



## **2007 Personal and Social Education**

### **Higher**

## **Finalised Marking Instructions**

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## 2007 Personal and Social Education

### Higher

### Marking Scheme

#### Question 1

- (a) 2 different research methods, plus comment on likely effectiveness, plus reference to own experience for **two** marks.

Research methods:

- internet – likely to provide a huge amount of technical information – have used this research method to gain lots of information on vocational/career options and it was useful
- library – likely to find research papers – have used library and discovered they have old magazines like New Scientist
- newsagent – Farmer’s Weekly – may or may not have a reference to this problem – haven’t read this before
- people – speak to local farmers and vets – if you speak to the right people you may get a local picture – have spoken to people in the community when doing a project before and it was useful.

Own experience of candidates may vary but must relate to method selected.

2 methods = 2 marks

1 method = 1 mark

Less than 2 methods = 0 marks

2

- (b) Table completed as follows:

TEAM GUIDELINES	
PSE key element:	To work well together as a team, each member needs to:
• Self-awareness	• Know their own strengths and weaknesses
• Interpersonal Skills	• Listen/take account of others/cooperate/negotiate
• Task Management Skills	• Stick to times/plan and carry out steps/be flexible
• Knowledge and Understanding	• Research knowledge/share knowledge/respect other’s knowledge
• Reviewing and Evaluating	• Review own and others contributions/evaluate facts and opinions

1 mark for each of the four key elements, plus example of use in team guidelines for **4 marks**.

3 elements and 3 examples = **3 marks**

2 elements and 2 examples = **2 marks**

1 element and 1 example = **1 mark**

4

(c) In their answer, candidates should:

- identify at least 2 interpersonal skills and a problem with strategy to solve it = **2 marks**
- identify at least 2 task management skills and a problem with strategy to solve it = **2 marks**
- comment on how to match volunteers to the appropriate group and suggest how they could be trained/developed = **2 marks**.

**Interpersonal Skills:**

Explain own point of view clearly/support others/give and/or receive feedback/cooperate/negotiate/listen effectively/take account of others.

Any 2 interpersonal skills = **1 mark**

**Interpersonal Problem Example:**

Friction between team members or with public/clash of ideas/or other relevant interpersonal problem.

**Problem Solution:**

Through cooperation or negotiation

1 skill plus problem solution = **1 mark**

**Task Management Skills:**

Plan/take account of time/create small steps in task/prioritise/make decisions/organise task/monitor/evaluate progress/make adjustments/be flexible.

Reference to any 2 task management skills = **1 mark**

**Task Management Problem Example:**

Information quoted by farmers is doubtful in origin/or other relevant task management problem.

**Problem Solution:**

Information clarified/different solutions explored.

1 skill plus problem solution = **1 mark**

**To Get Groups To Work Effectively:**

Volunteers asked to identify their strengths/complete questionnaire/complete initial self-evaluation.

Any 1 of the above = **1 mark**

Volunteers given small starter task/induction activity/program discussed.

Any 1 of the above = **1 mark**

(d) Two pieces of advice, selected from the following list:

- acknowledge
- thank
- seen to use, ie in reports
- build on points made
- be prepared to adjust plans.

Any 2 = **1 mark**

Less than 2 = **0 marks**

**1**

(e) Review progress by collecting data, ie numbers of flyers distributed/attendance at events, etc.

Compare before and after

**OR**

other reasonable suggestion.

2 ways to evaluate success = **2 marks**

1 way to evaluate success = **1 mark**

Also need to make reference to the need for sensitivity to different viewpoints/need to use negotiation skills/need good interpersonal skills/prepare a presentation.

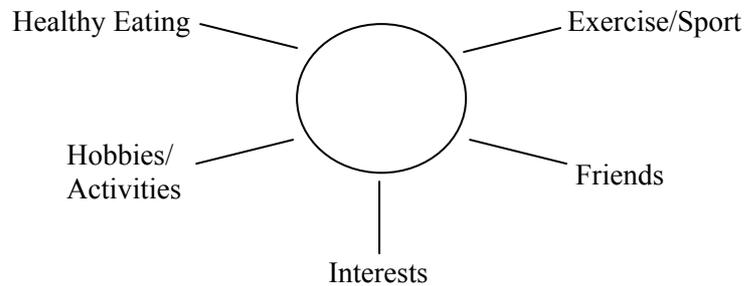
Any 1 of the above = **1 mark**

**3**

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

**Question 2**

- (a) Mind map containing four aspects of “Get Fit For Life”



Answers should cover any 4 relevant, possible but different areas.

**1**

- (b) Purpose of initial self evaluation form is to identify strengths and weaknesses/  
increase self-awareness = **1 mark**

Benefit is that you can use this increased self-awareness to:  
Give you a benchmark from which to gauge progress/set targets/change your  
behaviour.

Any 1 of the above = **1 mark**

Comparison of Pat’s 2 different initial self evaluation forms:

**Form 1:** space for Pat’s own ideas  
no rating system

Any 1 point = **1 mark**

**Form 2:** no space for Pat’s own ideas  
has a rating system

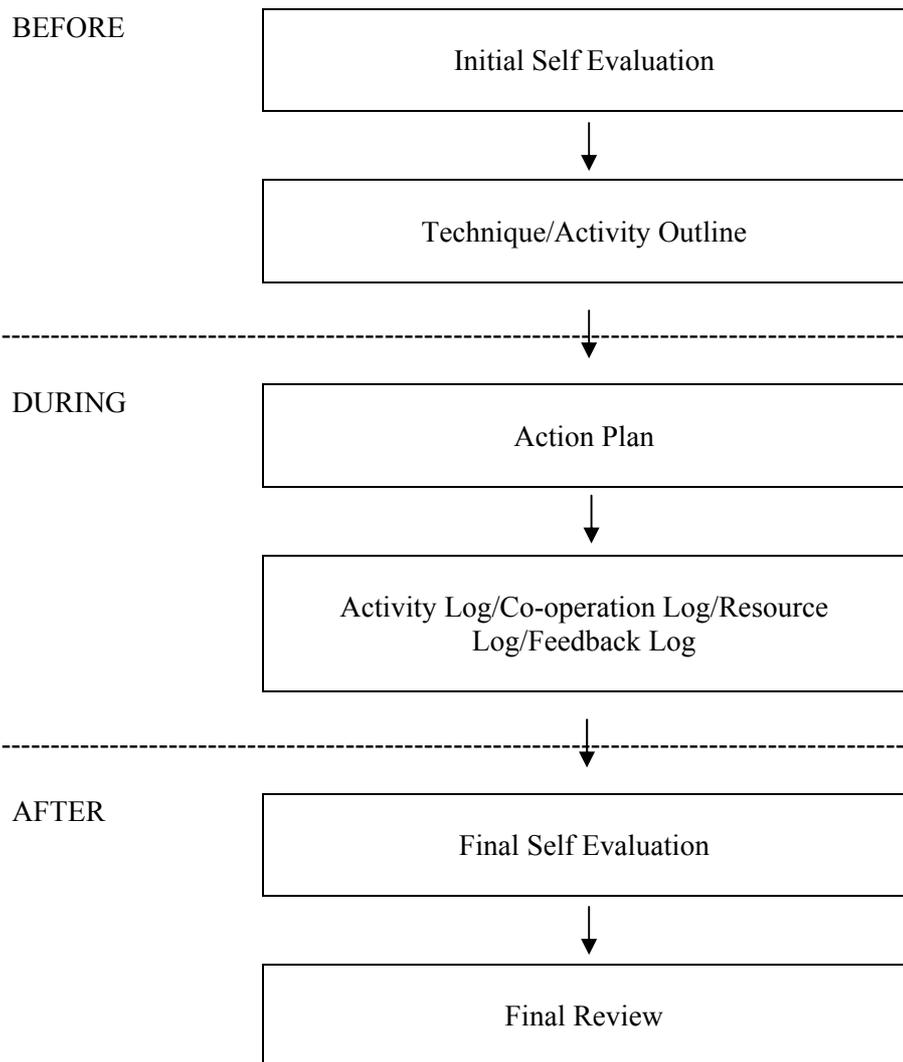
Any 1 point = **1 mark**

**4**

- (c) (i) A good target should be:
- SMART
  - Specific/measurable/achievable/relevant/trackable or timebound
- Reference to any one aspect of SMART, explained in candidate's own words  
= **1 mark** **1**
- (ii) Any "Get Fit For Life" target which is short term and specific and **not** an immeasurable long-term goal = **1 mark**. **1**
- (iii) Action Plan should have at least 2 small steps, be specific and in a logical order, and have a time frame of 4 weeks = **2 marks**.
- Steps must be specific, in logical order and over 4 weeks for **2 marks**. **2**
- (d) Name of technique, eg SWOT or Forcefield Analysis or Johari Window or Belbin, etc = **1 mark**.
- Full description of theory behind technique = **2 marks**.
- For example, used to get a full picture of information, ie strengths, weaknesses, opportunities, threats, or helping and hindering forces, internal and external factors.
- 4 aspects of technique covered = **2 marks**  
2 or 3 aspects covered = **1 mark**
- Explanation of use of technique = **2 marks**  
ie Use on more than one occasion in order to gauge progress = **1 mark**  
Use to gain insight/problem solve/get feedback = **1 mark**
- Name/plus theory/plus use = **5 marks** **5**

(e) (i)

**ACTIVITY**



4 activities in logical order = **2 marks**.

2 or 3 activities in logical order = **1 mark**

1 activity = **0 marks**

**2**

(ii) Movement from initial self evaluation and explanation which relates to all 5 key elements = **1 mark**

Additional explanation which refers to learning from experience, target achievement and identifying future needs = **1 mark**

**2**

**Total marks for Question 2 = (18)**

### Question 3

(a) (i) The knowledge and understanding required by the supermarket is:

- understanding of how a store works
- different jobs in a store
- background of the company
- previous experience
- a broad range of school qualifications
- references.

Any 1 of the above = **1 mark**

Knowledge and understanding brought by the candidate is:

- skills
- qualifications
- experience (work experience, Saturday job, etc)
- references.

Any 1 of the above = **1 mark**

The preparation for the event is:

- research on the store
- interview practise
- reviewing past learning/matching skills, etc to job requirements.

Any 1 of the above = **1 mark**

Evidence to take to the Recruitment Day is:

- CV
- references
- feedback from PSE course
- qualifications.

Any 1 of the above = **1 mark**

**4**

(ii) Any skill, plus explanation of choice = **1 mark**  
No explanation of choice = **0 marks**

**1**

- (b) (i) 2 comments on performance of Person A:
- slow worker (only fills half aisle)
  - no initiative (price tags over sell-by dates)
  - not efficient (leaves crushed cereal, mixes cat and dog food).
- Any 2 of the above – comment or example = **2 marks**  
 Any 1 = **1 mark** **2**
- (ii) 2 comments on performance of Person B:
- fast worker (makes sure all aisles fully stocked)
  - shows initiative (gets extra pet food/makes sure price tags did not cover other information)
  - shows efficiency (puts nearly out-of-date foods in special offer section).
- Any 2 of the above – comment or example = **2 marks**  
 Any 1 = **1 mark** **2**
- (iii) Possible answers:
- improve organisational skills
  - unlikely to be given employment
  - try to avoid distraction
  - concentrate on job
  - pay attention to detail
  - imagine you are a customer.
- Any 2 = **2 marks**  
 Any 1 = **1 mark** **2**
- (c) To improve performance/logs could be monitored **or** adjusted  
 Any 1 of the above = **2 marks** **2**
- (d) 3 benefits from reviewing and evaluating:
- identify new strengths
  - identify weaknesses still to be tackled
  - identify a new target for personal development
  - increased self awareness.
- 3 benefits = **3 marks**  
 2 benefits = **2 marks**  
 1 benefit = **1 mark** **3**

**Total for Question 3 = (16)**

**Total for Paper = (50)**

[END OF MARKING INSTRUCTIONS]