text{GS} \times 0.4) + (\text{GI} \times 0.3)) \div 1 = (\text{EG})$ Estimated Grade.

2. Teacher Professional Judgement

Along with the weighted average, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Examples**Student A**

FAB 1 – 62%

FAB 2 – 68%

Weighted Average = $((62 \times 0.7) + (68 \times 1)) \div 1.7 = 65.53\%$

Teacher Estimate for GS = 73%, GI = 62%

Overall Weighted Average = $((65.53 \times 0.3) + (73 \times 0.4) + (62 \times 0.3)) \div 1 = \mathbf{67.46\%}$

Falls into B3 banding. Teacher agrees with estimate. Estimate = B3

Appendix 2: Faculty moderation proforma

Faculty: Social Subjects

Course: Geography

Level: Higher

Course components/assessments which will be moderated:

1. End of Unit Assessment: Population
2. FAB 1: Question Paper (Paper 1: Human - Population and Physical – Hydrosphere, Lithosphere. Techniques and Paper 2: Global Issues – River Basin Management). 40%
3. FAB 2: Question Paper (Paper 1: Human – Urban, Rural, Population. Physical – Biosphere, Atmosphere, Lithosphere, Hydrosphere and Paper 2: Global Issues – River Basin Management and Development and Health and Mapwork) 100%

How each component/assessment will be moderated including the associated timeline, sample size,

Papers distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At least 10% of cohort will be marked by a second marker (in some cases third marker). Moderated to ensure marks fall within a pre-agreed tolerance. If there are any discrepancies all papers from that marker will be remarked.

How the SQA pupil estimate will be generated:

Student A

FAB 1 – 43%

FAB 2 – 62%

Weighted Average = $((43 \times 0.4) + (62 \times 1)) \div 1.4 = 56.5 \%$

Teacher Estimate for student = C5 checks other assessments to support this overall.

Falls into C5 banding. Teacher agrees with estimate. Estimate = C5

Appendix 2: Faculty moderation proforma

Faculty: Social Subjects

Course: Geography

Level: National 5

Course components/assessments which will be moderated:

1. End of Unit Assessment: Health
2. FAB 1: Question Paper (Human - Population and Physical –Weather, Glaciation and mapwork. Global Issues: Environmental Hazards and Development and Health). 40%
3. FAB 2: Question Paper (Human –Population, rural, urban and mapwork. Physical – Weather, Glaciation, Coasts, land use conflicts and mapwork. Global Issues – Environmental Hazards and Development and Health) 100%

How each component/assessment will be moderated including the associated timeline, sample size,

Papers distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At least 10% sample of the cohort will be marked by a second marker (in some cases third marker). Moderated to ensure marks fall within a pre-agreed tolerance. If there are any discrepancies all papers from that marker will be remarked.

How the SQA pupil estimate will be generated:

Student A

FAB 1 – 62%

FAB 2 – 68%

Weighted Average = $((62 \times 0.4) + (68 \times 1)) \div 1.4 = 66.3\%$

Falls into B3 banding. Teacher agrees with estimate. Estimate = B3

How the SQA pupil estimate will be generated:

Student B

FAB 1 – 44%

FAB 2 – 66%

Weighted Average = $((44 \times 0.4) + (66 \times 1)) \div 1.4 = 59.7 \%$

Teacher Estimate for student = borderline C5/ B4 candidate so department checks other assessments to support overall estimate grade.

Teachers feel pupil has been working very well in class, homework is completed to a reasonable standard, pupil has been attending Targeted Supported Study sessions after school, continual and gradual improvement in summative assessment scores. Estimate = B4 based on supporting evidence and teacher professional judgement .

Teacher Estimate = **B4**

Appendix 2: Faculty moderation proforma

Faculty: Social Subjects

Course: History

Level: Advanced Higher

Course components/assessments which will be moderated:

1. Topic 2: Scottish Wars of Independence. Alexander III Essay
2. FAB 1: Question Paper (2 x Essay and Enquiry Skills Question). 50%.
3. FAB 2: Question Paper (Full Exam paper) 100%

How each component/assessment will be moderated including the associated timeline, sample size.

Moderation Process

Papers distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. 10% of candidate papers will be marked by a second marker. Moderated to ensure marks fall within a pre-agreed tolerance. If there are any discrepancies all papers will be remarked.

Timeline

Assessment 1 – October

FAB 1 – December

FAB 2 – March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

Weighted average of FAB 1 and FAB 2 summative assessments (70% of overall grade)

Teacher professional judgement – coursework = 30% of overall grade so teacher will estimate grade for Dissertation (30%)

Formal Assessments:

FAB 1 covers approximately 50% of Advanced Higher exam course content.

FAB 2 covers 100% of Advanced Higher exam course content.

Weighted average (WA) = $((\text{FAB 1} \times 0.5) + (\text{FAB 2} \times 1)) \div 1.5 = \text{OFA}$ (Overall Formal Assessment)

These will account for 70% of estimated grade.

Course Work:

Dissertation – this will be given an estimated grade percentage and account for 30% of the estimate

Overall Weighted average = $((\text{OFA} \times 0.70) + (\text{Diss} \times 0.30)) \div 1 = (\text{EG})$ Estimated Grade.

2. Teacher Professional Judgement

Along with the weighted average, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Examples**Student A**

FAB 1 – 62%

FAB 2 – 68%

Weighted Average = $((62 \times 0.5) + (68 \times 1)) \div 1.5 = 66\%$

Teacher Estimate for Dissertation = 79% (this may have to be holistic as could be incomplete)

Overall Weighted Average = $((66 \times 0.70) + (73 \times 0.30)) \div 1 = 68.1\%$

Falls into B3 banding. Teacher agrees with estimate. Estimate = B3

Appendix 2: Faculty moderation proforma

Faculty: Social Subjects

Course: History

Level: Higher

Course components/assessments which will be moderated:

1. Essay: Britain, Issue 3
2. FAB 1: Question Paper (Britain Unit) 30%
3. FAB 2: Question Paper (Britain, USA, Italy and source questions) 100%

How each component/assessment will be moderated including the associated timeline, sample size,

Papers distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At least 10% of cohort will be marked by a second marker (in some cases third marker). Moderated to ensure marks fall within a pre-agreed tolerance. If there are any discrepancies all papers from that marker will be remarked.

How the SQA pupil estimate will be generated:

Student A

FAB 1 – 48%

FAB 2 – 62%

Weighted Average = $((48 \times 0.3) + (62 \times 1)) \div 1.3 = 58.7 \%$

Teacher Estimate for student = C5 checks other assessments to support this overall.

Falls into C5 banding. Teacher agrees with estimate. Estimate = C5

Appendix 2: Faculty moderation proforma

Faculty: Social Subjects

Course: Geography

Level: National 5

Course components/assessments which will be moderated:

1. End of Unit Assessment: Germany
2. FAB 1: Question Paper (Germany and Migration and Empire). 30%
3. FAB 2: Question Paper (Germany, Migration and Empire and Changing Britain) 100%

How each component/assessment will be moderated including the associated timeline, sample size,

Papers distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At least 10% sample of the cohort will be marked by a second marker (in some cases third marker). Moderated to ensure marks fall within a pre-agreed tolerance. If there are any discrepancies all papers from that marker will be remarked.

How the SQA pupil estimate will be generated:

Student A

FAB 1 – 62%

FAB 2 – 68%

Weighted Average = $((62 \times 0.3) + (68 \times 1)) \div 1.3 = 66.6\%$

Falls into B3 banding. Teacher agrees with estimate. Estimate = B3

How the SQA pupil estimate will be generated:

Student B

FAB 1 – 44%

FAB 2 – 64%

Weighted Average = $((44 \times 0.3) + (64 \times 1)) \div 1.3 = 59.3 \%$

Teacher Estimate for student = borderline C5/ B4 candidate so department checks other assessments to support overall estimate grade.

Teachers feel pupil has been working very well in class, homework is completed to a reasonable standard, pupil has been attending Targeted Supported Study sessions after school, continual and gradual improvement in summative assessment scores. Estimate = B4 based on supporting evidence and teacher professional judgement .

Teacher Estimate = **B4**

Appendix 2: Faculty moderation proforma

Faculty: Social Subjects

Course: Modern Studies

Level: Advanced Higher

Course components/assessments which will be moderated:

1. Research Methods Question
2. FAB 1: Question Paper (Research Methods question, source question, 1 x KU essay). 50% of final question paper.
3. FAB 2: Question Paper (Research Methods question, source question, 2 x KU essay) 100% of final question paper

How each component/assessment will be moderated including the associated timeline, sample size.

Moderation Process

Papers distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. 3/3 candidate papers (100%) will be marked by a second marker. Moderated to ensure marks fall within a pre-agreed tolerance. If there are any discrepancies all papers will be remarked.

Timeline

Assessment 1 – October

FAB 1 – December

FAB 2 – March

How the SQA pupil estimate will be generated:

Pupil estimate will be determined using:

Weighted average of FAB 1 and FAB 2 summative assessments (65% of overall grade)

Teacher professional judgement – coursework = 35% of overall grade so teacher will estimate grade for Dissertation (35%)

Formal Assessments:

FAB 1 covers approximately 50% of Advanced Higher exam course content.

FAB 2 covers 100% of Advanced Higher exam course content.

Weighted average (WA) = $((\text{FAB 1} \times 0.5) + (\text{FAB 2} \times 1)) \div 1.5 = \text{OFA}$ (Overall Formal Assessment)

These will account for 65% of estimated grade.

Course Work:

Dissertation – this will be given an estimated grade percentage and account for 35% of the estimate

Overall Weighted average = $((\text{OFA} \times 0.65) + (\text{Diss} \times 0.35)) \div 1 = (\text{EG})$ Estimated Grade.

2. Teacher Professional Judgement

Along with the weighted average, teacher professional judgement will also be taken into account when assigning estimate bands. Teachers will take into consideration classwork, homework and any formative assessments carried out throughout the course of the session. This is particularly pertinent where a pupils weighted average lies on the borderline between two grade boundaries.

Examples**Student A**

FAB 1 – 62%

FAB 2 – 68%

Weighted Average = $((62 \times 0.5) + (68 \times 1)) \div 1.5 = 66\%$

Teacher Estimate for Dissertation = 73%

Overall Weighted Average = $((66 \times 0.65) + (73 \times 0.35)) \div 1 = \mathbf{68.45\%}$

Falls into B3 banding. Teacher agrees with estimate. Estimate = B3

Appendix 2: Faculty moderation proforma

Faculty: Social Subjects

Course: Modern Studies

Level: Higher

Course components/assessments which will be moderated:

1. Timed Essay – Crime and Law
2. FAB 1: Question Paper (Crime and Law and Enquiry Skills). 40%
3. FAB 2: Question Paper (Crime and Law, Democracy in UK, International Issue and Enquiry Skills 100%)

How each component/assessment will be moderated including the associated timeline, sample size,

Papers distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At least 10% of cohort will be marked by a second marker (in some cases third marker). Moderated to ensure marks fall within a pre-agreed tolerance. If there are any discrepancies all papers from that marker will be remarked.

How the SQA pupil estimate will be generated:

Student A

FAB 1 – 43%

FAB 2 – 62%

Weighted Average = $((43 \times 0.4) + (62 \times 1)) \div 1.4 = 56.5 \%$

Teacher Estimate for student = C5 checks other assessments to support this overall.

Falls into C5 banding. Teacher agrees with estimate. Estimate = C5

How the SQA pupil estimate will be generated:

Student B

FAB 1 – 44%

FAB 2 – 66%

Weighted Average = $((44 \times 0.4) + (66 \times 1)) \div 1.4 = 59.7 \%$

Teacher Estimate for student = borderline C5/ B4 candidate so department checks other assessments to support overall estimate grade.

Teachers feel pupil has been working well in class, homework is completed to a reasonable standard, pupil has not been attending Targeted Supported Study sessions after school, and shown similar results in other summative assessment scores. Estimate = C5 based on other evidence and teacher professional judgement.

Teacher Estimate = **C5**

Appendix 2: Faculty moderation proforma

Faculty: Social Subjects

Course: Modern Studies

Level: National 5

Course components/assessments which will be moderated:

1. End of Unit Assessment: Social Inequality
2. FAB 1: Question Paper (Social Inequality, the USA and Enquiry Skills). 40%
3. FAB 2: Question Paper (Social Inequality, the USA, Democracy in the UK and Enquiry Skills 100%)

How each component/assessment will be moderated including the associated timeline, sample size,

Papers distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At least 10% of cohort will be marked by a second marker (in some cases third marker). Moderated to ensure marks fall within a pre-agreed tolerance. If there are any discrepancies all papers from that marker will be remarked.

How the SQA pupil estimate will be generated:

Student A

FAB 1 – 46%

FAB 2 – 65%

Weighted Average = $((46 \times 0.4) + (45 \times 1)) \div 1.4 = 45.2 \%$

Teacher Estimate for student = D7 checks other assessments to support this overall.

Falls into D7 banding. Teacher agrees with estimate. Estimate = **D7**

How the SQA pupil estimate will be generated:

Student B

FAB 1 – 49%

FAB 2 – 51%

Weighted Average = $((49 \times 0.4) + (51 \times 1)) \div 1.4 = 50.4\%$

Teacher Estimate for student = borderline C6/D7 candidate so department checks other assessments to support overall estimate grade.

Teachers feel pupil has been working very well in class, homework is completed to a reasonable standard, pupil has been attending Targeted Supported Study sessions after school, and shown similar results in other summative assessment scores. Estimate = C6 based on other evidence and teacher professional judgement.

Teacher Estimate = **C6**

Appendix 2: Faculty moderation proforma

Faculty: Social Subjects

Course: Philosophy

Level: Higher

Course components/assessments which will be moderated:

1. End of Unit Assessment: Arguments in Action
2. FAB 1: Question Paper (Arguments in Action and Knowledge and Doubt). 60%.
3. FAB 2: Question Paper (Arguments in Action, Knowledge and Doubt and Moral Philosophy) 100%

How each component/assessment will be moderated including the associated timeline, sample size,

Papers distributed randomly (and equally) amongst markers. Markers mark their quota of papers and initial front of each paper. At least 10% of cohort will be marked by an External Verifier. Moderated to ensure marks fall within a pre-agreed tolerance. If there are any discrepancies all papers from that marker will be remarked.

How the SQA pupil estimate will be generated:

Student A

FAB 1 – 43%

FAB 2 – 62%

Weighted Average = $((43 \times 0.4) + (62 \times 1)) \div 1.4 = 56.5 \%$

Teacher Estimate for student = C5 checks other assessments to support this overall.

Falls into C5 banding. Teacher agrees with estimate. Estimate = C5

How the SQA pupil estimate will be generated:

Student B

FAB 1 – 44%

FAB 2 – 66%

Weighted Average = $((44 \times 0.4) + (66 \times 1)) \div 1.4 = 59.7 \%$

Teacher Estimate for student = borderline C5/ B4 candidate so department checks other assessments to support overall estimate grade.

Teachers feel pupil has been working very well in class, homework is completed to a reasonable standard, pupil has been attending Targeted Supported Study sessions after school, continual and gradual improvement in summative assessment scores. Estimate = B4 based on supporting evidence and teacher professional judgement.

Teacher Estimate = **B4**