

External Assessment

Advertising, Marketing and Public Relations Higher C01H 12

Extended Case Study

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Contents

1. Extended Case Study overview
2. Recommended entry
3. Case study scenarios
- Appendix 1. Additional PBNC Scenarios
4. Outcome coverage
5. Subject/occupationally-related knowledge and skills
6. Candidate evidence requirements and allocation of marks
7. Marking and grading
8. Investigating tools
9. Core Skills

1. Extended Case Study 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 Extended Case Study is taken forward by centres so that it fits available resources and candidates' interests and personal strengths.

For the Extended Case Study candidates research and then respond to a given case study scenario. Candidates choose a scenario from those provided in the project specification. They should research and compare at least two real-life points of view/cases identified in relation to the scenario. They are expected to use the knowledge gained from their research to interpret, analyse and respond to the selected scenario. They are required to put forward recommendations for follow-up action.

The Extended Case Study is designed to emphasise skills relating to interpreting and gathering information, analysing, decision-making and action planning.

Candidates are expected to produce evidence relating to:

- interpreting the initial scenario
- identifying and researching cases and associated issues
- consulting relevant individuals, organisations and agencies
- developing the outline scenario from two points of view
- analysing and comparing responses to the outline scenario
- contemporary issues
- recommending action
- evaluating the Extended Case Study

Candidate evidence must include:

- a plan of action
- a research based report and a case study report with conclusions and recommendations
- evidence showing evaluation/review of the Extended Case Study

Copies of Units are available from the Scottish Qualifications Authority Customer Contact Centre, telephone 0845 2791000; fax 0141-242 2244; e-mail customer@sqa.org.uk

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 Courses for the given SQA.

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:

- National Course in Media Studies at Higher or Intermediate 2
- or
- a range of relevant (eg relating to advertising, radio, television, press, magazines) National Units at Higher or Intermediate 2

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

3. Case Study scenarios

Candidates should be directed towards the selection of two real-life companies, one of which offers public relations expertise and the other advertising expertise.

Candidates should make their choices in consultation with their teacher/lecturer and in line with evidence requirements from the Course Units.

The methods of research should be discussed and agreed with the teacher/lecturer. The research will form the basis of the evidence for the research-based report. Candidates should be realistic in the demands they may make on those they approach for information; guidance from teachers/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. However, the final decision on the most suitable approach lies with candidates and their teacher/lecturer.

Candidates should then choose one of the following case study scenarios.

Case Studies

What candidates need to do:

1. Collect visual and documented evidence relating to the two real-life companies' approaches and strategies for producing campaigns and events for clients
2. From this material:
 - define both companies' approaches and strategies for dealing with PR and advertising campaigns and working effectively with the client, and evaluate how successful they are in achieving their objectives
 - provide a commentary on both companies' strategies for dealing with a campaign with reference to the following as appropriate:
 - ability to deal with this particular product
 - experience of dealing with this particular product
 - ability to respond rapidly to a changing market
 - innovative and memorable campaigns/events
 - ability to deal with young and permissive target group
 - evidence of previous successful campaigns(research-based report 1,000–1,500 words)
3. Respond to the following outline case history:
 - as a PR agency executive
 - as an account executive from an advertising agency

The response should include:

- evidence of the investigation of the clients' needs

- a structured campaign using, and justifying, any media felt to be appropriate
- an indication of any research methods which might be employed prior to and following the campaign
- a clear explanation of appropriate legal and ethical codes governing the industry and the product
- the candidate role in the process of organising the campaign/events
- the role the candidate's company can play in the overall marketing of the product/service
- an indication of the agency and PR personnel involved in the campaign
- how the candidate would evaluate the campaign using their objectives and research methods

(case study report 2 x 750 words)

4. Draw conclusions and make recommendations

(1,000 words)

Case Study 1

As the PR Officer for the AlcoMixer company the candidate wants to secure an advertising agency to undertake a campaign to assist in the overall marketing strategy of a new range of alcohol and soft drink mixers. This particular market is very competitive and has met with complaints from political parties, health organisations, parents and schools.

The labelling of such drinks was deemed to be too directly targeted at young people and so the use of colour and cartoon type characters has had to be reconsidered. The ASA upheld complaints about the lemon cartoon character in 'Hooper's Hooch Alcoholic Lemonade' which was also renamed 'Alcoholic Lemonade'. A recent TV survey suggested that 5,000 under-16s may be admitted to hospital as a result of alcohol every year. In another report (Health Promotion Wales) it claims that 30% of 15–16 year old girls and 24% of boys claim to drink alcopops. Of the same age group 65% of boys and 54% of girls claim to drink alcohol, at least weekly. The industry believes that the responsibility is on publicans and shopkeepers not to sell to under 18s and that there is no hard evidence to suggest that Alcopops encourages underage drinking.

However, the sales of such drinks have risen rapidly over the last few years and AlcoMixer is keen to secure at least a 5% share in the first year. With the fierce competition the candidate has a substantial budget at her/his disposal and the campaign is to run in the month or so prior to Christmas and to target young men and women in particular (18–25 year olds). The advertising agency has also been asked to consider appropriate personalities for the campaign.

To allow the agencies to pitch for the account the candidate should provide them both with the following detailed information:

- the research methods used to obtain feedback from consumers on the packaging and the taste of the mixers in early tests
- guidance on the legal and ethical constraints on PR
- guidance on the range of PR events already planned to help with the November launch of the product
- the appropriate ASA and ITC codes they will have to consider

Case Study 2

The candidate has been contracted by Sporty Cars UK to help with a PR and Advertising campaign following some adverse publicity. The company has provided the following information.

The company has been making sports cars in the UK for twenty-five years. Its cars are in the mid-to-upper price range and the cars have an excellent reputation for reliability and performance. However, recently there have been a number of serious accidents involving the new Sport Coupe mark 11, one of which was fatal. The drivers have all been young men and speed has been considered a factor.

Sporty Cars UK now faces an image problem with potential customers and has been criticised for putting too much emphasis on the pleasure of driving a fast car at speed in their publicity material. Both the ASA and the ITC are keeping a careful eye on any future campaigns.

In an effort to redress this negative publicity the company has contacted a PR company and an Advertising Agency to create campaigns to improve its image with the public and the various groups who have criticised it. Because of the seriousness of the situation a very substantial budget is available to both the advertising and the PR company.

The timing and nature of the campaign is to be left to the companies (ie the advertising company and the PR company) but these should be justified.

Case Study 3

Groovy Sounds Records was established in 1970 by Mark Boland to sell records by mail order. Success came quickly and in 1972 Mark opened his first 'Groovy Sounds Records' shop in Glasgow. It was very popular with young people – the staff were young, the music was loud, the prices were fair and it was definitely not the place your parents ever went into.

Mark became aware that there were many music shops all over Scotland - in prime high street – locations, who hadn't moved with the times and no longer attracted young people. Mark moved quickly, he borrowed money from the bank, bought over many of the shops and soon had a mini-Scottish empire of music shops.

By 2004 Mark had 20 shops all over Scotland – not all of them trading under the Groovy Sounds Record. To keep the local customers happy he didn't always change the name of the shop, as a result only 9 outlets were called Groovy Sounds, 3 were called Northern Tunes, 2 were called 'Hi-Fi Music' and the others went under a variety of other names. The one thing they did have in common was that all of the shop signs were painted the same colour – white lettering on a green background.

Mark loved all aspects of the music and soon began to expand the product range. All of his shops now sold CDs, vinyl, cassette tapes, music videos, posters, badges, t-shirts, books, sheet music and calendars.

He was also proud of the range of music on offer and made sure that every shop had space set aside for devoted to rock, pop, jazz, blues, folk, classical, punk, dance, heavy metal, grunge, country and western, opera, ska, reggae and techno music. Despite all of his shops being fairly small, and operating on one-level, he managed to cater for most musical tastes going. The result was that all of his shops looked cluttered, messy and slightly dingy – the way all music shops ought to be!

His mail order business was also still in existence but it mainly catered for people searching for old and obscure records that were difficult to obtain. Mark reckoned that around 100 regular customers were responsible for generating 80% of the mail-order business. He had been advised by his accountant to close it down because it was making a loss but he was reluctant to do so on sentimental grounds.

His accountant had also informed him that since 1992 his profitability had been declining and that since 2001 he had been losing money. Something had to be done to stop the decline.

Mark was aware of the increased competition from traditional music retailers such as HMV and Virgin, but also from non-traditional retailers such as Tesco and Asda. He was pretty sure the internet was also having an affect but he couldn't be sure.

He also wondered whether his product range had the right mix after all, it hadn't really changed in the last five years. Should he expand it, cut it back or simply adjust it? Was the range of music on offer too wide? In the past many of his customers were happy to experiment and to listen to all types of music, but kids today seemed to be either classified as 'Goths' or 'Moshers' – and he couldn't really tell the difference.

His shops still looked the way a proper music shop should look like but he couldn't help but notice how popular HMV was on a Saturday afternoon with people of all ages and appearances. Did his shops' layout and appearance need to be changed?

His accountant had done some calculations and reckoned that if Mark didn't increase the number of customers coming into his shops by at least 30% then he might have to consider selling up. He was fairly good at attracting 'hard-core' music fans, the ones who were into music in a big way, they

accounted for 80% of his business. He wasn't so good at attracting the casual music fan, the ones who wanted to buy the record of the latest Pop Idol winner.

In order to do this he would have to increase his promotional budget which was a very low figure to begin with - £10,000 – and that was mainly due to adverts in the music paper for the mail order division.

Mark knew he needed to make decisions quickly if he wanted to be in business this time next year.

Case Study 4

In 1982 Jock McWilliams was in America for a holiday. He noticed the amazing popularity of American fast food outlets such as McDonalds, Burger King and Wendy's and he believed there was an opportunity for a Scottish-themed burger joint.

He opened his first "Jock Burgers" outlet in Edinburgh in 1984. There was a definite Scottish feel about the outlet, staff were dressed in tartan, the sign outside had a red tartan background, bagpipe music was played in and the food had names such as a 'Bannockburn Burger', 'The Bruce's Big Burger' and 'Braveheart Bairns' Meal'.

Jock's unique fast food outlet was a success with the public who were glad to see a Scottish alternative to the American-dominated images put forward by McDonald's and Burger King.

By 1990 Jock had expanded all over Scotland and he had opened up 15 of other outlets in major towns and cities including Aberdeen, Inverness, Glasgow, Stirling, Paisley, Dunfermline and Perth.

To help the chain grow quicker Jock began to franchise the business to other entrepreneurs. In return for a significant payment and a yearly fee he allowed them to open their own "Jock Burger" outlets in approved areas across Scotland. By 1999 Jock owned 23 outlets himself whilst another 20 were franchised.

However, over the last few years the business has begun to suffer a decline in turnover, profits had declined and some franchisees had went out of business. Jock himself had to close 4 of his under-performing outlets. As the profits decreased so did the promotional spending, Jock thought that it was like 'throwing good money after bad'.

There were many reasons for the decline. Competition between fast-food outlets had always been intense, but in the last few years there seemed to be a backlash against fast food. The Government were spending significant amounts of money trying to get the message across to Scottish people that they should eat healthily – Jock Burgers certainly weren't on their approved list of foods.

A major complaint from the franchisees, as well as some of Jock's own managers, was that the firm did not promote itself very well. Advertising was limited and was restricted to the occasional newspaper advert, PR activities – which were fairly numerous when the film Braveheart was released – had stopped altogether and the same toy (a Robert the Bruce spider) had been used for the children's meals for the last 12 months. Jock was a keen horse racing fan and was spending over £150,000 sponsoring horse races at various racecourses in Scotland. His wife was a keen opera fan and the firm donated £20,000 towards sponsoring various opera groups.

The number of teenagers who were coming into the outlets had also declined radically over the last five years. One estimate was that they attracted less than 10% of 12-19 year olds compared to McDonald's and Burger King.

The one area where they were successful was in attracting foreign tourists, particularly in Edinburgh, Inverness and Stirling.

The menu for the outlets had also remained unchanged for years – burgers, cheeseburgers, chicken burgers, chips, coke – were the basic components of the menu.

Jock had recently appointed a new managing director with the aim of reversing the decline.

Turnover £27 million
 Profits £200,000
 Promotional Spend £190,000

His aim over the next 12 months was to increase turnover by 10%, to increase the number of teenagers by 30% and the number of families by 25%.

In order to achieve this the MD would have to find out what his customers, and potential target markets, thought about the quality of his food, the range of food, the décor, the image and the quality of service. A lot of work needed to be done.

Appendix 1. Additional PBNC Scenarios

| Campaign | Objective | Target |
|---|--|--|
| New commercial city based Radio station | 3% share of listening | Dependent upon market |
| Flavoured alcoholic beverage | 5% of UK market share | Adults 18 - 25 |
| Bigotry no more | Change public attitudes and behaviour Influence legislation | Adults Government and media publics |

Project Outline

- 1 Identify and describe quantitative and qualitative research required for brief. (500 words) 40 marks.
- 2 Research Based Report
Evaluate and analyse previous campaign materials across advertising and PR. (1,000 words with examples) 40 marks
- 3 Case Study Report
Who will be involved in campaign work, what constraints must they work under. (750 words) 30 marks
- 4 Conclusions and recommendations
Describe PR and Advertising plan, include media buying strategy. (Oral presentation supported by 500 words summary) 20 to 30 minutes, 50 marks
- 5 Evaluation, 40 marks (centre invigilated)

Guidance notes for teachers/lecturers

The aim of the project is to enable candidates to demonstrate their knowledge of some of the basic elements within advertising, public relations and research practices. Each case study will allow candidates to undertake some research and give some serious consideration to the work involved in implementing an advertising and a PR campaign as well as showing awareness of the controls and ethics involved.

Case Study 1

Some figures have been cited but the most recent information regarding controls, packaging, underage drinking and complaints are all readily available from the ITC, ASA, government reports and directly from the internet. In this case study candidates could undertake research in the school (amongst senior pupils) or college to assess attitudes to alcopops, the packaging, advertising, drinking level etc. To create an advertising campaign candidates would have to be aware of the more obvious regulations governing alcohol adverts eg age of individuals in the advert; no personalities normally associated with under 18s; no reference to drink and enhanced popularity etc. This case study will focus more on the advertising rather than the public relations work but there is still scope for candidates to devise a detailed PR campaign in the light of parental and government concerns.

Case Study 2

This case study was designed with the intention of focussing the minds of candidates on how cars have been advertised and some analysis of campaigns for a range of vehicles will be helpful. The ASA has specific codes governing the image and copy of car adverts. Given that many young boys and men (and an increasing number of young women) wish to own a fast car, they may quite easily associate themselves with this campaign.

As with the first case study there are several sources of information, both local and national, and local traffic police and back copies of local newspapers could prove a useful starting point. The case study also refers to the lack of hard evidence in relation to accidents, although the general perception is that young men are more likely to drive with less care and attention. To help with the PR campaign candidates could call on the support of local car manufacturers, showrooms, press cuttings, and interviews with older pupils/students and more recent facts and figures from the internet.

4. Outcome coverage

| Course Structure | | |
|--|--------------|-------------------|
| Unit title | Credit value | Unit number |
| Advertising: An Introduction | 1.0 | D0Y5 12 (6310006) |
| Marketing Research Practice | 1.0 | D0XS 12 (6260026) |
| and either | | |
| Implementing a Public Relations Campaign | 1.0 | D0YA 12 (6360006) |
| or | | |
| The Role and Functions of Public Relations in Organisation | 1.0 | D0YB 12 (6360016) |

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: Advertising: An Introduction

3. explain the structure and communications within an advertising agency
4. explain the strengths and weaknesses of available media in advertising
5. outline the major constraints on advertising

Unit: Marketing Research Practice

1. select appropriate marketing research techniques to satisfy given research brief
3. carry out a qualitative research project

and either

Unit: Implementing a Public Relations Campaign

1. evaluate a range of public relations media and their uses
2. prepare an outline plan for a public relations campaign

or

Unit: The Role and Functions of Public Relations in Organisations

2. describe the function of public relations personnel in commercial and non-commercial organisations
3. identify the legal and ethical constraints on public relations
4. plan a public relations event

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

4. Subject/occupationally-related knowledge and skills

Responses to case study scenarios also allow candidates to further develop knowledge of:

- how advertising can convey specific messages to identified target groups
- constraints placed on the advertising of identified products or services
- which media are most appropriate for specific target groups
- the most appropriate research methods for a given purpose
- the range of media available for a PR campaign
- the legal and ethical constraints on public relations
- which media best convey a specific message to an identified target group

It also allows candidates to further develop and apply skills in:

- problem solving
- written and verbal communication
- analysing advantages and disadvantages of various media
- assessing contribution of media to a given situation
- contacting external agencies for source material
- assessing the validity and usefulness of a range of material
- producing a range of written material

5. Candidate evidence requirements and allocation of marks

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

General information

The three stages of the Extended Case Study 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 Extended Case Study.

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 research-based and case study reports, markers will mark these parts out of 80 rather than 90.

Word counts should be indicated where appropriate. If quotations have been included in 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 cases to be researched
- the aims and objectives of the research
- the aims and objectives of candidates' responses to scenarios
- the timescales for achieving the aims and objectives

For the main body of the plan, candidates should:

- identify main issues for research
- identify research methods
- cross reference research methods to the selected cases and aims and objectives of the candidates' responses to scenarios

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 a research-based report which should include:

- a contents page
- a rationale for selecting particular cases
- a main body of researched material relating to selected cases
- written responses to tasks set relating to researched material
- a list of acknowledgements of sources and references

The research-based report should be in written form or equivalent and be between 1000 and 1,500 words at Higher. The research-based report should be written up in supervised conditions over a period of time agreed between the candidate and the teacher/lecturer.

Candidates are also expected to produce a case study report which should include:

- a contents page
- responses to the set tasks relating to the case study scenario
- conclusions
- recommendations
- a list of acknowledgements of sources and references

The case study report, which includes conclusions and recommendations, should be in written form and 2,500 words or equivalent in length at Higher. Candidates should be allowed to see the case study scenario at the outset of the Course. The write-up of the conclusions and recommendations for the case study should take place towards the latter part of the 40 hours (ie the 40 hours allocated to each course in addition to the 120 hours for the Units) in centre-invigilated conditions.

Candidates should be allowed up to two hours to write up the case study conclusions and recommendations. 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, as well as any diagrams or appendices they have prepared to include with the conclusions and recommendations. They should not be allowed to take a draft of the report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own.

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:

- briefly outline what the extended case study was about
- review and update the action plan in the light of experience
- assess the effectiveness of the action plan
- comment on the suitability of the cases which were selected
- identify knowledge and skills which have been gained and/or developed
- assess the effectiveness of any research methods used
- assess the strengths and weaknesses of the main body of the case study report
- determine to what extent the responses meet the requirements of the set tasks
- include any feedback from or about the cases concerned if appropriate

The evaluation report should be 500 words, or equivalent. 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 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 Extended Case Study for Advertising, Marketing and Public Relations 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: | <p>A Written research-based report 1,000–1,500 words <i>or</i> equivalent (40 marks)</p> <p>B Written case study report 1,500 words <i>or</i> equivalent (50 marks)</p> <p>C Written conclusions and recommendations 1,000 words <i>or</i> equivalent (30 marks)</p> |
| Conditions of external assessment | <p>A Supervised</p> <p>B Supervised</p> <p>C Centre-invigilated — Up to two hours</p> |
| Who assesses the evidence? | To be sent to SQA for marking |

| Evaluating | |
|-----------------------------------|---|
| Evidence | Evaluation report 500 words <i>or</i> equivalent (40 marks) |
| Conditions of external assessment | Centre-invigilated Up to one hour 30 minutes |
| 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.

6. Marking and grading

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

The total mark for the Extended Case Study 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 Extended Case Study stages as follows in *Table A*.

Table A

| Extended Case Study Stage | Assessment Evidence | Mark Allocation |
|----------------------------------|---|------------------------|
| Planning | Plan of action | 40 |
| Developing | Written research-based report | 40 |
| | Written case study report | 50 |
| | Written conclusions and recommendations | 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 Extended Case Study 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’, 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.

Extended Case Study

Table B

| Higher | Equivalent to | Plan of action | Research-based report, case study report, conclusions and recommendations | Evaluation |
|---|--|----------------|---|------------|
| Levels of performance: broad level-related criteria | | | | |
| Content and scope: appropriate for level Treatment: excellent | Upper A 85%–100% (Band 1) | 34–40 | 102–120 | 34–40 |
| Content and scope: appropriate for level Treatment: consistently thorough | Lower A 70–84% (Band 2) | 28–33 | 84–101 | 28–33 |
| Content and scope: appropriate for level Treatment: thorough in parts | B 60–69% (Bands 3 & 4) | 24–27 | 72–83 | 24–27 |
| Content and scope: appropriate for level Treatment: adequate | C 50–59% (Bands 5 & 6) | 20–23 | 60–71 | 20–23 |
| Content and scope: appropriate for level Treatment: adequate only in parts | Fail-near miss/Fail 40–49% (Bands 7 D–near miss & 8) | 16–19 | 48–59 | 16–19 |
| Content and scope: appropriate for level Treatment: generally poor | Fail Below 40% (Band 9) | <16 | <48 | <16 |
| Content and scope: basic for level Treatment: adequate or poor | | | | |

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, 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 Extended Case Study 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 Extended Case Study 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 | This is a grade D for National Courses 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 Extended Case Study. Please use the grade descriptions as a touchstone against which grades can be checked
- provide estimates as bands

Grade Descriptions for an Extended Case Study 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 case study 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 Extended Case Study 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 case study 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 to complex situations/contexts/data. | <p>A case study 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 Extended Case Study 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 insightful interpretation of the case study 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 to situations with varying degrees of complexity. | <p>A case study 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 Extended Case Study 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 case study 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. |

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 August 2003 for further information relating to internal moderation. Also see *Guide to for internal moderation for SQA Centres*, SQA December 2001.

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 Extended Case Study:

- plan of action
- research-based report
- case study report conclusions and recommendations
- evaluation report

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

7. Investigating tools

Candidates are expected to make use of the following investigating tools while responding to the case study scenarios.

Research techniques

- as appropriate

Information sources

The use of primary and secondary sources of information drawn from:

- books
- newspaper articles
- newsletters
- journals
- ASA/ITC reports and adjudication's
- BRAD
- magazine articles (eg *Campaign, Marketing Weekly*)
- Internet
- videos
- TV
- teaching/lecturing staff
- external agencies/consultants
- pupils/students

Candidates may find the following books particularly helpful:

- Brierly S, *The Advertising Handbook*, Routledge
- Davis, J, *Advertising Research*, Prentice Hall
- Baker M, *Dictionary of Marketing and Advertising*, MacMillan Press
- Jenkins F, *Advertising*, FT Management
- Haywood R, *Advertising*, McGraw-Hill
- Wilson D, *Campaigning.... The A-Z of Public Advocacy*, Hawksmere Ltd
- Bland M, Theaker A, Wragg D., *Effective Media Relations*, Kogan Page
- Gregory A, *Planning & Managing a PR Campaign*, Kogan Page
- Devlin T, *PR & Marketing for Schools*, FT Management

Accessing information

Candidates could visit/contact:

- libraries
- local advertising agencies
- PR consultants
- PR departments
- educational institutions (relevant departments)
- government departments

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

- meetings/interviews (face-to-face and telephone)
- written correspondence
- e-mail
- video conferencing
- questionnaires

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, pp4–10.

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.

8. Core Skills

This course gives automatic certification of the following:

Complete Core Skills for the course Problem Solving Intermediate 2