

# N5

National 5  
Coursework  
Assessment Task



## National 5 Care Project Assessment task

Valid from session 2017-18 and until further notice.

This edition: September 2017 (version 1.0)

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# Introduction

This document contains marking instructions and instructions for candidates for the National 5 Care project. It must be read in conjunction with the course specification.

This project is worth 80 marks. The marks contribute 67% of the overall marks for the course assessment.

This is one of two course assessment components. The other component is a question paper.

This project has three sections.

**Section 1** titled 'action plan' has 10 marks.

**Section 2** titled 'responding to the brief' has 60 marks.

**Section 3** titled 'evaluation' has 10 marks.

Candidates must use one of the following briefs as the basis for their project:

- ◆ Produce a report about one individual using a care service.
- ◆ Produce a report about a social issue and the way it influences an individual using care services.
- ◆ Produce a report on a pre-school child accessing nursery services for the first time.

The project should be between 2,500 and 3,500 words, excluding references, footnotes and appendices. The candidate must provide the word count for the completed project, excluding appendices, footnotes and references. If the word count exceeds the maximum by 10%, a penalty will be applied.

Footnotes and appendices should only be used to support information included in the project (for example tables of figures, graphs, statistics, questionnaires, transcripts of interviews, pictures) and cannot be used to add information that should be submitted as part of the word count.

# Marking instructions

In line with SQA's normal practice, the following marking instructions are addressed to the marker. They will also be helpful for those preparing candidates for course assessment.

Candidate evidence will be submitted to SQA for external marking.

## General marking principles

This information is provided to help you understand the general principles that must be applied when marking candidate responses in this project. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- a Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- b Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- c The term 'or any other relevant answer' is used to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidates' answers.
- d Items that ask the candidate to 'describe' require the candidate to make factual points or state characteristics and/or features.
- e Items that ask the candidate to 'explain' require the candidate to relate cause and effect and/or make relationships between things clear.
- f Items that ask the candidate to 'evaluate' require the candidate to make a judgement based on criteria to determine the value of something.

## Detailed marking instructions

### Section 1: action plan (10 marks)

Assessment item		Assessment item instruction	Max mark	Marking instruction	Additional notes on judging the evidence
1	a	Describe the individual you have chosen to investigate and explain the reasons why they are a suitable choice for your project brief.	5	<p>Award up to <b>5 marks</b> for a description, with additional points of explanation, of the chosen individual.</p> <p>Award a maximum of <b>1 mark</b> for a description of the individual.</p> <p>Award up to <b>4 marks</b> for an explanation of the suitability of the chosen individual.</p> <p>Award <b>1 mark</b> for each basic explanation, up to a maximum of <b>4 marks</b>.</p> <p>Or</p> <p>Award <b>2 marks</b> for each developed explanation, up to a maximum of <b>4 marks</b>.</p>	
	b	Identify tasks and timescales for responding to the project brief.	2	<p>Award <b>1 mark</b> for a basic response which identifies tasks and timescales only.</p> <p>Award <b>2 marks</b> for a detailed response which identifies how tasks will be carried out.</p>	Candidates can display the tasks and timescales in any format, eg grid or mind map, and can refer to dates (eg 23 January) or time periods (eg two weeks).

	c	Explain why three different sources of information will be appropriate for researching your chosen individual.	3	<p>Award a maximum of <b>1 mark</b> overall for only identifying three different sources.</p> <p>For each of the three different sources:</p> <ul style="list-style-type: none"> <li>◆ Award <b>1 mark</b> for an accurate point of explanation of why that particular source will be appropriate for researching the chosen individual.</li> </ul>	<p>Sources could include one or more of the following:</p> <ul style="list-style-type: none"> <li>◆ books (including electronic books)</li> <li>◆ journals/magazines (including those sourced online)</li> <li>◆ internet</li> <li>◆ people (care workers, service users, carers etc)</li> </ul> <p>Or any other relevant source.</p> <p>This section may be incorporated within the candidate's response to assessment item 1b and should be marked holistically.</p>
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## Section 2: responding to the brief (60 marks)

Assessment item		Assessment item instruction	Max mark	Marking instructions	Additional notes on judging the evidence
2	a	Describe four needs of your chosen individual and explain why they must be addressed.	12	<p>Award up to <b>3 marks</b> for each relevant need of the chosen individual.</p> <p>Marks can be awarded for a maximum of four needs.</p> <p>For each:</p> <ul style="list-style-type: none"> <li>◆ 1 mark for an accurate description of a relevant need of the chosen individual</li> <li>◆ 1 mark for an accurate explanation of why the need must be addressed</li> <li>◆ 1 mark for development of the explanation</li> </ul> <p>Up to a maximum of <b>3 marks</b> per need.</p>	<p>Descriptions of the needs of the individuals could include:</p> <ul style="list-style-type: none"> <li>◆ social: making, building and ending relationships, interacting with others</li> <li>◆ physical: warmth, safety, food and drink</li> <li>◆ emotional: need for love, sense of self-worth, need to be valued</li> <li>◆ cognitive: making choices and decisions, solving problems, learning, creativity</li> <li>◆ cultural: language, customs, diet, religion, attire, lifestyle choices</li> </ul> <p>Or any other relevant need.</p> <p>It is acceptable to give up to four examples under the same need, for example, four cognitive needs.</p>
2	b	Choose four psychological theories and describe one relevant feature from each. Use these features to	16	<p>Award a maximum of <b>4 marks</b> for selecting one feature of each chosen theory.</p> <p>Marks can be awarded for a maximum of four psychological theories.</p>	<p>A basic description may lack accuracy.</p> <p>Candidates can refer to stages of the lifespan, life experience or any other relevant aspect of the current or past development and/or behaviour of the chosen individual.</p>

Assessment item		Assessment item instruction	Max mark	Marking instructions	Additional notes on judging the evidence
		explain aspects of the development and/or behaviour of your chosen individual.		<p>For each chosen feature of a psychological theory:</p> <p>Award a maximum of <b>2 marks</b> for a description of a relevant feature of the theory.</p> <ul style="list-style-type: none"> <li>◆ 1 mark for a basic description</li> <li>◆ 2 marks for a detailed and accurate description</li> </ul> <p>Award up to <b>2 marks</b> for a detailed and accurate explanation that is relevant and applied to the development and/or behaviour of the chosen individual.</p> <ul style="list-style-type: none"> <li>◆ <b>1 mark</b> for a basic explanation</li> <li>◆ <b>2 marks</b> for a detailed and accurate explanation</li> </ul>	<p>Psychological theories could include:</p> <ul style="list-style-type: none"> <li>◆ hierarchy of needs: Maslow</li> <li>◆ lifespan theory: Erikson</li> <li>◆ person-centred theory: Rogers</li> <li>◆ positive psychology: Seligman</li> <li>◆ psychodynamic theory: Freud</li> <li>◆ rational emotive behaviour therapy: Ellis</li> <li>◆ social learning theory: Bandura</li> <li>◆ transactional analysis theory: Berne</li> </ul> <p>Or any other relevant psychological theory.</p> <p>Stages of the lifespan could include:</p> <ul style="list-style-type: none"> <li>◆ infancy</li> <li>◆ childhood</li> <li>◆ adolescence</li> <li>◆ adulthood or older adulthood</li> </ul> <p>Or any other relevant stages.</p> <p>Life experiences could include:</p> <ul style="list-style-type: none"> <li>◆ relationships (leaving home, marriage/civil partnership, homelessness, 'coming out', divorce, parenthood,</li> </ul>

Assessment item		Assessment item instruction	Max mark	Marking instructions	Additional notes on judging the evidence
					<p>bereavement)</p> <ul style="list-style-type: none"> <li>◆ health (illness, disability, termination, miscarriage)</li> <li>◆ employment (starting work, redundancy, retirement)</li> </ul> <p>Or any other relevant areas of life.</p> <p>Development could include information such as:</p> <ul style="list-style-type: none"> <li>◆ aspects of development: social, physical, emotional, cognitive, cultural</li> <li>◆ influences on development: family circumstances, genetic influences, health, lifestyle, educational opportunities and attainment</li> </ul> <p>Or any other relevant aspects and influences.</p>
2	c	Describe three relevant sociological concepts and use these to explain the impact of social influences on your chosen individual	12	<p>Award up to <b>4 marks</b> for a description of a relevant sociological concept and its use to explain the impact of social influences on the chosen individual.</p> <p>Marks can be awarded for a maximum of three sociological concepts.</p>	<p>Sociological concepts could include:</p> <ul style="list-style-type: none"> <li>◆ socialisation (primary and secondary), agents of socialisation</li> <li>◆ norms, values and roles</li> <li>◆ cultures, sub-cultures</li> <li>◆ prejudice, stereotyping, labelling, discrimination</li> </ul>

Assessment item		Assessment item instruction	Max mark	Marking instructions	Additional notes on judging the evidence
				<p>For each relevant sociological concept:</p> <p>Award a maximum of <b>2 marks</b> for a description of a relevant concept:</p> <ul style="list-style-type: none"> <li>◆ 1 mark for a basic description of the concept</li> <li>◆ 2 marks for a detailed and accurate description of the concept</li> </ul> <p>Award up to <b>2 marks</b> for a detailed and accurate explanation that is relevant and applied to the chosen individual:</p> <ul style="list-style-type: none"> <li>◆ <b>1 mark</b> for a basic explanation</li> <li>◆ <b>2 marks</b> for a detailed and accurate explanation</li> </ul>	<ul style="list-style-type: none"> <li>◆ marginalisation, disempowerment, exclusion</li> <li>◆ power, conflict</li> <li>◆ consensus, dysfunctional</li> </ul> <p>Or any other relevant sociological concept.</p> <p>Social influences could include:</p> <ul style="list-style-type: none"> <li>◆ family</li> <li>◆ friends/peers</li> <li>◆ religion</li> <li>◆ law</li> <li>◆ media</li> </ul> <p>Or any other relevant social influence.</p>
2	d	Identify and explain two actions taken by society to improve the life chances of your chosen individual	6	<p>Award a maximum of <b>3 marks</b> for identification and explanation of each action taken by society to improve the life chances of the chosen individual.</p> <p>Marks can be awarded for a maximum of two actions.</p>	<p>Actions may include:</p> <ul style="list-style-type: none"> <li>◆ campaigns</li> <li>◆ legislation</li> <li>◆ funding</li> <li>◆ new services</li> <li>◆ training</li> <li>◆ pressure groups</li> </ul>

Assessment item		Assessment item instruction	Max mark	Marking instructions	Additional notes on judging the evidence
				<p>For each action:</p> <p>Award a maximum of <b>1 mark</b> for the identification of each relevant action taken by society.</p> <p>Award up to <b>2 marks</b> for each accurate explanation of how each action taken improves the life chances of the chosen individual.</p> <ul style="list-style-type: none"> <li>◆ <b>1 mark</b> for a basic explanation</li> <li>◆ <b>2 marks</b> for a detailed and accurate explanation</li> </ul>	<p>Or any other relevant response.</p> <p>Life chances may include:</p> <ul style="list-style-type: none"> <li>◆ health</li> <li>◆ education</li> <li>◆ employment</li> </ul> <p>Or any other relevant response.</p>
<b>2</b>	<b>e</b>	Describe features of the positive care environment in three care services and explain how they could meet the needs of the chosen individual	<b>12</b>	<p>Award up to <b>4 marks</b> for descriptions of features of the positive care environment in three care services and explanation of how they could meet the needs of the chosen individual.</p> <p>Marks can be awarded for a maximum of two features from each care service.</p> <p>Award <b>1 mark</b> for an accurate description of a relevant feature of the positive care environment.</p>	<p>Candidates should identify specific features when referring to each individual care service.</p> <p>Needs identified in this section can differ from the needs identified in section 2a.</p> <p>‘Positive care environment’ might include information about features such as:</p> <ul style="list-style-type: none"> <li>◆ organisational aspects, eg aims and objectives, mission statement, policies and guidelines; training and supervision of</li> </ul>

Assessment item		Assessment item instruction	Max mark	Marking instructions	Additional notes on judging the evidence
				Award 1 mark for each explanation of how the feature meets the needs of the chosen individual, up to a maximum of 3 marks for each feature.	<p>workers; promotion of good quality assessment and care management; working in partnership with other relevant organisations; involvement of service users and others</p> <ul style="list-style-type: none"> <li>◆ physical aspects, eg where the service is based in a building (the building and grounds); its location (in terms of transport, accessibility etc)</li> <li>◆ therapeutic aspects, eg promotion of positive outcomes for people who use services and carers; range and choice of services offered</li> <li>◆ community aspects, eg relationship with the local community; use by service users of other community resources; links with other similar groups locally/nationally/electronically</li> </ul> <p>Or any other relevant aspect of a positive care environment.</p> <p>Care services can include any relevant statutory, private or third sector services, and can be in domiciliary, day, residential or other settings.</p>

Assessment item		Assessment item instruction	Max mark	Marking instructions	Additional notes on judging the evidence
2	f	Correctly reference sources of information you used during the investigation.	2	<p>Award up to <b>2 marks</b> for referencing sources of information:</p> <ul style="list-style-type: none"> <li>◆ Award <b>1 mark</b> for listing sources of information used.</li> <li>◆ Award <b>1 mark</b> for correct referencing of sources.</li> </ul>	<p>Sources of information could include:</p> <ul style="list-style-type: none"> <li>◆ professional journals</li> <li>◆ books</li> <li>◆ people (care workers, service users, carers etc)</li> <li>◆ TV programmes or videos</li> <li>◆ magazines/newspapers</li> <li>◆ internet</li> </ul> <p>Any other relevant source, agreed by teachers or lecturers.</p> <p>‘Correctly referenced’ means that information has been referenced in such a way that the source of the information could be retrieved by a third party.</p>

Section 3: evaluation (10 marks)

Assessment item		Assessment item instruction	Max mark	Marking instruction	Additional notes on judging the evidence
3	a	<p>Evaluate what worked well and/or did not work well when carrying out this project.</p> <p>Explain what you would do differently when carrying out another project.</p>	4	<p>Up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>◆ Award <b>1 mark</b> for making a basic evaluation point.</li> <li>◆ Award <b>2 marks</b> for making two basic evaluation points.</li> <li>◆ Award <b>2 marks</b> for making a developed evaluation point.</li> </ul> <p>Up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>◆ Award <b>1 mark</b> for making a basic explanation point.</li> <li>◆ Award <b>2 marks</b> for making two basic explanation points.</li> <li>◆ Award <b>2 marks</b> for making a developed explanation point.</li> </ul>	<p>This item refers to the project the candidates have undertaken. Candidates can refer to strengths and/or areas for development in relation to the work they have completed. Candidates may refer to their plan and/or log book when producing their evaluation.</p> <p>Even if a candidate believes there were no issues with the project they have produced, or the process, they should still discuss how a future project could be ‘even better if...’.</p>

Assessment item	Assessment item instruction	Max mark	Marking instruction	Additional notes on judging the evidence
	b	6	Award up to <b>6 marks</b> for an explanation of how the knowledge and understanding related to care gained from the project might be used in the future.	<p>Candidates can refer to ways they might use the knowledge and understanding related to care in contexts such as:</p> <ul style="list-style-type: none"> <li>◆ further study</li> <li>◆ work</li> <li>◆ daily life</li> <li>◆ a change in the candidate's own values, principles, awareness of prejudices, discrimination</li> <li>◆ a deeper understanding of care services</li> <li>◆ life choices</li> </ul> <p>Or any other relevant response.</p>

# Instructions for candidates

This assessment applies to the project for National 5 Care.

This project is worth 80 marks. The marks contribute 67% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ applying knowledge and understanding of needs and care services
- ◆ applying knowledge and understanding of human development and behaviour and psychological theories
- ◆ using sociological concepts to demonstrate knowledge and understanding of the ways in which social influences can impact on individuals
- ◆ investigating features of positive care practice
- ◆ planning and developing task management skills
- ◆ researching, investigating, evaluating and presenting information

This project has three sections.

**Section 1** titled ‘action plan’ has 10 marks.

**Section 2** titled ‘responding to the brief’ has 60 marks.

**Section 3** titled ‘evaluation’ has 10 marks.

Your teacher or lecturer will let you know how the assessment will be carried out and any required conditions for doing it.

In this assessment, you have to:

- ◆ research and investigate the needs of an individual requiring care, and the services that meet these needs

You must use one of the following briefs as a basis for your project:

- ◆ Produce a report about one individual using a care service.
- ◆ Produce a report about a social issue and the way it influences an individual using care services.
- ◆ Produce a report on a pre-school child accessing nursery services for the first time.

Your project should be between 2,500 and 3,500 words excluding references, footnotes and appendices. You must provide an accurate word count of your completed project, excluding appendices, footnotes and references. If the word count exceeds the maximum by 10%, a penalty will be applied.

Footnotes and appendices should only be used to support information included in your project (for example tables of figures, graphs, statistics,

questionnaires, transcripts of interviews, pictures) and cannot be used to add information that should be submitted as part of the word count.

You will produce a log book throughout the duration of your project. This log book must be submitted as a mandatory piece of evidence with the project, but will not be marked and is not included within your word count.

You will produce your evaluation under controlled conditions, **in no more than 1 hour**.

## **Preparing for the project**

Before you start your project, you must choose a brief from the list on the previous page and decide, with guidance and support from your teacher or lecturer, which individual using care services you are going to investigate.

Your teacher or lecturer will provide guidance on the briefs and ensure that you are clear about what each brief entails. Whichever brief you choose, you will have to meet the same project requirements and demonstrate the same skills, knowledge and understanding.

With guidance and support from your teacher or lecturer, you will choose a specific individual to investigate when responding to the chosen brief for your project.

The person you choose to investigate could be someone you have read about in a case study or newspaper article, seen on a care website or video, met on placement, or someone you know. You must not base your project on yourself.

If the individual chosen for your project is a real person, you must change the name of the person and take any other appropriate steps in order to maintain their anonymity throughout your project. When you carry out the project, you must take care to ensure that appropriate safeguards and boundaries are established and that privacy, confidentiality and anonymity are maintained at all times. You should always seek guidance from your teacher or lecturer before approaching anyone for your project.

It is up to you whether you choose the brief or the individual first.

You might want to choose an individual to study first, and then think about the most suitable brief to use.

Alternatively, you might like a particular brief and so decide to choose an individual whose needs will suit the brief.

The main thing you should consider before choosing the individual using care services is that they have a wide enough range of needs for you to investigate to meet the requirements of this project.

## Keeping a log book

You must keep a log book from the start of the project.

The project begins on the first day that your teacher or lecturer gives you the project documents and starts discussing what you need to do to complete the project.

The log book will be a record of any work you do on the project, with any other comments and notes you want to make, such as problems encountered during your project and things that went well.

You will be able to look back at the log book near the end of your project and it will help you answer the questions in the evaluation section about what went well and what did not go well during your project. Therefore, the more detail you put in the log book, the more information you will have to look back on when producing your evaluation.

You can write the log in any suitable paper-based format such as a mind map, a diary, or in a grid. It can be hand written or typed. It is entirely up to you how much information you put in the document, and what it looks like.

**You must submit the log book to your teacher or lecturer at the end of your project, when you have completed your evaluation, but it will not be marked.**

Your log book is a working document you will use to help you think about your project and to remind yourself how things went. You can complete your log book in any way you find helpful; you do not need to re-write your log book at the end of your project to make it neat and tidy.

## Things to think about when keeping your log book:

- ◆ Am I making notes on a regular basis?  
It is good to get into the habit of writing something in your log book every time you work on your project, no matter how small, or writing it up at the end of every week. Even if things are going well, make a note of that.
- ◆ Am I putting enough information in?  
If your notes are just a list of dates and websites/people you spoke to, will you be able to remember what went well, and what did not go well?
- ◆ Am I putting too much information in?  
Is your log book becoming bigger than your piece of work? Remember, your log book does not get marked.
- ◆ What happens to my log book?  
You must hand your log book in with your project. Have you kept a copy somewhere? Do you need to create a regular back-up, scan or copy of your log book?

## Section 1: action plan

Once you have received guidance on the requirements of the project, chosen your brief, and agreed the individual for study with your teacher or lecturer, you are now ready to start your action plan. It can be presented in any appropriate paper-based format such as a grid or mind-map.

This section has 12.5% of the marks (10/80). Marks are awarded for:

Item	Description	Maximum mark
1a	Describe the individual you have chosen to investigate and explain the reasons why they are a suitable choice for your project brief.	5
1b	Outline tasks and timescales for responding to the project brief.	2
1c	Explain why three different sources of information will be appropriate for researching your chosen individual.	3

### Describing the individual you have chosen

You should give a short introduction to the individual you will be investigating and then explain why they are a suitable choice for your project and your chosen brief. This could include things such as:

- ◆ why you chose the individual for investigation
- ◆ what skills you want to demonstrate or develop during the project
- ◆ what knowledge and understanding you want to demonstrate, develop or investigate during the project
- ◆ what aspect(s) of the project you are most interested in investigating

### **Timing and tasks**

You should write down all the tasks you need to complete in order to meet the requirements of your project. You need to decide how much time you want to spend on the various stages of the project such as planning, doing research, pulling all your findings together in the format specified by the brief, and preparing for the evaluation. Your teacher or lecturer will let you know the time and date when you have to produce the evaluation.

### **Sources of information**

Before you start section 2: responding to the brief, you should consider the sources you will use to gather the information for your project. You have to use different sources, as this will provide you with a range of information.

You should do some initial thinking and background work on how and where you are going to gather your information, and write down your ideas in your plan. You do not need full details of your sources at this stage: you just need to think about which sources you hope to use during your project.

### **Sources of information you might select from include:**

- ◆ professional journals
- ◆ books
- ◆ people (care workers, service users, carers etc)
- ◆ TV programmes or videos
- ◆ magazines/newspapers
- ◆ the internet

Any other relevant type of source, agreed by your teacher or lecturer.

When you actually carry out your project you might use different sources from the ones mentioned in your plan, for example if they did not give you enough information, or you were not able to get access to them. If this happens, write about it in your log book and make notes about what else you did instead to get the information you needed. You must still reference at least three different types of sources used during the investigation.

### **Handing in your action plan**

Once completed, your action plan must be handed in to your teacher or lecturer, and you are not allowed to make any changes to it.

Your teacher or lecturer may wish to discuss your action plan with you before you start section 2: responding to the brief. They might have concerns about aspects such as your timescale or the amount or type of sources of information you plan to use. They will give you enough support to enable you to continue with your project.

You should make notes in your log book about any discussion with your teacher or lecturer, and refer back to this when completing your evaluation (section 3).

The notes must include details of any guidance the teacher or lecturer gave you about the suitability of the action plan.

You are not allowed to re-write or re-submit your action plan, but you can choose to act on the guidance from your teacher or lecturer.

You might choose to discuss whether this guidance helped you when you produce your evaluation, referring back to any notes you have made in your log book.

It is your responsibility to monitor your action plan as you work through your project. If you decide to do things differently from your action plan, or if you fall behind your planned timings, you do not need to let the teacher or lecturer know, and you should not go back and change your action plan. Instead, you should make notes in your log book, as you might want to refer to these changes when you produce your evaluation.

Once you have produced your action plan, you can start section 2: responding to the brief.

## Section 2: responding to the brief

You will carry out research and investigation, based on your chosen brief, and present your findings appropriately within the format required by the brief.

This section has 75% of the marks (60/80). Marks are awarded for:

Item	Description	Maximum mark
2a	Describe four needs of your chosen individual and explain why they must be addressed.	12
2b	Choose four psychological theories and describe one relevant feature from each. Use these features to explain aspects of the development and/or behaviour of your chosen individual.	16
2c	Describe three relevant sociological concepts and use these to explain the impact of social influences on your chosen individual.	12
2d	Identify and explain two actions taken by society to improve the life chances of your chosen individual.	6
2e	Describe features of the positive care environment in three care services and explain how they could meet the needs of the chosen individual.	12
2f	Correctly reference sources of information you used during the investigation.	2

You must carry out the investigation independently, under the supervision of your teacher or lecturer. This means that your teacher or lecturer could ask you to discuss your work at any stage, and you should be able to tell them what you have been doing. They cannot give you any guidance on what to do if you are stuck, have fallen behind with your plan or encountered any other problems. They cannot give feedback on your work, even if it is only a draft.

When writing in your log book during this section, keep a regular note of what you have done. You could make notes on things such as whether you kept to your timescales, any obstacles you encountered, or any problems you had when writing things up. You will then be able to refer to these notes in your evaluation.

When you have finished, you must hand in section 2: responding to the brief and your log book to your teacher or lecturer.

### Section 3: evaluation

You must evaluate your project.

This section has 12.5% of the marks (10/80). Marks are awarded for:

Item	Description	Maximum mark
3a	Evaluate what worked well and/or did not work well when carrying out this project.  Explain what you would do differently when carrying out another project.	4
3b	Explain how you will use the knowledge and understanding <b>related to care</b> that you have gained from this project in the future.	6

After you have handed in section 2: responding to the brief, you will have time to re-read your action plan and log book and think about how your project went.

You will produce your evaluation under 'controlled conditions', **in no more than 1 hour**. Your teacher or lecturer will let you know the arrangements for this.

**Controlled conditions** means that:

- ◆ you must be in direct sight of the teacher or lecturer (or other responsible person) during the period of the assessment
- ◆ you must not communicate with other candidates

The only documents you are allowed to take into the room when producing the evaluation are your **action plan** and **log book**. You may refer to these documents when evaluating what went well and what did not work when carrying out the project, and when describing what you would do differently in the future. Your action plan and log book must be submitted to your teacher or lecturer with your completed evaluation.

## Administrative information

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Published: September 2017 (version 1.0)

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### History of changes

Version	Description of change	Date

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