

2004 Personal and Social Education

Intermediate 2: Personal Statement

Finalised Marking Instructions

PERSONAL AND SOCIAL EDUCATION

FINALISED MARKING GUIDELINES FOR 2004

INTERMEDIATE 2: PERSONAL STATEMENT

Total

Question 1

- (a) i **2 marks**
Development of quality explained in relation to personal target (to include reference to quality at start and development during work towards target) = 2
Quality without reference to target = 0
eg needed to become better at listening to others. My personal development target is to work as part of a team. I listened to others and by taking account of others' views we made better decisions.

- ii **2 marks**
The four factors listed should include:
people, places, resources, sticking to tasks
Four correct = 2
Two or three correct = 1
Less than two correct = 0

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- (b) i **2 marks**
The answer should describe at least two aspects of the identified technique, eg SWOT – strengths, weaknesses, opportunities, threats, Forcefield – internal and external forces or supporting/hindering forces
Identification of technique plus explanation which refers to:
self assessment/strengths/weaknesses/internal and external forces = 2
Technique not named = 0
Explanation does not refer to any of the above = 0

- ii **2 marks**
Technique builds on positive aspects through feedback/identifying threats/hindering forces – plus reference to evidence
Both responses = 2
Only one explanation = 1
No reference to evidence = 0
eg SWOT helped me identify my existing strength in keeping to deadlines. I found that my log showed that I did this well (1). SWOT showed me that I was not confident using the phone. I used the phone to confirm that a speaker was coming to the school (1).

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- (c) i **1 mark**
 Explanation of occasion when co-operation was successful with reason
AND an explanation of occasion when co-operation was **not** so successful, with reason.
 Both of above = 1
 I worked well with another pupil to draw up a list of visiting speakers. This was successful because we listened to each others' ideas. We were unsuccessful when we had to find out information for the meeting and failed to book computer time to research this.
- ii **2 marks**
 Explanation of occasion when co-operation occurred which covers two of the following points in depth, or identifies three or more different points.
 Co-operation is about – working with others/taking account of others' needs/fulfilling accepted roles and responsibilities/conveying own needs
- (d) i **1 mark**
 Description of process of negotiation and explanation of outcome with reason = 1
 Negotiation without outcome = 0
 eg at the start of the project we had to decide what products we would sell at the school fair. Everyone had different views but as a group we agreed that the cost was most important
- ii **2 marks**
 Any four of the following points about negotiation listed:
 - recognising a problem exists
 - exploring different angles
 - discussing possible outcomes
 - solution to meet needs of both parties
 Candidates may give point from (d) i and this is acceptable, provided point is a general one from the list above, but not acceptable if it is a specific point
 Four points = 2
 Two or three points = 1
 Less than two points = 0

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Question 2

- (a) i **2 marks**
 Any two factors selected from following list:
 - sequence of stages in logical order
 - duration of each stage
 - overlapping stages
 - external factors which can be changed
 - external factors which cannot be changed
 - nature of task
 - allowing flexibility for change
 - agreeing deadlines for start, completion of main stages, completion of task
 - appropriate timescales
 Any two in any order = 2
 Any one = 1

- ii **2 marks**
Four task management skills selected from list below (or other appropriate task management skill)
- planning
 - organising
 - managing time
 - prioritising
 - problem solving
 - decision making
- Any four in any order = 2
Two or three skills = 1
Less than two skills = 0

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- (b) i **2 marks**
Four factors about feedback from following list :
- be honest, straightforward, sincere
 - be specific
 - be realistic, give actual examples
 - show appreciation/awareness of other person's point of view
 - be sensitive to how they might react
 - be aware of the difference it will make to what they do
 - appreciate that other person has opportunity to act or not
- Any four in any order = 2
Two or three factors = 1
Less than two factors = 0

- ii **2 marks**
Candidate must describe one piece of feedback and explain two ways self- awareness was increased = 2
Description of one piece of feedback plus one way self-awareness was increased = 1
Description only = 0

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- (c) i **2 marks**
Piece of information plus explanation which links to vocational target = 2
Information not linked to target = 0
eg Target was to make decision on best course in Higher Education and complete a UCAS form. I researched courses on the internet and this helped me make my decision.

- ii **2 marks**
Any 3 factors from the following list :
- appropriateness to purpose
 - classify/sort information
 - prioritise – useful or not
 - authenticity/validity

Any 3 = 2
Any 2 = 1
One only = 0

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- (d) i **2 marks**
Description of progress made with evaluation against target = 1
Suggestion of one method of improvement = 1
- ii **2 marks**
Identification of future goal
AND
Four point plan with a sequence of logical, short term steps with appropriate timescales = 2
Steps must be realistic and not long term goals, and timescales must be included for each step.
Four steps = 2
Two or three steps = 1
Less than two steps = 0
Goal only = 0

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Question 3

20 marks

Maximum of four marks for each key element – 2 marks for concrete example and two marks for comments in relation to self development

Self awareness:

Examples are highlighted from initial self evaluation in folio.

Comments

- strengths and weaknesses for selecting target are referred to
- progress check in final self evaluation
- future needs

Task management skills:

Examples from folio likely to be referred to include action plan, activity log, feedback log

Comments

- making decisions
- prioritising
- organising
- keeping to deadlines
- managing time
- problem solving
- making adjustments to plans

Inter personal skills:

Examples are likely to refer to roles and responsibilities, record and co-operation log

Comments

- working with others
- taking account of others' needs
- accepted roles and responsibilities
- listening to others
- clarity about roles and responsibilities

The evidence may relate to examples of co-operation (as listed above) or negotiation.

Knowledge and understanding:

Examples from the folio likely to refer to theory behind awareness and development technique and its application

Comments

- technique
- research log related to VAD

Reviewing and evaluating:

Example from folio likely to include examples from final self evaluation and review

Comments

- development of monitoring, reviewing and evaluating skills.

20

Total marks for Personal Statement = 50

[END OF MARKING INSTRUCTIONS]