



National  
Qualifications

---

# Care

# Project

# General assessment information

---

This pack contains general assessment information for centres preparing candidates for the project Component of National 5 Care Course assessment.

It must be read in conjunction with the specific assessment task(s) for this Component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

---

This edition: September 2016 (version 3.0)

The information in this publication may be reproduced to support SQA qualifications. This publication must not be reproduced for commercial or trade purposes. **This material is for use by assessors**

© Scottish Qualifications Authority 2016

# Contents

Introduction	1
What this assessment covers	2
Assessment	3
General Marking Instructions	9

# Introduction

This is the general assessment information for National 5 Care project

This project is worth 100 marks. The marks contribute 100% of the overall marks for the Course assessment. The Course will be graded A-D.

The Course assessment has no other Components.

This project has three Sections.

**Section 1**, titled 'Action plan' will have 10 marks.

**Section 2**, titled 'Responding to the brief' will have 70 marks.

**Section 3**, titled 'Evaluation' will have 20 marks.

The project, comprising of all three sections, should be between 3,000 and 4,000 words, excluding references, footnotes and appendices. The project will be marked by SQA. If the word count exceeds the maximum by 10%, a penalty will be applied.

Candidates will produce a log book throughout the duration of the project. This log book must be submitted as a mandatory piece of evidence with the project but will not be marked and is not included within the word count.

This document describes the general requirements for the assessment of the project Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the assessment task for this Component of Course assessment.

## Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html)

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course Support Notes*.

# What this assessment covers

This assessment contributes 100% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the project in the *Course Assessment Specification*. These are:

- ◆ applying knowledge and understanding of needs and care services
- ◆ applying knowledge and understanding of human development and behaviour and psychological theories
- ◆ using sociological concepts to demonstrate knowledge and understanding of the ways in which social influences can impact on individuals
- ◆ investigating features of positive care practice
- ◆ planning and developing task management skills
- ◆ researching, investigating, evaluating and presenting information

# Assessment

## Purpose

The purpose of this assessment is to generate evidence for the added value of this Course by means of a project.

This will assess breadth and application of skills, knowledge and understanding from the mandatory coverage of the National 5 Care Course.

## Assessment overview

The project requires candidates to apply knowledge and understanding in a new context using research and investigation skills, and will provide them with an opportunity to plan and evaluate their work.

Prior to starting the project, assessors should ensure that candidates:

- ◆ have had opportunities to develop – and get feedback on – their planning, task management and evaluation skills in other contexts during the Course
- ◆ have experience of accessing a range of types of sources of information, and that they understand the importance of checking the validity and reliability of any information they use in their work
- ◆ know how to use source material appropriately within a piece of work and how to provide clear references for all source material that they use

The task is to carry out an investigation to meet the demands of a brief. The task has three Sections:

- ◆ Section 1– Action plan
- ◆ Section 2 – Responding to the brief
- ◆ Section 3 – Evaluation

### Preparing for the project and starting the log

Before candidates start their project, they have to undertake some preparatory work and should start writing a log.

Candidates should keep a log from the start of the project. The project starts when the assessor hands out the assessment task to the candidates. The log will be a record of work, with comments and notes on, for example, problems encountered during the project and things that went well. It will be referred to when the evaluation is undertaken at the end of the project. The log, which can be presented in any suitable paper-based format, will be submitted to SQA as a piece of mandatory evidence at the end of the project, but will not be marked.

Candidates will be given guidance on the project requirements by their assessor. They will also be given a selection of briefs, provided by SQA, to

choose from. Briefs can differ in the way they require candidates to produce their response, but all briefs will focus on the needs of an individual requiring care and on the services that meet those needs. The assessor will provide guidance on the briefs and ensure that candidates are clear about what each brief entails. Candidates will demonstrate the same skills, knowledge and understanding, and meet the same project requirements, whatever brief they choose.

Each brief will give information about the focus for the investigation and a format within which to present findings, for example:

*Produce a report about three services in your local area that meet the needs of an individual requiring care services for the first time.*

Each candidate will choose, with guidance from their assessor, a specific individual to investigate. Candidates should make notes in their log about why they chose the particular individual to study, and any discussion about their choice with their assessor. If the individual chosen for the project is based on a real life person, candidates must change the name of the person and take any other appropriate steps throughout the project in order to maintain their anonymity. When carrying out the project, care should be taken to ensure that appropriate safeguards and boundaries are established and that privacy, confidentiality and anonymity are maintained at all times. Candidates should always seek guidance from the assessor before approaching anyone for their project. Candidates should not base the project on themselves.

For the brief mentioned above, candidates could choose individuals such as:

- ◆ someone who has developed mental health problems
- ◆ someone who has had a stroke
- ◆ someone moving into a residential home
- ◆ someone diagnosed with diabetes
- ◆ someone who has had a car accident

Having had guidance on the requirements of the project, chosen their brief and agreed the individual for study with their assessor, candidates are now ready to start their action plan.

### **Section 1: Action plan**

In this section, the candidate will make a plan of the work they intend to undertake during their project. They should also consider the types of sources they will use to gather the information needed for the project.

Once completed, the action plan should be handed in to the assessor and no further changes are allowed to be made to it.

If the assessor has any areas of concern about the plan, they should discuss these concerns with the candidate and give them the minimum support

necessary to continue with the project, before they start their investigation. This might include comments on aspects such as the proposed timescale, or the amount or types of sources of information the candidate plans to use.

Candidates should make notes about any discussion they have with their assessor in their log and refer back to this when completing their evaluation. The notes must include details of any guidance the assessor gave about the suitability of the action plan.

The candidate is not permitted to re-write or re-submit the action plan, but can choose to act on the guidance received from the assessor. They will be able to write about this in their log and discuss this when producing their evaluation.

The candidate is now ready to move onto researching and presenting their findings in the format required by the brief, keeping regular notes of their progress in their log.

## **Section 2: Responding to the brief**

In this section, candidates will carry out an investigation over a period of time into their chosen individual and present their findings in the format required by their chosen brief. The investigation should be carried out independently by the candidate, under the supervision of the assessor.

The investigation should enable the candidate to present their findings in the following areas:

- ◆ the four needs of their chosen individual
- ◆ the development and behaviour of the individual, referring to a feature from four different psychological theories
- ◆ the impact of social influences on the individual, using three sociological concepts
- ◆ features of the positive care environment that meet the needs of the individual, in three services
- ◆ how a care worker can demonstrate positive care practice with the individual, referring to two psychological theories

The findings from the investigation will be presented appropriately within the format required by the brief, such as a background report on an individual, an information booklet, or a report on a social issue.

In their work, candidates should reference at least three different types of source used during the investigation. Types of source include books or journals/magazines, or people or websites, or other relevant sources. Once completed, candidates should hand their work to their assessor.

When writing their log during this section, candidates could comment on things such as whether they kept to their timescales, any obstacles they encountered, or any changes they made to their planned tasks and why.

The candidate is now ready to prepare for and produce their evaluation, referring to their action plan and log.

In this section, candidates will re-read their action plan and log and think about how their project went. They will then produce their evaluation under controlled conditions, in no more than one hour.

The only documents candidates are allowed to take into the classroom when producing their evaluation are their action plan and log. When producing their evaluation, candidates must refer to these documents when evaluating what went well and what did not work when carrying out the project, and what they would do differently in the future. They will also consider how they might use the knowledge and understanding gained from the project in the future.

## Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

### Timing

This assessment will be carried out over a period of time. Candidates should start their project at an appropriate point in the Course. This will normally be when they have completed most of the work on the Units in the Course. If any candidates require more than what is deemed 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of the qualification.

This assessment has three Sections:

- ◆ Section 1, 'Action plan', which should be completed over a period of time.
- ◆ Section 2, 'Responding to the brief', which should be completed over a period of time.
- ◆ Section 3, 'Evaluation', which should be prepared for over a period of time and produced under controlled conditions, in no more than one hour.

Evidence which meets the requirements of this Component of Course assessment will be between 3,000 and 4,000 words, excluding references, footnotes and appendices. All three sections of the assessment are included within the word count. The candidate must provide the word count for the completed project, excluding appendices, footnotes and references. If the word count exceeds the maximum by 10%, a penalty will be applied.

Footnotes and appendices should only be used to support information included in the project (for example tables of figures, graphs, statistics, questionnaires, transcripts of interviews, pictures) and cannot be used to add information that should be submitted as part of the word count.

## Resources

During the 'Action plan' and 'Responding to the brief' sections of this assessment, there are no restrictions on the resources to which candidates may have access.

During the producing of the 'Evaluation' section, candidates should have access to the following resources: their action plan and their log.

## Support and reasonable assistance

Candidates must undertake the project independently.

However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance.

Reasonable assistance prior to the formal assessment process includes:

- ◆ ensuring candidates are clear about the requirements of the project and providing opportunities for candidates, as a group, to ask questions about the requirements
- ◆ discussing with each candidate the suitability of their choice of individual to be investigated, before they start the project

Assessors can provide the minimum guidance required on the candidate's plan AFTER the candidate has completed and handed in their plan in order to allow the candidate to progress to the next stages of the assessment. The candidate should make notes about any guidance received from the assessor in their log. It is the responsibility of the candidate, not the assessor, to monitor their plan as they work through their project.

At any stage in the project, reasonable assistance does not include:

- ◆ directing candidates to specific sources to be used
- ◆ providing model answers
- ◆ providing any feedback on drafts, including marking
- ◆ monitoring whether individual candidates are keeping to their plan or not

## Supervision and control

The 'Action plan' and 'Responding to the brief' sections will be conducted under some supervision and control. This means that although candidates may complete part of the work outwith the learning and teaching setting, assessors should put in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place. For example:

- ◆ regular checkpoint/progress meetings with candidates

- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress
- ◆ photographs, film or audio evidence

The production of the evaluation section will be conducted under controlled conditions. This means that:

- ◆ candidates must be in direct sight of the assessor (or other responsible person) during the period of the assessment
- ◆ candidates must not communicate with each other
- ◆ candidates should only have access to their action plan and their log
- ◆ the evaluation must not be marked following submission
- ◆ no feedback should be given to candidates following submission
- ◆ candidates must not be allowed to amend their evaluation following submission

## **Evidence to be gathered**

The following candidate evidence is required for this assessment:

- ◆ the candidate's action plan
- ◆ the candidate's evidence of responding to the brief
- ◆ the candidate's evaluation
- ◆ the candidate's log

# General Marking Instructions

## General Marking Principles for National 5 Care

This assessment will be externally marked by the SQA.

*This information is provided to give an understanding of the general principles that will be applied when marking candidate evidence. These principles must be read in conjunction with the specific Marking Instructions for each item in the grid below.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instructions for the relevant item
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) The term ‘or any other relevant answer’ is used to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers.
- (d) Items that ask the candidate to ‘describe’ require the candidate to make factual points or state characteristics and/or features.
- (e) Items that ask the candidate to ‘explain’ require the candidate to relate cause and effect and/or make relationships between things clear.
- (f) Items that ask the candidate to ‘evaluate’ require the candidate to make a judgement based on criteria to determine the value of something.

## Specific Marking Instructions for National 5 Care

### Section 1: Action plan (10 marks)

Assessment item		Assessment item instruction	Max mark	Marking instruction	Additional notes on judging the evidence
1	(a)	<p><i>State your chosen brief</i></p> <p><i>Describe the individual you have chosen to investigate and explain the reasons why they are a suitable choice for your project.</i></p>	5	<p><i>Candidates can be awarded up to 5 marks for a description, with additional points of explanation, about their chosen individual.</i></p> <p><b>5 marks</b> Clear description of the individual is given, with four relevant points of explanation</p> <p><b>4 marks</b> Clear description of the individual is given, with three relevant points of explanation</p> <p><b>3 marks</b> Clear description of the individual is given, with two relevant points of explanation</p> <p><b>2 marks</b> Clear description of the individual is given, with one relevant point of explanation</p> <p><b>1 mark</b> Clear description of the individual is given</p> <p><b>0 marks</b> Description of the individual is not clear</p>	

(b)		<i>Develop a plan, detailing tasks and timescales, for all three stages of the project.</i>	<b>2 marks</b>	<p><i>Candidates can be awarded up to 2 marks for a plan with timescales and tasks for all three stages of the project.</i></p> <p><b>2 marks</b> Detailed information is given about timings and tasks for all three sections of the project</p> <p><b>1 mark</b> Sufficient information is given about timings and tasks for all three sections of the project</p> <p><b>0 marks</b> all three stages of the project with appropriate timings and tasks are not given</p>	<p>Candidates can display the timescale in any format, eg grid or mind-map, and can refer to dates (23 January) or time periods (two weeks).</p> <p>‘Sufficient information’ means that someone else would be able to read the plan and undertake the project without further guidance.</p> <p>‘Detailed information’ means that specific details are given for the steps within each task in the project.</p>
(c)		<i>Explain why three different types of sources of information will be appropriate for researching your chosen individual.</i>	<b>3 marks</b>	<p><i>Candidates can be awarded 1 mark for each type of source.</i></p> <p>Candidates will be awarded a maximum of 1 mark for only identifying the three sources.</p> <p>For each of the three different types of source:</p> <p><b>1 mark</b> Accurate point of explanation of how that particular type of source will be appropriate for researching the chosen individual</p> <p><b>0 marks</b> The explanation of the type of source of information is not relevant or related to the chosen individual</p>	<p>‘Types of sources’ could include:</p> <ul style="list-style-type: none"> <li>◆ books (including electronic books)</li> <li>◆ journals/magazines (including those sourced online)</li> <li>◆ the internet</li> <li>◆ people (care workers, service users, carers, etc.)</li> <li>◆ or any other relevant type</li> </ul>

Section 2: Responding to the brief (70 marks)

Assessment item		Assessment item instruction	Max mark	Marking instructions	Additional notes on judging the evidence
2	(a)	<i>Describe four needs of your chosen individual and explain why they require to be addressed.</i>	12 marks	<p><i>Candidates can be awarded up to 3 marks available for each relevant need of their chosen individual.</i></p> <p><i>Marks can be awarded for a maximum of four needs.</i></p> <p>For each need:</p> <p><b>3 marks</b> Accurate description of a relevant need of the chosen individual is given, with a detailed and accurate explanation</p> <p><b>2 marks</b> Accurate description of a relevant need of the chosen individual is given, with an accurate explanation</p> <p><b>1 mark</b> Accurate description of a relevant need of the chosen individual is given</p> <p><b>0 marks</b> The need is not accurately described or relevant for the chosen individual</p>	<p>Needs of the individuals to be described could include:</p> <ul style="list-style-type: none"> <li>◆ social: making, building and ending relationships; interacting with others</li> <li>◆ physical: warmth, safety, food and drink</li> <li>◆ emotional: need for love, sense of self-worth, need to be valued</li> <li>◆ cognitive: making choices and decisions, solving problems, learning, creativity</li> <li>◆ cultural: language, customs, diet, religion, attire, lifestyle choices</li> <li>◆ or any other relevant need</li> </ul>

	(b)	<p>Choose four psychological theories and describe one relevant feature from each. Use these features to explain aspects of the development and behaviour of your chosen individual.</p>	<p><b>16 marks</b></p>	<p>Candidates can get a maximum of 4 marks for a feature of their chosen theory.</p> <p>Marks can be awarded for a maximum of four psychological theories.</p> <p>For each chosen feature of a psychological theory:</p> <p><b>4 marks</b> Accurate description of a relevant feature of the psychological theory, with a detailed and accurate explanation that is relevant and applied to the development and behaviour of the chosen individual</p> <p><b>3 marks</b> Accurate description of a relevant feature of the psychological theory, with an accurate explanation that is relevant and applied to the development and behaviour of the chosen individual</p> <p><b>2 marks</b> Accurate description of a relevant feature of the psychological theory that is related to the chosen individual</p> <p><b>1 mark</b> Accurate description of a relevant feature of the psychological theory that is not related to the chosen individual</p> <p><b>0 marks</b> The description of the feature of</p>	<p>Candidates can refer to stages of the lifespan, life experience or any other relevant aspect of the current or past development and behaviour of the chosen individual.</p> <p>Psychological theories could include:</p> <ul style="list-style-type: none"> <li>◆ Hierarchy of needs: Maslow</li> <li>◆ Lifespan theory: Erikson</li> <li>◆ Person-centred theory: Rogers</li> <li>◆ Positive psychology: Seligman</li> <li>◆ Psychodynamic theory: Freud</li> <li>◆ REBT: Ellis</li> <li>◆ Social learning theory: Bandura</li> <li>◆ Transactional analysis theory: Berne</li> <li>◆ Or any other relevant psychological theory</li> </ul> <p>Stages of the lifespan could include:</p> <ul style="list-style-type: none"> <li>◆ infancy, childhood, adolescence, adulthood or older adulthood, or any other relevant stages</li> </ul> <p>Life experiences could include:</p> <ul style="list-style-type: none"> <li>◆ relationships (leaving home, marriage/civil partnership, homelessness, ‘coming out’, divorce,</li> </ul>
--	-----	--	------------------------	---	---

				<p>the psychological theory is not accurate, relevant, or related to the individual</p> <p><b>0 marks</b> The description of the feature of the psychological theory is not accurate, relevant, or related to the individual</p>	<p>parenthood, bereavement)</p> <ul style="list-style-type: none"> <li>◆ health (illness, disability, termination, miscarriage)</li> <li>◆ employment (starting work, redundancy, retirement)</li> <li>◆ or any other relevant areas of life.</li> </ul> <p>Development could include information such as:</p> <ul style="list-style-type: none"> <li>◆ aspects of development: social, physical, emotional, cognitive, cultural or any other relevant aspects</li> <li>◆ influences on development: family circumstances, genetic influences, health, lifestyle, educational opportunities and attainment or any other relevant influences</li> </ul>
(c)		<p><i>Describe three relevant sociological concepts and use these to explain the impact of social influences on your chosen individual.</i></p>	<p><b>12 marks</b></p>	<p><i>Candidates can be awarded up to 4 marks for describing a relevant sociological concept and using it to explain the impact of social influences on their chosen individual.</i></p> <p><i>Marks can be awarded for a maximum of three sociological concepts.</i></p> <p>For each sociological concept:</p>	<p>Sociological concepts could include:</p> <ul style="list-style-type: none"> <li>◆ socialisation (primary and secondary), agents of socialisation</li> <li>◆ norms, values and roles</li> <li>◆ cultures, sub-cultures</li> <li>◆ prejudice, stereotyping, labelling, discrimination</li> <li>◆ marginalisation, disempowerment, exclusion</li> <li>◆ power, conflict, stratification</li> <li>◆ consensus, dysfunctional</li> </ul>

				<p><b>4 marks</b> Accurate description of a relevant sociological concept with a detailed and accurate explanation of a relevant impact of social influences on the chosen individual, using the sociological concept</p> <p><b>3 marks</b> Accurate description of a relevant sociological concept with an accurate explanation of a relevant impact of social influences on the chosen individual, using the sociological concept</p> <p><b>2 marks</b> Accurate description of a relevant sociological concept with an accurate and limited explanation of a relevant impact of social influences on the chosen individual, using the sociological concept</p> <p><b>1 mark</b> accurate description of a relevant sociological concept</p> <p><b>0 marks</b> The description of the sociological concept is not accurate or relevant</p>	<ul style="list-style-type: none"> <li>◆ or any other relevant sociological concept</li> </ul> <p>Social influences could include:</p> <ul style="list-style-type: none"> <li>◆ family</li> <li>◆ friends/peers</li> <li>◆ religion</li> <li>◆ law</li> <li>◆ media</li> </ul>
(d)		Describe features of the positive care environment in three care services and explain how they	<b>12 marks</b>	<p>Candidates can be awarded up to 4 marks for information relating to each of the three care services.</p> <p>Marks can be awarded for a maximum of two features from each care service.</p>	<p>‘Positive care environment’ might include information about services such as:</p> <ul style="list-style-type: none"> <li>◆ Organisational</li> </ul> <p>This could include aspects such as: aims</p>

			<p><i>could meet the needs of the chosen individual</i></p>	<p>For each care service:</p> <p><b>4 marks</b> Accurate description of a relevant feature of the positive care environment with a detailed and accurate explanation of how this feature could meet the needs of the chosen individual</p> <p><b>3 marks</b> Accurate description of a relevant feature of the positive care environment with an accurate point of explanation of how this feature could meet the needs of the chosen individual</p> <p><b>2 marks</b> Accurate description of a relevant feature of the positive care environment with an accurate and limited point of explanation of how this feature could meet the needs of the chosen individual</p> <p><b>1 mark</b> Accurate description of a relevant feature of the positive care environment</p> <p><b>0 marks</b> The feature of the positive care environment is not linked to the needs of the chosen individual</p>	<p>and objectives, mission statement, policies and guidelines; training and supervision of workers; promotion of good quality assessment and care management; working in partnership with other relevant organisations; involvement of service users and others etc.</p> <ul style="list-style-type: none"> <li>◆ Physical This could include aspects such as: where the service is based in a building (the building and grounds); its location (in terms of transport, accessibility etc.)</li> <li>◆ Therapeutic This could include aspects such as: promotion of positive outcomes for people who use services and carers; range and choice of services offered etc.</li> <li>◆ Community This could include aspects such as: relationship with the local community; use by service users of other community resources; links with other similar groups locally/nationally/electronically, etc.</li> </ul>
--	--	--	---	--	--

					<ul style="list-style-type: none"> <li>◆ or any other relevant aspect of a positive care environment</li> </ul> <p>Care services can include any relevant statutory, private or third sector services, and can be in domiciliary, day, residential or others settings.</p>
	(e)	<p><i>Using two of the psychological theories you have described in 2(b), explain how a care worker in any of the services you have mentioned in 2(d) could demonstrate and apply positive care practice with your chosen individual.</i></p>	<p><b>12 marks</b></p>	<p><i>Marks can be awarded for a maximum of two psychological theories.</i></p> <p>For each psychological theory:</p> <p><b>4-6 marks</b> Detailed and accurate explanation of how a care worker could use this theory to demonstrate and apply positive care practice with the chosen individual</p> <p><b>2-3 marks</b> Accurate explanation of how a care worker could use this theory to demonstrate and apply positive care practice with the chosen individual</p> <p><b>1 mark</b> Accurate explanation of how a care worker could demonstrate positive care practice without application to the chosen individual</p> <p><b>0 marks</b> The information given is not accurate or relevant</p>	<p>Psychological theories could include:</p> <ul style="list-style-type: none"> <li>◆ Hierarchy of needs: Maslow</li> <li>◆ Lifespan theory: Erikson</li> <li>◆ Person-centred theory: Rogers</li> <li>◆ Positive psychology: Seligman</li> <li>◆ Psychodynamic theory: Freud</li> <li>◆ REBT: Ellis</li> <li>◆ Social learning theory: Bandura</li> <li>◆ Transactional analysis theory: Berne</li> <li>◆ or any other relevant psychological theory</li> </ul>

	(f)	<p><i>Correctly reference three different types of sources of information used during the investigation.</i></p>	<p><b>4 marks</b></p>	<p><i>Candidates can be awarded up to 4 marks for referencing three types of sources of information.</i></p> <p><i>A maximum of three types of sources of information can be used.</i></p> <p><b>1 mark</b> is available for each type of source of information used</p> <p><b>1 mark</b> is available for correct referencing of all sources</p>	<p>‘Used appropriately’ means that the learner has linked the referenced material to other information or made a connection between the referenced material and other information.</p> <p>‘Correctly referenced’ means that information has been referenced in such a way that the source of the information could be retrieved by a third party.</p> <p>‘Types of sources of information’ could include:</p> <ul style="list-style-type: none"> <li>◆ professional journals</li> <li>◆ books</li> <li>◆ people (care workers, service users, carers, etc)</li> <li>◆ TV programmes or videos</li> <li>◆ magazines/newspapers</li> <li>◆ the internet</li> <li>◆ any other relevant type of source, agreed by the assessor</li> </ul>
--	-----	--	-----------------------	---	---

	(g)	Present findings appropriately within the format required by the brief.	2 marks	<p><i>Candidates can be awarded up to 2 marks for logically structuring their information and presenting the information in an appropriate way.</i></p> <p><b>2 marks</b> Appropriate structuring of the information</p> <p><b>1 mark</b> Inconsistencies in the structuring of the information</p> <p><b>0 marks</b> Information is not appropriately structured</p>	Candidates are awarded marks for the organisation and presentation of their findings.
--	-----	---	---------	---	---

Section 3: Evaluation (20 marks)

Assessment item		Assessment item instruction	Max mark	Marking instruction	Additional notes on judging the evidence
3	(a)	Evaluate what worked well and/or what did not work well when carrying out the project.	10 marks	<p><i>Candidates can be awarded up to 10 marks for evaluating between two and five points regarding what worked well and/or what did not work well when carrying out their project.</i></p> <p><i>A minimum of two and a maximum of five points of evaluation can be made.</i></p> <p>For each point of evaluation, up to 5 marks can be awarded:</p> <p><b>5 marks</b> For one point of evaluation of what worked well and/or what did not work well when carrying out the project, with four accurate points of explanation</p> <p><b>4 marks</b> For one point of evaluation of what worked well and/or what did not work well when carrying out the project, with three accurate points of explanation</p> <p><b>3 marks</b> For one point of evaluation of what worked well and/or what did not</p>	<p>This item refers to the project the candidates have undertaken. The candidates can refer to strengths and/or areas for development of the work they have completed.</p> <p>Candidates may refer to their plan and/or log when producing their evaluation.</p>

				<p>work well when carrying out the project, with two accurate points of explanation</p> <p><b>2 marks</b> For one point of evaluation of what worked well and/or what did not work well when carrying out the project, with one accurate point of explanation</p> <p><b>1 mark</b> For one point of evaluation of what worked well and/or what did not work well when carrying out the project</p> <p><b>0 marks</b> No point of evaluation</p>	
(b)		Describe what you would do differently when carrying out another project in the future and explain how this would improve the future project.	<b>6 marks</b>	<p><i>Candidates can be awarded up to 6 marks for discussing two or three things they would do differently in the future.</i></p> <p><i>A minimum of two and a maximum of three points can be made.</i></p> <p>For each point, up to 3 marks can be awarded:</p> <p><b>3 marks</b> For one point describing what they would do differently when</p>	<p>This item refers to any possible projects or similar tasks candidates might undertake in the future.</p> <p>Even if the candidate has not encountered any problems with their current project, they should still discuss how a future project could be ‘even better if...’</p> <p>Candidates may refer to their plan and/or log.</p>

				<p>carrying out another project in the future with two accurate points of explanation about how this would improve a future project</p> <p><b>2 marks</b> For one point describing what they would do differently when carrying out another project in the future with one accurate point of explanation about how this would improve a future project</p> <p><b>1 mark</b> For one point describing what they would do differently when carrying out another project in the future</p> <p><b>0 marks</b> No description of what they would do differently when carrying out another project in the future</p>	
	(c)	<p><b>Explain how you might use the knowledge and understanding related to Care that you have gained from this , in one or more contexts</b></p>	<p><b>4 marks</b></p>	<p><i>Candidates can be awarded up to 4 marks for explaining how they might use the knowledge and understanding related to Care that they have gained from the project.</i></p> <p><b>4 marks</b> Four relevant points of explanation of how they might use the, knowledge and understanding related to Care that they have gained from the</p>	<p>Candidates can refer to ways they might use the knowledge and understanding related to Care in contexts such as further study, work, daily life, etc.</p>

				<p>project</p> <p><b>3 marks</b> Three relevant points of explanation of how they might use the knowledge and understanding related to Care that they have gained from the project</p> <p><b>2 marks</b> Two relevant points of explanation of how they might use the knowledge and understanding related to Care that they have gained from the project</p> <p><b>1 mark</b> One relevant point of explanation of how they might use the knowledge and understanding related to Care that they have gained from the project</p> <p><b>0 marks</b> The knowledge and understanding is not related to Care</p>	
--	--	--	--	---	--

# Administrative information

---

Published: September 2016 (version 3.0)

---

## History of changes

Version	Description of change	Authorised by	Date
1.1	Updated for consistency with assessment task document.	Qualifications Development Manager	August 2013
2.0	<p>Introduction: information about the use of a log book added.</p> <p>Assessment overview: minor rewording throughout.</p> <p>Assessment conditions: information regarding the mandatory submission of the log book to SQA added; information about word count added.</p> <p>General Marking Instructions: general marking principle (g) removed.</p> <p>Specific Marking Instructions: changes to assessment items 1a, 2a, 2b, 2c, 2e and 2f and to mark allocations for 2b, 2f and 2g.</p> <p>'Overview of allocation of marks' table removed.</p>	Qualifications Manager	September 2015
3.0	<p>Amendment to introduction section to clarify the project word count and that all three sections are included within this (page 1).</p> <p>Additional information added to Assessment Conditions section to further clarify the conditions of the evaluation; the requirement for all three sections of the project to be included within the word count; and further information on footnotes and appendices (page 6).</p> <p>Amendment made to Detailed Marking Instructions 3a and 3b to remove the requirement for candidates to refer to their plan and/or log when producing their evaluation (pages 20-22).</p> <p>Statements added to Additional notes on judging evidence to advise that</p>	Qualifications Manager	September 2016

	candidates may refer to plan and/or log when producing their evaluation.		
--	--	--	--

## Security and confidentiality

This document can be used by practitioners in SQA approved centres for the assessment of National Courses and not for any other purpose.

## Copyright

This document may be reproduced in whole or in part for assessment purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. If it needs to be reproduced for any purpose other than assessment, it is the centre's responsibility to obtain copyright clearance.

Re-use for alternative purposes without the necessary copyright clearance may constitute copyright infringement.

© Scottish Qualifications Authority 2016