

## PAISLEY GRAMMAR SCHOOL

### SQA national qualifications

#### Post-result services (August 2016): policy and procedures

This policy reflects the guidance offered by the Scottish Qualifications Authority (SQA) in 'Post-result Services – Guidance for Centres (March 2014)'.

##### Post-result services

As its name implies, this service runs after pupils have received their certificates. If the school is concerned by a pupil's result, it can request:

- a. a clerical check and/or
- b. a marking review of the script

The 'script' is the name given to the pupil's exam answer paper.

There is no consideration of 'alternative evidence' with this service. That means that the school cannot submit evidence of pupil performance to justify its concern and no such evidence will be considered by SQA in making a determination.

**It is important to note that the check/review can lead to a change of grade either up or down.**

If the grade changes then SQA will issue a new certificate to the pupil.

##### A. Clerical check

If the school submits a request for a clerical check of a pupil's exam script, SQA checks that:

- All parts of the script have been marked
- The marks given for each answer on the script have been totalled correctly
- The correct total/result was entered into the SQA's system for that script (the system evaluates all the results received in the different parts of the course, in order to calculate the final grade)

Subjects that have been e-marked are not eligible for a clerical check, and almost all national 5 examinations are e-marked. When a subject is e-marked; the clerical check process is carried out automatically prior to the result being issued.

Where a subject has components that are both traditionally marked and e-marked, only the traditionally marked component will be eligible for a clerical check.

Subjects that are e-marked are, however, eligible for the marking review process.

## **B. Marking review**

If the school submits a request for a marking review of a pupil's exam script, this will include:

- A clerical check (same as above)
- A review by a Senior Examiner of the marks that the pupil was given for each question and/or externally assessed component of the course assessment, to check whether the original marking was in line with the national standard.

### **Criteria for post-result clerical check or marking review**

The school will submit a request if it holds clear and compelling evidence that there is a reasonable possibility that an error may have occurred with the marking or totalling of marks in a pupil's script.

That is, the pupil's final grade is markedly at odds with the assessment evidence gathered during the school year and is out of line with the performance of other pupils in the school with similar profiles.

It is not sufficient for a pupil's final award to be below the estimate submitted to SQA or that achieved during their prelim. The expectation is that there will be compelling evidence from **ALL** aspects of assessment: class tests, unit tests, coursework and any prelim exam. (An overview of assessment evidence is provided in the appendix.)

In particular, a clerical check and/or marking review will **not be requested** where:

- The pupil's final award is in line with the estimate previously submitted to SQA by the school
- The final award is within the same grade as that predicted by the assessment evidence held by the school
- The pupil's performance has shown inconsistencies during the year such that the final award falls within the range of performance evidenced
- The pupil's original estimate is found to be overly optimistic in the light of the actual performance of the rest of the cohort who went through the course.

**In general terms, the school will submit a request when the assessment evidence is consistent and points to an award at least one grade above the final award. The pupil must also give their consent for this to be submitted.**

The school will submit requests only on the basis of assessment evidence. It cannot do so on compassionate grounds or, for example, because entry to higher education is conditional on a particular award. Neither can the school agree to submit a request because the pupil or parents have offered to pay any charges arising.

A request cannot be submitted if the pupil has already been through the Exceptional Circumstances Consideration Service.

Decisions about eligibility for the post-result services will be taken by SMT based on advice by the principal teacher / faculty head.

### **Appeals**

If a pupil is dissatisfied with the decision taken by the school then they can appeal. Such appeals must be submitted in writing to the school at least seven working days prior to the end of the SQA submission window (9-30 August 2016). The appeal will be considered by the head teacher and the school's SQA coordinator. Appeals will be considered on the basis of the criteria set out above and will be final.

### **Cohort review**

If the school is concerned by the marking for a significant proportion of a class for one subject/level, it may request a marking review for a sample of the candidates' exam scripts. This will be considered under the procedures set out by SQA in Post-result Services – Guidance for centres (March 2014).

### **Submission of post-result services requests**

Only the school can submit a request to SQA. Parents and pupils cannot submit requests.

All requests must be submitted within the submission window publicised by SQA (9-30 August 2016).

**Further information about the SQA result services can be found at**

**[www.sqa.org.uk/resultsservices](http://www.sqa.org.uk/resultsservices)**

**If you have any questions or queries about post-result services please contact the appropriate DHT as soon as possible.**

## **Appendix to post-result service: policy and procedures**

### **Assessment evidence**

We gather assessment evidence throughout the session to inform estimate grades. Four different types of assessment evidence are used: **class tests, unit tests, coursework and prelims.**

**Class tests** usually contain a range of question types, which sample key aspects of the course and which replicate the demands of external assessment in terms of integration, challenge and application. They are also undertaken under 'controlled conditions'. Therefore, the collective outcomes of class tests undertaken across the session can be a very good source of evidence.

**Unit tests** are generally set at minimum competence level at a level below grade C and do not of themselves offer evidence that a pupil can cope with the course assessment. However, if they contain sufficient demands in terms of integration, challenge and application and the candidate performs well above the pass threshold, then they may provide useful additional evidence.

**Coursework** is undertaken in some subjects under exam conditions as a natural part of the programme. This too can be useful.

### **Prelims (internal exams)**

The purpose of these exams are to:

- Provide clear evidence that the pupil can cope with the demands of the external assessment instruments
- Contribute to the determination of the estimate grade which the school will send to SQA in advance of the external examinations
- Form part of the evidence in an 'exceptional circumstances' case if this becomes necessary

Performance in prelims is not the sole source of evidence for estimates and cannot be the sole source of evidence for exceptional circumstances case or a post-results services submission as parts of the course have not been covered at that point.