

# **Contemporary Social Studies**

## **Guidance for Teachers on Assessment at Standard Grade — Foundation/General/Credit level**

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# Contents

<b>Introduction</b>	<b>1</b>
<b>1 Knowledge and Understanding and Evaluating</b>	
General comments	3
Graded Exemplars	4
<b>2 Investigating</b>	
General comments	11
Teaching and Learning and the Folder of Work	11
Assessment of Investigating	13
Differentiating Factors	14
Summary	18
Graded Exemplars	18



# Introduction

The purpose of this document, which was prepared by the Scottish Examination Board (SEB) (November 1990) and republished by the Scottish Qualifications, is to provide teachers with guidance on the external assessment of the three Elements of the subject, Knowledge and Understanding, Evaluating and Investigation, to assist in the preparation of candidates for future examinations. The guidance offered comprises of general advice on assessment, together with examples of candidates' answers to questions and candidates' investigations, marked and commented upon by examiners.

The following guidance has previously been issued by the Scottish Qualifications Authority:

- ◆ *Standard Grade Revised Arrangements in Contemporary Social Studies* ([www.sqa.org.uk](http://www.sqa.org.uk))
- ◆ *Operational Guide for Schools 2004/2005*
- ◆ *Operational Guide for Schools Appendix 3: Subject-specific deadlines* ([www.sqa.org.uk](http://www.sqa.org.uk))
- ◆ *Operational Guide for Schools Appendix 5: Forms* ([www.sqa.org.uk](http://www.sqa.org.uk))



# 1 Knowledge and Understanding and Evaluating

## 1.1 General comments

In preparing candidates for external assessment of Knowledge and Understanding and Evaluating, the following points should be borne in mind.

**a)** Need to cover all specified content areas

It is common for candidates to achieve higher grades for Evaluating than for Knowledge and Understanding, perhaps as a result of areas of the Course not being adequately covered. Candidates can and do successfully apply evaluating skills to completely new material. They cannot, however, demonstrate understanding of key ideas which they have not encountered.

**b)** Opportunity to use a variety of assessment techniques

Internal assessment of Knowledge and Understanding and of Evaluating allows presenting centres to use a variety of approaches other than paper and pencil tests. Field work, oral work, the use of videos, for example, should be exploited to allow candidates of limited linguistic ability to demonstrate performance to the full.

**c)** Need to distinguish between Knowledge and Understanding and Evaluating

There is evidence that some centres do not assess Knowledge and Understanding and Evaluating separately when determining internal grades. It is essential that such grades are based on performance in relation to the appropriate GRC as set out in the Revised Arrangements. By combining marks for Knowledge and Understanding with those for Evaluating, some centres are allowing very good performance in one Element to mask weakness in another. It is important to remember that Standard Grade assessment is on an Element basis, with the Certificate recording a profile of candidate attainment in each Element as well as an overall grade for the subject.

**d)** Consistency of standards

The GRC define the levels of performance required at Foundation, General and Credit levels. It is important, therefore, that the GRC are used for both internal and external assessment.

**e)** Need for candidates to read rubrics carefully

Candidates must be made aware of the need to read rubrics carefully and follow the instructions which accompany questions. In particular, they should take account of whether the question is to be answered 'from your own knowledge' or 'from the source'. If the answer is to be derived 'from the source', the question usually is assessing Evaluating and marks for that Element only are available; a response derived solely from the candidate's own knowledge cannot be credited in such cases.

**f)** Need for developed responses

Many candidates could improve performance by providing extended responses. In the Foundation level paper, candidates should be encouraged to write in sentences since this helps to clarify the candidates' intentions. At that level, however, failure to write in sentences is not automatically penalised. In contrast, few if any questions in the General

level paper can be appropriately answered in one or two words. Limited answers which address only part of a question can thus gain only partial credit.

## 1.2 Graded Exemplars

The examples which follow are a selection of responses to the 1990 question papers at General and Credit levels.

The marking system used in Contemporary Social Studies allows for the award of marks for answers that are only partially correct. For example, in a question allocated two marks, full marks are awarded for a correct response and one mark for a partially correct one; where two marks are available for an answer seeking three points, normally all three points would be required to gain full marks: two correct points would merit one mark: one or no correct points would gain no marks.

### General level (1990 Paper)

Question 2(b)

Look at the sources below. They are about the Woodland Trust.

Give **two** possible reasons why landowners might give woodland to the Trust.

Source A	Source B
<div data-bbox="464 1032 770 1106" style="border: 1px solid black; padding: 5px; text-align: center;"><b>TODAY'S URGENT PROBLEM!</b></div> <p data-bbox="464 1122 770 1178">Oak, ash, beech and other trees native to Britain are disappearing under the bulldozer.</p> <p data-bbox="464 1178 770 1234">Woods and hedgerows are being uprooted to clear the way for agricultural machines.</p> <p data-bbox="464 1234 770 1290">And the existence of the young trees that <i>are</i> left is being threatened by mechanical hedge cutters.</p>  <p data-bbox="464 1473 770 1529">Already Britain has a lower proportion of woodland than almost any other European country!</p> <p data-bbox="464 1529 770 1608">Broadleaved trees are disappearing faster than they're being replaced, and more hedgerows than ever are being dug up.</p> <p data-bbox="464 1608 770 1641">In fact, in some parts of the country, hedgerow trees are a thing of the past.</p> <p data-bbox="464 1641 770 1675">Other areas are being threatened by the need for buildings and motorways.</p> <p data-bbox="464 1675 770 1720">Pressure to develop Green Belts and open countryside is greater than ever.</p>  <p data-bbox="464 1944 770 2000">Disease and drought have taken their toll and trees planted by our forefathers are not being replaced.</p>	<div data-bbox="831 1032 1137 1106" style="border: 1px solid black; padding: 5px; text-align: center;"><b>THE WOODLAND TRUST IN ACTION</b></div> <p data-bbox="831 1122 1137 1155">This is what the Woodland Trust is doing to preserve our countryside.</p> <ul data-bbox="831 1155 1137 1525" style="list-style-type: none"><li>● The Trust purchases and maintains woods in danger.</li><li>● We protect other areas by accepting woodland and land for tree planting as gifts. This relieves owners from considerable management responsibilities.</li><li>● We create new broadleaved woods by planting.</li><li>● Professional staff organise specialist care of our trees and woods. Just a few full-time staff run Woodland Rescue, our national fundraising campaign.</li><li>● We provide woods for you to enjoy.</li><li>● The Trust gives shelter to birds, animals and plants that might otherwise disappear, by conserving and creating woodlands.</li></ul> <div data-bbox="874 1574 1129 1653" style="border: 1px solid black; padding: 5px; text-align: center;"><b>THE WOODLAND TRUST SAVES A WOOD EVERY WEEK</b></div> <p data-bbox="810 1709 930 1753">Key • Woodland Trust Properties</p>  <div data-bbox="826 1910 1129 2000" style="border: 1px solid black; padding: 5px; text-align: center;"><b>COMMUNITIES, FRIENDS AND CHILDREN WILL ALL BENEFIT</b></div>

### Candidate's Answer

It is too much responsibility for the owners and too much work to do, so they give it away as they know it is in good hands. Also owners may care about the environment so they may give away as their way of helping the planet.

EV 4/4

### Examiners' Comments

The candidate has correctly identified the two key points — avoiding management responsibility, and concern for the environment. The answer is reasonably well developed and expressed in the candidate's own words. While not perfect, it is sufficient for the award of two marks for each point. (See note above on 'partial credit'.)

### Question 3(a)

Look at the information below. It is a statement by an employee in an Italian car factory.

From the source, give one reason why it seems likely that this worker has a skilled job.

I like working for Fiat. They give me a good pay. I also have a nice apartment in Turin, built by the company. At the moment I am buying a stereo on a low-cost hire purchase plan that the company operates.

I play for the company football team, but there are many other sports I could play at the Fiat sports club—and my teenage children get their amusements at the company youth centre.

I've got no complaints about Fiat—they taught me my job at their apprentice school and ever since then have looked after me well. For instance, when I am sick I go to the company medical centre. My family have benefited too. For instance, at the moment my son is at the Fiat holiday camp in the Alps.

### Candidate's Answer

He has 'good pay' which might indicate that he is a skilled worker — unskilled workers would get lower pay.

KU 1/2

### Examiners' Comments

Two marks are available for a correct answer. Partial credit here recognises that while the candidate has not answered correctly, some understanding is demonstrated.

In this case, the correct full response would have related attendance at apprentice school to the worker having a skilled job. It is not correct that skilled workers are more highly paid than unskilled, but there is some correlation, and so one mark was given.

Question 4(a)

Look at the information below. Give two ways in which Redfax could be said to be adding to the wealth of the country.



Candidate's Answer

It builds computers, which could be exported and sold in other countries which could bring money into the country, and also the workers got a 6% pay rise which would leave them with more money to buy food, clothes and other things.

KU 4/4

Examiners' Comment

The candidate provides two examples of how the core concept 'wealth' relates to the material in the source. Again, a reasonably well developed answer expressed in the candidate's own words.

## Credit level (1990 Paper)

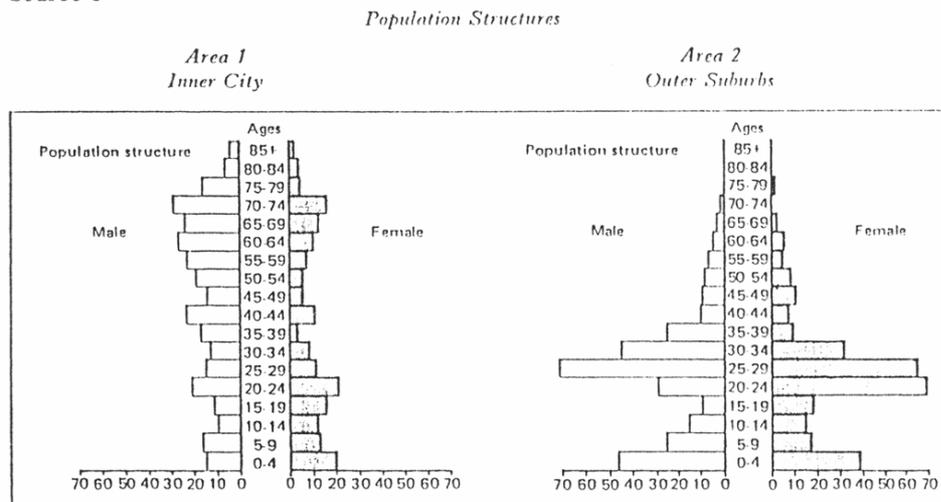
### Question 1(b)

This question included sources providing a variety of evidence about two contrasting urban areas, one inner city, and the other recent suburban development. Part (b) directed candidates specifically to Source C, population pyramids for the two areas. For this reason, Sources A and B are not reproduced here.

Look at Source C.

- (i) Compare the population structures of the two areas.
- (ii) Give four possible reasons to explain the differences.

Source C



### Candidates' Answers

#### Example 1

- (b) (i) In area 1 the population is much older than that of area 2. The majority of people in area 1 are in their 60's and 70's while most people in area 2 are in their 20's and 30's with a lot of children under 5. In area 2 the older the age the less people there is. There is nobody over the age of 80 in area 2. The population ages in area 1 seem to be more widespread that in area 2.

EV 4/6

- (b) (ii) It is possible that people in area 1 have always lived in their houses and wish to stay there. It could be that they do not have enough money to move and are thus trapped. Houses in area 2 are likely to be new and probably privately built than council rented. This would mean that the houses would only really be financially within reach of those who had a job and so older people on pensions would be unlikely to be able to afford them.

It is possible that many of the young people are first time homebuyers and have bought their house.

KU 6/8

Example 2

- (b) (i) From Source C it is possible to tell the population structures of areas one and two.

Area one comprises mostly of people from 55 years to 85 years, most of which are men. There are very few women in the 30-59 age group and again very few in the 75+ group. Another noticeable thing is that there are few young children and babies. There is a boom in the 20-24 age group, both men and women.

However, in area 2 the figures are significantly different. First of all there are nearly no people in the 55+ group. The boom seems to concentrate on the 20-39 age group. Also there is a vastly bigger number of babies and young children. For example, in area two, there are twice as many female babies and three times as many male babies than in area one. The 15-19 age group is roughly the same in both areas.

EV 6/6

- (b) (ii) In Area one, there is quite a large number of old people, particularly men. This suggests that as younger adults, some of these people grew up here or came in search of work, but are now perhaps retired.

There is a small number of babies and small children in Area 1, suggesting that families have moved away in search of work, or just to escape the congested environment.

There is a vast number of people, both men and women, living in Area 2 who are aged between 20 and 35. This suggests that there are more families with children living here.

To explain the large number of babies and small children I would explain that there are young families moving into the area for work, perhaps.

KU 4/8

## Examiners' Comments

(b) (i) Three points were expected in a full response:

- ◆ the imbalance in male/female in Area 1 as compared to the relative balance in Area 2
- ◆ the high number of older people in Area 1 contrasted with the very few older people in Area 2
- ◆ the very dramatic bulges in age groups 0 – 4 and 20 – 39 in Area 2 contrasted with a more even distribution in Area 1

In Example 1 the candidate fails to note the gender differences, but identifies the other two key features.

The answer in Example 2 identifies all three points.

(b) (ii) Any four plausible reasons were acceptable.

In Example 1, the first idea developed is that of tradition/heritage, contrasting new established communities. The rest of the answer develops the relationship between wealth, employment, and life-style, and makes two points — hence an overall mark of six.

In Example 2, the first point relates employment to life-style, again suggesting that older people have simply chosen to remain in Area 1. The remainder of the answer really deals only with the single point of environment and quality of life. Hence the two points made merit four marks.



## 2 Investigating

### 2.1 General comments

The first part of this section provides guidance on the generating and selecting of evidence for and presentation of the Folders of Work for use in connection with external assessment of Investigating. This is followed by advice on assessment of the Element and by examples of actual investigations at each of Foundation, General and Credit levels, together with examiners' comments on the work submitted.

### 2.2 Teaching and Learning and the Folder of Work

Investigating, Purpose 1 (Planning) — 'To make plans, construct questions and prepare tasks to acquire information'

#### Choice of Topic

Initial choice of topic is crucial. It is important to ensure that the topic chosen for investigation is appropriate to Contemporary Social Studies (CSS). CSS is a multi-disciplinary Course, based on Economics, Geography, History, and Modern Studies and this must be reflected in the topics and/or issues investigated. If the investigating activities do not demonstrate the skills of the Course in a social subjects context, the submission will be self-penalising. The title alone is not a sufficient guide — the topic 'Ice Skating', for example, would be acceptable if the investigation explored reasons for the growing popularity of the sport, but unacceptable if it merely dealt with the technical or physical skills involved.

Experience suggests that well defined, limited investigations tend to help candidates produce better work, especially at Foundation level. On the other hand, too limited a topic may affect opportunities to demonstrate higher levels of performance. (The recommended lengths (eg 250 – 750 words at Foundation level) given in the Arrangements reflect the expected scope of the investigations.)

In addition, investigations based on an issue help candidates focus clearly on the task in hand. Also, teachers will wish to weigh the motivating effect of offering candidates a free choice against the availability of resources.

#### Teacher Support

Appropriate teacher support in planning allows candidates to achieve the best possible performance. Judgement is needed to steer a middle Course, differentiating the support given to match the needs of individuals. On the one hand, reliance on too rigidly structured teaching materials and approaches does not provide the opportunity for candidates to demonstrate the skills of planning. On the other hand, candidates at Foundation level, often need more than general guidance if they are to complete a task successfully.

For assessment purposes, the support provided limits but does not finally establish the level of award for both Investigating, Purpose 1 and Purpose 2. The giving of 'detailed instructions' limits a performance to Foundation level, but the provision of 'outline instructions' does not necessarily lead to a General level award. In practice, many candidates appear to receive too little guidance: and some too much.

Careful completion of the Ex6 (Flyleaf) and/or Flysheets in this regard is important. Markers consistently report that where teachers have taken advantage of the opportunity to comment on candidates' performance, it has helped give a better insight into the process being assessed.

In this respect, support from adults other than teachers should be treated in the same way as support from the teacher.

### **Appropriate Evidence**

Evidence of individual candidate's performance must be provided. A common difficulty arises where a class survey has been prepared, and the only available evidence of planning is a class questionnaire and collated class results. **Awards to individual candidates cannot be based on such evidence.** If teachers wish to use class discussion and group work in the planning of investigating activities which are to be externally assessed, it is essential that opportunities are provided for individual candidates to make and record a personal contribution to this process. It may be that this teaching strategy is more suited to activities which will be assessed internally and where the teacher has the opportunity to observe and assess individual contributions directly.

Appropriate evidence of planning and preparation should include:

- ◆ a statement of aims
- ◆ a list of working questions derived from these aims
- ◆ an indication of sources which will be sought/used

Investigating, Purpose 2 (Locating) — 'To locate relevant sources of information'
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### **Teacher Support**

Choice of topic, teacher support appropriate to the needs of the candidate, and evidence of individual performance remain important in relation to Investigating, Purpose 2. As in Purpose 1, it is essential that there is discussion between teacher and candidate irrespective of the anticipated level of award.

### **Use of Questionnaires**

Where questionnaires are used, they should be constructed in an appropriate way and information provided on how they were produced. If surveys are conducted, an indication of the sample surveyed should be given. Also an indication, if relevant, of the age and sex of those interviewed should be provided. Some appreciation of the impact of sampling techniques on results is expected in investigations which aim for General or Credit level awards.

This information can be supplemented by indirect evidence including:

- ◆ an introductory paragraph
- ◆ a letter of inquiry
- ◆ a report of the findings of the survey

### **Appropriate Evidence**

A diary or log is required. A good diary or log would include:

- ◆ a record of sources used, with an indication of how helpful they were
- ◆ samples of raw data
- ◆ field work records
- ◆ samples of rough notes

These can be supplemented by indirect evidence including:

- ◆ references to sources
- ◆ information contained in the report

Candidates should be encouraged to follow through the range of sources identified in their plans, to keep a diary of their investigating activities which records both sources consulted and information obtained. A list of sources with an indication that these have been used is not sufficient. Appropriate references in the final report are also important as evidence of how information has been located.

Investigating, Purpose 3 (Reporting) — ‘To present acquired information accurately in an organised form appropriate to the aims of the investigation’

### **Structure of the Report**

Reports should have a clear structure, normally as follows:

1. introduction
2. evidence and discussion
3. conclusion

The introduction should make clear the aim of the investigation, and may give some indication of methodology.

### **Content**

All sources of information quoted by the candidate should be acknowledged. Extensive unacknowledged copying from texts is a common weakness and should be discouraged. The choice of an appropriate topic accessible to the candidate helps to avoid this problem. Discussion and encouragement at all stages in the preparation of the report is also essential. Before finally signing the declaration on Form Ex6 (Flyleaf), the teacher should discuss the contents of the report with the candidate. If the teacher is aware that a report contains substantial quantities of unacknowledged copied material, this should be indicated. Unacknowledged quotation will be penalised.

### **Presentation**

Presentation is important, but many candidates appear to spend a disproportionate amount of their time designing a cover. This time would often be better spent gathering further evidence or redrafting the report with guidance and support from the teacher.

## **2.3 Assessment of Investigating**

Assessment of Investigating is based on the GRC, which take account of the three aspects of Investigating discussed above: Investigation, Purpose 1 (Planning); Investigation, Purpose 2 (Locating); Investigation, Purpose 3 (Reporting). (Revised Arrangements, paragraph 10). The overall grade for Investigating cannot be based on generalised performance and, in particular, it is necessary to guard against giving undue weight to the last Purpose, Reporting. In this connection, Markers are specifically instructed to ‘consider and justify each sub-element grade separately’. Consequently, where Folders of Work contain inadequate evidence of Planning and/or Locating, candidates achieve a much lower grade than might otherwise be the case.

It may be helpful to candidates if they are provided with a checklist of the skills which are to be tested, and the evidence which they will have to submit. Both internal and external assessment should be based on the candidate’s best work. While the teacher can observe the

candidate's contribution to group and class activities, **the work submitted for external assessment by each candidate must be identifiable as that of the individual concerned.**

When a Folder of Work is being assessed, the following procedure is followed:

- a) a level of performance (Foundation, General, Credit) is identified for each Purpose of Investigating by referring to the GRC
- b) each sub-element is then considered in detail to establish a grade within the level. For example, if it is a Foundation level performance, whether it is a grade 6 or a grade 5. A satisfactory overall standard of performance merits the lower grade; a high overall standard of performance the upper grade
- c) the external grade, the mean of the grades for all three sub-elements, is then calculated

The final grade for Investigating is determined by combining the internal and external grades, each having equal weighting. This process combines the validity of internal assessment, where the process of investigating can be observed directly, with the reliability of national external assessment.

## 2.4 Differentiating factors

The purpose of this section is to provide teachers with brief comment on aspects of the wording of the GRC in the Revised Arrangements.

Investigating, Purpose 1 (Planning) — 'To make plans, construct questions and prepare tasks to acquire information'

### Foundation level — EGRC

The candidate can make the **preparations** necessary to obtain information for **limited investigation(s)**. This is achieved through following **detailed instructions**.

#### Preparations

At this level, candidates do not prepare a full plan, but rather a set of tasks:

- ◆ a list of tasks
- ◆ a list of questions for an interview

#### Limited investigation(s)

The investigation is characterised by a very restricted scope, requiring simple and accessible sources. Titles which are too open make the candidate's task much more difficult.

Topics for limited investigations might be 'Changing working conditions at Y plc in the last five years', or 'Who uses our sports centre?' Titles alone, however, are not a sufficient guide, since both of these titles could obviously form the basis of very extended investigations.

#### Detailed instructions

This phrase reflects the teacher's input in limiting the scope of the investigation:

- ◆ 'Select questions from this list.'
- ◆ 'You should ask about x, y, z.'
- ◆ 'Write to Mr A at Y plc asking for permission to visit at 2pm on Monday.'

## General level — EGRC

The candidate can make the **plans and preparations** necessary to obtain information relevant to **investigation(s)**. This has been achieved through following **outline instructions**.

### Plans and preparations

For example, plans would include,

- ◆ evidence of aims and of working questions
- ◆ a list of tasks to be completed

For example, preparations would include,

- ◆ preparing questions for an interview

### Outline instructions

This phrase reflects the teacher's role in establishing and defining the topic:

- ◆ 'Write down six questions to ask Mrs X about changing technology in Y plc.'
- ◆ 'You should interview two people who work for the company.'

### Investigation(s)

The difference between an investigation at Foundation level and one at General level will be in how the topic is developed rather than necessarily in the title itself, for example in the range of issues, range of sources, aspects, and depth of the investigation.

## Credit level — EGRC

The candidate can make the **detailed plans and preparations** necessary to obtain information required for **extended investigation**. This has been achieved with the help of **general guidance**.

### Detailed plans and preparations

There has to be an explicit plan. This must outline the broad aim of the investigation, the issues and questions to be explored, sources to be used in relation to each issue, tasks to be undertaken, and an action plan or schedule.

There has to be evidence of thorough preparation:

- ◆ background reading leading to refinement of aims
- ◆ well developed survey instruments

### General guidance

Such guidance will tend to be teacher comment/remediation rather than the prior provision of structures.

### Extended investigation

The topic is likely to be issue-based. It must be extended both in scale and complexity of issues. The title alone is not a sufficient guide, For example, 'A comparison of life in Y and X

streets,' could be treated at General or Credit level, depending on how fully the topic was developed.

Investigating, Purpose 2 (Locating) — 'To locate relevant sources of information'
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### **Foundation level — EGRC**

The candidate can **identify**, and **obtain**, sources of information relevant to **limited investigation**. This has been achieved through following **detailed instructions** as to methods.

#### **Identify**

Identifying sources might be by, for example,

- ◆ choosing from a list of sources provided by the teacher

#### **Obtain**

Obtaining sources might involve, for example,

- ◆ asking clearly and comprehensively for a source relevant to a **specific** topic

#### **Limited investigation**

This implies very straightforward questions.

#### **Detailed instructions**

An example of 'detailed instructions' is:

- ◆ 'Write to X asking for Y. You should explain why you need this. You should thank X. You should enclose a SAE.'

### **General level — EGRC**

The candidate can identify, and obtain, sources of information relevant to investigation. This has been achieved through following **outline instructions** as to method.

The complexity and scale of investigation and hence the complexity and range of the sources which have to be accessed are greater than required at Foundation level.

#### **Outline instructions**

An example of outline instructions is:

- ◆ 'You should write to the Local Authority to get this information.'

## Credit level — EGRC

The candidate can identify, and obtain, sources of information relevant to **extended investigation**. This has been achieved with the help of **general guidance** as to method.

### Extended investigation

Again, the complexity and scale of the investigation and its sources are the differentiating factors.

### General guidance

An example of general guidance is:

- ◆ ‘You could write away for this information.’

Investigating, Purpose 3 (Reporting) — ‘To present acquired information accurately in an organised form appropriate to the aims of the investigation’

## Foundation level — EGRC

The candidate can convey **accurately simple information** in an **understandable** way.

### Accurately

Accuracy is important at all levels of performance. It is differentiated only by the context, ie simple/complex information.

### Simple information

An example would be a survey of class leisure activities.

### Understandable

Graphs, for instance, have to be labelled sufficiently to be meaningful.

## General level — EGRC

The candidate can convey accurately **information** in a **logical sequence** and in a **form appropriate** to the aims of the investigation.

### Information

Accuracy remains essential; context is more complex.

### Logical sequence

There has to be a clear structure of introduction/main content/conclusion.

### Form appropriate

Raw data should be processed as appropriate, eg into graphs. Pictures should be relevant to the aim and should be labelled.

To provide a basis for judging logical sequence and appropriate form, there must be a clearly stated aim for the investigation.

### **Credit level — EGRC**

The candidate can select a form of presentation appropriate to the aims of the investigation and convey accurately a **range of information** in a **logical and coherent** way.

#### **Range of information**

The greater scope and complexity of the aims of the investigation provide the opportunity for the candidate to demonstrate the higher level skills which are required.

#### **Logical and coherent**

There is a requirement for the investigation to have a tighter internal structure. Irrelevance would be severely penalised.

## **2.5 Summary**

Experience of the assessment of Investigating shows that the performance of many candidates could be significantly improved by close attention to a number of key points:

- ◆ topics must be appropriate both in the context of a Contemporary Social Studies Course and in scale
- ◆ candidates must be given sufficient opportunity during the Course to demonstrate the required skills, especially those of planning and locating
- ◆ teacher support must be differentiated in order to allow each candidate to perform to his or her full potential
- ◆ while group work is an appropriate teaching and learning strategy, evidence for external assessment must allow for the assessment of individual performance
- ◆ submissions must contain adequate evidence for all three Purposes — Planning, Locating and Reporting

## **2.6 Graded Exemplars**

### **Foundation level**

Two examples are provided to illustrate the difference between grades within this level.

Example 1: Travel Project

#### **Examiners' Comments**

Purpose 1: Planning

The investigation has a limited aim which is developed with considerable teacher support into a simple but appropriate survey.

The performance could have been improved by developing further some of the issues touched on, for example, the difference between morning and afternoon travelling times, or traffic density.

(Award — grade 6)

Purpose 2: Locating

The map and the survey results are relevant sources which have been obtained following detailed instructions.

The performance could have been improved by, for example, providing evidence of the number of people surveyed and the basis of the sampling technique used.

(NB the diary for this exercise has been omitted from the material included here.)

(Award — grade 6)

Purpose 3: Reporting

The candidate has presented the report clearly, with an introduction, evidence and a conclusion.

Despite the very limited scope of investigation, the appropriate use of graphs and the attempt to develop the conclusion merit the higher grade within the level.

(Award — grade 5)