

External Assessment

Interviewing, Writing and Publishing Higher C01J 12

Practical Assignment

1st Edition: January 2001

Publication code: A1215

Published by the Scottish Qualifications Authority
Hanover House, 24 Douglas Street, Glasgow, G2 7NQ, and Ironmills Road, Dalkeith, Midlothian, EH22 1LE

The information in this publication may be reproduced to support SQA qualifications. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purposes, then written permission may be obtained from the Support Materials Officer at SQA. It must not be reproduced for trade or commercial purposes.

Contents

1. Practical Assignment overview
2. Recommended entry
3. Practical Assignment briefs
4. Outcome coverage
5. Subject/occupationally-related knowledge and skills
6. Candidate evidence requirements and allocation of marks
7. Marking and grading
8. Ensuring evidence is authentic
9. Investigating tools
10. Materials and resources
11. Core Skills

1. Practical Assignment overview

This national project specification provides details of the assessment tasks and the evidence which candidates are expected to produce. It contains a degree of choice in terms of the way the Practical Assignment is taken forward by centres so that it fits available resources and candidates' interests and personal strengths.

The Practical Assignment is not concerned exclusively with practical activity, but is designed to emphasise skills relating to the application of practical skills, and related knowledge and understanding to a situation that involves task management.

Candidates are provided with a brief and are expected to demonstrate attainment relating to:

- interpreting the brief
- gathering information to clarify the brief
- deciding on a product, or activity/event, or performance to develop
- selecting and managing materials/resources
- producing the product, or organising the activity/event or delivering the performance
- evaluating the product or activity/event or performance (through feedback)

Evidence requirements are as follows:

- a plan of action
- evidence of a product or an organised activity/event or a performance
- evidence which documents the processes underpinning the practical hands-on activity
- evidence showing an extended evaluation of the Practical Assignment

Copies of Units are available from the Scottish Qualifications Authority Sales Section, telephone 0141-242 2168; fax 0141-242 2244; e-mail sales@sqa.org.uk

The Scottish Qualifications Authority Helpdesk is available on 0141-242 2214.

Note:

Please note that individual specifications should always be used in conjunction with the relevant *Arrangements for Project-based National Courses*. The *Arrangements* document lays down the overall requirements for project-based National Courses for the given SGA.

This specification forms part of Section F of the above *Arrangements* document.

2. Recommended entry

We strongly advise that 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 Units of the National Course *prior* to undertaking the external assessment should have demonstrated attainment in (and/or attained) the following qualifications:

- from National Course in English and Communication at Higher (C039 12) :
National Unit: Language Study (D208 12)) and either National Unit: Individual Presentation (D210 12) or National Unit: Group Discussion (D211 12)
- or
- National Unit: Communication at Higher or equivalent
- with either
- National Course in Computing and Information Technology at Intermediate 2 (C017 11) or equivalent
- or
- National Course in Graphic Communication at Intermediate 2 (C033 11) or equivalent

Candidates who achieve the external assessment will not be certificated for the Course until they have successfully completed the component Units.

3. Practical Assignment briefs

The assignment briefs from which candidates may choose are:

Brief 1

Contribute a desktop published article to a publication. The production will include colour and graphics. It will be based on an interview and two other methods of research.

Brief 2

Write and desktop publish a formal report or discursive paper on an issue of concern. This production will use colour and include graphics. It will be based on an interview and two other methods of research.

Brief 3

Produce a desktop published colour advertisement for web or magazine publication. This will be based on a creative brief negotiated with a client and two other methods of research.

Further details on the planning, developing and evaluating stages for each brief can be found in Section 6.

4. Outcome coverage

Course Structure		
Unit title	Credit value	Unit number
Desktop Publishing	1.0	D976 12
Interviewer Skills	1.0	D0VR 12 (6110410)

and either

Creative Writing 2	1.0	D0YF 12 (7110411)
--------------------	-----	-------------------

or

Writing Papers and Reports	1.0	D0N5 12 (91246)
----------------------------	-----	-----------------

All external assessments for project-based National Courses cover a minimum of two thirds of the Outcomes from the component Units. For this project these are:

Unit: Desktop Publishing

2. Select and apply a design style appropriate to a specific type of publication.
3. Accurately prepare, electronically, a page for print within a set timescale.
4. Design, produce and accurately prepare a market-related publication for commercial print.

Unit: Interviewer Skills

2. Prepare an interview plan which is appropriate to purpose.
3. Conduct an interview which is appropriate to purpose.
4. Evaluate the results of an interview in relation to its purpose.

and either

Unit: Creative Writing 2

3. Write in verse or prose in response to a brief.

or

Unit: Writing Papers and Reports

4. Write an extended formal report.
- or
5. Write a discursive paper.

It is strongly advised that candidates should have completed the assessments for the individual component Units before undertaking the external assessment.

5. Subject/occupationally-related knowledge and skills

The Practical Assignment allows candidates to develop and apply skills in:

Interviewing

- planning a structure and timescale/schedule
- creating and asking a list of questions relevant to the project and its objectives
- selecting the environment, facilities and seating arrangements
- using an appropriate tone, language, register and body language
- creating a checklist for recording responses
- recording and analysing responses
- evaluating the interview

Desktop publishing

- identifying, appraising, selecting and applying appropriate design styles for the publication
- creating and drawing up the layout
- setting up page and grid parameters for the layout
- selecting typographical and graphical elements accurately and positioning them
- checking page proofs and colour separation for errors and making modifications as necessary
- completing a task within a set timescale

and either

Creative writing

- selecting and applying genre, structure, language and techniques in terms of brief
- making effective use of syntax, spelling and punctuation

or

Writing papers and reports

- writing in the appropriate format
- using the correct style, structure and techniques
- selecting, collating and expressing information/ideas/arguments clearly

It allows candidates to develop and apply related knowledge of:

Interviewing

- open, closed and leading questions
- active listening
- controlling and developing the interview
- body language
- effective environment and seating arrangements

Creative writing

- journalistic and literary genres and the appropriate writing style, structure, language and techniques

Writing papers and reports

- report formats
- correct style, structure, language and techniques

Desktop publishing

- the difference between commercial and in-house print design
- publishing methods for electronic media
- software and hardware relating to print production and multimedia design

6. Candidate evidence requirements and allocation of marks

General information

The three stages of the Practical Assignment for all project-based National Courses at Higher are:

- planning
- developing
- evaluating

Here we describe evidence requirements which apply to each of the three stages of the Practical Assignment for all project-based National Courses at Higher. Where there are any specific evidence requirements relating to this Course, these are given later in this section.

Planning

Candidates must produce a 500 word (or equivalent) plan of action. The plan should include an introduction and a main body. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

For the introduction of the plan, candidates should:

- provide a rationale for selecting a particular brief
- interpret the brief
- gather information to clarify the brief
- define the aims and objectives of the Practical Assignment

For the main body of the plan candidates should:

- identify information sources
- identify materials and resources
- establish timescales for completion of stages of the Practical Assignment

The plan of action should be produced in a supervised environment although candidates may carry out the preparation beforehand. Candidates may communicate with each other when producing their plans of action but each plan must be tailored to the candidate's own project and the action points 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 the candidate has devised a plan that is potentially workable. The level of support that candidates need to devise a viable plan of action will of course vary from candidate to candidate. Centres should indicate the level of support given for each candidate on the flyleaf for the project provided by the SQA. 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, if the level of support and intervention given is more than that which would normally be seen as reasonable, the authenticity of the candidate's work may be called into question. If the level of input given by the teacher/lecturer is above normal (for example, the quality of the plan was such that it would mean that the project would be unworkable if the plan

was not revised with support from the teacher/lecturer) then candidates cannot score more than 20 of the 40 marks allowed for the planning stage.

Developing

Candidates must provide evidence that:

- testifies to the quality of the hands-on practical activity
- documents the processes underpinning the activity

Specific evidence requirements for this Course are given later in this section.

All of the evidence should be produced in a supervised environment. Candidates may communicate with each other but should produce work which can be clearly attributed to the candidate as being his or her own.

Evaluating

Candidates must produce an extended evaluation report which should:

- provide a brief summary of what the assignment was about
- review and update the action plan in the light of experience
- assess the effectiveness of the action plan
- summarise any unforeseen events and how they were handled
- identify knowledge and skills which have been gained and/or developed
- assess the strengths, weaknesses and quality of any hands-on activity
- assess the effectiveness of the research methods used
- determine to what extent the assignment met the original brief

The extended evaluation report should be 1,000 words (or equivalent) at Higher. Candidates may carry out the preparation for the report beforehand.

Candidates at Higher should be allowed up to three hours to complete an extended evaluation (including the summary). This is a generous time allowance and some candidates may require considerably less time — two hours should generally be sufficient.

Candidates should be allowed to take one side of an A4 page of notes (maximum 200 words or equivalent) 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.

For this activity the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way.

Specific evidence requirements and assessment arrangements for the Practical Assignment for Interviewing, Writing and Publishing at Higher

Planning	
Evidence:	Plan of action. 500 words <i>or</i> equivalent (40 marks)
Conditions of external assessment:	Supervised
Who assesses it?	Plan to be sent to SQA for marking

Developing	
Evidence:	For hands-on activity: Copy of completed article/report or discursive paper/advertisement For processes underpinning the activity: Recording of interview (eg video) First drafts Proofs Interview checklists Log book (120 marks in total for this stage)
Conditions of external assessment:	Supervised
	<i>Transportable evidence:</i> All This is to be sent to SQA for marking

Evaluating	
Evidence:	Extended evaluation report – including summary. 1,000 words <i>or</i> equivalent (40 marks)
Conditions of assessment:	Centre-invigilated
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.

Specific additional information and requirements

Brief 1 — the article: planning stage

The decision concerning the type of article should be taken by the candidate. The range could include, for example, news story, feature, human interest, sports reporting, editorial.

The candidate should provide a 250 word summary of the plan which:

- provides a rationale for selecting the brief (reason for choice of assignment)
- interprets the brief (explains type and subject of article)
- clarifies the brief (outlines possible sources, writing style and design of the article)
- defines the aims and objectives (including timescale)

10 marks

and the candidate should then:

- write a treatment which explains the genre, theme, stance, purpose, target audience, word length, sources etc of the article and prepare a schedule for production

10 marks

- write a plan for the interview which includes the objectives, where it is to take place (environment), the facilities, the seating arrangements, a list of interview questions and develop a checklist to record verbal/non-verbal responses

10 marks

- produce design styles including typography, graphics/pictures and rough page layouts for the desktop publishing of the article

10 marks

Total: 40 marks

Brief 1 — the article: development stage

Recommended length: 650 to 1,000 words

Researching

The candidate should:

- conduct, record (using a checklist) and analyse the interview
- use at least two other sources and keep detailed records of these

30 marks

Writing

The candidate should:

- draft the article, using an appropriate narrative structure, style and language
- proofread the article, making sure that spelling, punctuation and syntax are secure and effective
- sub-edit the article to a given length (set by the editor or tutor) making revisions and adding headlines, crossheads, straplines, captions, etc
- select appropriate illustrative material

40 marks

Publishing

The candidate should:

- desktop publish the article, in a style appropriate to the publication and intended readership
- set up page and grid parameters for the selected layout
- produce and position text, graphics/pictures according to the design concept
- check page proofs and colour separation for errors
- make modifications and corrections
- complete the above within a set timescale

30 marks

Recording

The candidate should:

- keep a log book detailing the activities undertaken throughout the assignment; when and how objectives are met and outlining any problems and how they are handled

20 marks

Total: 120 marks

Brief 1 — the article: evaluating stage

The candidate should provide a 1,000 word evaluation which:

- summarises the assignment
- reviews the plan
- assesses the effectiveness of the page plans
- assesses the effectiveness of the treatment
- assesses the effectiveness of research methods
- assesses the effectiveness of the interview
- assesses the extent to which the article met its purpose
- describes how unforeseen events were handled
- identifies what has been learned

Total: 40 marks

Brief 2 — report/discursive paper on an issue of concern: planning stage

The candidate should provide a 250 word summary of the plan which:

- provides a rationale for selecting the brief (reason for choice of assignment)
- interprets the brief (explains the issue)
- clarifies the brief (outlines the possible sources, writing style and design)
- defines the aims and objectives (including timescale)

10 marks

and the candidate should then:

- draft Terms of Reference (the brief) and procedures (research methods) for the report or discursive paper
- prepare a schedule for production of the report/discursive paper

10 marks

- write a plan for the interview which includes the objectives, where it is to take place (environment), the facilities, the seating arrangements and a list of interview questions and develop a checklist to record verbal/non-verbal responses

10 marks

- produce design styles including typography, graphics/pictures and rough page layouts for the desktop publishing of the report/discursive paper

10 marks

Total: 40 marks

Brief 2 — the report/discursive paper on an issue of concern: development stage

Recommended length: approximately 1,000 words

Researching

The candidate should:

- conduct, record (using a checklist) and analyse the interview
- use at least two other sources and keep detailed records of these

30 marks

Writing

The candidate should:

- select relevant and accurate information/ideas/arguments
- structure the material in the appropriate format
- draft the report/discursive paper — adding conclusions and recommendations (as appropriate)
- use correct style and language with the appropriate register
- proofread the report/discursive paper, making sure that spelling, punctuation and syntax are secure and effective
- edit the report/discursive paper, making any necessary corrections and revisions

40 marks

Publishing

The candidate should:

- desktop publish the report/discursive paper, using the planned design
- set up page and grid parameters for the selected layout
- produce and position text, graphics/pictures according to the design concept
- check page proofs and colour separation for errors
- make modifications and corrections
- complete the above to a set timescale

30 marks

Recording

The candidate should:

- keep a logbook detailing the activities undertaken throughout the assignment; when and how objectives are met and outlining any problems and how they are handled

20 marks

Total: 120 marks

Brief 2 — the report/discursive paper on an issue of concern: evaluating stage

The candidate should provide a 1,000 word evaluation which:

- summarises the assignment
- reviews the plan
- assesses the effectiveness of the page layouts
- assess the effectiveness of the terms of reference/brief
- assesses the effectiveness of procedures/research methods
- assesses the effective of the interview
- assesses the extent to which the report/discursive paper met its purpose
- assesses the strengths and weaknesses of the finished report/discursive paper
- describes how unforeseen events were handled
- identifies what has been learned

Total: 40 marks

Brief 3 — the advertisement: planning stage

The candidate should provide a 250 word summary of the plan which:

- provides a rationale for selecting the brief (reason for choice of assignment)
- interprets the brief (identification of client and product)
- clarifies the brief (outlines market research, product image and message etc)
- defines the aims and objectives (including timescale)

10 marks

the candidate should then:

- plan market research which should include a questionnaire/survey and an investigation of possible media outlets for the advertisement

10 marks

- produce draft design styles including typography, graphics/images, logos, rough page layouts for the desktop publishing of the advertisement

10 marks

- write a plan for an interview with the client which includes the objectives, where it is to take place (environment), the facilities, the seating arrangements and a list of interview questions which will form the basis of a creative brief. Develop a checklist to record verbal and non-verbal responses

10 marks

Total: 40 marks

Brief 3 — the advertisement: development stage

Researching

The candidate should:

- conduct market research as outlined in the plan and keep detailed records of this
- conduct, record (using a checklist) and analyse the interview with the client

30 marks

Writing

The candidate should:

- draw up a creative brief based on the interview with the client
- write copy for the advertisement of 250 words or more which includes a slogan and uses style and techniques which contribute to impact
- use spelling, punctuation and syntax which contribute to impact
- proofread the copy, making revisions where appropriate

40 marks

Publishing

The candidate should:

- desktop publish the advertisement according to the creative brief
- set up page and grid parameters for the layout
- position text, graphics/pictures according to the design concept
- check page proofs and colour separation for errors
- make modifications and corrections

30 marks

Recording

The candidate should:

- keep a logbook detailing the activities undertaken throughout the assignment; when and how objectives are met and outlining any problems and how they are handled

20 marks

Total: 120 marks

Brief 3 — the advertisement: evaluating stage

The candidate should provide a 1,000 word evaluation which:

- summarises the assignment
- reviews the plan
- assesses the effectiveness of the market research
- assesses the effectiveness of the interview with the client
- assesses the extent to which the advertisement met the creative brief
- assesses the effectiveness of the page plans
- assesses the strengths and weaknesses of the finished advertisement
- describes how unforeseen events were handled
- identifies what has been learned

Total: 40 marks

7. Marking and grading

The assessment evidence for project-based National Courses is marked externally by SQA. The total mark for the Practical Assignment is 200, (this large mark allocation makes it easier to discriminate effectively between performances of candidates across the various parts of the assessment). These marks will be allocated to assessment evidence from the three Practical Assignment stages as follows in *Table A*.

Table A

Practical Assignment Stage	Assessment Evidence	Mark Allocation
Planning	Plan of action	40
Developing	Evidence arising from the hands-on practical activity and from documenting the underpinning processes involved	120
Evaluating	Extended evaluation report	40

To underpin this assessment system there are criteria to which marks are pegged, against which the candidate evidence from each of the three Practical Assignment 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* overleaf outlines the criteria to be used to assess candidate evidence. Assessors in centres will, for each of the three parts, decide firstly on the broad category of mark which is appropriate and secondly on the precise mark to be given (see *Estimates and Appeals* later in this section).

Although it is possible for candidates to be given bands 7, 8 and 9 which are described as 'fails', no such categories will appear on candidates' certificates. This information should help centres agree estimates of candidate performance and provide feedback to candidates for remediation purposes.

All National Courses are subject to external marking. External Markers, Visiting Examiners and Moderators will be trained by SQA to apply national standards. As candidate evidence becomes available exemplars will be issued to centres as guidance.

Practical Assignment

Table B

Higher			Plan of action	Practical activity and documented process evidence	Evaluation report
Levels of performance: broad level-related criteria		Equivalence to	Mark range	Mark range	Mark range
Content and scope: Treatment:	appropriate for level excellent	Upper A 85%–100% (Band 1)	34–40	102–120	34–40
Content and scope: Treatment:	appropriate for level consistently thorough	Lower A 70–84% (Band 2)	28–33	84–101	28–33
Content and scope: Treatment:	appropriate for level thorough in parts	B 60–69% (Bands 3 & 4)	24–27	72–83	24–27
Content and scope: Treatment:	appropriate for level adequate	C 50–59% (Bands 5 & 6)	20–23	60–71	20–23
Content and scope: Treatment: OR Content and scope: Treatment:	appropriate for level adequate only in parts OR basic for level thorough	Fail 40–49% (Bands 7 & 8)	16–19	48–59	16–19
Content and scope: Treatment: OR Content and scope: Treatment:	appropriate for level generally poor OR basic for level adequate or poor	Fail Below 40% (Band 9)	<16	<48	<16

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

Estimates and appeals

Although these project-based National Courses are externally assessed by SQA Markers, candidates will benefit from estimate grades based on accurate internal assessment of their projects, ie the grade assessors judge a candidate should be awarded, based on all the available evidence. The processes for deciding an estimate grade are similar to the processes the external assessors, eg Markers, use for the final assessment. The main benefit of an estimate to an individual candidate is that an appeal can be submitted against an external decision where the estimate given the candidate was at grade C or better. An appeal will not normally be considered for candidates for whom no estimate has been received. The SQA will provide a form for submission of estimates.

For the internal marking process for estimates, internal assessors are expected to:

- Compare candidate evidence arising from each stage of the Practical Assignment to the criteria outlined in *Table B* and decide on the mark category which most accurately describes it.
- Decide on a particular mark for the candidate, within that broad mark category for each stage, depending on how marginal was the decision.
- Maintain a brief record of why a certain mark was given for each of the three Practical Assignment stages (for internal moderation purposes).
- Follow the internal moderation processes within their centre (see the section on *Internal moderation* below).
- Aggregate the internally moderated marks for each candidate. That gives a total mark out of 200.
- Divide that total mark by 2 to give a percentage.
- Convert the overall % mark for each candidate into an estimate grade and band using *Table C*.

Table C

% Mark range	Grade	Band (for estimates)
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	Fail (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*). This is to ensure that candidates have effectively integrated each stage of the Practical Assignment. Please use the grade descriptions as a touchstone against which grades can be checked.
- Provide estimates as bands.

Grade Descriptions for a Practical Assignment at Higher

Table D

A	B	C
Content and scope appropriate for Higher		
And looking at the evidence as a whole:	And looking at the evidence as a whole:	And looking at the evidence as a whole:
<p>A Practical Assignment at Grade A:</p> <ul style="list-style-type: none"> • produces high quality, clearly inter-related documented and product or process-related evidence for the three essential phases of the Practical Assignment • is an exercise to which candidates have brought an accurate and insightful interpretation of the Practical Assignment brief • is tightly structured, relevant to the content of the Units and displays a high level of subject/occupational expertise • effectively applies integrated and consolidated knowledge, understanding and skills from the Course Units to complex situations and/or design specifications 	<p>A Practical Assignment at Grade B:</p> <ul style="list-style-type: none"> • produces good quality, inter-related documented and product or process-related evidence for the three essential phases of the Practical Assignment • is an exercise to which candidates have brought an accurate interpretation of the Practical Assignment brief • is well structured and displays a good level of subject/occupational expertise • satisfactorily applies integrated and consolidated knowledge, understanding and skills from the Course Units to situations and/or design specifications which include a degree of complexity 	<p>A Practical Assignment at Grade C:</p> <ul style="list-style-type: none"> • produces adequate, fairly well inter-related documented and product or process-related evidence, for the three essential phases of Practical Assignment • an exercise to which candidates have brought an acceptable interpretation of the Practical Assignment brief • is reasonably well structured and displays an adequate level of subject/occupational expertise • applies integrated and consolidated knowledge, understanding and skills from the Course Units with some lack of continuity and consistency

Internal moderation

The internal moderator oversees:

- The internal moderation process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or Marker standardisation. The internal moderator should be a specialist in the subject. (It may be helpful in the first few years of these project-based National Courses to do a cross-subject moderation of samples of like parts such as the plans of action and evaluation reports. Such additional cross-subject internal moderation is however not mandatory.)
- A consideration of whether, in some cases, candidates with similar overall marks/bands have been fairly treated. For example, some candidates may have produced more fully integrated projects than others. This may lead to a reconsideration of marking of the individual components for some candidates.
- Finalisation of estimate grades and submission of candidate evidence. A form will be available for this purpose.

(See *Guide to Assessment and Quality Assurance for Colleges and Further Education* or *Guide to Assessment and Quality Assurance for Secondary Schools*, SQA June 1999 for further information relating to internal moderation. A guide to good practice for internal moderation is also under development.)

Submitting candidate evidence to SQA

Specific information on this part of the process will be circulated to centres. Where materials have to be sent to SQA for marking you will be provided with any necessary packaging materials.

The following must be sent to SQA for the Practical Assignment:

- plan of action
- all transportable evidence
- extended evaluation report

Note: In addition, centres will be expected to submit all notes used by candidates during write-up sessions.

8. Ensuring evidence is authentic

The following methods should be used to ensure that the evidence produced by a given candidate is all their own work. These methods are for use outwith any situation where the candidate's work will be produced under supervised or invigilated conditions already stipulated by the SQA (eg the plan of action and the evaluation).

Interviewing

- plan submitted and retained
- video recording provided

Researching

- bibliography and references listed
- copy of questionnaire/survey retained

Writing

Planning:

- 250 word plan and treatment/terms of reference/procedures/etc (under supervision)

Developing:

- first draft submitted and retained
- final draft written under supervision

Publishing

- plans/drawings/layouts submitted and retained
- drafts submitted and retained
- final draft under supervision

Recording

- logbook completed in class under supervision and inspected at regular intervals

9. Investigating tools

Candidates are expected to make use of the following information sources during the Practical Assignment:

Information sources

- Books eg *The Newspapers Handbook*, *The New Pack*, *The Advertising Pack*
- Newspapers eg local/tabloid/broadsheet
- Magazines eg any of relevance to the brief
- Internet eg examples of web advertising and web pages
- CD-ROM eg *The Guardian*, *The Herald*
- Software eg *Adobe PageMaker*, *Microsoft Publisher*
- TV programmes

Accessing information

- libraries
- websites
- telephone
- e-mail
- interviews
- questionnaires/surveys
- letters
- meetings

The methods of research should be discussed and agreed with the teacher/lecturer. Candidates should be realistic in the demands they may make on those they approach for information; guidance from the centre may be needed in this area. Centres should be aware of the need to be sensitive to the negative as well as the positive effects that telephone calls, requests for material, interviews and so on may have on organisations and individuals. The final decision on the most suitable approach lies with candidates and their teacher/lecturer.

References supplied by candidates

Please note that it is legitimate for candidates to quote from information sources such as articles (in print or stored electronically) or books. Such quotations must be placed within quotation marks followed by the reference, including the chapter and or section and page number. Texts referred to should be included in the bibliography.

The following format for references should be used:

Books

Author's surname, followed by forename or initials, title of book (in italics or underlined), place of publication, name of publisher, year of publication.

For example:

Barton, T, *Fieldwork for Geographers*, London: Edward Arnold, 1985

Articles

Author's surname, followed by forename or initials, title of the article (in inverted commas), title of the periodical (underlined or in italics), volume number, part number, year of publication, page number(s).

For example:

Sugden, DE, 'Perspectives on the Glaciation of Scotland', *SAGT Journal No. 17*, 1988, pp 4–10.

Maps and Diagrams

Sources should be given on each map and diagram and should be stated in the same format as for books and articles, as appropriate.

For example:

Microsoft Encarta 1997

Internet

If a website has been used then the address (URL) must be disclosed.

For example:

www.sqa.org.uk

It is important to note that unacknowledged copying will be penalised, usually by cancellation of the candidate entry.

10. Materials and resources

Candidates are expected to select from the following materials and resources as appropriate:

- exemplars (ads, articles, reports)
- Internet
- library
- recorded interviews
- handouts on interviewing techniques
- scanner
- digital camera
- software – eg *Photoshop, PageMaker, QuarkXpress, Publisher*

11. Core Skills

It is possible that successful attainment of this Course would lead to the automatic certification of particular Core Skills or Core Skill components. A final statement will be provided at a later date by the Scottish Qualifications Authority once full validation procedures are complete.

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 it is likely that successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 2. The final Core Skills statement, as above, will confirm this.