



## **Project Assessed Course**

### **X06H 11 Care Issues for Society: Older People**

**Valid from August 2007**

## **External Assessment**

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## Contents

	<b>Page</b>
1 Project Assessed Course — Overview	3
2 Recommended Entry	5
3 Overview of Project Brief	6
4 Outcome Coverage	7
5 Subject related Knowledge and Skills	8
6 Candidate Evidence Requirements	9
7 Allocation of Marks and Assessment Arrangements	13
8 Grade Descriptions	15
9 Grading and Marking	17
10 Internal verification	21
11 Ensuring evidence is authentic	22
12 Core Skills	23
13 Re-assessment	24

## Appendix

A	Case Study — Candidate Guide and Project Brief
B	Tutor Marking Checklist
C	Centre Declaration of Invigilation

# 1 Project Assessed Course — Overview

This specification is in two parts. The first part, the main body of the specification, provides the template for the definition and assessment of the Project Assessed Course. The second part, contained in an appendix, are the project briefs; additional support notes for candidate guidance; marking checklists and invigilation declaration.

This Project Assessed Course centres around a given case study. The Project Assessed Course integrates the knowledge and understanding gained in the individual Course Units. The integrated nature of the project has several advantages. Depth of understanding can be consolidated and there are opportunities for additional integrated or applied learning. The project represents an opportunity for candidates to develop and apply skills relating to:

- ◆ Planning
- ◆ Researching relevant background information
- ◆ Application of knowledge to a given situation (the case study)
- ◆ Problem solving
- ◆ Evaluation

Candidates will be best prepared to undertake the project when they have completed the component Units of the Course so that they can make full use of the knowledge and understanding gained in the Units.

The component Units are:

- ◆ Families in Modern Society
- ◆ Understanding the Needs of the Older Person  
and
- ◆ Mental Health Issues : An Introduction

Assessment will be based on the outcome of the project. An overall grade (A, B or C) will be determined by assessment of each candidate's performance in producing the project. This assessment will be subject to external marking. To gain the Course award, the candidate must pass all three component Units of the Course as well as the externally marked project.

The project has been devised to allow candidates to achieve any grade across the range.

The project is concerned primarily with analysis of issues relating to the case study scenario. However, this allows the candidate to display planning, research and evaluation skills.

Candidates are provided with a brief and are expected to demonstrate attainment relating to:

- ◆ Planning the steps and timescale they will take to cover all the requirements of the project
- ◆ Researching relevant background information
- ◆ Applying their research to the issues raised in the case study
- ◆ Drawing relevant conclusions
- ◆ Making realistic recommendations
- ◆ Evaluating their learning through carrying out this project

Candidate evidence is required as follows:

- ◆ Planning
- ◆ Relevant background research
- ◆ Application of research to the given case study
- ◆ Conclusions and recommendations
- ◆ Evaluation of candidate's learning process

## 2 Recommended Entry

Candidates should have completed the Units in the National Course prior to embarking on the external assessment. However, there may well be candidates who, for whatever reason, choose to undertake the external assessment on a stand-alone basis. Any such candidates who have not completed or embarked upon the National Course Units *prior* to undertaking the external assessment should have demonstrated attainment in (and/or attained) the following qualifications:

- ◆ National Unit: Psychology for Care (Intermediate 2)
- ◆ National Unit: Sociology for Care (Intermediate 2)

and

- ◆ National Unit: Families in Modern Society (Intermediate 2)

Candidates who achieve the external assessment will not be certificated for the Course until they have successfully completed the Units.

### **3 Overview of Project Brief**

The detailed project brief is given in Appendix A. Candidates have a given case study scenario which raises issues regarding family structure, the ageing process and mental health issues.

Candidates produce:

- ◆ A plan and timescale for the overall project
- ◆ A report on the background research they have carried out
- ◆ Responses to various questions regarding members of the case study family
- ◆ Relevant conclusions and recommendations relating to specific members of the case study family
- ◆ Evaluation of the effectiveness of their learning in terms of planning and carrying out the project

## 4 Outcome Coverage

Course structure		
Unit title	Credit value	Unit number
Families in Modern Society	1.0	F01C 11
Understanding the Needs of the Older Person	1.0	F1P5 11
Mental Health Issues: An Introduction	1.0	F1P4 11

All external assessments for Project Assessed Courses cover a minimum of two thirds of the Outcomes from the component Units. For this project these are:

### **Unit: Families in Modern Society**

1. Demonstrate knowledge and understanding of a range of family types in modern society
2. Evaluate social factors which influence families
3. Evaluate the impact of social problems on modern families

### **Unit: Understanding the Needs of the Older Person**

1. Explain the way patterns of development can impact on the life of the older person
2. Explain the ways personal qualities and communication skills may be used by care workers to meet the specific needs and circumstances of the older person

### **Unit: Mental Health Issues: An Introduction**

1. Explain changes in attitude to mental health and their effects on care service provision
2. Describe mental health problems and their effects on service users and others
3. Investigate services available for those affected by mental health problems and those who support them

**It is strongly advised that candidates should have completed the assessments for the individual component Units before undertaking the external assessment.**

## **5 Subject related Knowledge and Skills**

The project allows candidates to further develop their knowledge and skills in relation to the areas listed below.

- ◆ Understanding how clients' needs may be met
- ◆ Empathising and discussing from another person's perspective
- ◆ Understanding the importance of interpersonal skills
- ◆ Conducting research using a variety of methods
- ◆ Managing time effectively
- ◆ Planning
- ◆ Selecting and organising researched material
- ◆ Applying prior learning and project research to a given situation
- ◆ Creating a bibliography
- ◆ Presenting a coherent piece of work
- ◆ Evaluating their own learning

## 6 Candidate Evidence Requirements

### General information

The three stages of the Project Assessed Course in Care Issues in Society: Older People at Intermediate 2 level are:

- ◆ Planning
- ◆ Developing
- ◆ Evaluating

Some of the evidence must be produced under invigilated conditions. **It is the centre's responsibility to evidence that candidate's work was produced under such conditions.** Candidates should be reminded that producing work significantly exceeding the given word count will incur penalties with a reduction of 10 marks for that part of the project.

### Planning

**Candidates should be shown the case study and project brief before beginning the plan.**

Candidates must produce a 250-300 word plan of action. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

In the plan the candidate should:

- ◆ Identify the relevant family types they will research giving reasons for their choice
- ◆ Identify issues relating to the case study which they will research giving reasons for their choice
- ◆ Identify possible sources of information and methods of gathering information
- ◆ Establish a realistic timescale for the project showing when each step in the process will take place

The plan of action should be produced in a supervised environment. Candidates may communicate with each other when producing their plans but each plan must be tailored to the candidate's own project and should relate to the work to be carried out by the individual candidate. The work produced should always be the candidate's own. However, teachers/lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are devising their plans. It is important to note that as the plan underpins the rest of the project, centres should ensure that no candidate proceeds to the development stage until they have produced a plan that is potentially workable. **It is also important to note that the plan should not be written retrospectively.**

The level of support candidates need to get underway with the project planning will vary from candidate to candidate. Where substantial support has to be offered to a candidate, this will affect the marks allocated to the planning stage. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice. In some cases, however, the level of support and intervention needed may be more than that which would normally be seen as reasonable and so the authenticity of the candidates work may be called into question.

If the level of input needed from the teacher/lecturer is above normal (for example, the quality of the plan is such that it would mean that the project would be unworkable if the plan was not revised) then candidates cannot score more than 50% of the marks allocated to planning.

**It is therefore essential that the teacher/lecturer completes and signs the declaration on the flyleaf provided by SQA indicating the level of support given.**

### **Developing**

The developing stage has two parts namely:

- ◆ A research based report
- ◆ A case study report

#### ***The research based report***

Candidates are expected to produce a research-based report which covers:

- ◆ Two family types. (Candidates should choose two family types relevant to the case study family situation.)
- ◆ A range of issues relating to changes in family types and family roles in the last 50 years
- ◆ (Detailed brief in Appendix A)

**The research based report should be viewed as the preparation for dealing with the case study.** It is the opportunity for the candidate to gather information relevant to the case study. The research-based report should not be seen as a separate stand alone piece of work undertaken for its own sake.

The research-based report should be in written form and be between 350 and 500 words in length. The research-based report should be written up in supervised conditions within a timescale agreed between candidate and teacher/lecturer.

**It is not necessary for the candidate to write about specific families (real or fictional) as part of their research. Indeed, doing so may mislead the candidates as the families they write about may not exhibit all the characteristics of a specific family structure.**

The second part of the developing stage is a case study report.

### **Case study report**

The candidate is expected to produce a case study report which examines and analyses the case study scenario through responding to specific questions and tasks relating to family members. These tasks and questions are outlined in the detailed project brief (Appendix A). The candidate should also draw relevant conclusions and make relevant recommendations relating to the case study.

The case study report should be in written form or equivalent and be between 750 and 1,000 words in length at Intermediate 2. Some parts of the report may be prepared under supervised conditions but the conclusions and recommendations should be drawn up under centre-invigilated conditions. (See summary below)

Conclusions and recommendations should be in written form and take place towards the latter part of the 40 hours (ie the 40 hours allocated to each Course in addition to the 120 hours for the component Units).

Candidates should be allowed up to two hours to write up the conclusions and recommendations. They should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent allowed), which they have prepared, into the room with them as well as the parts of the report which were prepared under supervised conditions which are to be included in the final case study report.

**They should not be allowed to take a draft of the report into the room with them. The centre has the responsibility for ensuring that notes brought in are the candidate's own and these notes should be submitted with the candidate's work.**

**Centres may use the declaration in Appendix C or devise one of their own, to confirm the above.**

### **Summary of developing**

#### ***Research based report of 350–500 words***

##### **All parts of report prepared under supervised conditions**

- ◆ Contents page
- ◆ Rationale for selection of family types
- ◆ Description of family types chosen
- ◆ Responses to the set tasks using information gathered by research
- ◆ List of sources and references/Bibliography

#### ***Case study report of 750–1,000 words***

- |  |                              |
|--|------------------------------|
| ◆ Contents page  | <i>Supervised conditions</i> |
| ◆ Responses to the set tasks relating to the case study scenario | <i>Supervised conditions</i> |
| ◆ Conclusions  | <i>Centre-invigilated</i>    |
| ◆ Recommendations  | <i>Centre-invigilated</i>    |
| ◆ List of sources and references/ Bibliography                   | <i>Supervised conditions</i> |

### **Evaluating**

Candidates must produce an evaluation report which should:

- ◆ Review and assess the effectiveness of their plan and timescale
- ◆ Review and assess their background research — in terms of appropriateness of information gathered, effectiveness of methods of research
- ◆ Review their own performance in terms of the learning which took place — skills/knowledge/understanding which has been gained/developed

The evaluation report should be between 650 to 750 words, or equivalent, in length. The report should be produced in centre-invigilated conditions although candidates may carry out the preparation beforehand.

Candidates should be allowed up to two hours to produce the evaluation report. Candidates should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent allowed) which they have prepared, into the room with them.

**They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work and these notes should be submitted with the candidate's work.**

**Centres may use the declaration in Appendix C or devise one of their own, to confirm the above.**

## 7 Allocation of Marks and Assessment Arrangements

### General information

The assessment evidence for this Project Assessed Course is internally estimated either using an internally devised marking scheme or the marking scheme provided by SQA (See Appendix B).

**It is important that the internally marked marking scheme is submitted with the candidate's work.** If the marking scheme is not submitted and the project not given an internally estimated mark, then an appeal will not be possible.

The submitted project will be externally marked by SQA.

The total mark for the Course Project is 200. This large mark allocation makes it easier to discriminate effectively between performances of candidates across the various parts of the assessment. These marks will be allocated to assessment evidence from the three Course Project stages as follows:

- ◆ **Planning**            **20**
- ◆ **Developing**        **150**
- ◆ **Evaluating**        **30**

**Table A**

<b>Planning</b>		<b>Marks</b>
Evidence	Plan of action 250-300 words <i>or</i> equivalent	<b>20 marks</b>
Conditions of external assessment	Supervised Centre estimated using marking scheme	
Who assesses it?	To be sent to SQA for marking	

<b>Developing</b>		<b>Marks</b>
Evidence	A Written research-based report 350–500 words	<b>50 marks</b>
	B Written case study report 750-1,000 words <i>or</i> equivalent	<b>60 marks</b>
	C Written conclusions and recommendations 650-750 words <i>or</i> equivalent	<b>40 marks</b>
		<b>150 marks</b>
Conditions of external assessment	Supervised and centre invigilated	
Who assesses it?	To be sent to SQA for marking	

<b>Evaluating</b>		<b>Marks</b>
Evidence	Evaluation report 650-750 words <i>or</i> equivalent	<b>30 marks</b>
Conditions of external assessment	Centre-invigilated up to two hours Centre estimated using marking scheme	
Who assesses it?	To be sent to SQA for marking	

It is important that candidates know that they will be penalised for submitting evidence that significantly exceeds the stated word count.

## 8 Grade Descriptions — general information

### General information

The aspects which are considered in determining the grade of award for this Project Assessed Course at Intermediate 2 are:

- ◆ Interpretation of the project brief
- ◆ Cohesiveness of project
- ◆ Consolidation and integration of knowledge and understanding from the Course Units

#### 1 *Interpretation of the Project Brief*

Marks will be awarded for:

- ◆ Accuracy of interpretation
- ◆ Relevance of research to the case study scenario
- ◆ Understanding of the issues raised in the case study scenario
- ◆ Application of knowledge, skills and researched information to the case study scenario.

#### 2 *Cohesiveness of the Candidate's Project*

This project has the following component parts; plan, research-based report, case study report, conclusions and recommendations and evaluation. Each component part has associated criteria which detail the requirements for that part. The quality of performance in linking the component parts of the project will contribute to the grade awarded to that candidate.

#### 3 *Consolidation and Integration of Knowledge and Understanding from the Course Units*

Marks will be allocated throughout the project and will reflect:

- ◆ Accuracy of knowledge
- ◆ Complexity of knowledge
- ◆ Relevance of knowledge to component parts and set tasks.

To underpin this assessment system there are criteria to which marks are pegged, against which the candidate evidence from each of the three Project Assessed Course stages is assessed. The use of such mark categories linked to broad criteria, allows for the aggregation of the various parts of the assessment which do not necessarily have the same weighting in the overall grade. *Table B* below outlines the general criteria used to assess the candidate's evidence. The overall grade for the Project Assessed Course is determined by the total mark.

## Project Assessed Course

**Table B**

Intermediate 2		Plan of action	Research-based report, case study report, conclusions and recommendations	Evaluation	
Levels of performance: Broad level-related criteria		Equivalent to	Mark range	Mark range	
Content and scope: Treatment:	Appropriate for level Excellent	Upper A 85%–100% (Band 1)	18–20	127–150	26–30
Content and scope: Treatment:	Appropriate for level Consistently thorough	Lower A 70%–84% (Band 2)	15–17	105–126	21–25
Content and scope: Treatment:	Appropriate for level Thorough in parts	B 60%–69% (Band 3 & 4)	12–14	90–104	18–20
Content and scope: Treatment:	Appropriate for level Adequate	C 50%–59% (Bands 5 & 6)	10–11	75–89	15–17
Content and scope: Treatment: OR Content and scope: Treatment:	Appropriate for level adequate only in parts  Basic for level Thorough	D 45%–49% (Band 7)	8–9	60–74	12–14
Content and scope: Treatment: OR Content and scope: Treatment:	Appropriate for level Generally poor  Basic for level Adequate or poor	Fail 44% & below (Band 8 & 9)	<8	<60	<12

**Note:**

Content and scope: defined as how appropriately or otherwise the candidate interprets the level of demand for the specification

Treatment: defined as how successfully or otherwise the candidate tackles the project.

## 9 Grading and Marking — detailed information

The project is externally assessed by SQA using a detailed marking scheme (Appendix C).

The SQA marker will select a grade appropriate to the candidate's performance using the grade criteria given in Table C and matching this to the mark allocated using the marking scheme.

It is helpful to the candidates if the centre estimated marking is done using the same process and a detailed marking checklist is submitted with each candidate's project.

To complete the internal marking process for estimates, internal assessors are expected to:

- ◆ Be familiar with and apply the broad criteria outlined in *Tables B and D*
- ◆ Use the marking scheme to assess the candidate's work
- ◆ Follow the internal verification process within their centre (see section on internal verification below)
- ◆ Aggregate the internally verified marks for each candidate. That gives a total mark out of 200
- ◆ Divide that total mark by 2 to give a percentage
- ◆ Convert the overall percentage mark to each candidate to an estimate band using *Table C*
- ◆ Check the grade given against the grade descriptions. This is to ensure that candidates have effectively integrated each stage of the project and that the overall grade is a fair reflection of the candidate's work. The grade descriptions are a touchstone against which grades can be checked.

**Table C**

<b>% Mark range</b>	<b>Grade</b>		<b>Band (for estimates)</b>
85–100	A	(upper)	1
70–84	A	(lower)	2
65–69	B	(upper)	3
60–64	B	(lower)	4
55–59	C	(upper)	5
50–54	C	(lower)	6
45–49	D	(near miss)	7
40–44	Fail		8
Less than 40	Fail		9

- ◆ Check the grade already given to candidates against the grade descriptions tabled below, (Table D). This is to ensure that candidates have effectively integrated each stage of the Extended Case Study
- ◆ Table E explains how to consider candidate evidence in relation to specific content and subject related knowledge. Please use the grade descriptions as a touchstone against which grades can be checked
- ◆ Provide estimates as bands.

## Grade Descriptions for a Project Assessed Course at Intermediate 2

**Table D**

<b>A</b>	<b>B</b>	<b>C</b>
<b>Content and scope appropriate for Intermediate 2</b>		
<b>And looking at the evidence as a whole:</b>	<b>And looking at the evidence as a whole:</b>	<b>And looking at the evidence as a whole:</b>
<p>A case study at Grade A:</p> <ul style="list-style-type: none"> <li>◆ is a seamless, coherent piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a high standard and is quite clearly inter-related.</li> <li>◆ is a piece of work to which candidates have brought an accurate and insightful interpretation of the case study specification.</li> <li>◆ is very focused and relevant to the content of the Units.</li> <li>◆ is very clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content.</li> <li>◆ is a piece of work which effectively consolidates and integrates knowledge, understanding and skills from the Course Units.</li> <li>◆ contains evidence that knowledge and skills have been applied to complex situations/contexts/data.</li> </ul>	<p>A case study at Grade B:</p> <ul style="list-style-type: none"> <li>◆ is a well co-ordinated piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a good standard and is inter-related, in most respects.</li> <li>◆ is a piece of work to which candidates have brought an accurate interpretation of the case study specification.</li> <li>◆ is fairly well focused and relevant to the content of the Units.</li> <li>◆ is clear and mostly well-structured throughout and language used is of a good standard in terms of level, accuracy and technical content.</li> <li>◆ is a piece of work which satisfactorily consolidates and integrates knowledge, understanding and skills from the Course Units.</li> <li>◆ contains evidence that knowledge and skills have been applied to situations with varying degrees of complexity.</li> </ul>	<p>A case study at Grade C:</p> <ul style="list-style-type: none"> <li>◆ is a reasonably well co-ordinated piece of work in which evidence of the three essential phases of the Extended Case Study is produced to an adequate standard and is fairly well inter-related.</li> <li>◆ is a piece of work to which candidates have brought an acceptable interpretation of the case study specification.</li> <li>◆ is fairly well focused and relevant to the content of the Units</li> <li>◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content.</li> <li>◆ is a piece of work in which consolidation and integration of knowledge, understanding and skills from the Course Units may lack some continuity and consistency.</li> <li>◆ contains evidence that knowledge and skills have been applied generally to straightforward contexts, situations and data.</li> </ul>

**Table E**

<b>Assessable element</b>	<b>At Grade A</b>	<b>At Grade B</b>	<b>At Grade C</b>
<p><b><i>Planning</i></b></p> <p>Selects appropriate family types/ issues from case study</p> <p>Identifies appropriate sources of information</p> <p>Timescale</p>	<p>Convincing rationale for selection of family types All main issues from case study requiring research identified</p> <p>Wide range of sources of information identified</p> <p>Realistic timescale</p>	<p>Sound rationale for selection of family types Most main issues from case study requiring research identified</p> <p>Good range of sources of information identified</p> <p>Reasonable timescale</p>	<p>Basic rationale for selection of family types Some main issues from case study requiring research identified</p> <p>Basic range of sources of information identified</p> <p>Timescale which may present a few difficulties</p>
<p><b><i>Development</i></b></p> <p><b><i>Research-based report</i></b></p> <p>Description of family types</p> <p>Identification of socio-economic changes/changes in structure/ family roles</p> <p>Bibliography</p>	<p>Thorough and accurate descriptions</p> <p>Thorough and accurate identification and explanation of changes</p> <p>Well presented and comprehensive</p>	<p>Satisfactory and largely accurate descriptions</p> <p>Satisfactory and mostly accurate identification and explanation of changes</p> <p>Satisfactory presentation covering good range of sources</p>	<p>Basic with main points accurately described</p> <p>Basic identification and explanation of changes</p> <p>Basic list showing adequate range of sources</p>
<p><b><i>Case study report</i></b></p> <p>Questions and tasks relating to case study family</p> <p>Conclusions/ recommendations</p> <p>Bibliography</p>	<p>Comprehensive coverage of set tasks with thorough explanation for views held</p> <p>Well reasoned conclusions and very relevant recommendations</p> <p>Well presented and comprehensive</p>	<p>Satisfactory coverage of set tasks with some explanation for views held</p> <p>Satisfactory conclusions and largely well reasoned recommendations</p> <p>Satisfactory presentation covering good range of sources</p>	<p>Basic coverage of set tasks with limited explanation for views held</p> <p>Basic conclusions and recommendations</p> <p>Basic list showing adequate range of sources</p>

**Table E (cont)**

<b>Assessable element</b>	<b>At Grade A</b>	<b>At Grade B</b>	<b>At Grade C</b>
<i>Evaluation</i>			
Review of planning and timescale	Thorough review recognising strengths and weaknesses	Satisfactory review with identification of some strengths and weaknesses	Basic review with limited identification of strengths and weaknesses
Review of research appropriateness/ methods/ agencies	Thorough review recognising strengths and weaknesses in all areas and suggesting possible improvements	Satisfactory review with some recognition of strengths and weaknesses and improvements	Basic review with limited recognition of strengths and weaknesses and basic comment on improvements
Review of personal learning – skills, knowledge and understanding	Thorough review recognising strengths and weaknesses and suggesting improvements	Satisfactory review recognising most strengths and weaknesses and some suggestions for improvement	Basic review with limited recognition of strengths and weaknesses and limited suggestions for improvement

## 10 Internal verification

The internal verifier oversees:

- ◆ The internal verification process to ensure consistency of judgement or reliability of assessment. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or marker standardisation. The internal verifier should be a specialist in the subject. (It may be possible in the first few years of the Project Assessed Courses to do a cross-subject verification of samples of like parts such as the plans and the evaluations. Such additional cross-subject internal verification is however not mandatory.)
- ◆ A consideration of whether, in some cases, candidates with similar overall marks/bands have been fairly treated. For example, some candidates may have produced more fully integrated projects than others. This may lead to a reconsideration of marking of the individual components for some candidates.
- ◆ Finalisation of estimate grades and submission of candidate evidence. A form will be available for this purpose.

## **11 Ensuring evidence is authentic**

The centre should ensure that all aspects of the project are the candidate's own work. It is important therefore that the centre adheres to the instructions relating to supervision and centre invigilation.

It is also important that the centre ensures that the SQA flyleaf and appropriate declarations are completed and included with the candidate's completed project.

The centre should ensure that two sets of notes which the candidates are allowed to take into invigilated session (one set for Conclusions and Recommendation and one set for the Evaluation) are submitted with the candidate's completed project.

## **12 Core Skills**

It should be noted that this project, in common with other Project-based Courses, follows the planning/developing/evaluating cycle. As a result of this the successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 2.

### **13 Re-assessment of Outcomes in individual Course Units**

Since all the Units of the Course are assessed by NAB materials, it is not possible for aspects of the project to be used for re-assessment of individual Course Units.

## **Appendix A**

# **Care Issues for Society — Older People**

## **PROJECT ASSESSED COURSE**

### **PROJECT BRIEF**

### **CASE STUDY**

## Case Study

### Scenario

Nigel Clarke (36) lives with his partner Alan (40) and Alan's sons aged ten and twelve. Alan is divorced from the boys' mother who now lives in California and the boys usually spend all of the school summer holidays in the USA with her. Nigel and Alan have been together for 5 years.

Nigel and Alan live three hours drive away from Nigel's elderly parents, Bert Clarke (78) and Maud (75). Bert has Alzheimer's and Maud is finding it increasingly difficult to support him. She has a serious heart problem and housework has become a burden for her. She gets very breathless climbing the stairs in their large two storey house which they bought when they got married 45 years ago.

She and Bert were always very active in the local bowling club, but now they do not go out at all as Bert has had to give up driving and Maud never learned to drive. She feels trapped at home because Bert cannot be left alone. When she becomes very depressed she phones Nigel and often breaks down in tears. She doesn't like friends from the bowling club coming to visit as she feels the house isn't as clean and tidy as she would like. There have been two occasions recently when Bert has wandered out of the house while Maud has been resting and the police have had to bring him home. On one occasion he was walking on the hard shoulder of a nearby motorway.

Nigel feels guilty that he cannot visit as often as he would like. He tries to visit his parents for one weekend a month and is happy to support them financially as he has a well paid job. He has offered to pay for a cleaner but his mother says she "won't have a stranger poking about in her home."

Nigel has two brothers but one is married with young children and lives in London and the other who is single has emigrated to Australia. However, the brothers all keep in touch with regular emails and chat on the internet using web-cams. They all phone their parents at least once a week and the brother in London comes up with his family three or four times a year as he is keen his children get to see their grandparents and Uncle Nigel.

Maud Clarke has difficulty accepting that Nigel lives with his male partner. Nigel would like to bring Alan and the boys to see his parents the way his brother does but Maud always finds excuses why Nigel should just come on his own to visit. Nigel has begun to find the visits a strain because his father is very confused and cannot understand that Nigel lives with another man yet talks about their children. Maud and Nigel argue because she believes that Alan's sons should live with their mother and that it isn't natural for them to be brought up by two men.

## Candidate Guide

### Project Brief

The assessment of this Project Assessed Course is based on this case study. The project has three stages — Planning, Developing and Evaluating.

In each stage there are set tasks. You must ensure you complete all of the set tasks. To help you, a checklist is included. You are expected to investigate and report on the case study scenario. You will undertake research and use your knowledge to allow you to suggest solutions/support for the individuals in the scenario.

You should read the case study carefully before beginning to plan your project. This will help you decide what you need to research. More detail on what you need to include in your project is given in the sections below, especially the section *Developing Stage* which outlines the specific tasks you need to carry out.

### Planning Stage

You must produce a 250-300 word plan of action, in the plan you should:

- ◆ Identify the two family types you intend to research and give reasons for your choice
- ◆ Identify the main issues from the case study which you will need to research. These relate to specific individuals in the case study
- ◆ Identify methods of research you might use to gather the information you need (eg the internet, libraries, etc) and the various agencies you might contact
- ◆ Set a timescale for the various tasks you need to do to ensure your project is completed on time

### Developing Stage

This is the main body of your project and it has three component parts:

- ◆ Research-based Report on family types
- ◆ Case Study Report dealing with specific issues relating to individuals in the case study
- ◆ Conclusions and Recommendations to meet the needs of the various individuals in the case study

### Research-based Report (350–500 words)

Your research based report asks you to examine two family types in detail and look at the changes these have undergone in the past 50 years. **Remember you need to use your research to help you understand the family in the case study and the issues which affect them.**

The report should cover:

- ◆ A description of each of the family types you have chosen
- ◆ Changes in the family over the past 50 years
- ◆ Changes in family roles over the past 50 years especially in the parenting roles
- ◆ Social and economic reasons for changes in these family structures over the past 50 years

You should include a bibliography or list of your sources of information.

### **Case Study Report (750–1,000 words)**

Your case study report allows you to research the issues that affect certain individuals in the case study. It requires you to explore their problems, assess their needs and to research agencies which could help meet their needs.

Here is a list of the specific tasks you have to complete as part of the Case Study Report.

Imagine you are the social worker who has been sent to see the Clarke family.

Write a report for your manager outlining the issues which mean the Clarke family needs support.

Your report should cover:

- ◆ Maud Clarke's needs and the possible consequences if these are not met
- ◆ Bert Clarke's needs and the possible consequences if these are not met
- ◆ The strengths of the Clarke family as shown in the case study
- ◆ Explanation of the social changes which make it difficult for Maud Clarke to accept the family life of her son Nigel and his partner
- ◆ Description of the interpersonal skills which would be needed by a care worker supporting Maud and Bert Clarke in their own home
- ◆ The stresses on Nigel Clarke and the possible consequences if these are not dealt with

The total word count for this part of the report should be no more than 1,000 words.

***It is not necessary to include the ways the needs of this family might be met and the support agencies which could help. These should be kept for the Recommendations part of your project.***

### **Conclusions and Recommendations**

Using all the research you have completed as well as the knowledge you have gained about support agencies and your understanding of the issues faced by this family and the individual needs of the family members, you should now:

- ◆ Draw conclusions about the main issues and give explanations for their causes
- ◆ Recommend ways of supporting and helping the family and particular individuals in the family and give reasons for your recommendations

This part of your project will be done under invigilated conditions like an examination. However, you will be allowed to prepare notes in advance and to take these into the room with you to help you remember the main points you wanted to make. You have up to two hours to write up your conclusions and recommendations.

Your notes must amount to no more than 200 words written on only one sheet of A4 paper. You must show the notes to your teacher/lecturer before you begin to write them up in their final form and the teacher/lecturer will sign a declaration to say that they are your own work. These notes must be submitted with your final completed project.

## **Evaluation**

This is the final part of your project and it allows you to assess what you think you have learned and whether you might do some things differently if you were to do the project over again.

You need to comment on the following

### *Your plan*

- ◆ Was the timescale realistic?
- ◆ Did you select the appropriate family types and issues to research?

### *Your research*

- ◆ Did you select the appropriate methods of research?
- ◆ Did you contact appropriate agencies?
- ◆ How did you use the knowledge gained from the Course Units?

### *Your learning*

- ◆ What new knowledge and understanding have you gained from doing the project?
- ◆ Did you learn any new skills?
- ◆ What strengths and weaknesses were there in the way you tackled the project?

### *Conclusion*

- ◆ Would you do anything differently if you were doing this project again?

<b>Plan</b>	<b>Mark (Possible)</b>
Choice of family types to research and reasons for choice	4
Choice of issues relating to the case study family to research and reasons for choice	4
Possible sources of information	4
Possible support agencies	4
Timescale	4
<b>Total marks</b>	<b>20 marks</b>

<b>Developing Stage</b>	<b>Mark (Possible)</b>
Research-based Report	
<i>Family type 1</i>	
◆ Description/definition	5
◆ Changes in last 50 years	5
◆ Roles and changes in last 50 years	8
◆ Social and economic reasons for change	7
<i>Family type 2</i>	
◆ Description/definition	5
◆ Changes in last 50 years	5
◆ Roles and changes in last 50 years	8
◆ Social and economic reasons for change	7
<b>Total marks</b>	<b>50 marks</b>

<b>Case Study Report</b>	
<i>Investigate:</i>	
◆ Issues affecting Maud Clarke	10
◆ Issues affecting Bert Clarke	10
◆ Reasons for Maud's attitude to Nigel's family type	10
◆ Strengths of the Clarke family	10
◆ Interpersonal skills for working with Mr and Mrs Clarke	10
◆ Stresses on Nigel Clarke and possible consequences	10
<b>Total marks for Case Study report</b>	<b>60 marks</b>

<b>Developing Stage</b>	<b>Mark (Possible)</b>
Conclusions & Recommendations	
◆ Conclusions on issues faced by this family	15
◆ Recommendations to meet the needs of the individuals	25
Total for Conclusions and Recommendations	<b>40 marks</b>
<b>Total marks for Developing stage of project</b>	<b>150 marks</b>

<b>Evaluation</b>	<b>Mark (Possible)</b>
<i>Review of plan</i>	
◆ Choice of family structures	4
◆ Choice of issues	4
◆ Timescale	2
<i>Review of research</i>	
◆ Methods of research	4
◆ Usefulness of research	4
<i>Review of own learning:</i>	
◆ Skills/knowledge/understanding developed	8
◆ Improvements which could have been made	4
<b>Total marks</b>	<b>30 marks</b>

# **Appendix B**

## **Tutor Marking Checklist**

**This checklist should be used in conjunction with Tables D and E**

## Marking Scheme

<b>Plan</b>	<b>Mark (Possible)</b>	<b>Mark awarded by centre</b>	<b>Mark awarded by SQA</b>
<b>Rationale for choice of family structure</b> ♦ Well reasoned ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	4 marks 4 3 1-2 0		
<b>Choice of issues from case study</b> ♦ Comprehensive ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	4 marks 4 3 1-2 0		
<b>Choice of research methods/sources</b> ♦ Comprehensive ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	4 marks 4 3 1-2 0		
<b>Timescale</b> ♦ Realistic ♦ Largely workable ♦ May pose some difficulties ♦ Unsatisfactory	4 marks 4 3 1-2 0		
<b>Provide information including research methods</b> ♦ Highly focused and relevant ♦ Focused and relevant ♦ Fairly well focused and relevant ♦ Unsatisfactory	4 marks 4 3 1-2 0		
<b>Total marks</b>	<b>20 marks</b>		

<b>Developing Stage</b>	<b>Mark (Possible)</b>	<b>Mark awarded by centre</b>	<b>Mark awarded by SQA</b>
<b>Research-based Report</b>	<b>5 marks</b>		
<b>Family structure 1</b>			
Description/definition			
◆ Thorough	5		
◆ Satisfactory	3-4		
◆ Basic	1-2		
◆ Unsatisfactory	0		
Changes in last 50 years	<b>5 marks</b>		
◆ Thorough	5		
◆ Satisfactory	3-4		
◆ Basic	1-2		
◆ Unsatisfactory	0		
Changes in parenting roles	<b>8 marks</b>		
◆ Thorough	7-8		
◆ Satisfactory	5-6		
◆ Basic	3-4		
◆ Unsatisfactory	0-2		
Social and economic reasons for change	<b>7 marks</b>		
◆ Thorough	6-7		
◆ Satisfactory	4-5		
◆ Basic	2-3		
◆ Unsatisfactory	0-1		
<b>Family structure 2</b>	<b>5 marks</b>		
Description/definition			
◆ Thorough	5		
◆ Satisfactory	3-4		
◆ Basic	1-2		
◆ Unsatisfactory	0		
Changes in last 50 years	<b>5 marks</b>		
◆ Thorough	5		
◆ Satisfactory	3-4		
◆ Basic	1-2		
◆ Unsatisfactory	0		
Changes in parenting roles	<b>8 marks</b>		
◆ Thorough	7-8		
◆ Satisfactory	5-6		
◆ Basic	3-4		
◆ Unsatisfactory	0-2		
Social and economic reasons for change	<b>7 marks</b>		
◆ Thorough	6-7		
◆ Satisfactory	4-5		
◆ Basic	2-3		
◆ Unsatisfactory	0-1		
<b>Research based report total</b>	<b>50 marks</b>		

<b>Developing Stage</b>	<b>Mark (Possible)</b>	<b>Mark awarded by centre</b>	<b>Mark awarded by SQA</b>
<b>Case Study Report</b> Issues affecting Maud Clarke <ul style="list-style-type: none"> <li>◆ Thorough</li> <li>◆ Satisfactory</li> <li>◆ Basic</li> <li>◆ Unsatisfactory</li> </ul>	<b>10 marks</b> 8–10 6–7 3–5 0–2		
Issues affecting Bert Clarke <ul style="list-style-type: none"> <li>◆ Thorough</li> <li>◆ Satisfactory</li> <li>◆ Basic</li> <li>◆ Unsatisfactory</li> </ul>	<b>10 marks</b> 8–10 6–7 3–5 0–2		
Reasons for Maud’s attitude to Nigel’s family type <ul style="list-style-type: none"> <li>◆ Thorough</li> <li>◆ Satisfactory</li> <li>◆ Basic</li> <li>◆ Unsatisfactory</li> </ul>	<b>10 marks</b> 8–10 6–7 3–5 0–2		
Strengths of the Clarke Family <ul style="list-style-type: none"> <li>◆ Thorough</li> <li>◆ Satisfactory</li> <li>◆ Basic</li> <li>◆ Unsatisfactory</li> </ul>	<b>10 marks</b> 8–10 6–7 3–5 0–2		
Interpersonal Skills for working with Mr and Mrs Clarke <ul style="list-style-type: none"> <li>◆ Thorough</li> <li>◆ Satisfactory</li> <li>◆ Basic</li> <li>◆ Unsatisfactory</li> </ul>	<b>10 marks</b> 8–10 6–7 3–5 0–2		
Stresses on Nigel Clarke and possible consequences <ul style="list-style-type: none"> <li>◆ Thorough</li> <li>◆ Satisfactory</li> <li>◆ Basic</li> <li>◆ Unsatisfactory</li> </ul>	<b>10 marks</b> 8–10 6–7 3–5 0–2		
<b>Total marks for Care Study report</b>	<b>60 marks</b>		

<b>Developing Stage Conclusions &amp; Recommendations</b>	<b>Possible Mark</b>	<b>Marks awarded</b>
Conclusions on issues faced by this family ♦ Very relevant ♦ Mostly relevant ♦ Basic conclusions ♦ U/S	<b>15 marks</b> 13-15 10 - 12 7-9 0-6	
Recommendations to meet the needs of the individuals ♦ Highly appropriate comprehensive understanding of support agencies ♦ Mostly appropriate - sound understanding of support agencies ♦ Basic recommendations - limited use of support agencies ♦ U/S	<b>25 marks</b> 20 - 25 16 - 19 12-15 0-11	
<b>Total marks for conclusions and recommendations</b>	<b>40 marks</b>	
<b>Total marks for Developing stage of project</b>	<b>150 marks</b>	

<b>Evaluation</b>	<b>Mark (Possible)</b>	<b>Mark awarded by centre</b>	<b>Mark awarded by SQA</b>
<p><b><i>Review of plan</i></b>  Choice of family structures</p> <ul style="list-style-type: none"> <li>◆ Well reviewed</li> <li>◆ Satisfactory</li> <li>◆ Basic</li> <li>◆ Unsatisfactory</li> </ul> <p>Choice of issues</p> <ul style="list-style-type: none"> <li>◆ Well reviewed</li> <li>◆ Satisfactory</li> <li>◆ Basic</li> <li>◆ Unsatisfactory</li> </ul> <p>Timescale</p> <ul style="list-style-type: none"> <li>◆ Well reviewed</li> <li>◆ Satisfactory</li> <li>◆ Basic</li> <li>◆ Unsatisfactory</li> </ul>	<p><b>4 marks</b> 4 3 2 0-1</p> <p><b>4 marks</b> 4 3 2 0-1</p> <p><b>3 marks</b> 3 2 1 0</p>		
<p><b><i>Review of research</i></b>  Methods of research</p> <ul style="list-style-type: none"> <li>◆ Well reviewed</li> <li>◆ Satisfactory</li> <li>◆ Basic</li> <li>◆ Unsatisfactory</li> </ul>	<p><b>4 marks</b> 4 3 2 0-1</p>		
<p>Usefulness of research</p> <ul style="list-style-type: none"> <li>◆ Well reviewed</li> <li>◆ Satisfactory</li> <li>◆ Basic</li> <li>◆ Unsatisfactory</li> </ul>	<p><b>4 marks</b> 4 3 2 0-1</p>		
<p><b><i>Review of own learning:</i></b>  Skills/knowledge/understanding developed</p> <ul style="list-style-type: none"> <li>◆ Well reviewed</li> <li>◆ Satisfactory</li> <li>◆ Basic</li> <li>◆ Unsatisfactory</li> </ul> <p>Improvements which could have been made</p> <ul style="list-style-type: none"> <li>◆ Well reviewed</li> <li>◆ Satisfactory</li> <li>◆ Basic</li> <li>◆ Unsatisfactory</li> </ul>	<p><b>8 marks</b> 7-8 5-6 3-4 0-2</p> <p><b>3 marks</b> 3 2 1 0</p>		
<b>Total marks</b>	<b>30 marks</b>		

# Appendix C

## Declaration of Invigilation

Centre Number

Candidate Name

Candidate Number

*(Please tick each box which applies)*

*I confirm that this candidate*

Wrote their case study conclusions and recommendations under invigilated conditions

Had only one page of notes of no more than 200 words which I checked beforehand and confirm is the candidate's own work

Wrote their evaluation under invigilated conditions

Had only one page of notes of no more than 200 words which I checked beforehand and confirm is the candidate's own work.

Signature of Teacher/lecturer

Date