

MODERN STUDIES
Higher

Sixth edition – published June 2002

**NOTE OF CHANGES TO ARRANGEMENTS
SIXTH EDITION PUBLISHED**

COURSE TITLE: Modern Studies (Higher)

COURSE NUMBER: C064 12

National Course Specification

Course Details: Amendment to Study Theme is included.

National Unit Specification

Unit D344 12 (Social Issues in The United Kingdom): Evidence requirements reduced.

National Course Specification

MODERN STUDIES (HIGHER)

COURSE NUMBER C064 12

COURSE STRUCTURE

The course comprises three mandatory 40 hour units:

<i>D343 12</i>	<i>Political Issues in the United Kingdom (H)</i>	<i>1 credit (40 hours)</i>
<i>D344 12</i>	<i>Social Issues in the United Kingdom (H)</i>	<i>1 credit (40 hours)</i>
<i>D345 12</i>	<i>International Issues (H)</i>	<i>1 credit (40 hours)</i>

All courses include 40 hours over and above the 120 hours for the component units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

RECOMMENDED ENTRY

While entry to the course is at the discretion of the centre, candidates would normally be expected to have attained:

- Standard Grade Modern Studies or another social subject at Grade 1, 2 (or possibly 3)
- Intermediate 2 Modern Studies or component units
- a course or component units at Intermediate 2 in another social subject.

CORE SKILLS

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

Administrative Information

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National Course Specification: course details

COURSE Modern Studies (Higher)

RATIONALE

Higher Modern Studies makes a distinctive contribution to the curriculum. Study of the course develops an understanding of fundamental processes which underpin political and social life. These processes are considered in local, national and international contexts which are both relevant and significant. The structured understanding gained in this way can be applied in other situations. Higher Modern Studies will be of interest to a wide range of adult candidates, as well as to school candidates. Modern Studies at Higher makes a contribution to a well-balanced individual curriculum with appropriate emphasis given to the skills of communicating, learning, creative thinking and critical evaluation of the media and the utilisation of information technology.

The Higher course in Modern Studies develops understanding of the political and social processes operating in the contemporary world. Candidates should extend their knowledge and understanding of contemporary issues and develop skills of evaluating that they may have been introduced to at Standard Grade or in Intermediate 1 and 2 Modern Studies. The structure of the course requires candidates to study issues from within the United Kingdom and the wider world.

Important skills are developed and enhanced through study of Higher Modern Studies. These skills include:

- handling and analysing complex data
- adopting a structured approach to the study of contemporary issues and problems
- constructing and sustaining lines of argument which mirror the complexity of the issues they address
- evaluating evidence, detecting a lack of objectivity and drawing and presenting conclusions in a balanced and structured way
- participating in debate and discussion, through which attitudes of open-mindedness and tolerance are fostered.

Modern Studies also contributes to personal and social development. In particular, the course addresses the area of rights and responsibilities. This includes the rights and responsibilities of citizens in a democratic society and the moral and ethical responsibilities of individuals.

The individual candidate should be encouraged to take responsibility for their own learning. They should make use of generic learning skills and the skills developed in Higher Modern Studies will make a contribution to learning in many other subjects.

National Course Specification: course details (cont)

COURSE Modern Studies (Higher)

COURSE CONTENT

The course is divided into three mandatory 40-hour units dealing with Political, Social and International issues. The study themes within the units are described below.

The external assessment will require candidates to apply knowledge and understanding across chosen study themes to answer complex questions. Candidates will also be required to undertake a decision making exercise which will draw on their knowledge and understanding and ability to analyse and synthesise information. Some of the additional 40 hours time should be used for developing these skills.

Throughout the course, candidates will be expected to understand the importance of the media as a source of information about study themes.

Unit 1: Political Issues in the United Kingdom

This unit is divided into four study themes. Candidates must study two out of the four study themes.

Study theme 1: Decision making in Central Government

- a) Influences upon the decision making process (pressures from groups, the media, public opinion); the extent of these pressures, their impact and legitimacy.
- b) Parliament as an arena for party conflict and decisions.
- c) The Executive (ie Prime Minister and the Cabinet); the power of the Executive and its relationship with Parliament; relation to the machinery of government (eg government departments and agencies).

Study theme 2: The Government of Scotland

- a) Decision making in Scotland: structure and functions of Scottish Parliament, local government, Scottish Office and government departments and agencies.
- b) Relationship between Scottish Parliament and UK Parliament: distribution of powers; conflicts between them.
- c) Relationship between Scottish Parliament and local government in Scotland: distribution of power; conflicts between them.

Study theme 3: Political Parties and their Policies (including the Scottish Dimension)

- a) Political parties - ideology, membership, organisation, internal decision making, electoral success.
- b) The nature/role of conflict and consensus: broad differences and changes in party ideologies; influences on party policy.
- c) Party policies on taxation, law and order, employment, private and public ownership/control, health, education – trends and differences.

National Course Specification: course details (cont)

COURSE Modern Studies (Higher)

Study theme 4: The Electoral System, Voting and Political Attitudes

- a) The UK and Scottish electoral systems and alternative voting systems: how they work; effects upon the distribution of power.
- b) Voting patterns, explanations of voting behaviour - social differentiation; national and regional variations; age; gender; ethnic background.
- c) The shaping of political attitudes (eg through the media).

Unit 2: Social Issues in the United Kingdom

This unit involves study of one from two study themes:

Study Theme 5 - Income and Wealth in the United Kingdom

Study Theme 6 - Health Care in the United Kingdom.

Study theme 5: Income and Wealth in the United Kingdom

- a) Income and wealth creation and distribution: class structures and definitions; links with social class, region, employment/unemployment, household income and earnings, lifestyle, home/business/share ownership and government policy.
- b) The extent to which patterns of wealth distribution are related to social class, ethnic origin and gender. Causes and consequences of patterns of income and wealth. Poverty: economic and social problems of the unemployed and the low-paid. Economic, social and political status of women and ethnic minorities.
- c) The ways in which government policies and actions influence income, wealth creation and distribution. Economic and social policies of governments with reference to: employment and unemployment, individual and social responsibility, taxation and expenditure, regional/local contrasts. Differences in party policies and ideologies.

Study theme 6: Health Care in the United Kingdom

- a) The ways in which health care is provided and consumed. Patterns of health care and consumption. The degree to which there are social and geographical differences in health care provision and consumption. The degree to which socio-economic status and lifestyle affect and determine health care provision and consumption. Differences between state and private health care and consumption.
- b) The extent to which health and patterns of health care are related to region, social class, gender, ethnic origin and age. Causes and consequences of patterns of health care provision and consumption. Case study of health care of the elderly (with reference to demographic trends, special needs, technological and other medical advances, community care).
- c) The ways in which government and opposition policies influence the provision and consumption of health care. Differences in party policies and ideologies. The influence of differing interests and pressure groups within the field of health care.

National Course Specification: course details (cont)

COURSE Modern Studies (Higher)

Unit 3: International Issues

This unit involves the study of two study themes chosen from study themes 7 to 12.

Study theme 7: A Society in Change - South Africa

- a) The changing structure of South African society: racial composition; settlement patterns; legacy of apartheid (with reference to income; employment; health; housing; education; crime and law and order).
- b) A political system in transition: the federal political structure since 1994; participation and representation in the democratic political system; the search for justice and reconciliation; the desire for autonomy by different groups within South Africa.
- c) Social and economic progress: the extent of social and economic problems facing South Africa; the response of governments to these problems and the consequences for different groups.

A knowledge of conditions in South Africa during the apartheid period is implicit in informing an understanding of the study theme, but will not be specifically examined.

Study theme 8: A Society in Change - China

- a) The changing structure of Chinese society: fundamental principles of Chinese socialism and its impact on society; changes to ideology and the structure of society.
- b) A political system in transition: the political structure and distribution of power; forces for change within the political system; democratisation; human rights issues and government responses.
- c) Social and economic progress: social and economic achievements and their effects on different groups (ie party officials, military, urban and rural workers, peasants and women).

A knowledge of the processes which led to the establishment and consolidation of the Communist system is implicit in informing an understanding of the study theme, but will not be specifically examined.

Study theme 9: Ethnic Minorities in the USA

- a) Distribution patterns of the main ethnic groups in the USA; reasons for these patterns; current trends.
- b) Social and economic progress: the nature and extent of social and economic inequalities and progress (with reference to employment, income, health, housing, education and law and order); the responses to inequalities by federal and state governments including the role of the courts.
- c) Political progress: the extent of political inequality and progress: the responses to political inequality including the role of federal and state governments, political parties and pressure groups; the influence of ethnic groups on the political process.

A knowledge of the Civil Rights Movement and progress made by ethnic minorities in the 1960s and 70s is implicit in informing an understanding of the study theme, but will not be specifically examined. Reference should be made to African Americans and Hispanics and, where appropriate, to other ethnic minorities.

National Course Specification: course details (cont)

COURSE Modern Studies (Higher)

Study theme 10: The European Union

- a) Co-operation within the European Union: membership, goals, institutions, policies, decision making, achievements. Implications of enlarged membership.
- b) Resolution of conflict: collective interests of the EU member states; conflict between collective interests and individual state interests; community institutions as a means of resolving conflicts; reasons for and degree of success in conflict resolution.
- c) With reference to **either** moves towards European integration **or** the Common Agricultural Policy (CAP) and Common Fisheries Policy (CFP): sources of conflict among member states; different social, political and economic interests; policy goals.

A knowledge of the processes involved in the formation and growth of the EU prior to the 1990s is implicit in informing an understanding of the study theme, but will not be specifically examined.

Study theme 11: Global Security

- a) World Security and the role, organisation and work of the UN and NATO: membership, goals, institutions, policies, decision making.
- b) Examples of recent conflicts involving UN and/or NATO: social, economic and political effects of conflict.
- c) The role of the UN and/or NATO in recent conflicts: operations, institutions, methods, successes/failures, difficulties.

A knowledge of the formation and growth of the security organisations, and their role in peace-keeping prior to the late 1980s is implicit in informing an understanding of the study theme, but will not be specifically examined.

Study theme 12: The Politics of Food

In relation to Africa (excluding the Republic of South Africa):

- a) Reasons for food shortage: the problems of exploiting and distributing resources; political, economic and social inequalities; land tenure and use; development policies; the impact of war.
- b) Responses to food shortages: changes in international aid; agricultural policies and famine relief; role of non-governmental organisations (NGOs); British Government policies on overseas food aid; effectiveness of these responses.
- c) How power is exercised, internally and externally, in the control and supply of food by governments and relief agencies.

A knowledge of significant events prior to the late 1980s is implicit in informing an understanding of the study theme, but will not be specifically examined.

The study themes are subject to regular review by the awarding body - Scottish Qualifications Authority. Any changes will be intimated to presenting centres at an appropriate time before the assessment diet to allow presenting centres to review and amend courses.

National Course Specification: course details (cont)

COURSE Modern Studies (Higher)

ASSESSMENT

To gain the award of the course, the candidate must achieve all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment is provided in the paper *Assessment* (HSDU, 1996) and in *Managing Assessment* (HSDU, 1998).

Course assessment will require candidates to:

- demonstrate the ability to retain and integrate the knowledge and understanding acquired in the units
- apply the knowledge and understanding acquired in the units to less familiar and more complex contexts
- analyse a diversity of information to draw reasoned conclusions.

DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

The external assessment will consist of two question papers. Candidates will be required to attempt both papers.

In Paper I (1 hour 25 minutes), candidates should answer three questions, one from each section. Questions for *Political Issues in the United Kingdom* (Section A) and *International Issues* (Section C) will assess both knowledge and understanding and analysis. There will be one question for each study theme. All questions will be worth the same number of marks. Questions for *Social Issues in the United Kingdom* (Section B) will assess knowledge and understanding. There will be a choice of questions for each of the study themes in this section. Each question in Section B will be worth half of the marks of the questions in Sections A and C.

In Paper II (1 hour 20 minutes), there will be a decision making exercise based on the unit *Social Issues in the United Kingdom*. Two alternative exercises will be set, one in relation to Study Theme 5: *Income and Wealth in the United Kingdom*, the other in relation to Study Theme 6: *Health Care in the United Kingdom*. Candidates should attempt one exercise. The exercise is divided into two parts. The first part will consist of short evaluating questions based on a given set of sources. The second part will comprise a decision making report. The candidate will use the sources and appropriate background knowledge to make and justify recommendations in a structured written report.

National Course Specification: course details (cont)

COURSE Modern Studies (Higher)

GRADE DESCRIPTIONS

Grade C

The candidate will be able to:

- demonstrate a knowledge and understanding of political, social and international issue(s) by:
 - providing accurate description of the issue(s)
 - making reference to relevant:
 - factors and/or institutions
 - examples
- demonstrate skills of analysis:
 - in a balanced way
 - with relevant exemplification
 - by reaching relevant developed conclusion(s)
- demonstrate evaluating skills by:
 - relevant and accurate evaluation of complex sources
 - balanced analysis that includes appropriate conclusions, points of view and relevant background knowledge.

Grade A

The candidate will be able to:

- demonstrate knowledge and understanding of political, social and international issue(s) by:
 - providing accurate and extended description of the issue(s)
 - making reference to relevant:
 - institution(s) and/or complex factors
 - detailed examples
- demonstrate skills of analysis:
 - in a well balanced way
 - with relevant and detailed exemplification
 - by reaching relevant, well developed conclusion(s)
- demonstrate evaluating skills by:
 - relevant, accurate and well developed evaluation of complex sources
 - balanced and well developed analysis that includes appropriate and well argued conclusions, points of view and relevant background knowledge.

National Course Specification: course details (cont)

COURSE Modern Studies (Higher)

APPROACHES TO LEARNING AND TEACHING

The learning experience gained by candidates should reflect the aims and rationale of the subject and should build on the good practices adopted at Standard Grade or its equivalent.

The following learning experiences are essential to the course. Knowledge and skills enrichment through exposure to a wide range of resources, commercial products, official statistics, newspapers, current affairs magazines, videos and television and radio programmes. Among the major sources from the mass media are schools programmes and documentary/current affairs programmes. A wide range of views on current issues can be examined through extracts from the range of Scottish and British quality newspapers as well as articles from the major weekly news magazines. Many British newspapers are also published in electronic form on the Internet. Previous articles of relevance may be available from back issues, many of which are now distributed on CD-ROM. Candidates should become familiar with the process of downloading information from CD-ROM sources. Political cartoons can act as sources for the assessment of social and political messages and extracts from films can help the understanding of many international issues. The media inform and shape our understanding of the processes and issues central to the course and this should underpin use of these resources.

A wide range of sources is also available for statistical data. Among the most widely used are the Census and statistics derived from government departments or from surveys. Technological developments are increasing their accessibility through CD-ROMs and the Internet. Opinion polls are now widely published from many independent sources. International organisations such as the European Union and the United Nations and their associated agencies produce and disseminate a variety of relevant statistical information, as do many non-governmental organisations and pressure groups.

Learning and teaching approaches in Higher Modern Studies rely heavily on these sources for group work, oral discussion and debate, the detailed assessment of case studies and examples, more extended essays and report writing based on evaluating skills. Candidates should also be encouraged to reflect on their own experience. Given the model of assessment at Higher, it will be important throughout the course for candidates to progress to more complex tasks of extended writing and data handling in order to develop their skills beyond the levels attained at Intermediate 2 or Credit level Standard Grade.

Opportunities should be built into the course at an early stage to teach the skills of extended essay writing. This would be a valid use for some of the additional 40 hours time. Similarly, candidates should be taught the data-handling and report-writing skills required for Higher at an appropriate point within the course. The process of report writing may be built up progressively from mini-reports based on a limited number of sources to full-scale decision making exercises.

Candidates should be encouraged to discuss issues with each other and with teaching staff and to make oral presentations of their views. There should be opportunities to engage in discussion and debate through interaction between staff and candidates in the forum of debate. Candidates should be encouraged to prepare and debate key issues within the course.

In the later units of the course, candidates should be encouraged through assessment activities and homework tasks to develop higher-order extended writing skills, for example in discussion/analysis essays. Progress in evaluative and investigative skills can be shown by synthesising complex sources in decision making tasks based on exercises similar to the final course assessment.

National Course Specification: course details (cont)

COURSE Modern Studies (Higher)

Candidates should be given opportunities to take individual responsibility for learning within a supportive environment. They should be provided with course handouts indicating the timescale for the course and key assessment points. They should also be given unit handouts indicating the content to be covered, the sequence of topics, homework, assessment points and resources required.

Reading will form an important part of the Modern Studies course at Higher. Candidates should be encouraged to read and make notes from relevant textbooks as part of their course work. It would be appropriate to spend some of the additional 40 hours time on skills such as note taking and speed reading. Candidates should also be directed towards appropriate background reading, including political biographies and relevant fictional works.

Effective learning and teaching in Modern Studies will involve a range of learning and teaching situations. Teachers and lecturers are best able to match the requirements of the course to the capabilities of their candidates and to devise methods of organisation that meet the needs of individual candidates.

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT Political Issues in the United Kingdom (Higher)

NUMBER D343 12

COURSE Modern Studies (Higher)

SUMMARY

This unit seeks to develop the candidate's ability to relate key political decisions to an understanding of British society and analyse political issues using relevant data and a variety of political perspectives. It should be noted that the outcomes apply to **each** of the two study items selected.

OUTCOMES

- 1 Demonstrate knowledge and understanding of key political issues from the chosen study themes.
- 2 Analyse key political issues from the chosen study themes.

RECOMMENDED ENTRY

While entry to the course is at the discretion of the centre, candidates would normally be expected to have attained:

- Standard Grade Modern Studies or another social subject at Grade 1, 2 (or possibly 3) at
- Intermediate 2 course or component units in Modern Studies
- a course or component units at Intermediate 2 in another social subject.

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

Administrative Information

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National Unit Specification: statement of standards

UNIT Political Issues in the United Kingdom (H)

NOTE ON RANGE OF THE UNIT

Choose two study themes from:

- Decision making in Central Government
- The Government of Scotland
- Political Parties and their Policies (including the Scottish dimension)
- The Electoral System, Voting and Political Attitudes.

OUTCOME 1

Demonstrate knowledge and understanding of key political issues from the chosen study themes.

Performance criteria

- a) The description of the issue(s) is accurate.
- b) The description makes reference to factors/institutions/examples that are relevant.

OUTCOME 2

Analyse key political issues from the chosen study themes.

Performance criteria

- a) The analysis of the issue(s) is made in a balanced way with relevant exemplification.
- b) A relevant and developed conclusion(s) is reached on the issue.

Evidence requirements

To demonstrate satisfactory attainment in these outcomes, the candidate should answer a series of structured questions assessing knowledge and understanding and analysis during and/or at the end of the unit. This will include written or equivalent evidence which satisfies both outcomes across the two study themes.

National Unit Specification: support notes

UNIT Political Issues in the United Kingdom (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The content of this unit is detailed under Course Content in the Course Details.

GUIDANCE ON TEACHING AND LEARNING APPROACHES FOR THIS UNIT

The following learning experiences are essential to this unit: exposure to a wide range of resources, especially official statistics, quality newspapers, both on paper and electronically, political cartoons, as well as television and radio. Group work, discussions and debates can enhance the learning environment. Extended essay writing and report writing need to be developed from an early stage in the unit. Reading both textbooks and appropriate background materials is encouraged.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The evidence of attainment of both outcomes of this unit should be provided in the form of structured answers. The evidence can be gathered during and/or near the end of the unit and must be completed under controlled conditions, ie without collaboration, the assistance of notes, or teacher/lecturer advice. Supervision may be carried out by teacher, invigilator or other responsible person. It is recommended that approximately 45 minutes is allowed for assessment of both outcomes.

Equal weighting should be given to the two outcomes.

The marking scheme should reflect the standard embodied in the performance criteria. This will allow the evidence to be considered as a whole.

If the evidence is gathered by means of a single assessment near the end of the unit, care should be taken to ensure that sufficient time is allowed for support and re-assessment if required. Candidates need only be reassessed on those outcomes where they have failed to demonstrate competence.

When suitable tasks can be set which allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for internal assessment may also be used for estimates and for appeals for external course assessment. For details of the grade descriptions for grade C and grade A in the external course assessment, refer to the Modern Studies Higher course specification.

GUIDE TO ASSESSMENT TERMINOLOGY

The outcomes refer to description and analysis. It is assumed that at Higher candidates will be able to produce detailed descriptions and in-depth analysis. Sources used should be complex. The requirements at Higher should be markedly greater than at Intermediate 2 or at Standard Grade. Refer to the Intermediate 2 unit specifications for further information.

National Unit Specification: support notes (cont)

UNIT Political Issues in the United Kingdom (Higher)

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Social Issues in the United Kingdom (Higher)
NUMBER	D344 12
COURSE	Modern Studies (Higher)

SUMMARY

This unit seeks to develop the candidate's ability to relate key social issues to a wider understanding of British society and to analyse and evaluate key social issues using relevant data and a variety of perspectives.

OUTCOMES

- 1 Demonstrate knowledge and understanding of key social issues from the chosen study theme.
- 2 Analyse key social issues from the chosen study theme.
- 3 Evaluate given complex sources related to the chosen study theme.

RECOMMENDED ENTRY

While entry to the course is at the discretion of the centre, candidates would normally be expected to have attained:

- Standard Grade Modern Studies or another social subject at Grade 1, 2 (or possibly 3)
- Intermediate 2 Modern Studies or its component units
- a course or component units at Intermediate 2 in another social subject.

CREDIT VALUE

1 credit at Higher.

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National Unit Specification: general information (cont)

UNIT Social Issues in the United Kingdom (Higher)

CORE SKILLS

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Social Issues in the United Kingdom (Higher)

NOTE ON RANGE OF THE UNIT

Choose one study theme from:

- Income and Wealth in the United Kingdom
- Health Care in the United Kingdom.

OUTCOME 1

Demonstrate knowledge and understanding of key social issues from the chosen study theme.

Performance criteria

- a) The description of the issue(s) is accurate.
- b) The description makes reference to factors/institutions/examples that are relevant.

OUTCOME 2

Analyse key social issues from the chosen study theme.

Performance criteria

- a) The analysis of the issue(s) is made in a balanced way with relevant exemplification.
- b) A relevant and developed conclusion(s) is reached on the issue.

OUTCOME 3

Evaluate given complex sources related to the chosen study theme.

Performance criteria

- a) The evaluation of complex sources is relevant and accurate.
- b) The analysis of the issue is balanced and includes appropriate conclusions/points of view and uses relevant background knowledge.

Evidence requirements

To demonstrate satisfactory attainment in these outcomes, the candidate should produce a response to a decision making exercise involving no more than three sources. A recommendation to deal with the social issue, based on the sources and the candidate's analysis, will be developed and justified using well-argued conclusions/points of view and appropriate background knowledge. The three sources should include two of the following forms: written opinion statement; written factual statement; graph(s); statistical table(s).

The decision making exercise will include written and/or oral evidence which satisfies all of the outcomes.

National Unit Specification: support notes

UNIT Social Issues in the United Kingdom (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The content of this unit is detailed under Course Content in the Course Details.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The following learning experiences are essential to this unit: exposure to a wide range of resources, especially official statistics, quality newspapers, both on paper and electronically, as well as television and radio. Group work, discussions and debates can enhance the learning environment. Extended essay writing and report writing need to be developed from an early stage in the unit. Reading both textbooks and appropriate background materials is encouraged. The local community can be utilised, especially the use of guest speakers.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The evidence of attainment of the Outcomes for this unit should be in the form of a restricted decision making exercise. The evidence can be gathered during and/or near the end of the unit and must be completed under controlled conditions, ie under supervision, and without collaboration, the assistance of notes, or teacher/lecturer advice. Supervision may be carried out by the teacher/lecturer, invigilator or other responsible person. It is recommended that approximately one hour and thirty minutes should be allowed for this assessment.

The marking scheme should reflect the standard embodied in the performance criteria. This will allow the evidence to be considered as a whole.

If the evidence is gathered by means of a single assessment near the end of the unit, care should be taken to ensure that sufficient time is allowed for support and re-assessment if required. Candidates need only be reassessed on those outcomes where they have failed to demonstrate competence.

When suitable tasks can be set which allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for internal assessment may also be used for estimates and for appeals for external course assessment. For details of the grade descriptions for grade C and grade A in the external course assessment, refer to the Modern Studies Higher course specification.

GUIDE TO ASSESSMENT TERMINOLOGY

The outcomes refer to description, analysis and evaluation. It is assumed that at Higher candidates will be able to produce detailed descriptions and in-depth analysis. Sources used for evaluation should be complex. The requirements at Higher should be markedly greater than at Intermediate 2 or at Standard Grade. Refer to the Intermediate 2 unit specifications for further information.

National Unit Specification: support notes (cont)

UNIT Social Issues in the United Kingdom (Higher)

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT International Issues (Higher)

NUMBER D345 12

COURSE Modern Studies (Higher)

SUMMARY

This unit seeks to develop the candidate's ability to relate the chosen international issues to a wider understanding of world affairs and analyse international issues using relevant data and a variety of perspectives, and to develop the candidate's understanding of the processes of conflict, co-operation and development through the study of contemporary international issues. It should be noted that the outcomes apply to **each** of the two study themes selected.

OUTCOMES

- 1 Demonstrate knowledge and understanding of key international issues from the chosen study themes.
- 2 Analyse key international issues from the chosen study themes.

RECOMMENDED ENTRY

While entry to the course is at the discretion of the centre, candidates would normally be expected to have attained:

- Standard Grade Modern Studies or another social subject at Grade 1, 2 (or possibly 3)
- Intermediate 2 Modern Studies or component units
- a course or component units at Intermediate 2 in another social subject.

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

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National Unit Specification: statement of standards

UNIT International Issues (Higher)

NOTE ON THE RANGE OF THE UNIT

Choose two study themes from:

- A Society in Change - South Africa
- A Society in Change - China
- Ethnic Minorities in the USA
- The European Union
- Global Security
- The Politics of Food.

OUTCOME 1

Demonstrate knowledge and understanding of international issues from the chosen study themes.

Performance criteria

- a) The description of the issue(s) is accurate.
- b) The description makes reference to factors/institutions/examples that are relevant.

OUTCOME 2

Analyse key international issues from the chosen study themes.

Performance criteria

- a) The analysis of the issue(s) is made in a balanced way with relevant exemplification.
- b) A relevant and developed conclusion(s) is reached on the issue(s).

Evidence requirements

To demonstrate satisfactory attainment in these outcomes, the candidate should answer structured response questions assessing knowledge and understanding and analysis during or at the end of the unit. This will include written or equivalent evidence which satisfies both outcomes across the two study themes.

National Unit Specification: support notes

UNIT International Issues (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The content of this unit is detailed under Course Content in the Course Details.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The following learning experiences are essential to this unit: exposure to a wide range of resources, especially official statistics, quality newspapers, both on paper and electronically, political cartoons, as well as television and radio. Extracts from films can help the understanding of many international issues. International organisations such as the European Union, the United Nations and its associated agencies, and many non-governmental organisations produce and disseminate a variety of relevant information. Group work, discussions and debates can enhance the learning environment. Extended essay writing and report writing need to be developed from an early stage in the unit. Reading both textbooks and appropriate background materials is encouraged.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The evidence of attainment of both outcomes for each of the two chosen study themes should be provided in the form of structured answers. The evidence can be gathered during and/or near the end of the unit and must be completed under controlled conditions, ie without collaboration, the assistance of notes or teacher/lecturer advice. Supervision may be carried out by teacher/lecturer, invigilator or other responsible person. It is recommended that approximately 45 minutes is allowed for assessment of both outcomes.

The marking scheme should reflect the standard embodied in the performance criteria. This will allow the evidence to be considered as a whole.

If the evidence is gathered by means of a single assessment near the end of the unit, care should be taken to ensure that sufficient time is allowed for support and re-assessment if required. Candidates need only be reassessed on those outcomes where they have failed to demonstrate competence.

When suitable tasks can be set which allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for internal assessment may also be used for estimates and for appeals for external course assessment. For details of the grade descriptions for grades C and A in the external course assessment, refer to the Modern Studies Higher course specification.

GUIDE TO ASSESSMENT TERMINOLOGY FOR THIS UNIT

The outcomes refer to description and analysis. It is assumed that at Higher candidates will be able to produce detailed descriptions and in-depth analysis. Sources used should be complex. The requirements at Higher should be markedly greater than at Intermediate 2 or at Standard Grade. Refer to the Intermediate 2 unit specifications for further information.

National Unit Specification: support notes (cont)

UNIT International Issues (Higher)

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).