

# Professional Learning for an Empowered Profession – A Geographers tale

**Murdo Macdonald**  
Depute Headteacher

# SCOT GOVT

*We have fantastic young people led by dedicated teachers and lecturers delivering first-class education in our schools and colleges every day.*

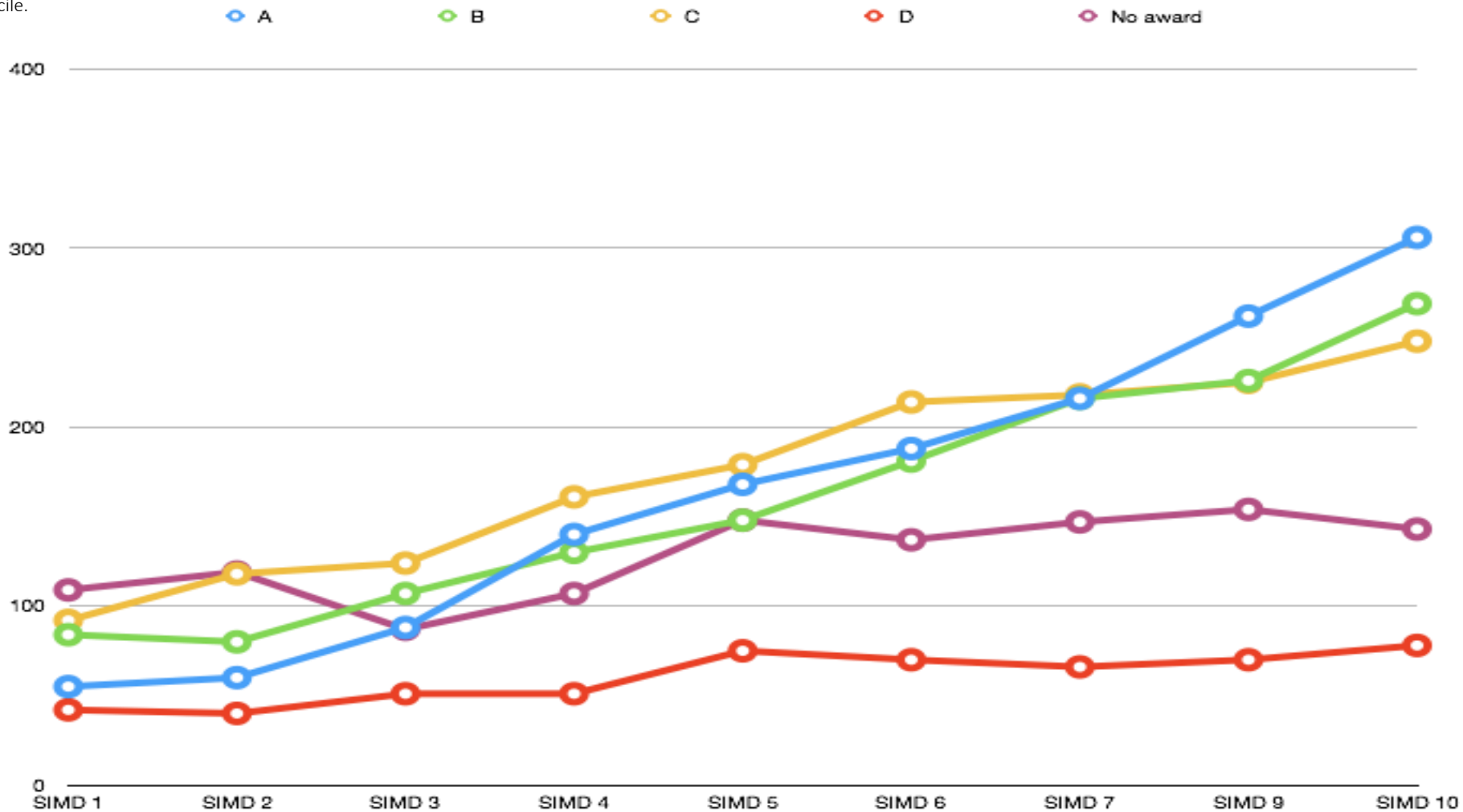
*And that is backed by a robust, credible assessment system*

*John Swinney MSP, 8<sup>th</sup> August 2018*

<https://www.scotsman.com/news/opinion/john-swinney-the-evidence-shows-scottish-education-is-first-class-1-4780819>

### Attainment – Higher Geography 2017 raw data

Numbers of candidates gaining A-D and No award for pupils in publicly funded secondary schools and pupils in school-college partnerships by SIMD decile.



# EIS Action Action research grant proposal

My proposal is to look at 'National 5 Geography and the attainment gap' focusing on examination results from 2018 as I would like to study any effect that the single 2 hour 20 minute exam paper has on attainment and the 'attainment gap.'

# DATA SOURCES

**SQA Course reports (all candidates)**



## Course Report 2018

Subject	Geography
Level	National 5

**Learning directorate data request** (only Publicly funded (including grant aided) secondary schools) *National Geography data request – 26092018, Author : u442579*

<b>Contents</b>
<a href="#">National 5 Geography Attainment summarised by SIMD decile at the National Level</a>
<a href="#">National 5 Geography Attainment summarised by SIMD quintile at Local Authority level</a>
<b>Data Source</b>
These data are management information drawn from the Insight Senior Phase Benchmarking Tool
<b>Pupil cohort</b>
These data are provided for senior phase (S4-S6) pupils from publicly funded (including grant-aided) secondary schools for the years 2014 to 2018.

1963

SCOTTISH CERTIFICATE OF EDUCATION

**GEOGRAPHY**

Ordinary Grade

Thursday, 16th May—9.30 a.m. to 12 noon

Candidates should attempt FIVE questions, viz., the TWO questions of Section A, together with THREE other questions from Sections B and C of which ONE must be from Section B, ONE from Section C, and the third from EITHER Section B OR Section C.

Candidates should read the questions carefully. The answers should be clearly expressed and entirely relevant.

The numbers of the pages in the examination book on which the answer to a question must be written are given after the question.

Where a reference map is provided for a particular question or for the area specified in a subtitle, the number of the reference map is given after the question or subtitle.

Write legibly and neatly, and leave a space of about half an inch between the lines.

Marks may be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

The value attached to each question, or to each part of a question, is shown in the margin.

[ 9 ]

Geog  
Ord



X833/75/11

Geography

TUESDAY, 28 MAY

1:00 PM – 3:20 PM

Total marks — 80

SECTION 1 — PHYSICAL ENVIRONMENTS — 30 marks

Attempt EITHER Question 1 OR Question 2

THEN attempt Questions 3 to 7.

SECTION 2 — HUMAN ENVIRONMENTS — 30 marks

Attempt ALL questions.

SECTION 3 — GLOBAL ISSUES — 20 marks

Attempt any TWO of the following.

Question 14 — Climate change

Question 15 — Natural regions

Question 16 — Environmental hazards

Question 17 — Trade and globalisation

Question 18 — Tourism

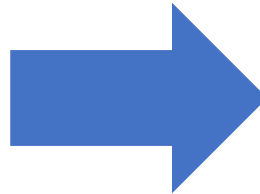
Question 19 — Health

You will receive credit for appropriately labelled sketch maps and diagrams.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use blue or black ink.

Before leaving the examination room you must give your answer booklet to the invigilator; if you do not, you may lose all the marks for this paper.



SQA

## National 5 Geography length of exam and assignment and % of final grade

Year	Exam length	Marks	%	Assignment length	%
2014	1 hour 30	60	75	1 hour	25
2015	1 hour 45	60	75	1 hour	25
2016	1 hour 45	60	75	1 hour	25
2017	1 hour 45	60	75	1 hour	25
2018	2 hours 20	80	80	1 hour	20

# EIS

***Changes to assessment in the Senior phase  
go further than they had to***

Larry Flanagan

<https://www.tes.com/news/changes-higher-exams-and-courses-go-further-they-had>



# 2015 to 2018 National 5 Geography total entries

Year	Entries	Change	%
2015	11573		
2016	11018	-555	-4.8%
2017	10757	-261	-2.4%
2018	9795	-962	-8.9%

# 2015 to 2018 State Sector National 5 Geography entries

Year	Entries	Change	%
2015	10545		
2016	9888	-657	-6.2%
2017	9633	-255	-2.6%
2018	8689	-944	-9.8%

# Independent and College Sector National 5 Geography entries

Year	Entries	Change	%
2017	1124		
2018	1096	-28	-2.5%

# National 5 Geography presentations

# Selected Scottish Local Authorities

Authority	2017	2018	%
Angus	331	248	<b>-25%</b>
Argyll and Bute	186	145	<b>-22%</b>
Clackmannanshire	71	55	<b>-23%</b>
Dundee	160	113	<b>-29%</b>
East Dunbartonshire	436	380	<b>-13%</b>
Edinburgh	636	515	<b>-19%</b>
Fife	529	467	<b>-12%</b>
Highland	536	471	<b>-12%</b>
Midlothian	142	104	<b>-27%</b>
N Ayrshire	379	316	<b>-17%</b>
Stirling	263	201	<b>-24%</b>
W Dunbartonshire	161	99	<b>-39%</b>




# National 5 Geography 2017 results

	Overall	%	State	%	Private	%
A	3753	34.9	3090	<b>32.1</b>	663	<b>59.0</b>
B	2152	20.0	1950	20.2	202	18.0
C	2123	19.7	2026	21.0	63	5.6
D	931	8.5	876	9.1	55	4.9
No award	1798	16.7	1691	17.6	107	9.5

# National 5 Geography 2018 results

	Overall	%	State	%	Private	%
A	2883	29.4	2258	<b>26.0</b>	625	<b>56.5</b>
B	2001	20.5	1774	20.4	227	20.5
C	2050	20.9	1886	21.7	164	14.8
D	1516	15.5	1448	<b>16.7</b>	68	<b>6.1</b>
No award	1345	13.7	1323	<b>15.2</b>	22	<b>2.0</b>

# A to C Passes 2017 to 2018

	2017	2018	
State Sector	73.3%	68.1%	
Non-State Sector	82.6%	91.8%	
SIMD 1-4	63.3% (1822/2877)	58.2% (1500/2577)	

# Scope Creep – an issue for Action research

‘Reasonable assistance’ for assignments

Marking – probationer teachers

Pupils still needing to put names, school names and town on papers

Marking review costs

Subject choice



# SUM UP & THANK YOU

Robust and credible assessment system?

Time for questions to be asked and answered

If the system favoured the poor, it would have been changed by now.

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