

# **External Assessment**

## **Care Issues for Society Older People Intermediate 2 C06H 11**

### ***Project Assessed Course***

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# 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, provides 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 component 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:

- Family Structures and Roles in a Changing Society (D10V 11)
- Mental Health Issues: An Introduction (D11H 11)
- Understanding the Needs of the Older Person (D665 11)

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: Human Development (Intermediate 2)
- National Unit: Social Influences on Behaviour (Intermediate 2)
- National Unit: Family Structures and Roles in a Changing 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, mental health and ageing.

Candidates produce:

- A plan and timescale for the overall project
- A report on the background research they have carried out
- Analysis of the issues raised in the case study making use of their background research
- 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
Family Structures and Roles in a Changing Society	1.0	D10V 11
Mental Health Issues: An Introduction	1.0	D11H 11
Understanding the Needs of the Older Person	1.0	D665 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 : Family Structures and Roles in a Changing Society**

1. Describe the development of the family as a social unit in society
2. Describe the roles of members in a family unit
3. Investigate factors affecting the family

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

1. Explain the varying patterns of physical, social and emotional developments experienced by older people
2. Explain how interpersonal skills may be used to understand the older person's needs

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

1. Describe the historical views of mental illness
2. Describe the concepts of mental illness and mental health
3. Investigate the principles of a therapeutic alliance

**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 for Society at Intermediate 2 are:

- Planning
- Developing
- Evaluating.

Some of the evidence must be produced under invigilated conditions. **It is the centre's responsibility to provide evidence which confirms 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 500 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 structures 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 the SQA indicating the level of support given.**

## **Developing**

The developing stage has two parts, namely:

- a research-based report
- a case study report.

### **Research-based report**

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

- two family structures. The extended family must be covered and the candidate should choose any other structure which they think is relevant to the case study family situation.
- a range of issues relating to changes in family structures and family roles in the last 25 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 500 and 1,000 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 candidate 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. The candidate's report should respond to certain specific tasks laid down in the detailed project brief (Appendix A) and 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 1,000 and 1,500 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 100 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. This part of the report should not exceed 500 words.

**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 500 – 1,000 words***

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

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

#### ***Case study report of 1,000 – 1,500 words***

- Contents page
- Responses to the set tasks relating to the case study scenario
- Conclusions
- Recommendations
- List of sources and references/ Bibliography.

***Supervised conditions***  
***Supervised conditions***  
***Centre invigilated***  
***Centre invigilated***  
***Supervised conditions***

### **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 and effectiveness of methods of research
- Review their own performance in terms of the learning which took place - skills/knowledge/understanding which have been gained/developed.

The evaluation report should be 1,000 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 2 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.**



Table A

<b>Planning</b>	
Evidence	Plan of action 500 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>	
Evidence	A Written research-based report 500 ~ 1,000 words <b>(50 marks)</b>
	B Written case study report 1,000 ~ 1,500 words <i>or</i> equivalent <b>(60 marks)</b>
	C Written conclusions and recommendations 500 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>	
Evidence	Evaluation report 1,000 words <i>or</i> equivalent <b>30 marks</b>
Conditions of external assessment	Centre invigilated up to 2 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 44.5% & 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 derived 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 moderation process within their centre
- Aggregate the internally moderated marks for each candidate giving a total mark out of 200
- Divide that total mark by 2 to give a percentage
- Convert the overall percentage mark for each candidate to an estimate band using *Table C*
- Check the grade given against the grade descriptions 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*) 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 and insightful 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 the 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

Assessable element	At Grade A	At Grade B	At Grade C
<b><i>Planning</i></b>			
Selects appropriate family structure/ issues from case study	Convincing rationale for selection of family structure	Sound rationale for selection of family structure	Basic rationale for structure/selection of family structure
Identifies appropriate sources of information	All main issues from case study requiring research identified	Most main issues from case study requiring research identified	Some main issues from case study requiring research identified
Timescale	Wide range of sources of information identified	Good range of sources of information identified	Basic range of sources of information identified
	Realistic timescale	Reasonable timescale	Timescale which may present a few difficulties
<b><i>Development</i></b>			
<b><i>Research-based report</i></b>			
Description of family structures	Thorough and accurate descriptions	Satisfactory and largely accurate descriptions	Basic with main points accurately described
Identification of socio-economic changes/changes in structure/ family roles	Thorough and accurate identification and explanation of changes	Satisfactory and mostly accurate identification and explanation of changes	Basic identification and explanation of changes
Bibliography	Well presented and comprehensive	Satisfactory presentation covering good range of sources	Basic list showing adequate range of sources
<b><i>Case study report</i></b>			
Identification of issues raised by case study/ background research/application of research	All main issues thoroughly explained showing evidence of good research	Most main issues explained showing satisfactory research	Main issues explained with basic understanding showing adequate research
Conclusions/ recommendations	Well reasoned conclusions and very relevant recommendations	Satisfactory conclusions and largely well reasoned recommendations	Basic conclusions and recommendations
Bibliography	Well presented and comprehensive	Satisfactory presentation covering good range of sources	Basic list showing adequate range of sources

Table E (cont)

<b>Assessable element</b>	<b>At Grade A</b>	<b>At Grade B</b>	<b>At Grade C</b>
<b><i>Evaluation</i></b>			
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 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 sessions (one set for conclusions and recommendation and one set for the Evaluation) are submitted with the candidate's completed project.

## **11 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.

## **12 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*

Margaret Brown, (aged 48), and Jim Brown, (aged 52), have two children. Andy, aged 20, is at college and Jennifer, aged 14, is still at school. Margaret works full time as a primary teacher. Jim worked in a shipyard but was made redundant and has now been unemployed for six months. Margaret Brown's elderly widowed mother, Mrs Thomson, lives a half-hour journey away by car.

Jim Brown spends most of his day sitting in front of the television. He has become increasingly withdrawn, rarely washes or shaves and takes no interest in his family. He is convinced that he will never work again and that there is no role for him within the family unit.

Mrs Thomson has always been very independent but is now having difficulty with mobility and therefore cannot get out and about to visit friends, her church and her clubs. She is finding the house too big for her needs and is having difficulty going up and down stairs. Mrs Thomson thinks that Jim is not trying to get another job and she does not understand why he gets angry with her and other members of the family. She feels that 'in her day' nobody had the time to sit about doing nothing as 'there was a war on'. She has a fear of mental health difficulties as her husband was admitted to a mental health unit after the war, where he died from an infectious illness. She believes that men should be the main wage earners in the family and tells Jim this regularly. Mrs Thomson thinks her daughter Margaret neglects her.

Margaret Brown feels pulled in all directions. She would like to help her mother more and feels guilty when she can't, but she also feels that Jim is her priority at present.

Andy Brown has always been close to his dad and is concerned about his father's mental health. Jennifer has always been her Gran's favourite but is now reluctant to visit her because she complains all the time. She would, however, like to help her.

# Candidate guide

## Project Brief

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 500 word plan of action, in the plan you should:

- Identify the two family structures 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 structure
- Case study report dealing with specific issues relating to individuals in the case study
- Conclusions & recommendations to meet the needs of the various individuals in the case study.

### Research-based report (500 – 1,000 words)

Your research based report asks you to examine two family structures in detail and look at the changes these structures have undergone in the past 25 years. You **MUST** select the extended family as one of your structures.

The other family structure is your own choice but 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 structures you have chosen
- Changes in the family structure over the past 25 years
- Changes in family roles over the past 25 years especially in the parenting roles
- Social and economic reasons for changes in these family structures over the past 25 years.

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

### **Case study report (1,000 – 1,500 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 Andy Brown. Outline the concerns and feelings you have about your family's situation (200 words)
- Imagine you are Margaret Brown. Outline the concerns and feelings you have about your family's situation (300 words).

Now write a report which covers the issues below:

- Explain the factors which are affecting the case study family
- The needs of Jim Brown
- How these needs would have been met 25 years ago
- How his needs could be met now
- The needs of Mrs Thomson
- How these needs would have been met 25 years ago
- How her needs could be met now
- Describe the interpersonal skills that would you need if you were a care worker supporting Mrs Thomson
- Explain why the pattern of ageing that Mrs Thomson is experiencing may not be the same for all elderly people.

The total word count for this part of the report should be no more than 500 words.

## **Conclusions and recommendations**

Using all the research you have completed, 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 generally and also particular individuals within the family giving 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 2 hours to write up your conclusions and recommendations.

Your notes must amount to no more than 100 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, complete 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 structures 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 structures to research and reasons for choice	4 marks
Choice of issues relating to case study family to research and reasons for choice	4 marks
Possible sources of information	4 marks
Possible support agencies	4 marks
Timescale	4 marks
<b>Total Marks for Plan</b>	<b>20 marks</b>

<b>Developing Stage</b>	<b>Mark (Possible)</b>
Research-based report <i>Family Structure 1</i> <ul style="list-style-type: none"> <li>• Description/definition</li> <li>• Changes in last 25 years</li> <li>• Parenting roles and changes in last 25 years</li> <li>• Social and economic reasons for change</li> </ul>	5 marks 5 marks 8 marks 7 marks
<i>Family Structure 2</i> <ul style="list-style-type: none"> <li>• Description/definition</li> <li>• Changes in last 25 years</li> <li>• Parenting roles and changes in last 25 years</li> <li>• Social and economic reasons for change</li> </ul>	5 marks 5 marks 8 marks 7 marks
<b>Total Marks</b>	<b>50 marks</b>

<b>Case Study Report</b>	
• Andy Brown's viewpoint	7 marks
• Margaret Brown's viewpoint	10 marks
Investigate:	
• Factors affecting this family	5 marks
• Needs of Jim Brown	5 marks
• How his needs would have been met 25 years ago	4 marks
• Ways of meeting his needs now	5 marks
• Needs of Mrs Thomson	5 marks
• How her needs would have been met 25 years ago	4 marks
• Ways of meeting her needs now	5 marks
• Interpersonal skills for working with Mrs Thomson	5 marks
• Different patterns of ageing from that of Mrs Thomson	5 marks
<b>Total Marks</b>	<b>60 marks</b>

<b>Developing Stage</b>	<b>Mark (Possible)</b>
Conclusions & recommendations <ul style="list-style-type: none"> <li>• Conclusions on issues faced by this family</li> </ul>	15 marks
<ul style="list-style-type: none"> <li>• Recommendations to meet the needs of the individuals.</li> </ul>	25 marks
Total Marks	40 marks
<b>Total Marks for Developing Stage</b>	<b>150 marks</b>

<b>Evaluation</b>	<b>Mark (Possible)</b>
Review of plan: <ul style="list-style-type: none"> <li>• Choice of family structures</li> <li>• Choice of issues</li> <li>• Timescale</li> </ul>	3 marks 3 marks 3 marks
Review of research: <ul style="list-style-type: none"> <li>• Methods of research</li> <li>• Usefulness of research</li> </ul>	4 marks 4 marks
Review of own learning: <ul style="list-style-type: none"> <li>• Skills/knowledge/understanding developed</li> <li>• Improvements which could have been made</li> </ul>	8 marks 5 marks
<b>Total Marks for Evaluation</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</b>
<b>Rationale for choice of family structure</b> <ul style="list-style-type: none"> <li>• Well reasoned</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>4 marks</b> 4 3 2 0-1	
<b>Choice of issues from case study</b> <ul style="list-style-type: none"> <li>• Comprehensive</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>4 marks</b> 4 3 2 0-1	
<b>Choice of research methods/ sources</b> <ul style="list-style-type: none"> <li>• Comprehensive</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>4 marks</b> 4 3 2 0-1	
<b>Timescale</b> <ul style="list-style-type: none"> <li>• Realistic</li> <li>• Largely workable</li> <li>• May pose some difficulties</li> <li>• Unsatisfactory</li> </ul>	<b>4 marks</b> 4 3 2 0-1	
<b>Provide information including research methods.</b> <ul style="list-style-type: none"> <li>• Highly focused and relevant</li> <li>• Focused and relevant</li> <li>• Fairly well focused and relevant</li> <li>• Unsatisfactory</li> </ul>	<b>4 marks</b> 4 3 2 0-1	
<b>Total Marks for Plan</b>	<b>20 marks</b>	

<b>Developing Stage</b>	<b>Mark (Possible)</b>	<b>Mark Awarded</b>
<b>Research-based report</b> Family structure 1 <b>Description/definition:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>5 marks</b> 5 4 2-3 0-1	
<b>Changes in last 25 years:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>5 marks</b> 5 4 2-3 0-1	
<b>Changes in parenting roles:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>8 marks</b> 7-8 6 4-5 0-3	
<b>Social and economic reasons for change:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>7 marks</b> 6-7 5 3-4 0-2	
Family structure 2 <b>Description/definition:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>5 marks</b> 5 4 2-3 0-1	
<b>Changes in last 25 years:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>5 marks</b> 5 4 2-3 0-1	
<b>Changes in parenting roles:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>8 marks</b> 7-8 5-6 4 0-3	
<b>Social and economic reasons for change:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>7 marks</b> 6-7 4-5 2-3 0-1	
<b>Total Marks</b>	<b>50 marks</b>	

<b>Developing Stage</b>	<b>Mark (Possible)</b>	<b>Mark Awarded</b>
<b>Case study report:</b>  <b>Andy Brown's viewpoint:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>7 marks</b> 6-7 4-5 2-3 0-2	
<b>Margaret Brown's viewpoint:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>10 marks</b> 9-10 7-8 5-6 0-4	
<b>Factors affecting this family:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>5 marks</b> 4-5 3 2 0-1	
<b>Needs of Jim Brown:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>5 marks</b> 4-5 3 2 0-1	
<b>How his needs would have been met 25 years ago:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>4 marks</b> 4 3 2 0-1	
<b>Ways of meeting his needs now:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>5 marks</b> 4-5 3 2 0-1	
<b>Needs of Mrs Thomson:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>5 marks</b> 4-5 3 2 0-1	
<b>How her needs would have been met 25 years ago:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>4 marks</b> 4 3 2 0-1	

<b>Developing Stage</b>	<b>Mark (Possible)</b>	<b>Mark Awarded</b>
<b>Case study report: (cont)</b> <b>Ways of meeting her needs now:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>5 marks</b> 4-5 3 2 0-1	
<b>Interpersonal skills for working with Mrs Thomson:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>5 marks</b> 4-5 3 2 0-1	
<b>Different patterns of ageing from that of Mrs Thomson:</b> <ul style="list-style-type: none"> <li>• Thorough</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<b>5 marks</b> 4-5 3 2 0-1	
<b>Total marks for Case study report</b>	<b>60 marks</b>	

<b>Developing Stage</b>	<b>Mark (Possible)</b>	<b>Mark Awarded</b>
<b>Conclusions &amp; recommendations</b>		
<b>Conclusions on issues faced by this family:</b> <ul style="list-style-type: none"> <li>• Very relevant</li> <li>• Mostly relevant</li> <li>• Basic conclusions</li> <li>• Unsatisfactory</li> </ul>	<b>15 marks</b> 13-15 10-12 7-9 0-6	
<b>Recommendations to meet the needs of the individuals:</b> <ul style="list-style-type: none"> <li>• Highly appropriate comprehensive understanding of support agencies</li> <li>• Mostly appropriate - sound understanding of support agencies</li> <li>• Basic recommendations - limited use of support agencies</li> <li>• Unsatisfactory</li> </ul>	<b>25 marks</b> 20-25 15-19 9-14 0-8	
Total marks for conclusions and recommendations	40 marks	
<b>Total marks for Developing stage of project</b>	<b>150 marks</b>	

<b>Evaluation</b>	<b>Mark (Possible)</b>	<b>Mark Awarded</b>
<p><b>Review of plan</b></p> <p><b>Choice of family structures:</b></p> <ul style="list-style-type: none"> <li>• Well reviewed</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul> <p><b>Choice of issues:</b></p> <ul style="list-style-type: none"> <li>• Well reviewed</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul> <p><b>Timescale:</b></p> <ul style="list-style-type: none"> <li>• Well reviewed</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul>	<p><b>3 marks</b></p> <p>3 2 1 0</p> <p><b>3 marks</b></p> <p>3 2 1 0</p> <p><b>3 marks</b></p> <p>3 2 1 0</p>	
<p><b>Review of research</b></p> <p><b>Methods of research:</b></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></p> <p>4 3 2 0-1</p>	
<p><b>Usefulness of research:</b></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></p> <p>4 3 2 0-1</p>	
<p><b>Review of own learning:</b></p> <p><b>Skills/knowledge/understanding developed:</b></p> <ul style="list-style-type: none"> <li>• Well reviewed</li> <li>• Satisfactory</li> <li>• Basic</li> <li>• Unsatisfactory</li> </ul> <p><b>Improvements which could have been made:</b></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></p> <p>7-8 5-6 4 0-3</p> <p><b>5 marks</b></p> <p>5 4 2-3 0-1</p>	
<b>Total Mark</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 100 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: \_\_\_\_\_