



National  
Qualifications

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# Environmental Science

## Assignment

### General assessment information

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

It must be read in conjunction with the specific assessment task 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 Environmental Science assignment.

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.

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

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](http://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 environmental science 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 environmental science 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 environmental science that has an effect on the environment and/or society
- ◆ devise an appropriate aim
- ◆ describe the relevant application(s) of environmental science and explain the effect on the environment/society
- ◆ research the topic by selecting, processing and presenting relevant data/information

- ◆ draw a conclusion
- ◆ describe underpinning environmental science 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 Environmental Science *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 *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

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 out with 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 Environmental Science assignment

*This information is provided to help you understand the general principles you must apply when marking candidate responses in this portfolio. These principles must be read in conjunction with the detailed Marking Instructions, which identify the key features required in candidate responses.*

- ◆ Marks for each candidate response must always be assigned in line with these general marking principles and the detailed Marking Instructions for this assessment.
- ◆ 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.
- ◆ 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

The whole report should be read before assigning any marks.

Credit should be given for appropriate information wherever it is given in the report.

	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 <b>not</b> 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 wind turbines on environment/society' or 'investigate the use of wind turbines' or 'investigate uses of fertilisers'.</p> <p>NOT: 'investigate wind turbines' or 'investigate fertilisers'.</p>
2	Describe an application of Environmental Science and explain its effect on the environment/society	<p>Describes the application</p> <p>Explains the effect on the environment/society</p>	2	1 mark for providing a statement of characteristics and/or features of the application	<p><b>Independent marks.</b></p> <p>Must have an appropriate application to access first mark.</p> <p><b>Not</b> enough just to state the application or use, eg 'wind turbines produce energy' or 'fertilisers feed crops'.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
				<p><b>1 mark</b> for making clear the relationship between the application and its effect on the environment/society</p>	<p>They must describe the application feature/characteristic, eg ‘wind turbines use wind energy to produce electricity’.  ‘Fertilisers are used in agriculture to improve crop yields.’</p> <p><b>(It’s the ‘why’).</b></p> <p>Any relevant application of the topic being investigated is acceptable with a correct description of the feature/characteristic, eg ‘The aim is the use of fertilisers in crop production but the application of fertilisers could be related to use in increase of crop yield’ (correct feature is required with the application).</p> <p>There may <b>not</b> be a valid application but candidates can still access the mark for the effect on society/environment.</p> <p>‘Fertilisers are used to feed plants’ or ‘fertilisers are used to feed plants but increase the quantity of food available for a growing population’ would gain the second mark only.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
					<p>'Wind turbines produce a renewable source of energy and have a negative impact on the environment by spoiling the landscape' would gain the second mark only.</p> <p>'Wind turbines produce a renewable source of energy and have a positive impact on the environment by releasing less CO<sub>2</sub> into the atmosphere' would gain the second mark only.</p> <p>Effect on environment/society can be positive or negative or both.</p>
3	Select relevant sources	Explains the reasons for selection of at least two sources	2	<p><b>2 marks</b> for an explanation of the choice of two sources on the basis of at least one of:</p> <ul style="list-style-type: none"> <li>◆ relevance</li> <li>◆ reliability of sources</li> <li>◆ similar/different perspectives</li> </ul> <p><b>1 mark</b> for each explanation of the choice of source on the basis of <b>only one</b> of the above. Both explanations could be for one source or the same reason could be used for both sources</p>	<p><b>One source only, even with explanation – 0 marks.</b></p> <p>Data/information is from the same domain/book/journal etc (eg <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a> and <a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a>) should be considered as the same source.</p> <p>The terms relevant, reliable or perspective <b>do not</b> need to be stated but the explanation must be correct. If these words are used then they must be used appropriately.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
					<p>The candidate must <b>explain</b> why they chose the sources – for example not just ‘source 1 is relevant’ or ‘source 2 is reliable’, must be ‘source 1 is relevant because ...’</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 concentration of nitrates in rivers’ is acceptable.</p> <p>It does not have to be two explanations per source, it can be one explanation per source.</p> <p>For sources identified <b>at this stage</b>, eg websites, books, journals, etc – to access these marks the candidate does not have to give details to allow retrieval of the source – eg source 1 is the RSC website with suitable explanation would be acceptable.</p> <p>An answer such as ‘the resource pack is reliable as it was <b>given to</b></p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
					<p>me by my teacher' is not acceptable.</p> <p>Answers such as 'it is reliable as it was written by my Environmental Science teacher(s)/published book' are acceptable.</p> <p>If a candidate explains why the sources have similar/different perspectives it must be clear what aspect of the content of the sources is similar/different.</p> <p>'I chose these two sources because they provide similar information about crayfish' is not acceptable.</p> <p>'I chose these two sources because they provide similar information about the impact of crayfish on biodiversity' is acceptable.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers		
					Number of sources	Number of valid explanations	Number of marks
					2	2 (different)	2
					2	2 (both same)	2
					2	2 (different) for 1 source	2
					2	1	1
					1	1 or 2	0
					0	1 or 2	0
4	Select relevant information from sources	Selects relevant data/information for inclusion in the report	2	<p><b>2 marks</b> 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, or data/information from two or more sources</p> <p><b>1 mark</b> for relevant data/information selected from only one source</p>	<p><b>Data/information must be relevant.</b></p> <p><b>If a candidate takes raw data from a source, processes it and then claims that this is their raw data then award 0 marks for this source.</b></p> <p>If raw data/information not included then <b>0 marks.</b></p> <p>Raw data from an experiment/practical activity/fieldwork is the actual measurements taken by the candidate(s). For example, in an experiment to determine a rise in temperature, the initial and final temperatures are the raw data.</p>		

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
					<p><b>If no sources are identified <u>anywhere</u> in the report then these marks cannot be accessed.</b></p> <p>Two pieces of <b>relevant</b> data/information from two sources (the sources can be identified anywhere in the report, eg in the explanation for selection of relevant sources or in the references or referenced next to the data/information, etc) – <b>2 marks.</b></p> <p>Two pieces of <b>relevant</b> data/information from only one source (only one source is identified throughout the report or candidate states both pieces of data come from one source) – <b>1 mark.</b></p> <p>Two experiments carried out by the same candidate should be considered as one source.</p> <p>One piece of data/information from one identified source – <b>1 mark.</b></p> <p>Two pieces of data/information but no sources identified (anywhere in the report) – <b>0 marks.</b></p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers																		
					<table border="1"> <thead> <tr> <th data-bbox="1480 304 1675 416">Data/ information</th> <th data-bbox="1675 304 1827 416">Number of sources</th> <th data-bbox="1827 304 1977 416">Number of marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="1480 416 1675 456">2</td> <td data-bbox="1675 416 1827 456">2</td> <td data-bbox="1827 416 1977 456">2</td> </tr> <tr> <td data-bbox="1480 456 1675 496">2</td> <td data-bbox="1675 456 1827 496">1</td> <td data-bbox="1827 456 1977 496">1</td> </tr> <tr> <td data-bbox="1480 496 1675 536">1</td> <td data-bbox="1675 496 1827 536">1</td> <td data-bbox="1827 496 1977 536">1</td> </tr> <tr> <td data-bbox="1480 536 1675 576">2</td> <td data-bbox="1675 536 1827 576">0</td> <td data-bbox="1827 536 1977 576">0</td> </tr> <tr> <td data-bbox="1480 576 1675 612">1</td> <td data-bbox="1675 576 1827 612">0</td> <td data-bbox="1827 576 1977 612">0</td> </tr> </tbody> </table>	Data/ information	Number of sources	Number of marks	2	2	2	2	1	1	1	1	1	2	0	0	1	0	0
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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	<p>Processes information from at least two sources by summarising, performing calculations or re-arranging in appropriate format</p> <p>The presentation of this processed data/information must use one from graph, table, chart or diagram, and be presented correctly with all appropriate</p>	6	<p><b>2 marks</b> for processing raw data/information or extracted data/information from at least two sources</p> <p>Processing can include, for example: performing calculations, plotting graphs from tables, populating tables from other sources, summarising referenced text (although the marks are awarded for processing, it must be clear where the raw or extracted data/information came from)</p> <p><b>1 mark</b> for processing from <b>only one</b> source</p> <p><b>2 marks</b> for presenting</p>	<p><b>Source 1</b></p> <p><b>1 mark</b> for choosing an appropriate presentation format for the processed data (<b>section 5b mark</b>).</p> <p>For a mark to be awarded for presenting by calculation at least one sample calculation must be presented in a logical and coherent manner (<b>section 5b mark</b>).</p> <p><b>1 mark</b> for the accuracy of processing the raw data (<b>section 5a mark</b>), eg calculations correct, scales suitable, points plotted accurately (usual tolerance – ½ box tolerance) with a best fit line/plots joined, bars plotted accurately on bar graphs, (usual tolerance of</p>																		

Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
	<p>labelling</p> <p>Compares data/information from at least two sources</p>		<p>processed data/information in appropriate format(s) 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/information</p> <p><b>1 mark</b> for presenting <b>only one</b> set of data in an appropriate format</p>	<p>plus/minus <math>\frac{1}{2}</math> division), pie charts drawn (to usual tolerance of plus/minus 2 degrees), values entered into tables correctly, etc. Award the mark if 90% or more of the processing is correct.</p> <p>Calculation(s) carried out correctly will gain <b>1 mark</b> for processing (apply the 90% rule).</p> <p>If the candidate has not used the graph paper to draw a graph or chart, the Marker must be confident of the accuracy to assess the processing marks. No <math>\frac{1}{2}</math> box tolerance if candidate has not used graph paper.</p> <p>If the presentation format is a summary which contains numerical values extracted from a source, then these values must have correct units included where appropriate, to be considered accurate.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
					<p>A summary should be more than a generalisation or conclusion for it to be awarded the mark for accurate processing (<b>5a mark</b>), eg ‘as x increases y decreases’ is insufficient.</p> <p><b>Source 2 (a different source)</b></p> <p><b>1 mark</b> for choosing an appropriate presentation format for the processed data (<b>section 5b mark</b>).</p> <p><b>1 mark</b> for the accuracy of processing the raw data (<b>section 5a mark</b>), eg calculations correct, scales suitable, points plotted accurately (usual tolerance – ½ box tolerance) with a best fit line/plots joined, values entered into tables correctly, etc (apply 90% rule).</p> <p><b>If a candidate has used the same presentation format for both sources they can gain a maximum of 2 marks for presenting/choosing an appropriate format (section 5b mark).</b></p> <p><b>If the presentation format is a summary which contains numerical</b></p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
					<p>values extracted from a source, then these values must have correct units included where appropriate.</p> <p>If <b>no raw data</b> was included from the sources then the marks for processing <b>cannot</b> be accessed.</p> <p>If the raw data is <b>not included</b>, the marks for presenting (ie choosing an appropriate format), and comparison of data can still be awarded.</p> <p>If more than one format has been presented/processed for <b>one</b> source then mark <b>all</b> and award the best mark.</p> <p>If the candidate has presented/processed using different formats, from <b>more than two</b> sources, mark <b>all</b> and award marks for the combination that achieves the highest mark overall.</p> <p><b>All</b> appropriate units, headings and labels for all graphs, tables, charts or diagrams awarded marks in sections 5a and 5b must be included.</p>



	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
6	Draw a valid conclusion	States a valid conclusion	1	<b>1 mark</b> for drawing a conclusion that relates to the aim and is supported by evidence from the candidate's research	<p>Conclusion must relate to aim.</p> <p>If the candidate states multiple aims then 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 it must be supported by information in their report otherwise the conclusion mark cannot be accessed.</p> <p>If the candidate states that no conclusion can be drawn and this is supported by the evidence/information in the candidate's report then the conclusion mark may be awarded.</p>
7	Apply knowledge and understanding of Environmental Science	Explains the underlying Environmental Science as it relates to the topic	3	<p>Maximum of <b>3 marks</b> for an explanation of the underlying Environmental Science</p> <p>The response might include a statement of the principles involved and include, for example, the laws of Environmental Science and/or</p>	<p>If the underlying Environmental Science has been copied verbatim from a reference or website then the candidate is not demonstrating understanding and should be awarded <b>0 marks</b>.</p> <p>Information which is quoted from references in this section and then</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
				<p>relationships with quantities defined. The candidate must use Environmental Science terms/ideas at a depth appropriate to National 5 Environmental Science</p> <p><b>3 marks</b> should be awarded to candidates who demonstrate a good understanding of the Environmental Science involved (this does not mean the answer has to be ‘excellent’ or ‘complete’). This means that the candidate:</p> <ul style="list-style-type: none"> <li>◆ shows a comprehension of the Environmental Science of the situation by providing a logically correct explanation of the Environmental Science involved</li> <li>◆ uses Environmental Science terms/ideas, some of which are at a depth appropriate to National 5 Environmental Science, most of which are correct</li> </ul>	<p>explained or expanded upon by the candidate is acceptable.</p> <p>If any of the candidate’s explanation of the underlying Environmental Science has been given credit in any other section then that piece of information should <b>not be considered</b> when awarding marks for the underlying Environmental Science.</p>

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
				<p><b>2 marks</b> should be awarded to candidates who demonstrate a reasonable understanding of the Environmental Science involved. This means that the candidate:</p> <ul style="list-style-type: none"> <li>◆ makes some statement(s) which is/are relevant to the situation, showing that they understand the underlying Environmental Science</li> <li>◆ uses Environmental Science terms/ideas, some of which are at a depth appropriate to National 5 Environmental Science, most of which are correct</li> </ul> <p><b>1 mark</b> should be awarded to candidates who demonstrate a limited understanding of the Environmental Science involved. This means that the candidate:</p> <ul style="list-style-type: none"> <li>◆ has made some statement(s) which is/are relevant to the situation, showing that they understand at least a little</li> </ul>	

	Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
				<p>of the underlying Environmental Science (although some of the Environmental Science given might be incomplete, wrong or contradictory)</p> <ul style="list-style-type: none"> <li>◆ uses Environmental Science terms/ideas which are mostly not at a depth appropriate to National 5 Environmental Science, or mostly incorrect</li> </ul>	
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 <b>3 marks</b> for the structure of the report.</p> <p><b>1 mark</b> for each of:</p> <ul style="list-style-type: none"> <li>◆ appropriate and informative title, and use of headings where necessary</li> <li>◆ 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 referencing system. If one of the sources is an experiment/practical activity/fieldwork, then the</li> </ul>	<p>The structure of the report does not need to follow the structure listed in the Marking Instructions or Candidates' Guide.</p> <p>An appropriate title could encompass the aim.</p> <p>If one of the sources is an experiment/practical activity, then <b>only</b> the title of the experiment/practical and aim are required as raw data 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</p>

Skills, knowledge and understanding	Expected response	Max mark	Additional guidance	Notes to Markers
			<p>title and aim should be recorded</p> <ul style="list-style-type: none"> <li>◆ report is clear and concise</li> </ul>	<p>third party.</p> <p>Sources may be identified anywhere in the report (ie any two, anywhere).</p> <p>References for websites must be a complete URL address; <a href="http://www.bbc.co.uk">www.bbc.co.uk</a> is not acceptable.</p> <p>References for text books must include title, author, page number and either ISBN of version/edition number.</p> <p>References for Journals must include title, author, volume and page number.</p> <p>At least two references must be given correctly to access this mark.</p> <p>If more than one URL from the same domain is referenced (eg <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a> and <a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a>) then these should be considered as one reference.</p>

# Administrative information

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## History of changes

Version	Description of change	Authorised by	Date
1.1	Marking Instructions revised with additional guidance to provide clarity.	Qualifications Manager	September 2014
1.2	Detailed Marking Instructions updated to further clarify Marking Instructions.	Qualifications Manager	September 2015
1.3	Detailed Marking Instructions updated to further clarify Marking Instructions.	Qualifications Manager	September 2016

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