

ADVICE ON INVESTIGATING IN CSS AT STANDARD GRADE

This advice was originally issued in October 1999. Centres should take a positive view of candidate performance where possible.

INVESTIGATING 1 (PLANNING)

- ◆ evidence of Investigating may consist of one extended piece of work or a number of pieces which relate to the three sub-elements
- ◆ topics must be contemporary and relate to society
- ◆ issue-based topics usually help pupils handle Investigating more successfully
- ◆ issue-based topics encourage pupils to interpret and evaluate rather than narrate and describe
- ◆ staff should be alert to the difficulties which planning presents to all pupils
- ◆ initial prompts by staff to pupils should be general rather than giving specific instructions
- ◆ it can be helpful to keep a note of the amount of support given to individuals
- ◆ a note of such support should be relayed to SQA via the Flyleaf and is helpful in the process of assessment
- ◆ appropriate evidence of planning can include:
 - logs and diaries
 - statement of aims
 - clearly stated sub-issues or planning questions
 - details of methods used
 - details of resources used
- ◆ submitted evidence should clearly show what each individual candidate has planned and done
- ◆ clear evidence of individual activity is necessary where investigative group work is provided as assessment evidence
- ◆ a restricted list of topics can help to ensure that appropriate support resources are available and also help teachers to become more familiar with, and focus upon, the process difficulties which pupils often encounter when planning. It can also make it easier to provide differentiated resources
- ◆ giving pupils a free choice of topic may be a motivating factor and can also allow pupils to use their own knowledge and contacts

INVESTIGATING 2 (LOCATING)

- ◆ candidates using sources should indicate the nature of the sources used, how the information was located, and a brief note about the usefulness of the sources
- ◆ candidates should be encouraged to access information from a variety of sources
- ◆ candidates should be encouraged to use a variety of investigative methods and techniques
- ◆ copies of all questionnaires used, letters written and replies received should be submitted
- ◆ candidates must submit a record of their investigating activities in the form of a log or diary
- ◆ jotter work, rough notes, and drafts can be submitted as part of the log or diary
- ◆ a full log or diary entry should include date, details of work undertaken, and the reasons for it

INVESTIGATING 3 (REPORTING)

- ◆ reports should be clearly structured with an introduction, evidence and conclusion
- ◆ material which has simply been copied or downloaded is not credited as evidence of reporting
- ◆ there must be clear evidence that located materials have been processed by the candidate
- ◆ presentation is important but it is the process of investigating which is assessed, rather than the degree of decoration
- ◆ illustrative material such as photographs, tables etc, should have a clear purpose
- ◆ illustrative material should be accurately annotated, readily understandable and relate to the issue
- ◆ as a rough guide, the recommended lengths are:

Foundation	250 – 750 words
General	500 – 1,000 words
Credit	750 – 1,500 words