

External Assessment

Media Literacy Higher C01K 12

Investigation

1st edition: June 2000

Publication code: A1173

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

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1. Investigation overview

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

The Investigation is designed to emphasise skills related to research, analysis and reporting.

This specification provides a choice of topics. Candidates will be expected to produce evidence of attainment relating to:

- selecting the topic for investigation
- identifying issue(s) for research
- generating and collecting data
- selecting/devising and using research techniques
- collating, interpreting and analysing data
- presenting findings and conclusions
- evaluating the investigation

Candidate evidence requirements are as follows:

- a plan of action
- an investigation report with conclusions and summary
- evidence showing evaluation/review of the Investigation

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

It is strongly advised 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 National Course Units *prior* to undertaking the external assessment should have demonstrated attainment in (and/or attained) the following qualifications:

- National Course in Media Studies at Intermediate 2 or above. Candidates should preferably have studied advertising as part of the analytical unit and radio, television, press, magazines, film or video in the production unit
- a range of National Units in Media Studies at Intermediate 2 or above
- relevant knowledge or experience sufficient to allow them to undertake the investigation prior to completing the unit (such relevance to be determined by the centre)

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

3. Topics

Candidates should choose one of the following topics for their investigation:

Topic 1

Investigate the similarities between the Advertising industry and any two of the following media industries:

- Radio
- Television
- Press and Magazines
- Popular Music
- Popular Literature
- Film
- Fashion

with reference to:

- products
- internal and external controls
- the production process

or

Topic 2

Investigate the dependence on advertising of any two of the following media industries:

- Popular Literature
- Popular Music
- Film
- Fashion

by analysing two current advertising campaigns (one for each industry) in terms of similarities and differences in:

- audience address
- content
- financial justification

or

Topic 3

Investigate the importance of advertising in two of the following three media industries:

- Radio
- Television
- Press and Magazines

by considering:

- financial dependence
- products and audiences
- implications for production and content

or

Topic 4

Investigate the role of narrative and representation in advertising by analysing either:

- a current advertising campaign
- a range of advertisements for products of a similar nature

in terms of:

- narrative codes and conventions (eg structure, genre and intertextuality)
- the process of representation
- the influence of statutory and voluntary controls

4. Outcome coverage

Course Structure		
Unit Title	Credit Value	Unit Number
Media Studies: Advertising Analysis and Production	1.0	D0YJ 12 (7112031)
and two of the following		
Media Studies: Contemporary Popular Music	1.0	D0YL 12 (7112061)
Media Studies: Fashion	1.0	D0YM 12 (7112071)
Media Studies: Film	1.0	D0YN 12 (7112081)
Media Studies: Popular Literature	1.0	D0YS 12 (7112111)
Media Studies: Press and Magazines	1.0	D0YT 12 (7112131)
Media Studies: Radio	1.0	D0YW 12 (7112151)
Media Studies: Television	1.0	D10A 12 (7112181)
Media Studies: Representation	1.0	D0YY 12 (7112161)
Media Studies: Broadcast Narratives	1.0	D0YK 12 (7112051)

All external assessments for project-based National Courses cover key outcomes from the component Units. The topics for this project have been devised to ensure that essential critical outcomes are involved in the investigation.

Unit: Media Studies: Advertising Analysis and Production

1. analyse an aspect of professional advertising
2. recognise how institutional determinants affect advertising
3. participate in an advertising campaign

and any **two** of the following:

Unit: Media Studies: Contemporary Popular Music

1. identify the major characteristics of popular music genres in the context of their development in the twentieth century
2. explain the implications of production, distribution and consumption for popular music
3. explain the characteristics of a particular genre of popular music in its social and political context

Unit: Media Studies: Fashion

1. explain fashion as a system of signs
2. recognise the role of fashion in the creation and maintenance of individual and sub-cultural identities
3. describe the roles of the fashion and media industries in the development, promotion and maintenance of fashion
4. recognise the historical development of a selected area of fashion

Unit: Media Studies: Film

1. describe the forms and practices of films and film making
2. explain the effects of industrial and commercial factors on film making
3. explain the relationships between audience and films
4. explain narrative, representation and genre in a film

Unit: Media Studies: Popular Literature

1. explain the characteristics of popular literature genres in the context of their contemporary development within the twentieth century publishing industry
2. explain the implications of production, distribution and consumption for popular literature
3. explain the characteristics of a particular genre of popular literature in its cultural and commercial contexts

Unit: Media Studies: Press and Magazines

1. participate in the production, distribution and evaluation of a newspaper or magazine
2. analyse in some depth an aspect of professional press and magazine production

Unit: Media Studies: Radio

1. participate in the production of a studio and location-based radio programme
2. analyse an aspect of professional radio production

Unit: Media Studies: Television

1. participate in the making of a television programme which is primarily studio-based
2. analyse an aspect of professional television production

Unit: Media Studies: Representation

1. analyse representation in media texts
2. explain how formal features of media texts affect representation
3. recognise the effects of institutional factors on representation
4. explain the relationships between representations and audiences

Unit: Media Studies: Broadcast Narratives

1. analyse the ways in which broadcasting has borrowed and adapted existing narrative structures and created new forms
2. explain the interaction between broadcast narratives and the processes of representation
3. analyse factors which influence broadcast narratives
4. identify generic conventions within broadcast narratives
5. analyse the structures of broadcast narratives

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

Investigation of topics allows candidates to develop knowledge of:

- the media industries, their products, institutions and production practices
- the role of investigating. Candidates will be able to extend their existing knowledge beyond that developed in the study of the separate Units. They do this by exploring the links between advertising and the other media in terms of their similarities (products, practices, processes) and inter-dependence. From this, candidates will achieve a greater understanding of the complexity of mass communication.

It also allows candidates to develop and apply skills in:

- integrating and applying knowledge and understanding of the media industries and their products, institutions and production practices
- independent research
- analysis
- planning
- interviewing
- reporting
- reviewing and evaluating.

6. Candidate evidence requirements and allocation of marks

General information

The three stages of the Investigation 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 Investigation. Where there are specific evidence requirements relating to this Course, these are listed.

For the report writing parts of the project done under supervised rather than centre-invigilated conditions there is the possibility of over-lengthy submissions. Candidates should be aware that writing over lengthy reports is self-penalising. Put more positively, candidates should be encouraged to be concise and analytical and not to be over dependent on quotations. Where candidates significantly exceed the word count for the written investigation report, markers will mark these parts out of 80 rather than 90.

Word counts should be indicated where appropriate. If quotations have been included in eg a report, these should be part of the word count. Word counts should not however include any footnotes or bibliography.

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 outline:

- the rationale for selecting the topic
- the aims and objectives of the Investigation
- the timescales for achieving the aims and objectives

For the main body of the plan, candidates should:

- identify main issues for research and research methods
- identify types of data and information sources
- cross reference research methods and data to the aims and objectives of the Investigation

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 needed 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 needed 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 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 20 of the 40 marks allowed for the planning stage.

Developing

Candidates are required to produce an Investigation report which should include:

- a contents page
- a main body of researched material showing systematic analysis
- conclusions
- a summary of the Investigation
- a list of acknowledgements of sources and references

The Investigation report should be in written form and between 3,500 and 4,000 words or equivalent at Higher – this includes 1,000 words or equivalent for the written conclusions and summary. The body of the Investigation report should be written up in supervised time. The conclusions and summary of the report should be written up in centre-invigilated conditions, towards the latter part of the 40 hours (ie the 40 hours allocated to each course in addition to the 120 hours for the Units).

Candidates should be allowed two hours to produce the summary and conclusions of the report. They 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. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work.

For the write-up 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.

Evaluating

Candidates must produce an evaluation report which should:

- 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 effectiveness of the research methods used
- assess the strengths and weaknesses of the main body of the Investigation report
- determine to what extent the Investigation covers the topic

The evaluation report should be 500 words, or equivalent, in length for Investigations at Higher. The report should be produced in centre-invigilated conditions although candidates may carry out the preparation beforehand.

Candidates should be allowed up to 1 hour 30 minutes 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 candidates 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 Investigation for Media Literacy at Higher

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

Developing	
Evidence:	Written Investigation report 2,500–3,000 words <i>or</i> equivalent (90 marks) Written conclusions and summary 1,000 words <i>or</i> equivalent (30 marks)
Conditions of external assessment	Supervised
Who assesses it?	To be sent to SQA for marking

Evaluating	
Evidence	Evaluation report. 500 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

Media Literacy: planning stage

Topic 1

The investigation focuses on similarities in products, controls and the process of production. The candidate should specify how these will be investigated by indicating appropriate research methods, ranging from content analysis and audience influence on product to observation of the process of production.

Topic 2

The choice of campaigns will be central, but it should be clear that the investigation is into the dependence of the industries on advertising rather than the campaigns themselves.

Topic 3

The focus on the importance of advertising should be clear and the research method, including sources of information, should be appropriate to the purpose.

Topic 4

As the investigation focuses on the role of narrative and representation in advertising, the candidate should justify his/her choice of campaign, or advertisements, in terms of its effective employment of such devices and indicate appropriate research method, such as content analysis.

Media Literacy: developing stage

While relating clearly to the initial plan, the report should reflect the candidate's ability to adapt and adjust expectations.

All sources and references must be acknowledged and these will provide evidence of the investigative process.

For each of the four topics the main focus of the report must be on the chosen topic. The conclusion will reflect on the findings and place them in context.

Media Literacy: evaluating stage

The candidate should comment critically on the effectiveness of the research methods employed, their advantages and disadvantages. They should also reflect critically on the significance of the findings – for example on the dependence of media industries on advertising or the implications for the quality press (eg their financial dependence on advertising and delivering an affluent readership to advertisers). In the investigation into narrative and representation, the advantages and drawbacks of content and analysis as a research method should be discussed, possibly in the context of qualitative/quantitative research techniques.

There should be acknowledgement of the learning process throughout the investigation and an objective appraisal of strengths and weaknesses.

7. Marking and grading

The following subject/occupationally-related requirements apply to the evidence candidates must produce.

The assessment evidence for project-based National Courses is marked externally by SQA.

The total mark for the Investigation 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 Investigation stages as follows in *Table A*.

Table A

Investigation Stage	Assessment Evidence	Mark Allocation
Planning	Plan of action	40
Developing	Written Investigation report	90
	Written conclusions and summary	30
Evaluating	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 Investigation 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.

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.

Note: a candidate’s evidence may vary across the mark ranges shown in *Table B*. For example, the plan of action for an investigation may be appropriate to level and consistently thorough (28–33 marks available); the report may be appropriate to level but thorough only in parts (72–83 marks available) and the conclusion, summary and evaluation report deemed ‘adequate’ (20–23 marks available). Such a candidate may be awarded, for example, $29 + 82 + 20 = 131$ marks in total, out of 200, which is 66%, an (upper) B grade.

Investigation

Table B

Higher			Plan of action	Investigation report Conclusions and summary	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 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 basic for level adequate or poor	Fail Below 40% (Band 9)	<16	<48	<16

Note:

Content and scope: defined as how appropriate or otherwise the candidate interprets the level of demand for the specification

Treatment: defined as how successful or otherwise the candidate tackles the project

Estimates and appeals

Although these project-based National Courses are externally assessed by SQA, 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. 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 Investigation 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 Investigation 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 Investigation. Please use the grade descriptions as a touchstone against which grades can be checked.
- provide estimates as bands

Grade Descriptions for an Investigation 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>An Investigation at Grade A:</p> <ul style="list-style-type: none"> • is a seamless, coherent piece of work in which evidence for the three essential phases of the Investigation is produced to a high standard and is quite clearly inter-related. • is a piece of work to which candidates have brought an accurate and insightful interpretation of the Investigation specification. • is highly focused and relevant to the content of the Units. • is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content. • is a piece of work which effectively consolidates and integrates knowledge, understanding and skills from the Course Units. • contains evidence that knowledge and skills have been applied consistently and effectively to complex situations/contexts/data. 	<p>An Investigation at Grade B:</p> <ul style="list-style-type: none"> • is a well co-ordinated piece of work in which evidence for the three essential phases of the Investigation is produced to a good standard and is inter-related, in most respects. • is a piece of work to which candidates have brought an accurate and fairly insightful interpretation of the Investigation specification. • is focused and relevant to the content of the Units. • is clear and well-structured throughout and language used is of a good standard in terms of level, accuracy and technical content. • is a piece of work which satisfactorily consolidates and integrates knowledge, understanding and skills from the Course Units. • contains evidence that knowledge and skills have been applied fairly consistently and effectively to situations with varying degrees of complexity. 	<p>An Investigation at Grade C:</p> <ul style="list-style-type: none"> • is a reasonably well co-ordinated piece of work in which evidence of the three essential phases of the Investigation is produced to an adequate standard and is fairly well inter-related. • is a piece of work to which candidates have brought an acceptable interpretation of the Investigation specification. • is fairly well focused and relevant to the contents of the Units • is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content. • is a piece of work in which consolidation and integration of knowledge, understanding and skills from the Course Units may lack some continuity and consistency. • contains evidence that knowledge and skills have been applied generally to straightforward contexts, situations, and data.

Additional information for grade descriptions for Media Literacy

Content

A Grade A requires evidence that the candidate has a highly developed critical understanding of the complex, inter-dependent relationship between advertising and other media, demonstrated consistently across the three stages of the investigation.

A Grade B requires evidence that the candidate has a sound critical understanding of the relationship between advertising and other media, demonstrated consistently across the three stages of the investigation.

A Grade C requires evidence that the candidate has sufficient understanding of the relationship between advertising and other media to demonstrate this satisfactorily across the three stages of the investigation.

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*, SQA June 1999 for further information relating to internal moderation. A guide to good practice for internal moderation is to be available from late summer 2000.)

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 Investigation:

- plan of action
- Investigation report
- conclusions and summary
- evaluation report

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

8. Investigating tools

Candidates are expected to make use of the following investigating tools during the investigation:

Research techniques

- use of statistical data for audience, readership etc
- use of quantitative data for finance, market share etc
- use of qualitative data

Information sources

- school/college/public libraries for media reference books
- school/college/public libraries for relevant journals (eg *Campaign*)
- media pages of newspapers (eg *Guardian*, *Independent*)
- Internet - website information on films, music etc.
- CD-ROMs for back issues of newspapers
- television
- radio
- BRAD
- specialist interest press and magazines eg *Vogue* (fashion); *NME* (*New Musical Express*), *Melody Maker* (popular music); *Sight and Sound* (cinema)
- advertising agencies
- independent radio stations
- independent television studios
- BBC
- pressure groups (eg Consumers' Association, Age Concern)
- legal controls (eg Equal Opportunities Commission)

Accessing information

Candidates could visit/contact/ research into:

- advertising agencies
- local/national newspapers
- radio studios
- television studios
- local cinemas
- local fashion outlets

Candidates could communicate with individuals and target groups by means of:

- interviews: written and/or oral
- e-mail
- video conferencing
- questionnaires

Candidates should be realistic in the demands they may make on those they approach for information; guidance from the teacher/lecturer 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. It may be more appropriate to use the Internet, desk-based research and /or draw upon candidate's previous learning and experience, rather than make a personal approach to an organisation or individual. However, the final decision on the most suitable approach lies with candidates and their teachers/lecturers.

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, D E, '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.

9. 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.

