

**2006 Personal & Social Education**

**Intermediate 2**

**Finalised Marking Instructions**

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## 2006 Personal and Social Education

### Intermediate 2

#### Situational Assessment

#### Marking Guidelines

#### Question 1

- (a) (i) Mind map diagram that shows any four areas related to placement = 1 mark.

eg type of jobs, nature of work done, hours, length of training, expertise required, career development possibilities.

Any four areas related to placement in a MIND MAP format = 1 mark.

1

- (ii) Two pieces of advice suggested:

- plan makes reference to target
- plan contains timed steps
- steps are in sequential, logical order.
- leave room for improvement and change

Answer must include two of above points = 2 marks.

one point only = 1 mark.

2

- (iii) Any one suggestion from the following list = 1 mark.

- it would help him to decide on which course to take
- he could put the experience on an application form
- he could refer to the experience on a CV
- he could use this experience to check out if this was what he really liked doing.

OR any other suitable comment.

1

- (b) (i) Four different research techniques identified, plus four examples = 2 marks.

<b>Technique</b>	<b>Example</b>
internet	to find out about production engineering
phone	to ask for information about the company
visit	to talk to other workers in the firm
read	to read the firm's brochures to increase his knowledge

OR other suitable suggestion.

Each technique must have an accompanying example.

Four techniques plus examples = 2 marks

Two/three techniques plus examples = 1 mark

One technique or less = 0

2

(ii) Four different headings provided for the activity log, as follows:

- variables – reference to place, people, task, resources
- research/what have I found out?
- implementation/what did I do?
- adjustments/what changes did I make?/reference to time
- review/what did I learn from this?
- task/what small steps do I take?

All four headings provided = 2 marks  
Two/three headings provided = 1 mark  
One or no heading(s) provided = 0

2

(c) Two stages of the problem solving process, plus explanation of how Tariq could apply this to Information Sheet 1C:

- explore the problem
- clarify the problem
- suggest different ways forward
- negotiate/agree on solution/best way forward
- plan implementation of final solution

plus explanation.

Any two of the above = 4 marks  
Any one of the above = 2 marks

4

(d) (i) Two areas which have shown most improvement are:

6 – enjoys working in a team  
14 – understanding specific jobs in industry.

Useful because in this line of work he will require to function as part of a team, with different people in different roles. Also, Tariq now understands more about the different roles and can use this information to make decisions about his future.

Two areas identified correctly – 6 and 14 = 2 marks  
One area only identified = 1 mark  
Two reasons provided = 1 mark  
One reason only = 0 marks

3

(ii) Tariq initially over-rated his self-confidence – area 1.

Tariq may have been a bit too full of himself and not realised he would be part of a team.

Area plus reason = 1 mark  
Area or reason only = 0 marks

1

**Total marks for Question 1 = (16)**

## Question 2

(a) (i) Three variables (unfamiliar) listed as follows:

- resource
- task
- place.

All three correct = 3 marks

Two correct = 2 marks

One correct = 1 mark

**3**

(ii) Key element – Interpersonal Skills = 1 mark.

Reason – reference to Challenge and Interpersonal Skills = 1 mark.

Two elements correct = 2 marks

One element correct = 1 mark

**2**

(iii) To develop Activity Outline into Action Plan, candidates must create:

- small sequential steps
- with a time line.

Both aspects correct = 1 mark

**1**

(b)	<b>Role</b>	<b>Responsibility</b>	<b>Strength</b>
	Leader	take control	confident
	Organiser	manage tasks	attention to detail
	Communicator	involve everyone	good people skills
	Problem Solver	trouble shooting	divergent thinker
	Support Worker	carry out tasks	works conscientiously

Any three roles, plus three responsibilities, plus three strengths = 3 marks.

Responsibilities and strengths must relate to role.

Two roles, two responsibilities + two strengths = 2 marks.

One role, one responsibility + one strength = 1 mark.

**3**

(c) Three aspects of co-operation identified, plus three reasons for importance.

Any three from the following list:

- listen carefully to others – so that you don't miss anything
- take account of others' needs – avoid conflict
- put your own point of view across clearly – help others understand your point of view
- build on others' suggestions – help team move forward effectively.

Three aspects plus three reasons = 3 marks

Two aspects plus two reasons = 2 marks

One aspect plus one reason = 1 mark

**3**

(d) Reason why giving feedback is important, selected from the following list:

- provides new perspective
- offers opportunities for change
- suggests new ways of doing things.

Reason why receiving feedback is important, selected from the following list:

- helps you review what you are doing and whether or not it is working
- may give you ideas for adjustments
- positive feedback is reassuring.

One reason for giving feedback and one reason for receiving feedback = 2 marks.

“Giving feedback” or “receiving feedback” only = 1 mark.

**2**

**Total marks for Question 2 = (14)**

**Total marks for Paper = (30)**

[END OF MARKING INSTRUCTIONS]