

Our ref: PSE Update 2002

25 November 2002

To: SQA Co-ordinator  
Secondary Schools and FE Colleges

Action by Recipient	
<input type="checkbox"/>	Response required
<input checked="" type="checkbox"/>	Note and pass on
<input type="checkbox"/>	None – update/information only

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Dear Colleague

### **Personal and Social Education – Update Newsletter, 2002**

The contents of this circular should be passed to the member of staff responsible for Personal and Social Education. We are aware that the delivery of PSE within centres can involve a number of staff members in different departments and co-ordinators are asked to ensure that this update is distributed to all relevant staff.

Courses leading to National Qualifications in Personal and Social Education are offered at Intermediate 1, Intermediate 2 and Higher. National Clusters at Access 2 and Access 3 are also available. Full detail of the course content and assessment arrangements are contained in the relevant Arrangements Documents. Information on the Core Skills delivered by the courses and units in Personal and Social Education is provided in the publication “*Automatic Certification of Core Skills in National Qualifications*”

It would be useful if centres planning to offer the new NQs in PSE for the first time make contact with the relevant SQA member of staff member whose details are given below:

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Services and Social Subjects

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### **Reports of Principal Assessors and Senior Moderator**

The full reports are on the SQA website ([www.sqa.org.uk](http://www.sqa.org.uk)). The main points of feedback are summarised below.

#### ***Feedback to centres***

This year both levels of paper were tackled well by candidates. It is clear that candidates now have a better expectation of the likely content and format of the paper and this is helping them prepare more effectively. Candidates, on the whole, are now demonstrating a clearer understanding of the underpinning knowledge behind PSE and encouragingly this year most Higher candidates were able to identify the five key elements.

Candidates are expected to be able to transfer their learning from the three component units to new but similar contexts. Assessment will attempt to sample the standard techniques used within the units, ie Self-awareness and development techniques, activity outline/action planning, implementation reviewing and working with others, and skills in evaluating. The assessment is designed to do this using contexts drawn from all three units and question contents which relate to all five key elements.

With regards to Visiting Moderation the presentation of candidate's evidence was of a high standard and well organised. In some instances a large proportion of candidates had been withdrawn, particularly in the case of the PSE course. In such cases, however, substitute candidate evidence was available. Generally marking of the internally assessed components of the PSE was of a high standard and articulated clearly within the marking guidelines. Like last year, moderation of the sample was a time intensive process and moderators spent a lot of time scrutinising evidence in conjunction with marking guidelines. The opportunity to meet with candidates during moderation visits was greatly appreciated by moderators.

With regard to both development visits and moderation of materials, centres have generally received encouraging feedback, which has helped them move in the delivery of their PSE/PSD programmes. The requirement for candidate evidence to articulate clearly with performance criteria has been highlighted and centres have received positive feedback wherein examples of good practice has been recognised.

Specific points of feedback are given below under subject level.

### ***Intermediate 1***

There was no specific feedback for Intermediate 1.

### ***Intermediate 2***

Candidates demonstrated a better grasp of the paper and an understanding of the concepts of PSE than last year. There was a good distribution of results which demonstrated that the paper was successful in differentiating between the skill levels of candidates.

- ◆ This paper was tackled well this year. A good spread of results showed that the paper was constructed to allow differentiation between candidates operating at different levels.
- ◆ Candidates demonstrated a better understanding of the concepts behind PSE and showed more familiarity with skills such as interpersonal skills and task management skills. This is encouraging.
- ◆ Candidates need to be encouraged, as always, to produce full answers in order to gain as many marks as possible.
- ◆ Some candidates answered in pencil. Candidates need to be reminded that they must use pen.

### ***Higher***

The majority of candidates performed well with 75% of candidates achieving a C or above. In addition there was a wider distribution of scores from individual centres that demonstrated a good grasp of the subject by some candidates.

- ◆ As always, candidates need to be reminded to read questions carefully.
- ◆ In Question 2c(ii) and Question 3(b) candidates were able to identify all five key elements. This is good and shows that they were able to recall the internal assessment Personal Statement paper which also requires them to do this. Candidates should be encouraged to learn and use this terminology in different contexts.
- ◆ Candidates do need to be constantly reminded of terminology in PSE. In particular some candidates showed a surprising difficulty with the words "target" and "task" in Question 1(c).
- ◆ There is still work to be done in helping candidates to understand that action plans require specific steps with measurable time frames. This is the third year that a similar question on this skill has been put to candidates and they are still producing general goals without a time element. This is definitely one area where candidates could easily pick up more marks - by simply remembering to include a staged time element in their response.

### **National Assessment Bank/Arrangements Documents**

NABs are available for all units at Access 2, Access 3, Intermediate 1, Intermediate 2 and Higher. A complete list of the NABs available for PSE is attached as Appendix 1 and is also available from the SQA website: [www.sqa.org.uk](http://www.sqa.org.uk)

These NABs can be contextualised to provide variety to centres. Centres can make minor amendments to NABs to create alternative test versions.

There should be no major re-balancing in the purpose or nature of the assessment. Centres should bear in mind that amendments should be noted for moderation, and that any changes should not affect any embedded core skills coverage.

Copies of Arrangements Documents for all National Courses are available to purchase from SQA Sales on 0141 242 2168. They can be downloaded from the SQA website:  
[www.sqa.org.uk](http://www.sqa.org.uk)

### **Personal Statement and Folio of Evidence**

The Specification for the Folio of Evidence for the PSE Course 2003 has been available since September of this year. All centres were notified by letter regarding this element of the PSE course and those centres presenting candidates next session were invited to request the requisite number of copies.

The Personal Statement will be issued to presenting centres in January 2003. This will be accompanied by *"Instructions to Centres on Visiting Moderation for Course Assessment in Personal and Social Education"*.

A copy of the guidance note distributed with the Folio of Evidence is again attached as Appendix 2. Please note the different assessment conditions under which each assessment should be undertaken.

### **Exam Date for Personal and Social Education – 2003**

The exam date for Personal and Social Education for 2003 is as follows:

Intermediate 2:            Tuesday 10<sup>th</sup> June 2003 – 1pm – 2.30pm

Higher:                    Tuesday 10<sup>th</sup> June 2003 – 1pm – 3.00pm

### **Moderation Dates and Guidance**

Once again for the year 2003 Visiting Moderation will be used for both National Courses and units in PSE. It will also be used for the former PSD National Certificate modules, now free-standing National Units.

Course moderation will take place between 10<sup>th</sup> March - 16<sup>th</sup> May 2003

### ***Prior Moderation***

If you intend using materials other than the NAB items you are advised to contact SQA's Assessment Moderation Unit in Dalkeith as soon as possible to get the items you want to use prior-moderated. If you are delivering a unit which embeds the assessment of the Core Skill components you must either use the NAB or have your alternative assessment items prior moderated. In addition to the instrument of assessment you should also submit any marking guidance.

Staff may make minor amendments to published NAB packs, either to improve consistency of layout or create alternative test versions. The proviso is that there should be no major re-balancing in the purpose or nature of the NAB assessment. Changes should be noted for moderation.

### ***Higher National Moderation***

HN visits from moderators were carried out over the period August 2001 to June 2002, many of which took the form of development visits. Evidence for moderation for these units was generally well organised and candidate portfolios were clearly cross-referenced against performance criteria.

### **Exemplification CD-ROM**

The CD-ROM, "National Courses: Exemplification of Standards 2001", was distributed to all centres in June 2002.

The CD-ROM is designed to exemplify national standards in the externally assessed components of National Courses, including Personal and Social Education, and contains:

- ◆ Arrangements Documents
- ◆ External Assessment Instruments
- ◆ Marking Instructions or Guidelines
- ◆ Candidate responses with assessor commentary

It has been produced by the SQA for use by teachers and lecturers in order to promote a wider understanding of national standards in assessment, and should be valuable for staff development in schools and colleges but it is not intended for wider distribution or for use by candidates.

Your SQA co-ordinator will hold a copy of the CD-ROM.

### **Core Skills**

All of the PSE **courses** and **clusters** give automatic certification for all components of problem solving and working with others at the same level of the course or cluster. The same is true for the SAD unit at each level. Individual VAD units attract all components of problem solving at the same level. Additionally the VAD units at Access 2 attract Working with Others. The PAD units attract all of problem solving at the same level as the unit.

### **Levelling of Units**

A number of the stand-alone units within the PSD portfolio have now been issued with a level. Appendix 3 gives a note of these units and the level(s) allocated.

### **Developing Personal Effectiveness**

Following on from a request from SQA teams involved with Administration and Information Management, Business Administration and Accounting, the decision has been made to re-write the unit Developing Personal Effectiveness under the new Higher National design rules and produce 3 units at varying levels (SCQF levels 6, 7, 8 and 9). Thereafter contextualised assessment could be developed for different sectors. This process will also involve the unit Developing the Individual Within a Team at a later date. Work begins mid-December. Please contact me for further details if required.

## Consultation on NQ Review

The NQ subject review reports have now been approved by Ministers for implementation and are available on the web.

The review report for PSE covers the levels Intermediate 1, Intermediate 2 and Higher.

The main results of the PSE Review were as follows:

- ◆ The rationale for NQs in PSE have to be re-established and confirmed
- ◆ Thereafter if they are to continue assessment demands and duplication of assessments in internal and external assessment are heavy and must be reduced.

An investigation to complete the first part of this review will be carried out by March 2003. If you wish to be part of this consultation and express your views please contact [liam.priest@sqa.org.uk](mailto:liam.priest@sqa.org.uk)

## Available Materials

The following publications are available on request from the SQA and can be ordered by calling the Sales Section on 0141 242 2168. Details are also given of potentially useful publications that your centre should already hold:

<b>Publication No.</b>	<b>Publication Title</b>
<i>B1294</i>	<i>Work Experience: Access 3 (D36H 09) – Assessment Exemplar Pack</i>
<i>B1293</i>	<i>Work Experience: Intermediate 1 (D36H 10) – Assessment Exemplar Pack</i>
<i>B1199</i>	<i>Investigating Europe (Access 3) D36K 09 - Assessment Exemplar Pack</i>
<i>B1200</i>	<i>Local Investigations (Access 3) D36J 09 - Assessment Exemplar Pack</i>
<i>AA0930/3</i>	<i>The Appeals Process: A Guide for Centres</i>
<i>A0992/2</i>	<i>Estimates and Assessment Appeals: Guidance on Generating Evidence</i>
<i>AE1243</i>	<i>An Introduction to the Scottish Credit and Qualifications Framework</i>
<i>AA0840/2</i>	<i>Guide to Assessment and Quality Assurance for Secondary Schools</i>
<i>AA0841/2</i>	<i>Guide to Assessment and Quality Assurance for Colleges of Further Education</i>
<i>BB1425</i>	<i>Exemplification of Standards CD-ROM 2001</i>
<i>BA0828/4</i>	<i>Conditions and Arrangements for National Qualifications 2002/2003</i>
<i>AA0892/2</i>	<i>External Moderation in National Qualifications and Higher National Qualifications: a guide for centres</i>

## Appeals

Only a small number of appeals were submitted for the PSE NQs. Feedback forms provided comment to centres on the reason for unsuccessful appeals. Generally unsuccessful appeals resulted from leniency in marking of prelim materials or the construction of the prelim did not sufficiently cover the five key elements of PSE.

Useful advice on preparing evidence for appeals is contained in "Notes of Guidance for Centres on the Appeals Process and on the Evidence to Support Estimates and Appeals". This document was issued prior to the appeals process this year and should be available in your centre. It can also be downloaded from our website.

### **Markers**

There is widespread consensus that becoming a marker for SQA is amongst the best forms of in-service training there is, and provides a unique insight into the application of national standards. Those interested, with three years' presentation experience in the subject, should contact our Appointments Section (direct line: 0131 561 6825) for an application pack. These packs were also distributed to centres.

SQA is most grateful to its present markers and to its other appointees, especially examining teams, for their efforts in securing the success of the 2002 examination diet.

Finally, if your centre is looking to offer PSE as a course and would benefit from any advice regarding its implementation, or if you should have any queries regarding the stand alone units, please do not hesitate to contact Liam Priest at the e-mail address given above.

Yours faithfully

A handwritten signature in black ink that reads "Liam Priest". The signature is written in a cursive style with a large initial 'L' and a stylized 'P'.

Liam Priest  
Qualifications Officer  
Services and Social Subjects  
Development Division

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## Appendix 1

### National Assessment Bank Materials - Personal and Social Education

<b>PERSONAL AND SOCIAL EDUCATION</b>			
			<b>Valid Version Issue Dates</b>
<b>Level</b>	<b>Unit</b>	<b>Code</b>	<b>NAB001</b>
<b>Acc 2</b>	Personal Awareness and Development - Personal Profiling for Independent Living	D0EL08	Oct-99
	Personal Awareness and Development - Personal Presentation for Everyday Living	D0EM08	Oct-99
	Personal Awareness and Development - Making Local Journeys	D0EN08	Oct-99
	Social Awareness and Development - Participating in a Community Activity	D0EP08	Oct-99
	Social Awareness and Development - Participating in Leisure Time Activities	D0ER08	Oct-99
	Social Awareness and Development - Using Support Services in the Local Community	D0ET08	Oct-99
	Vocational Awareness and Development - Contributing to an Enterprise Activity	D0EV08	Nov-99
	Vocational Awareness and Development - Sampling Work	D0EW08	Oct-99
	Vocational Awareness and Development - Using Work-related Skills	D0EX08	Oct-99
<b>Acc 3</b>	Personal Awareness and Development	D36409	Jan-01
	Social Awareness and Development	D36509	Jan-01
	Vocational Awareness and Development	D36609	Jan-01
<b>Int 1</b>	Personal Awareness and Development	D36410	May-99
	Social Awareness and Development	D36510	May-99
	Vocational Awareness and Development	D36610	May-99
<b>Int 2</b>	Personal Awareness and Development	D36411	Jan-01
	Social Awareness and Development	D36511	Jan-01
	Vocational Awareness and Development	D36611	Jan-01
<b>Higher</b>	Personal Awareness and Development	D36412	Jan-01
	Social Awareness and Development	D36512	Jan-01
	Vocational Awareness and Development	D36612	Jan-01

## Appendix 2

### Scottish Qualifications Authority

#### National Qualifications in Personal and Social Education at Intermediate 1, Intermediate 2 and Higher

#### Notes of Guidance for Centres on the preparation of the Folio of Evidence and the completion of the Personal Statement

These components are externally set, internally marked and externally moderated together.

The course assessment for PSE is structured as follows:

Intermediate 1 (2 components)			Intermediate 2 (3 components)			Higher (3 components)		
Component	Marks	%	Component	Marks	%	Component	Marks	%
			Question Paper	30	30	Question Paper	50	50
Folio	15	40	Folio	20	20	Folio	20	20
Personal Statement	35	60	Personal Statement	50	50	Personal Statement	30	30

#### Folio of Evidence

Candidates will select items from the evidence generated during the completion of the three units in the course. This selection will demonstrate best performance in each of the five key elements of PSE. In September 2002 the Specification for the Folio of Evidence will be issued to interested centres for each candidate along with appropriate marking guidelines. This will include a checklist and instructions on the items to be included in the Folio of Evidence. The candidate must undertake the Folio preparation unaided.

The candidate should

- ◆ Select items to be included in the Folio from their course evidence according to the checklist criteria
- ◆ Highlight/annotate the information from the selected evidence according to the checklist criteria
- ◆ Place the selected evidence behind the completed checklist

The teacher/lecturer should complete the checklist by

- ◆ Signing the declaration that the candidate's work is unaided
- ◆ Entering the total number of marks awarded in the box provided

The arrangements for the issue of the Specification for the Folio of Evidence to candidates are at the discretion of the centre. The Folio can be compiled over a period of time or in one or more sessions. The preparation of the Folio should take no longer than two hours in total.

### **Personal Statement**

The specification for the Personal Statement and accompanying marking guidelines will be issued to centres in January 2003. **These must be kept under secure conditions.** Candidates must use their completed Folio of Evidence to undertake the Personal Statement Component under controlled conditions.

The Folio and completed Personal Statement components should be assessed by centre staff according to the marking guidelines provided, and the results for each component submitted to the SQA.

### **Visiting Moderation**

Centres should refer to the Instructions to Centres on Visiting Moderation for course assessment in Personal and Social Education for guidance on the procedures to be followed for candidate work selected for moderation.

**Appendix 3****Levelling of National Units - Personal and Social Development**

<b>Unit Code</b>	<b>Title</b>	<b>Level</b>
EE77 09	Employeeship: Demonstrating Skills for the Workplace	Access 3
EE78 10	Employeeship: Developing Skills for the Workplace	Intermediate1
EB4A 09	Exploring Youth Issues	Access 3
EA1V 09	Guidance: Investigating Career Opportunities	Access 3
EA1W 09	Guidance: On-Going	Access 3
E9F1 09	Guidance: Options and Choices	Access 3
EA1X 09	Guidance: Pre-Exit	Access 3
E94B 09	Induction	Access 3
EA1Y 09	Introduction to Contemporary Studies	Access 3
E8FE 11	Introduction to Youth Work	Intermediate 2
EB4B 11	Investigating Industry	Intermediate 2
EB4C 09	Investigation into Consumer Issues	Access 3
EB4D 09	Investigation into Managing your Money	Access 3
EB4E 08	Making Local Journeys	Access 2
E9XB 08	Participating in Leisure Time Activities	Access 2
EE39 12	Peer Education	Higher
E7LB 09	Personal and Social Development: Living Skills	Access 3
E9K7 09	Personal Effectiveness 1	Access 3
E9K8 10	Personal Effectiveness 2	Intermediate 1
E9K9 11	Personal Effectiveness 3	Intermediate 2
E9JA 09	Problem Solving	Access 3
EA22 08	Taking Part in a Residential Experience	Access 2
ED4V 09	Using Learning Skills 1	Access 3
ED4W 10	Using Learning Skills 2	Intermediate 1
ED4X 11	Using Learning Skills 3	Intermediate 2
EA8M 09	Work Shadowing	Access 3
A6T1 34	Workplace Experience (HN)	SCQF Level 7