

Managing assessment

Wallace High School, Stirling Council

History

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This case study has a focus on reducing the burden of assessment in National 4, National 5 and Higher history.

Staff within the history department attended an information session led by the SQA Principal Verifier. This session offered examples and a template of how a combined approach to assessment could be adopted covering all the learning outcomes for each Course. It also offered staff the opportunity to gain confidence in developing their own approaches to assessment in order to meet the needs of their own learners.

Prior to the development of their own combined assessments, it was essential that staff were fully conversant with every learning outcome. The grid, published on the SQA secure website, was used to map out potential tasks against the learning outcomes.

Staff have developed **three assessment tasks** which cover **all learning outcomes** for the course. Learners are clear about the learning outcomes being assessed as this is noted on each task sheet. For example,

Question	Learning Outcome
1	Scottish 1.1 and 2.1
2	Scottish 1.3, British 1.1
3	Scottish 1.2 and 2.2, European & World 1.1
4	Scottish 2.2 and 2.3, British 1.2, European & World 1.1 and 1.2

Staff refer to 'tasks' as opposed to assessments which helps take the pressure of learners.

The longer-term plan is to maintain the focus on learning and teaching and continue to reduce the burden of assessment further for learners by completing the **three tasks** over the course of **one week**.

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