SCOTTISH QUALIFICATIONS AUTHORITY

2004 Personal and Social Education

Higher

Finalised Marking Instructions

2004 Personal and Social Education

Higher

Marking Scheme

Question 1

(a) (i)

Role:	Leader
Key Element:	Any – but <u>must</u> link to responsibility
Responsibility	Take charge Oversee Project Make final decisions

(ii)

Role:	Prepare Marketing plan
Key Element	Any – but <u>must</u> link to responsibility
Responsibility	Devise posters Press Release Publicity

(iii)

Role	Managing company finances
Key Element	Any – but <u>must</u> link to responsibility
Responsibility	Set up bank account Manage cash flow Keep financial records Make financial projections

(iv)

Role	Undertake tasks in production of clocks as agreed, answer may include examples eg make clock, assemble component parts, package finished product, help with advertising, distribution
Key Element	Any – but <u>must</u> link to responsibility
Responsibility	Fulfil role as an effective worker including working well with others in the production team.

Four different key elements must be recorded.

For each advert: any one role selected from above plus appropriate key element, plus responsibility selected from list supplied.

4 correct answers = 4 marks
3 correct answers = 2 marks
2 correct answers = 2 marks
1 correct answer = 1 mark

Short answers are acceptable = 1 mark

4

4

(b) (i) Two points selected from the following list:

- component parts needed to make clocks
- where company can obtain parts/what parts are used for
- comparison of costs from different suppliers for parts.
- where to get packaging
- comparison of costs for packaging
- if company director does not already have required knowledge, answer specifies route to acquire this knowledge (answer must specify what knowledge is required)
- knowledge of attractive marketing techniques

Answer should relate to research skills ie how to find out/where to get
Two points from above list = 1 mark 1

(ii) Any two factors from following list:

- cost
- availability
- image
- potential customers
- timing
- quality
- reliability
- will it sell

Two factors from the above list = 1 mark 1

2

(c) (i) Any four points from the following list:

- establish the market for selling the clocks, for example: which firms sell clocks in the same price range
- make sure packaging/image is appropriate for outlet
- company must know their lowest (break even) price for the clocks
- discuss price of their clocks with potential buyers – ask slightly more and be prepared to be knocked down
- discuss delivery time eg summer tourists, christmas markets
- agree prices and delivery times which suit company and buyers
- negotiate to identify charity

4 points from the above list = 2 marks
3 points from the above list = 1 mark
2 points from the above list = 1 mark
1 point from the above list = 0 marks

Or well developed answers which cover the four stages of the negotiation process (as explained above)
ie clarity about situation at start
identifying needs of both parties
exploring ways to overcome problems
resolving through win/win solution 2

(ii) Any four factors from the following list:

- be clear about own job remit and fulfil it
- take account of other job remits and needs
- when problems arise be prepared to make adjustments
- let people know of any problems/changes in routine eg dental appointments

Answers must be displayed in a Mind Map Format. If not set out in this format – no marks to be awarded.

4 points from the above list = 2 marks
3 points from the above list = 1 mark
2 points from the above list = 1 mark
1 point from the above list = 0 marks 2

(iii) Any two reasons drawn from the following list:

- provides an opportunity to change as a result of experience
- provides suggestions for change based on market demand
- evaluative responses will help to improve the product and process

Any 2 reasons from above list = 1 mark
Any 1 reason from above list = 0 marks 1

(iv) Any two factors drawn from the following list:

- take account of other person's feelings
- praise their attempt
- recognise positives
- be specific
- suggest a way to change or a way forward
- recognise the person may act or not act

Any 2 factors from above list = 1 mark
Any 1 factor from above list = 0 marks 1

6

(d) (i) Any two advantages from the following list:
a feasibility study would provide the chance to check on:

- availability of goods
- time needed to make clocks
- place to make clocks
- cost of parts for clocks
- price to sell clocks at
- sequence of production
- overall timing for project
- marketing to public/shops – could include how and/or cost

Answers which deal with a "project" in general terms are ok

Any 2 advantages with detailed explanation attached = 2 marks
Any 1 advantage with detailed explanation attached = 1 mark 2

(ii) Worker A – Key Element is Task Management skills
Any solution which identifies any two of the following component parts:

- plan production line better
- organise resources required better
- cost different form of packaging
- check time on set number of clocks and average out expected time per clock

Any two of the above plus key element plus solution = 2 marks
Answers which do not provide all 4 aspects = 0 marks 2

(iii) Worker B – Key Element is Interpersonal skills
Any solution which identifies any two of the following component parts:

- taking account of others' needs
- co-operating effectively
- listening to instructions
- supporting others

Any two of the above plus key element plus solution = 2 marks
Answers which do not provide all 4 aspects = 0 marks 2

6

Question 1 Total = 18

Question 2

(a) 2 strengths selected from the following list

- loyal friend
- good at practical things
- good organiser
- good at time deadlines

or reference to checklist nos 1, 2, 7, 9, 12, 13,and 14

2 strengths from above list = 1 mark
1 or no strengths from above list = 0 marks

2 development needs selected from the following list

- lack of confidence in dealing with other people
- self confidence lacking – others appear to do things better
- lack of self awareness – not aware that other people may come for support
- allows others to dominate
- tells lies to avoid confrontation
- avoids conflict

or reference to checklist nos 5, 6, 10, 19, 20

2 development needs from above list = 1 mark
1 or no development needs from above list = 0 marks

2

2

(b) (i) SWOT – identify strengths, weaknesses, opportunities, threats in relation to an issue and identify how positives can be enhanced and negatives tackled.

FORCEFIELD ANALYSIS - identify supporting and hindering forces, internal and external threats in relation to an issue and identify how positives can be enhanced and negatives tackled.

JOHARI WINDOW – identify areas that are known to self and others, only known by self, known by others but not self, unknown to all in relation to an issue and identify how self awareness can be increased.

Any of the above personal development techniques selected plus explanation of use (as above) = 2 marks

Name of technique only = 0 marks

Technique must be explained fully. Less well explained answers = 0 marks eg strengths and weaknesses mentioned without opportunities and threats = 0 marks.

2

(iv) Pat would use the technique to analyse the development need from four perspectives, which would lead to a greater understanding of the development need. This would make it easier to work on.

eg apply SWOT to 'lack of confidence in dealing with other people' – identify the strengths you have in dealing with other people, the weaknesses you must deal with, the opportunities you have to deal with them and the threats you must overcome.

Answers must identify a development need and must also include an analysis as above = 2 marks

Answers which partly deal with the technique in relation to the development need ie only over two perspectives = 1 mark

Answers which deal with the technique but do not identify the development need = 0 marks 2

(iii) Key Element – interpersonal skills = 1 mark 1

(iv) An understanding of roles and responsibilities will help Pat towards the target in assertiveness because Pat should

- take responsibility for own actions plus impact of these on others
- be aware of own role in any evolving situation and understand other people's roles and take account of these

PLUS any example which illustrates these points = 1 mark
Reference to roles and responsibilities and illustration required for 1 mark. 1

6

(c) An evaluation of feedback which includes the following two points

- Where similarities occur Pat can feel reassured that his/her self awareness is accurate in that aspect
- Where discrepancies occur Pat should realise that this is an area requiring further analysis.

Plus an explanation of use of feedback which refers to action Pat could take.

All of the above points = 2 marks
Less full answers = 0 marks

2

2

(d) (i) Four variables are; people, place, resources, topic.

4 correct answers = 2 marks
2 or 3 correct answers = 1 mark
less than 2 correct answers = 0 marks

2

(ii) Most relevant variable = people, plus
Action plan should contain three specific and time bound steps = 2 marks
If time element missing from some steps, or steps not all specific, or if variable "people" incorrect = 0 marks.
Or if variable correct plus 2 steps = 1 mark

2

4

(e) Pat can apply the personal development technique and identify any changes in self awareness:, eg

- weaknesses have decreased
- opportunities were used
- threats were tackled
- strengths have increased

Reference to application of technique again at end, in comparison to use at the start – but no explanation of how technique used = 1 mark

Use of technique should include all points listed above for 2 marks ie reference must be made to evaluation of progress for 2 marks.

2

2

Question 2 Total = 16

Question 3

(a) Participants should identify two points from the following list:

- research the different options
- cost each and compare
- analyse the impact on the countryside
- check out health and safety risks to public

Any two of these = 2 marks

OR

Full explanation of one of above which includes at least two sub topics = 2 marks

OR

One of above list of points = 1 mark

2

2

(b) 4 pieces of advice and a reason to say why each piece of advice is important, selected from the following list:

Advice	**Reason**
• hold a meeting or arrange some form of networking	• to express any concerns and agree contract details
• listen to each other's opinions and ideas	• to take account of each other's knowledge and expertise
• be flexible	• be prepared to change
• be realistic	• somethings may not work out
• works it out together	• co-operating, teamwork gives better result
• opinions matter	• to make people feel involved

Any 4 pieces of advice plus reason = 4 marks
Advice and reasons may be interchanged but not duplicated.
3 pieces of advice and reason = 3 marks
2 pieces of advice and reason = 2 marks
1 piece of advice and reasons = 1 marks
Advice without reason = 0 marks

4

4

(c) (i) The two issues are:

- staffing for summer and winter or staff skills
- regulations, risk assessment

The two reasons are:

- staff required to operate whatever is offered
- if not viable venture, no point costing it 2

Two issues and two reasons = 2 marks
One issue and one reason = 1 mark

(ii) Any four of the following:

Task Management Skill	Example of use of skill in management of activity
• checking out resources	• contacting local pony trekking • checking competition and prices locally
• planning	• marketing and advertising • where to go • animal care
• organising	• staffing rota • animal management • route sign posting • hospitality for guests
• time keeping	• check out timing of different treks • rota for ponies • rota for handlers and guides
• decision making	• deciding on all the above
• prioritising	• working out the best order to do all of the above
• problem solving	• dealing with difficulties right away/agreeing solutions
• making adjustments	• being flexible when problems occur • or any other reasonable alternative which links appropriately to task management skill selected

Any 4 of the above plus full example of use of skill in management of activity = 4 marks
Any 3 of the above plus full example of use of skill in management of activity = 3 marks
Any 2 of the above plus full example of use of skill in management of activity = 2 marks
Any 1 of the above plus full example of use of skill in management of activity = 1 mark

Example selected must include full description of use of skill.
Brief, less fully explained answers = 0 marks.

<u>Summer Time evening entertainment</u>

Task management skills as above with examples relevant to this topic.

4

6

(d) (i) Any two of the following points

- decide what should be monitored eg number of clients
- variety of events
- feedback from clients and staff
- decide when reviews will take place eg quarterly or six monthly reviews
- hold meetings when staff report on their own responsibilities
- check accounts and the cash flow for profit or loss

Any 2 of the above = 2 marks
Any 1 of the above = 1 mark

2

(ii) Any two of the following points

- so that adjustments can be made to the business as you go along
- to check cash flow and ensure that the business is not making a loss
- to check from the number of visitors that the right prices are being charged

Any 2 of the above or other realistic example = 1 mark
Any 1 of the above or other realistic example = 0 marks

1

(iii) Any two of the following points

- business has made a profit
- local action groups satisfied with condition of the countryside
- visitors liked the centre and wanted to return and/or recommended the centre to other people

Any 2 of the above = 1 mark
Any 1 of the above = 0 marks

1

4

Question 3 Total = 16

[END OF MARKING INSTRUCTIONS]