



Chemistry

Assignment

General assessment information

This pack contains general assessment information for centres preparing candidates for the assignment Component of National 5 Chemistry Course assessment.

It must be read in conjunction with the specific assessment tasks for this Component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

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Introduction

This is the general assessment information for National 5 Chemistry assignment.

The assessment task will be set and externally marked by SQA and conducted in centres under the conditions specified by SQA.

This assignment is worth 20 marks out of the total of 100 marks available for this Course. The marks contribute 20% of the overall marks for the Course assessment.

This is one of two Components of Course assessment. The other Component is a question paper.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions. The Course will be graded A-D.

This document describes the general requirements for the assessment of the assignment Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course Support Notes*.

What this assessment covers

This assessment contributes 20% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the assignment in the *Course Assessment Specification*. These are:

- ◆ applying knowledge of chemistry to new situations and interpreting information
- ◆ selecting and presenting information appropriately in a variety of forms
- ◆ processing the information/data collected (using calculations and units, where appropriate)
- ◆ drawing valid conclusions and giving explanations supported by evidence/justification
- ◆ communicating findings/information

Assessment

Purpose

The purpose of this assessment is to generate evidence for the added value of this Course by means of an assignment.

Assessment overview

Assessment should take place when the candidates are ready to be assessed.

This assignment requires candidates to apply skills, knowledge and understanding to investigate a relevant topic in chemistry and its effect on the environment and/or society. The effect may be positive and/or negative. The topic should draw on one or more of the key areas of the Course, and should be chosen with guidance from the assessor.

The assignment offers challenge by requiring skills, knowledge and understanding to be applied in a context that is one or more of the following:

- ◆ unfamiliar
- ◆ familiar but investigated in greater depth
- ◆ integrates a number of familiar contexts

This assignment has two stages:

- ◆ a **research** stage
- ◆ a **communication** stage

The **research** stage involves gathering information/data from the internet, books, newspapers, journals, experiment/practical activity or any other appropriate source. Candidates must select, use and record at least two referenced sources. An appropriate experiment/practical activity may be used as one of the data sources. Any practical work undertaken will not be assessed.

Candidates may work individually or in small groups as part of the **research** stage when gathering information/data or undertaking an experiment/practical activity, but assessors must ensure that candidates are able individually to meet the evidence requirements of this assessment

In the course of their assignment, candidates are required to:

- ◆ choose, with support, a relevant topic in chemistry that has an effect on the environment and/or society
- ◆ devise an appropriate aim
- ◆ describe the relevant application(s) of chemistry and explain the effect on the environment/society
- ◆ research the topic by selecting, processing and presenting relevant data/information
- ◆ draw a conclusion

- ◆ describe underpinning chemistry knowledge and understanding and explain its relevance to the topic researched
- ◆ communicate the findings of the research in a report

Further information on suggested investigations can be found in the National 5 Chemistry *Course and Unit Support Notes*. None of these suggested investigations are mandatory. A resource pack for one possible context for this assignment is also included in the Chemistry *Course and Unit Support Notes*. Assessors and candidates should choose relevant topical contexts appropriate to the learning and teaching.

Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Candidates should start the assignment at an appropriate point in the Course. This will normally be when they have started work on the Units in the Course and have sufficient knowledge and skills to undertake the assignment. It is recommended that no more than eight hours is spent on the whole assignment.

This assignment has two stages:

- ◆ a **research** stage
- ◆ a **communication** stage

Candidates may produce their report over a period of time. If the report is done over a number of sessions, then the assessor must retain the candidate's work between sessions. Following completion of the report there should be no redrafting.

As a guide, evidence which meets the requirements of this Component of Course assessment should be 500-800 words, excluding tables, charts and diagrams.

Candidates may access any appropriate resources during the **research** stage of this assignment.

When the assignment includes an experiment/practical activity, the assessor should supply instructions for the experimental procedures.

During the **communication** stage of this assignment, candidates should have access to the following resources:

- ◆ Material collected by the candidate during the **research** stage. This may include, for example: statistical, graphical, numerical or experimental data; data/information from the internet; published articles or extracts; notes taken from a visit or talk; notes taken from a written or audio-visual source
- ◆ Chemistry data booklet

The assessor should check that the material used by the candidate in this communication stage conforms to the criteria above. It must not include a prepared report.

The requirements of the assignment should be made clear to candidates at the outset.

Reasonable assistance may be provided prior to the formal assessment process taking place. Reasonable assistance may be given on a generic basis to a class or group of candidates.

The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

In the **research** stage, reasonable assistance may include:

- ◆ directing candidates to the Instructions for Candidates
- ◆ clarifying instructions/requirements of the task
- ◆ advising candidates on the choice of the topic or issue

In the **communication** stage, reasonable assistance may include:

- ◆ directing candidates to the Instructions for Candidates
- ◆ clarifying instructions/requirements of the task

At any stage, reasonable assistance does **not** include:

- ◆ providing model answers
- ◆ providing feedback on drafts

The **research** stage will be conducted under some supervision and control. This means that although candidates may carry out some research outwith the learning and teaching setting, assessors should put in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place.

Assessors should put in place mechanisms to authenticate that the research is the candidate's own work. For example:

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress
- ◆ photographs, film or audio evidence
- ◆ checking candidate lab books/blogs

Candidates may work individually or in small groups as part of the **research** stage. However, there must be clear evidence for each candidate to show that the candidate has met the evidence requirements.

The **communication** stage will be conducted under a high degree of supervision. This means that:

- ◆ candidates must be in direct sight of the assessor (or other responsible person) during the period of the assessment
- ◆ candidates must not discuss their work with each other

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ a report

The report will be submitted to SQA, within a given time frame, for marking. The same report cannot be submitted for more than one subject.

Marking Instructions

General marking principles for National 5 Chemistry assignment

This information is provided to help understanding of the general principles that will be applied when marking candidate responses in this assignment. These principles must be read in conjunction with the detailed Marking Instructions that will be used to mark the assignment.

- ◆ Marks for each candidate response will always be assigned in line with these general marking principles and the detailed Marking Instructions.
- ◆ Marking should always be positive, ie marks will be awarded for what is correct and not deducted for errors or omissions.
- ◆ Principal Assessors will provide guidance on marking specific candidate responses which are not covered by either the principles or detailed Marking Instructions.

Total marks available	20
Skills	14
Knowledge and understanding	6

Detailed Marking Instructions

These detailed Marking Instructions provide the basis on which the general marking principles should be applied.

Read the whole report before assigning any marks. Credit should be given for appropriate information **wherever** it is given in the report regardless of the sub headings.

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
1	Devise an appropriate aim for an investigation	States an appropriate aim	1	The aim must describe clearly what is to be investigated	<p>The word 'aim' does not need to be stated.</p> <p>An appropriate title could encompass the aim.</p> <p>Acceptable versions of an aim could be: 'the effect of different de-icers on depressing the freezing point of water' or 'the effect of different metals on the voltage produced by a cell'.</p> <p>NOTE: 'investigate cells' or 'investigate hydrogels' would not be acceptable.</p>
2	Describe an application of chemistry and explain its effect on the environment/society	Describes the application	2	1 mark for providing a statement of characteristics and/or features of the application (2a)	<p>Application (2a mark)</p> <p>Not enough just to state the application or use, eg 'hydrogels are used in nappies'; 'de-icers are used on roads'; 'alcohols are used as fuels'.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
		Explains the effect on the environment /society		1 mark for making clear the relationship between the application and its effect on the environment/society (2b)	<p>They must describe the application feature/characteristic, eg 'hydrogels are used in nappies as they absorb water'; 'de-icers are used on roads to lower the freezing point of water'; 'alcohols are used as fuels as they alcohols are used as fuels as they burn/combust/release energy.</p> <p>Any relevant application of the topic being investigated is acceptable, eg the aim is the use of hydrogels in nappies but the application of hydrogels could be related to use in contact lenses etc.</p> <p>Effect (2b mark) eg 'De-icers are used on roads to reduce car accidents' or 'de-icers are used on roads but they increase the rate of rusting in cars'. 'Alcohols are used in fuels as they are a renewable source of energy'.</p> <p>Effect on environment/society can be positive or negative (or both) but candidate does not need to state if the effect is positive or negative.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
3	Select relevant sources	Explanation of reasons for selection of sources	2	<p>2 marks for explanations of the choice of sources on the basis of the following reasons:</p> <ul style="list-style-type: none"> ◆ relevance ◆ reliability of sources ◆ similar/different perspective <p>1 mark for each explanation of the choice of sources on the basis of one of the above reasons</p>	<p>There must be at least two different sources.</p> <p>Two experiments/practical activities carried out by the same candidate should be considered as one source.</p> <p>Data/information from the same domain/book/journal etc (eg www.bbc.co.uk/education and www.bbc.co.uk/news) should be considered as the same source.</p> <p>The terms relevant, reliable or perspective do not need to be stated.</p> <p>Two different explanations could be given for one of the sources.</p> <p>Two explanations for different sources could be given for the same reason.</p> <p>The candidate must explain why they chose the sources – for example ‘source 1 is relevant’ is not acceptable.</p> <p>‘Source 1 is relevant to my aim’ is insufficient as it does not explain why it is relevant.</p> <p>‘Source 1 is relevant because it has data about the energy released when an alcohol burns’ is acceptable.</p> <p>For sources identified at this stage to access these marks the candidate does not have to give details to allow retrieval of the source.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers																					
					<p>An answer such as ‘the resource pack/notes is reliable as it was given to me by my teacher’ is not acceptable. Answers such as ‘it is reliable as it was written by my chemistry teacher/chemistry teachers/published book’ are acceptable.</p> <p>It is reliable as it comes from the RSC/Royal Society of Chemistry or SQA is acceptable without any further explanation.</p> <p>To gain the marks for perspective the candidate must demonstrate a comparison between the two sources or imply this comparison.</p> <p>‘Source 1 comes from the perspective of an environmental organisation, the other source does not’ is acceptable.</p> <table border="1" data-bbox="1317 917 2072 1305"> <thead> <tr> <th data-bbox="1317 917 1451 1034">Number of sources</th> <th data-bbox="1451 917 1863 1034">Number of correct explanations</th> <th data-bbox="1863 917 2072 1034">Number of marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="1317 1034 1451 1070">2</td> <td data-bbox="1451 1034 1863 1070">2 (different for each source)</td> <td data-bbox="1863 1034 2072 1070">2</td> </tr> <tr> <td data-bbox="1317 1070 1451 1107">2</td> <td data-bbox="1451 1070 1863 1107">2 (same for each source)</td> <td data-bbox="1863 1070 2072 1107">2</td> </tr> <tr> <td data-bbox="1317 1107 1451 1185">2</td> <td data-bbox="1451 1107 1863 1185">2 (different for same source)</td> <td data-bbox="1863 1107 2072 1185">2</td> </tr> <tr> <td data-bbox="1317 1185 1451 1222">2</td> <td data-bbox="1451 1185 1863 1222">1</td> <td data-bbox="1863 1185 2072 1222">1 or 2*</td> </tr> <tr> <td data-bbox="1317 1222 1451 1259">1</td> <td data-bbox="1451 1222 1863 1259">0/1/2</td> <td data-bbox="1863 1222 2072 1259">0</td> </tr> <tr> <td data-bbox="1317 1259 1451 1295">0</td> <td data-bbox="1451 1259 1863 1295">0/1/2</td> <td data-bbox="1863 1259 2072 1295">0</td> </tr> </tbody> </table>	Number of sources	Number of correct explanations	Number of marks	2	2 (different for each source)	2	2	2 (same for each source)	2	2	2 (different for same source)	2	2	1	1 or 2*	1	0/1/2	0	0	0/1/2	0
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					<p>'I chose these two sources because they provide similar information about the amount of water absorbed by a hydrogel' is acceptable.</p> <p>'I chose these two sources because they provide similar information about hydrogels' is not acceptable.</p> <p>*Note: Where a candidate states 'both sources are ...' or 'source 1 and source 2 are...', a mark should be awarded for each of the sources for which the explanation is correct.</p>
4	Select relevant information from sources	Selects relevant data/information for inclusion in the report	2	<p>2 marks for inclusion in the report of relevant data/information selected from two or more sources</p> <p>This could include raw data from an experiment/practical activity, extracted tables, graphs, diagrams and text</p> <p>1 mark for relevant data/information selected from only one source</p>	<p>If no sources or raw data/information are identified anywhere in the report then these marks cannot be accessed.</p> <p>Selected data/information must be relevant to the aim.</p> <p>Two pieces of relevant data/information from two different sources (the sources can be given anywhere in the report – 2 marks).</p> <p>Two pieces of relevant data/information from only one source (only one source is identified in the report or candidate states both pieces of data come from one source or both pieces of data are the candidate's own experiments) – 1 mark.</p> <p>One piece of data/information from one identified source – 1 mark.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers																		
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2	2	2																					
2	1	1																					
1	1	1																					
2	0	0																					
1	0	0																					
5	Process and present data/information	Processes information from at least two sources by summarising, performing calculations or re-arranging in appropriate format The presentation of this processed	6	<p>2 marks for processing raw data/information or extracted data/information from at least two sources (5a)</p> <p>Processing can include, eg performing calculations, plotting graphs from tables, populating tables from other sources, summarising referenced text – although the marks</p>	<p>If no raw data is included from the source then the marks for processing and labelling (5a & 5c) cannot be accessed.</p> <p>If no raw data is included in the report, the mark for presentation (5b) and the comparison of data (5d) can still be awarded.</p> <p>If more than one format has been presented for one of the sources then mark all presentation formats and award the mark to the format which achieves the highest mark for 5a, 5b and 5c combined.</p> <p>If the candidate has processed and presented data/information from more than two sources, mark all and award marks for the two which provides the highest marks for 5a, 5b and 5c combined.</p>																		

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
		<p>data/information must use at least one from graph, table, chart or diagram, to achieve two marks and be presented correctly with all appropriate labelling</p>		<p>are awarded for processing, it must be clear where the raw data/information came from</p> <p>1 mark for processing from only one source (5a)</p> <p>2 marks for presenting processed data/information in appropriate formats from: summary, graph, table, chart or diagram (one must be graph, table, chart or diagram). In each case, sufficient detail should be included to convey the data (5b)</p> <p>1 mark for presenting in only one appropriate format (5b)</p>	<p>Source 1 1 mark for choosing an appropriate presentation format for the processed data (5b).</p> <p>For a 5b mark to be awarded for presenting by calculation, at least one sample calculation must be presented in a logical and coherent manner.</p> <p>1 mark for the accuracy of processing the selected data/information (5a), eg correct calculation with unit for final answer, suitable scales, points plotted accurately on line graphs (usual tolerance of plus/minus ½ division) with a best fit line/plots joined, bars plotted accurately on bar graphs, (usual tolerance of plus/minus ½ division), pie charts drawn (to usual tolerance of plus/minus 2 degrees) values entered into tables correctly.</p> <p>Almost all (≥90%) processing must be correct (ie calculations, points, bars, sectors). For example:</p> <ul style="list-style-type: none"> ◆ five calculated values and then these five values plotted equates to ten items of processing. If the type of graph drawn is a line graph then the line is an additional point of processing. This is a total of eleven points of processing ◆ four averages calculated and then these values used to calculate energy values equates to four items of processing ◆ four averages calculated and then these values used to

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
					<p>calculate energy values and then these four values plotted as line graph equates to nine points of processing</p> <ul style="list-style-type: none"> ◆ any extrapolation should be ignored provided it is correct <p>If there is a mistake in the scale on a graph then all points on graph are inaccurate.</p> <p>If the presentation format is a calculation or summary which contains numerical values extracted from a source, then these values must have a correct unit included where appropriate to access the accuracy mark (5a).</p> <p>If the candidate has not used graph paper to draw a graph or chart the marker must be confident of the accuracy to access the processing marks. No ½ box tolerance if candidate has not used graph paper.</p> <p>Computer generated graphs must be checked against the selected data/information to ensure accuracy.</p> <p>A summary should be more than a generalisation or conclusion for it to be awarded the mark for accurate processing (5a), eg ‘as x increases y decreases’ is insufficient.</p> <p>Source 2 (a different source) Please refer to guidance for source 1 and additional guidance below. 1 mark for choosing an appropriate presentation format for the data (5b).</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
		Compares data/information from at least two sources		<p>1 further mark for complete labelling of the graphs, tables, charts or diagrams (5c)</p> <p>1 mark for a comparison of data/information from at least two sources (5d)</p>	<p>This may be the same format as for source 1, provided it is a graph, table, chart or diagram.</p> <p>To access two marks for the presentation of the processed data (5b) at least one format must be presented as a graph, table, chart or , eg two summaries or one summary and one calculation –maximum 1 mark for presenting. However, both accuracy marks (5a) and the comparison mark (5d) can still be awarded.</p> <p>1 mark for the accuracy of processing the raw data (5a).</p> <p>All appropriate units, headings and labels for all graphs, tables, charts or diagrams awarded marks in sections 5a and 5b must be included.</p> <p>The comparison mark (5d) is independent of the marks allocated in sections 5a, 5b and 5c.</p> <p>The comparison must be between at least any two pieces of raw/processed data/information from different sources even if they were not used to award marks in 5a, 5b and 5c.</p> <p>The comparison must be valid for the data/information in the report.</p> <p>If the two sources cannot be compared then a statement must be given to this effect.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
6	Draw a valid conclusion	States a valid conclusion	1	1 mark for drawing a conclusion that relates to the aim/is supported by evidence from the candidate's research	<p>Conclusion must relate to the aim.</p> <p>If the candidate states multiple aims then the conclusion must relate to all aims given (unless the candidate stated that the aim was modified to narrow the focus).</p> <p>Although the conclusion may relate to the aim, all statements made within the conclusion must be supported by evidence/information anywhere in their report, otherwise the conclusion mark cannot be accessed.</p>
7	Apply knowledge and understanding of chemistry	Explains the underlying chemistry as it relates to the topic	3	<p>Maximum of 3 marks for an explanation of the underlying chemistry</p> <p>The response might include a statement of the principles involved and include, for example, the laws of chemistry and/or relationships with quantities defined. The candidate must use chemistry terms/ideas at a depth appropriate to National 5 Chemistry</p>	<p>If the underlying chemistry has been copied verbatim from a reference or website then the candidate is not demonstrating understanding and should be awarded 0 marks.</p> <p>If a candidate gives any relevant chemistry a minimum of 1 mark should be awarded.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
					<p>3 marks should be awarded to candidates who demonstrate a good understanding of the chemistry involved (this does not mean the answer has to be ‘excellent’ or ‘complete’).</p> <p>This means that the candidate: shows a comprehension of the chemistry of the situation by providing a logically correct explanation of the chemistry involved uses chemistry terms/ideas which are mostly at a depth appropriate to National 5 Chemistry and are mostly correct.</p> <p>2 marks should be awarded to candidates who demonstrate a reasonable understanding of the chemistry involved. This means that the candidate makes some statement(s) which is/are relevant to the situation, showing that they understand the underlying chemistry; uses chemistry terms/ideas, some of which are at a depth appropriate to National 5 Chemistry, most of which are correct.</p> <p>1 mark should be awarded to candidates who demonstrate a limited understanding of the chemistry involved. This means that the candidate:has made some statement(s) which is/are relevant to the situation, showing that they understand at least a little of the underlying chemistry (although some of the chemistry given might be incomplete, wrong or contradictory); uses chemistry terms/ideas which are mostly not at a depth appropriate to National 5 Chemistry, or mostly incorrect.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
8	Structure of the report	<p>Report has an appropriate structure</p> <p>At least two relevant sources of information/ data are recorded appropriately</p> <p>Report is clear and concise</p>	3	<p>Maximum of 3 marks for the structure of the report</p> <p>1 mark for each of:</p> <ul style="list-style-type: none"> ◆ appropriate and informative title, and use of headings where necessary (8a) ◆ at least two references to the sources used in the report should be given in sufficient detail to allow them to be retrieved by a third party ◆ there is no need to follow a formal 	<p>The structure of the report does not need to follow the structure listed in the Marking Instructions or Information for candidates.</p> <p>An appropriate title (8a) could encompass the aim, eg ‘To investigate the use of hydrogels’ can be awarded the mark for the title and for the aim. However, ‘my aim is to investigate the use of hydrogels’ can be awarded the mark for the aim but not for the title.</p> <p>At least two references must be given correctly to access this mark (8b).</p> <p>If one of the sources is the candidate’s own experiment, then only the title and aim are required as selected data/information has been dealt with elsewhere.</p> <p>The candidate may have more than two sources, but only two of these sources must have sufficient detail to allow them to be retrieved by a third party.</p> <p>Sources may be identified anywhere in the report, eg written beside selected data/information, justification of sources or the end of the report.</p> <p>References to websites must be complete. The URL ‘www.bbc.co.uk’ is not acceptable.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
				<p>referencing system. If one of the sources is an experiment/practical activity, then the title, aim and raw data should be recorded (8b)</p> <p>◆ report is clear and concise (8c)</p>	<p>http://www.bbc.co.uk/education/topics/zgphvcw is an acceptable reference.</p> <p>References to text books must include title, author, page number and either ISBN number or version/edition number.</p> <p>The reference for the SQA data book must include name, ISBN number or year of publication and page number or full URL.</p> <p>References to journals must include title, author, volume and page number.</p>

Administrative information

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History of changes

Version	Description of change	Authorised by	Date
1.1	Detailed Marking Instructions updated.	Qualifications Manager	September 2014
1.2	General marking principles and detailed Marking Instructions updated to further clarify Marking Instructions.	Qualifications Manager	September 2015
1.3	General marking principles and detailed Marking Instructions updated to further clarify Marking Instructions.	Qualifications Manager	September 2016

Security and confidentiality

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