

Route map through assessment

Course: Business

Level: National 4

This document is intended to assist teachers in planning and delivering the overall vision for Curriculum for Excellence.

The vision for the new national qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

This route map aims to signpost all of the relevant material that is available to support your subject. Your professional judgement is vital and the documents listed below are intended to support you in deciding the most appropriate ways to generate evidence and assess candidates.

Education Scotland has produced a professional focus paper for business, and this is a good starting point as it provides support to help develop learning and teaching approaches that take forward the purposes and principles of Curriculum for Excellence through Business National 4.

<http://www.educationscotland.gov.uk/nationalqualifications/professionalfocuspapers/index.asp>

Business National 4 course content

The main SQA business page is found at <http://www.sqa.org.uk/sqa/45691.html>, with pages specifically related to National 4 at <http://www.sqa.org.uk/sqa/47432.html>. Staff should also regularly check the updates and announcements section of this page.

The course specification can be found at

http://www.sqa.org.uk/files_ccc/CfE_CourseSpec_N4_SocialStudies_Business.pdf.

There are three units: Business in Action, Influences on Business and the Added Value Unit.

Business in Action key topics: How and why businesses develop and operate in today's society, the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs. How businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources, and applying understanding of these areas to support business planning and decision making.

Influences on Business key topics: The impact that a range of internal and external influences has on business decision making. Stakeholders' influence on businesses relating to the financial, economic, competitive and social environment in which businesses have to operate and a growing understanding of how these influences can affect business survival and success.

Added Value Unit: Preparation of a simple business proposal for an aspect of a small business, making use of appropriate technology where applicable.



More detail on course coverage can be found in the course support notes.

http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_SocialStudies_Business.pdf

A course comparison between National 3 and National 4 is also available.

http://www.sqa.org.uk/sqa/files_ccc/Business_Course_comparison.pdf

Unit assessment

Units are mandatory when taken as part of the Business National 4 course but they can be taken independently.

Unit support notes follow on from the course support notes.

http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_SocialStudies_Business.pdf

Each individual unit also has a National 4 unit specification.

Each unit specification gives details of the outcomes and assessment standards. There are **three** outcomes per unit.

Business in Action

http://www.sqa.org.uk/files_ccc/CfE_Unit_N4_Business_BusinessInAction.pdf

Influences on Business

http://www.sqa.org.uk/files_ccc/CfE_Unit_N4_Business_InfluencesonBusiness.pdf

Learners must meet all the outcomes and assessment standards, and staff should read the documentation carefully. Evidence should be generated through learning and teaching. Assessment evidence can be drawn from a variety of activities and presented in a variety of formats. All of the evidence does not have to be generated from one activity but can be from several tasks and assessments carried out throughout the course. Learners should have access to resources to complete the assessment task and no time restrictions should be imposed. Staff should use their professional judgment when looking at the assessment evidence and ensure that minimum competency is met. They should undertake quality assurance regularly.

Three different ways of gathering evidence have been suggested by SQA. The most traditional approach is unit by unit. A combined approach links knowledge and understanding from two units together. Many staff will move towards the portfolio approach as their confidence grows. Here evidence is gathered from everyday learning using key classroom tasks. Unit assessment support is kept on the SQA Secure website.

Added Value Assignment

http://www.sqa.org.uk/files_ccc/CfE_Unit_N4_Business_AddedValueUnit.pdf

The Added Value Unit will focus on challenge and application. In the Added Value Unit there is one outcome broken down into five assessment standards.

The Business National 4 Added Value Unit assessment is an assignment. While describing what learners must do, the published assessment offers considerable flexibility in the choice of a context for the assessment. In the assessment learners research and communicate findings on a business-related topic drawn from the course, and use their research findings to prepare and communicate a simple business proposal for an aspect of a small business. This business may be real or notional.

Learners should complete the assignment on an individual basis and open-book conditions are permitted, enabling learners to refer to previously completed work. The time that learners can spend on the assignment should not exceed 8 hours. The learner will be allowed time for planning (with staff support) and preparation for the assignment tasks, which may include considering exemplar materials and practising and integrating the required skills to complete the assignment. Further information on conducting the Added Value Assignment is available on the SQA Secure website. This includes a judging the evidence table.

The assessment evidence should include a record of progress made through the assignment, such as a learning log or a blog, and also a presentation of the findings using a method suitable for its purpose, context and audience. This evidence may be supported by audio or video recordings of those aspects which will require collaboration with others. The tasks will be assessed by staff on a pass/fail basis.

For the first two years of implementation (in session 2013/14 and session 2014/15) staff **must** use the SQA-published Added Value Unit assessments. These include information for assessors, such as conditions of assessment and guidance on evidence to be gathered and on judging learners' evidence, and there is an appendix to provide instructions for learners, which should be issued to all learners. Centres can access the assessment through their SQA co-ordinator.

Verification

The verification process is meant to be supportive and not onerous.

Internal verification is the process of ensuring standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools.

Quality assurance: <http://www.sqa.org.uk/sqa/58448.html>.

Prior verification

http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf

Staff who devise their own assessments can send them to SQA for prior verification, free of charge. This is only necessary where significant changes have been made to the unit assessment provided. It gives departments confidence that their proposed assessment is fit for purpose and meets national standards.

Internal verification

http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQACentres.pdf

As a matter of course staff should be quality assuring their assessments by carrying out activities that they have always done, for example double marking and blind marking. A sample of learners' work should be marked by more than one staff member in a department, and in single-person departments an arrangement should be made with another local authority school.

External verification

In business schools will submit a sample of learners' evidence for scrutiny by subject-specialist qualification verifiers. SQA intend that every school will be verified over the first few years. Verification will take place in November, February and May. Twelve samples will be asked for.

<http://www.sqa.org.uk/sqa/66836.html>

http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf

Schools must retain the evidence until 31 July of each academic year.

http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf

Key messages from verification will be put up on the SQA website. The first round is already available.

http://www.sqa.org.uk/files_ccc/Business_Management_VKM_Round_1.pdf

Education Scotland support materials

Advice and Support for new national qualifications (Glow password required):

<http://www.educationscotland.gov.uk/nqcoursematerials/subjects/business/index.asp>

Other useful websites

A new website has been established which gives a quick guide to finding vital information about Curriculum for Excellence:

<http://www.educationscotland.gov.uk/keycfesupport/index.asp>

This appears under three headings:

- the latest guidance, updates and plans for embedding Curriculum for Excellence
- information on assessment
- information on the new qualifications.

The BBC have pulled together all their learning content in a new Knowledge and Learning Beta site that includes Class Clips:

www.bbc.co.uk/education

The Bitesize websites have also been updated for National 4:

<http://www.bbc.co.uk/education/subjects/z8xsr82>