

MODERN STUDIES

Access 3 Level

First edition — published July 2006

National Cluster Specification

MODERN STUDIES (Access 3)

CLUSTER NUMBER **C236 09**

CLUSTER STRUCTURE

This Cluster has three mandatory Units:

DV52 09	Political Issues in the United Kingdom (Access 3)	1 Credit (40 hours)
DV53 09	Social Issues in the United Kingdom (Access 3)	1 Credit (40 hours)
DV54 09	International Issues (Access 3)	1 Credit (40 hours)

This Cluster includes 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

PROGRESSION

This Cluster or its Units may provide progression to:

- ◆ Modern Studies at Intermediate 1
- ◆ Modern Studies at Standard Grade
- ◆ Another social subject at Intermediate 1

Administrative Information

Publication date: July 2006

Source: Scottish Qualifications Authority

Version: 01

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National Cluster Specification: (cont)

CLUSTER Modern Studies (Access 3)

CREDIT VALUE

The Access 3 Cluster in Modern Studies is allocated 18 SCQF credit points at SCQF level 3*.

**SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

Achievement of this Cluster gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3

National Cluster Specification: Cluster details (cont)

CLUSTER Modern Studies (Access 3)

RATIONALE

The aim of this Cluster is to develop, within a balanced structure, the candidate's knowledge and understanding of Modern Studies relating to contemporary political, social and international issues and the skill of evaluating.

Access 3 Modern Studies is concerned with developing these skills in the following three syllabus areas:

- ◆ political issues in the UK, related to decision making in Scotland or the UK, exemplified through a case study
- ◆ social issues in the UK related to wealth and health or crime and law
- ◆ international issues: the Republic of South Africa, the People's Republic of China, the USA, the European Union or Brazil.

At the end of the Cluster the candidate should have a basic knowledge of major political, social and international issues studied. The candidate should be able to describe and explain these issues using relevant examples. They should be able to select and evaluate information and use evidence to make comparisons between basic sources, draw conclusions from them and express support/opposition for a point of view with justification.

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

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

National Cluster Specification: Cluster details (cont)

CLUSTER Modern Studies (Access 3)

CLUSTER CONTENT

The Cluster contains three Units, dealing with political, social and international issues. The content of the Units is described below.

Political Issues in the United Kingdom (Access 3)

There are two Study Themes:

Study Theme 1A Government and Decision Making in Scotland
Study Theme 1B Government and Decision Making in Central Government

Candidates must study one of the Study Themes. Expanded descriptions of the content of these Study Themes are contained in the Unit Specification *Political Issues in the United Kingdom (DV52 09)*.

Study Theme 1A: Government and Decision Making in Scotland

- 1 Decision making in Scotland: the Scottish Parliament; the Executive; the powers, structure and functions of the Scottish Parliament and Executive. The functions of local councils and councillors.
- 2 Influences on the decision making process in Scotland: the voting system, the media and pressure groups. Case Study: evaluation of pressure groups in action.

Study Theme 1B: Government and Decision Making in Central Government

- 1 Decision making for the UK: the UK Parliament: the House of Lords and the House of Commons; the powers of the Prime Minister; the Cabinet; the work of a backbencher.
- 2 Participation in the voting system; forms of participation. Reasons for variations in voter turnout at elections. Influence of the media on the political system and level of participation. Case Study: the influence of the press on politics.

Social Issues in the United Kingdom (Access 3)

There are two Study Themes:

Study Theme 2A Equality in Society: Wealth and Health in the United Kingdom
Study Theme 2B Crime and the Law in Society

Candidates must study one of the Study Themes. Expanded descriptions of the content of these Study Themes are contained in the Unit Specification *Social Issues in the United Kingdom (DV53 09)*.

Study Theme 2A: Equality in Society: Wealth and Health in the United Kingdom

- 1 Poverty: causes and consequences; the role in tackling poverty of: central government; the Scottish Parliament; local authorities; the voluntary sector and the private sector.
- 2 Causes of ill health; causes of health inequalities; health needs in the UK; how these health needs are met by: central government; the Scottish Parliament; local authorities; the voluntary sector and the private sector.

National Cluster Specification: Cluster details (cont)

CLUSTER Modern Studies (Access 3)

Study Theme 2B: Crime and the Law in Society

- 1 Types of crime; causes of crime; the law in Scotland regarding alcohol, drugs and road traffic.
- 2 Role of the police; branches of the police; different approaches to policing; the court system in Scotland; sentencing policy; the Scottish juvenile justice system.

International Issues (Access 3)

There are five Study Themes:

Study Theme 3A	The Republic of South Africa
Study Theme 3B	The People's Republic of China
Study Theme 3C	The United States of America
Study Theme 3D	The European Union
Study Theme 3E	Development in Brazil

Candidates must study one of the Study Themes. Expanded descriptions of the content of these Study Themes are contained in the Unit Specification *International Issues (DV54 09)*.

Study Theme 3A: The Republic of South Africa

- 1 Social and economic issues: main regional and cultural differences; inequalities in lifestyle in terms of employment, wealth, health, land, housing, education and law and order issues; responses to these inequalities.
- 2 Political issues: participation and representation within the political system; the influence of different political groups on the political process.

Study Theme 3B: The People's Republic of China

- 1 Social and economic issues: main regional and cultural differences; inequalities in lifestyle in terms of wealth, housing, health, education; rural and urban contrasts. Government responses to these issues.
- 2 Political issues: participation and representation within the political system; the influence of different political groups on the political process; human rights issues and government responses.

Study Theme 3C: The United States of America

- 1 Social and economic issues: main regional and cultural differences; inequalities in terms of employment, income, health, housing, education and law and order amongst ethnic groups. Government responses to these issues.
- 2 Political issues: inequalities of representation and participation in the political process by different groups. Government responses to these issues.

National Cluster Specification: Cluster details (cont)

CLUSTER Modern Studies (Access 3)

Study Theme 3D: The European Union

- 1 Comparative lifestyles between a community in the UK and a community in another European Union country: living standards, education, housing, family life and leisure.
- 2 Social and economic issues in Europe: European integration; enlargement; the implications for the UK of the single European currency; regional development; social policy and fishing/farming issues; military co-operation.

Study Theme 3E: Development in Brazil

- 1 Social and economic issues: main regional and cultural differences; inequalities in lifestyle: wealth, health, housing, education, land, law and order. Responses to these inequalities by federal, state and other organisations. Economic issues: trade, aid and foreign debt.
- 2 Political issues: extent of participation in the political system; human rights issues, government responses.

ASSESSMENT

To gain the Cluster award candidates must pass the three Units which make up the Cluster. Access differs from other levels in that there is no Course assessment. However a Cluster provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete Units.

Candidates should be aware of assessment criteria. It is anticipated that formative assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted; however a variety of approaches may be appropriate. Details of the Unit assessment are provided in the Unit Specifications.

QUALITY ASSURANCE

All National Units may be subject to external verification. Verifiers are trained by SQA to apply national standards.

The Units of all Clusters may be chosen for external verification. This is to ensure that national standards are being applied across all subjects.

To assist centres, Senior Verifier reports are published on SQA's website www.sqa.org.uk.

National Cluster Specification: Cluster details (cont)

CLUSTER Modern Studies (Access 3)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS CLUSTER

Learning and teaching approaches should reflect the aims and rationale of the Cluster and build on good practice. The learning experience should include a variety of approaches to the acquisition of knowledge and skills, centre around progression and encourage and support independent learning.

The following learning experiences are beneficial to candidates undertaking the Cluster, and the additional 40 hours allowed in the Cluster can be used to develop the appropriate learning and teaching strategies.

- 1 Knowledge and skills enrichment should be encouraged through exposure to a wide range of resources: commercial products, newspapers and magazines, current affairs and educational programmes on television and radio. Many newspapers can be accessed from CD-ROM and the Internet and ready access for candidates to the Internet is invaluable in delivering the Cluster. However, the language level of the above resources should be considered before deciding which are the most appropriate for Access 3 candidates.
- 2 The media inform and shape our understanding of issues and concepts central to the Cluster. Therefore candidates should have the opportunity to develop media awareness and enrich their evaluating skills. Among the evaluating skills is the use of evidence to:
 - ◆ make comparisons between sources
 - ◆ draw and justify conclusions
 - ◆ express support/opposition for a point of view with justification
- 3 Opportunities to engage in group discussions and decision making whereby candidates learn to follow rules of discussion and, through interaction, arrive at collective decisions are also appropriate. Role-playing exercises and simulations which offer candidates more direct and personal involvement in the study of an issue will motivate learning.
- 4 The use of a variety of teaching approaches is desirable and candidates should have the opportunity to participate as members of the whole class, in group work and as individuals. Whole class teaching and exposition are appropriate within a cycle of flexible learning approaches. Use of the local community/environment resources, including national agencies, should be an essential part of the learning process.
- 5 The development of writing skills should be progressive and planned. In the early stages of the Cluster, candidates should have the opportunity to revise and redraft their work.

The Cluster should encourage and support independent learning. Candidates should have a clear understanding of the targets and requirements of the Cluster, e.g. Unit content, skills, proficiency and assessment points. Activities which are especially important include those which allow candidates to:

- ◆ set their own learning objectives
- ◆ assess the extent of their existing knowledge
- ◆ review their own progress
- ◆ seek support and reinforcement where necessary

National Cluster Specification: Cluster details (cont)

CLUSTER Modern Studies (Access 3)

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: general information

UNIT	Political Issues in the United Kingdom
CODE	DV52 09
CLUSTER	Modern Studies (Access 3)

SUMMARY

This Unit is part of the *Modern Studies Access 3* Cluster. This Unit seeks to develop candidates' knowledge and understanding of basic political issues in the UK and the ability to evaluate and make judgements about political issues using relevant, basic data. It may be used to further develop content and contexts studied in the Access 2 and Access 3 Social Subjects Cluster. It could also be used as a freestanding introductory Unit for those with a broad interest in the subject area.

OUTCOMES

- 1 Demonstrate basic knowledge and understanding of political issues from the chosen Study Theme.
- 2 Evaluate straightforward sources relating to the political issues from the chosen Study Theme.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass:	FB
Publication date:	July 2006
Source:	Scottish Qualifications Authority
Version:	01

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National Unit Specification: general information (cont)

UNIT Political Issues in the United Kingdom (Access 3)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3

National Unit Specification: statement of standards

UNIT Political Issues in the United Kingdom (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate basic knowledge and understanding of political issues from the chosen Study Theme.

Performance Criteria

- (a) With support of a stimulus, an issue is described accurately in basic terms.
- (b) With support of a stimulus, an issue is explained accurately in basic terms.

OUTCOME 2

Evaluate straightforward sources relating to the political issues from the chosen Study Theme.

Performance Criteria

- (a) Straightforward sources are evaluated accurately.
- (b) Relevant evidence is selected from straightforward sources.

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit is specified in the Appendix – Statement of Standards.

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

To demonstrate satisfactory attainment in these Outcomes the candidate should answer a series of structured questions testing knowledge and understanding and evaluating, completed during or near the end of the Unit and under controlled conditions. A maximum time of 25 minutes is allowed.

For Outcome 1, one description and one explanation should be given. For Outcome 2, two candidate responses are required. These will be short answer items. These will sample the skills of evaluating as follows:

- ◆ one item making comparisons between sources, and
- ◆ one either drawing and justifying a conclusion or expressing support/opposition for a point of view with justification.

While coverage of content will be on a sampling basis, the assessment must cover both Outcomes. Within the Outcomes the evidence must demonstrate or imply satisfaction of all the Performance Criteria. The instrument of assessment will sample the chosen Study Theme. Both Outcomes must be fulfilled with reference to this sample. The evidence should be sufficient to confirm judgements.

If reassessment is required, it should consist of a different assessment instrument. This should sample other areas of the same Study Theme.

National Unit Specification: statement of standards (cont)

UNIT Political Issues in the United Kingdom (Access 3)

While assessment can be made on an Outcome by Outcome basis a holistic approach is possible. Achievement can be determined by a cut-off score. A test with an appropriate cut-off score is contained in the National Assessment Bank item for this Unit. The standard to be applied and the breadth of coverage are illustrated in this National Assessment Bank item.

A template is also available to help centres develop alternative appropriate tests. Centres designing their own assessment for this Unit should ensure that they are of a comparable standard to the exemplar National Assessment Bank items. It is recommended that such an instrument of assessment should be submitted to SQA for prior verification.

National Unit Specification: support notes

UNIT Political Issues in the United Kingdom (Access 3)

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 below. Expanded descriptions of the Study Themes contained in this Unit are attached as an appendix to this Unit Specification. The candidate should study one Study Theme.

Study Theme 1A: Government and Decision Making in Scotland

- 1 Decision making in Scotland: the Scottish Parliament; the Executive; the powers, structure and functions of the Scottish Parliament and Executive. The functions of local councils and councillors.
- 2 Influences on the decision making process in Scotland: the voting system, the media and pressure groups. Case Study: evaluation of pressure groups in action.

Study Theme 1B: Government and Decision Making in Central Government

- 1 Decision making for the UK: the UK Parliament: the House of Lords and the House of Commons; the powers of the Prime Minister; the Cabinet; the work of a backbencher.
- 2 Participation in the voting system; forms of participation. Reasons for variations in voter turnout at elections. Influence of the media on the political system and level of participation. Case Study: the influence of the press on politics.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit articulates with the *Political Issues in the United Kingdom (Intermediate 1)* Unit and therefore will facilitate bi-level teaching.

Learning and teaching activities should include the range of evaluating skills covered in the Unit assessment and may cover others with a view to progression to Intermediate 1.

The knowledge and skills of this Unit, *Political Issues in the United Kingdom (Access 3)*, can be enriched through exposure to a wide range of resources including newspapers, both on paper and on CD ROM, current affairs and educational programmes on television on radio. Use of information technology should be encouraged. The language level should be of a basic nature and should be considered before using such media resources. The local community/environment resources can be utilised especially when considering the case studies in each of the Study Themes. Visits can be arranged or speakers can be invited into the classroom. Further advice is given in the Cluster details.

National Unit Specification: support notes (cont)

UNIT Political Issues in the United Kingdom (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Unit assessment for Outcome 2 should sample two of the three evaluating skills as designated in the evidence requirements. The evidence of attainment of the Unit Outcomes should be provided in the form of answers to structured questions.

The evidence can be gathered during or near the end of the Unit and must be completed under controlled conditions, ie completed without collaboration, the assistance of notes or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. A maximum time of 25 minutes in total is allowed for assessment of both Outcomes. The evidence should sample the different areas of the chosen Study Theme.

The marking scheme should reflect the standard embodied in the Performance Criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the Unit should represent satisfactory attainment of the Outcomes and satisfactory coverage of the Performance Criteria.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

A test with an appropriate cut-off score is contained in the National Assessment Bank item for this Unit. A template is also available to help centres develop alternative appropriate tests.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

UNIT Political Issues in the United Kingdom (Access 3)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.

Study Theme 1A: Government and Decision Making in Scotland

Descriptor	Coverage
<p>Decision making in Scotland: the Scottish Parliament; the Executive; the powers, structure and functions of the Scottish Parliament and Executive. The functions of local councils and councillors.</p> <p>Influences on the decision making process in Scotland: the voting system, the media and pressure groups. Case Study: evaluation of pressure groups in action.</p>	<p>Background: context of Scottish political system within the UK political system.</p> <p>Principle of devolution.</p> <p>Scottish Parliament:</p> <ul style="list-style-type: none"> ◆ devolved matters ◆ functions of Scottish Parliament: <ul style="list-style-type: none"> — discussion and passing of laws on devolved matters — representation of Scottish voters — scrutiny of executive — role of MSPs — work of committees ◆ composition of Scottish Parliament ◆ the impact of the voting system ◆ results of elections to Scottish Parliament <p>Role of Executive:</p> <ul style="list-style-type: none"> ◆ making of policy in devolved matters ◆ control of devolved areas ◆ nature of coalition <p>Local Councils:</p> <ul style="list-style-type: none"> ◆ areas of responsibility ◆ finance ◆ role of councillors <p>Role of different forms of media on the decision making process:</p> <ul style="list-style-type: none"> ◆ television/radio ◆ press ◆ Internet <p>Pressure Groups:</p> <ul style="list-style-type: none"> ◆ types of pressure groups ◆ membership ◆ methods used by pressure groups ◆ effectiveness of different methods <p>This section should include an evaluation of specific pressure groups preferably in a Scottish context.</p>

UNIT Political Issues in the United Kingdom (Access 3)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.

Study Theme 1B: Government and Decision Making in Central Government

Descriptor	Coverage
<p>Decision making for the UK: the UK Parliament: the House of Lords and the House of Commons; the powers of the Prime Minister; the Cabinet; the work of a backbencher.</p> <p>Participation in the voting system; forms of participation. Reasons for variations in voter turnout at elections. Influence of the media on the political system and level of participation. Case Study: the influence of the press on politics.</p>	<p>Background: relationship of UK political system to Scotland.</p> <p>UK Parliament:</p> <ul style="list-style-type: none"> ◆ House of Commons: <ul style="list-style-type: none"> — functions: law making, control and criticism of executive — representative functions and role of MPs — electoral system — working practices ◆ House of Lords: <ul style="list-style-type: none"> — role — powers — membership — calls for reform ◆ Executive: <ul style="list-style-type: none"> — role and powers of Prime Minister, Cabinet and other Government Ministers <p>Forms of participation in the political system:</p> <ul style="list-style-type: none"> ◆ voting ◆ party support ◆ party membership ◆ running for elected office ◆ pressure group membership/support <p>Factors affecting turnout; reasons for non-participation.</p> <p>Influence of the media on the political system.</p> <p>Evaluation of the role of the press and its influence on the political system: provision of information, investigative functions, setting of political agenda, influence on Government, influence on voting behaviour.</p>

National Unit Specification: general information

UNIT Social Issues in the United Kingdom

CODE DV53 09

CLUSTER Modern Studies (Access 3)

SUMMARY

This Unit is part of the *Modern Studies Access 3* Cluster. This Unit seeks to develop candidates' knowledge and understanding of basic social issues in the UK and the ability to evaluate and make judgements about social issues using relevant, basic data. It may be used to further develop content and contexts studied in the Access 2 and Access 3 Social Subjects Cluster. It could also be used as a freestanding introductory Unit for those with a broad interest in the subject area.

OUTCOMES

- 1 Demonstrate basic knowledge and understanding of social issues from the chosen Study Theme.
- 2 Evaluate and select evidence from straightforward sources relating to the social issues from the chosen Study Theme.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: FB

Publication date: July 2006

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: general information (cont)

UNIT Social Issues in the United Kingdom (Access 3)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3

National Unit Specification: statement of standards

UNIT Social Issues in the United Kingdom (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate basic knowledge and understanding of social issues from the chosen Study Theme.

Performance Criteria

- (a) With the support of a stimulus, an issue is described in basic terms.
- (b) With the support of a stimulus, an issue is explained in basic terms.

OUTCOME 2

Evaluate and select evidence from straightforward sources relating to the social issues from the chosen Study Theme.

Performance Criteria

- (a) Straightforward sources are evaluated accurately.
- (b) Relevant evidence is selected from straightforward sources.

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit is specified in the Appendix – Statement of Standards.

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

To demonstrate satisfactory attainment in these Outcomes the candidate should answer a series of structured questions testing knowledge and understanding and evaluating, completed during or near the end of the Unit and under controlled conditions. A maximum time of 25 minutes is allowed.

For Outcome 1, one description and one explanation should be given. For Outcome 2, two candidate responses are required. These will be short answer items. These should sample the skills of evaluating as follows:

- ◆ one item making comparisons between sources, and
- ◆ one either drawing and justifying a conclusion or expressing support/opposition for a point of view with justification.

While coverage of content will be on a sampling basis, the assessment must cover both Outcomes. Within the Outcomes the evidence must demonstrate satisfaction of all the Performance Criteria. The instrument of assessment will sample the chosen Study Theme. Both Outcomes must be fulfilled with reference to this sample. The evidence should be sufficient to confirm judgements.

If reassessment is required, it should consist of a different assessment instrument. This should sample other areas of the same Study Theme.

National Unit Specification: statement of standards (cont)

UNIT Social Issues in the United Kingdom (Access 3)

While assessment can be made on an Outcome by Outcome basis a holistic approach is possible. Achievement can be determined by a cut-off score. A test with an appropriate cut-off score is contained in the National Assessment Bank item for this Unit. The standard to be applied and the breadth of coverage are illustrated in this National Assessment Bank item.

A template is also available to help centres develop alternative appropriate tests. Centres designing their own assessment for this Unit should ensure that they are of a comparable standard to the exemplar National Assessment Bank items. It is recommended that such an instrument of assessment should be submitted to SQA for prior verification.

National Unit Specification: support notes

UNIT Social Issues in the United Kingdom (Access 3)

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 below. Expanded descriptions of the Study Themes contained in this Unit are attached as an appendix to this Unit Specification. The candidate should study one Study Theme.

Study Theme 2A: Equality in Society: Wealth and Health in the United Kingdom

- 1 Poverty: causes and consequences; the role in tackling poverty of: central government; the Scottish Parliament; local authorities; the voluntary sector and the private sector.
- 2 Causes of ill health; causes of health inequalities; health needs in the UK; how these health needs are met by: central government; the Scottish Parliament; local authorities; the voluntary sector and the private sector.

Study Theme 2B: Crime and the Law in Society

- 1 Types of crime; causes of crime; the law in Scotland regarding alcohol, drugs and road traffic.
- 2 Role of the police; branches of the police; different approaches to policing; the court system in Scotland; sentencing policy; the Scottish juvenile justice system.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit articulates with the *Social Issues in the United Kingdom (Intermediate 1)* Unit and therefore will facilitate bi-level teaching.

Learning and teaching activities should include the range of evaluating skills covered in the Unit assessment and may cover others with a view to progression to Intermediate 1.

The knowledge and skills of this Unit, *Social Issues in the United Kingdom (Access 3)*, can be enriched through exposure to a wide range of resources including newspapers, both on paper and on CD-ROM, current affairs and educational programmes on television on radio. Use of information technology should be encouraged. The language level should be of a basic nature and should be considered before using such media resources. The local community/environment resources can be utilised especially when considering the case studies in each of the Study Themes. Visits can be arranged or speakers can be invited into the classroom. Further advice is given in the Cluster details.

National Unit Specification: support notes (cont)

UNIT Social Issues in the United Kingdom (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Unit assessment for Outcome 2 should sample two of the three evaluating skills as designated in the evidence requirements. The evidence of attainment of the Unit Outcomes should be provided in the form of answers to structured questions.

The evidence can be gathered during or near the end of the Unit and must be completed under controlled conditions, ie completed without collaboration, the assistance of notes or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. A maximum time of 25 minutes in total is allowed for assessment of both Outcomes. The evidence should sample the different areas of the chosen Study Theme.

The marking scheme should reflect the standard embodied in the Performance Criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the Unit should represent satisfactory attainment of the Outcomes and the Performance Criteria.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

A test with an appropriate cut-off score is contained in the National Assessment Bank item for this Unit. A template is also available to help centres develop alternative appropriate tests.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

UNIT Social Issues in the United Kingdom (Access 3)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.

Study Theme 2A: Equality in Society: Wealth and Health in the United Kingdom

Descriptor	Coverage
<p>Poverty: causes and consequences; the role in tackling poverty of: central government; the Scottish Parliament; local authorities; the voluntary sector and the private sector.</p> <p>Causes of ill health; causes of health inequalities; health needs in the UK; how these health needs are met by: central government; the Scottish Parliament; local authorities; the voluntary sector and the private sector.</p>	<p>Background: the development of the welfare state.</p> <p>Definitions of poverty: absolute and relative; households below average income; social exclusion.</p> <p>Factors contributing to poverty:</p> <ul style="list-style-type: none"> ◆ unemployment ◆ low pay ◆ benefits system ◆ family structure ◆ gender ◆ race <p>The consequences of poverty:</p> <ul style="list-style-type: none"> ◆ ill health: mental and physical ◆ inequality in education ◆ social exclusion ◆ poor housing ◆ homelessness <p>Tackling poverty:</p> <ul style="list-style-type: none"> ◆ central government: benefits system; support for children in lone parent families; attracting jobs to the UK; training and education; welfare to work policies; the minimum wage; heating allowances ◆ Scottish Parliament: social inclusion; education; inclusion and equality; school meals; Working Together for Scotland; other current policies ◆ local authorities: housing and council tax benefit ◆ voluntary sector: policies and strategies to prevent/alleviate child poverty; Citizens Advice Bureau; homelessness initiatives ◆ private sector: job creation, public private partnerships

National Unit Specification: statement of standards (cont) Appendix 1

UNIT Social Issues in the United Kingdom (Access 3)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.

Study Theme 2A: Equality in Society: Wealth and Health in the United Kingdom (cont)

Descriptor	Coverage
	<p>Factors contributing to inequalities in health:</p> <ul style="list-style-type: none"> ◆ lifestyle ◆ social and economic disadvantages ◆ geography ◆ environment ◆ age ◆ gender ◆ race <p>Health provision by the NHS:</p> <ul style="list-style-type: none"> ◆ primary care: <ul style="list-style-type: none"> — GPs — dental services — optical services — prescriptions — mental health services ◆ secondary care: <ul style="list-style-type: none"> — acute — geriatric — maternity — paediatrics — mental health services ◆ Care in the Community <p>How health needs are met by:</p> <ul style="list-style-type: none"> ◆ the Scottish Parliament: National Health Service Scotland; health promotion and education ◆ the voluntary sector ◆ local authorities: environmental health; free school meals; health programmes in schools ◆ the private sector: private health care sector and insurance; public private partnership.

UNIT Social Issues in the United Kingdom (Access 3)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.

Study Theme 2B: Crime and the Law in Society

Descriptor	Coverage
<p>Types of crime; causes of crime; the law in Scotland regarding alcohol, drugs and road traffic.</p> <p>Role of the police; branches of the police; different approaches to policing; the court system in Scotland; sentencing policy; the Scottish juvenile justice system.</p>	<p>Background: role of the Scottish and UK Parliament in making law.</p> <p>Types of crime: white collar and blue collar; theft; fraud; damage to property; traffic crime; assault; rape; murder; public order: drug and alcohol related crimes.</p> <p>Factors contributing to crime:</p> <ul style="list-style-type: none"> ◆ poverty ◆ social exclusion ◆ lack of education ◆ geographical location ◆ peer pressure ◆ poor role models ◆ greed <p>The law regarding alcohol, drugs and road traffic offences; relative success of laws and proposals for change.</p> <p>The role of the police: maintain law and order, detect criminals, crime prevention and public protection.</p> <p>The organisation of a police force: control, structure, ranks, branches and departments. Different approaches to policing and initiatives.</p> <p>The court system in Scotland: High Court of the Justiciary, Sheriff Court, District Court, Court of Session:</p> <ul style="list-style-type: none"> ◆ differences in the above courts' procedures: solemn and summary procedures; verdicts available ◆ types of sentences and maximum fines each court can give <p>Sentencing: custodial and non-custodial; appeals; evaluation of advantages and disadvantages of different forms of sentencing.</p> <p>Scottish juvenile justice system; Children's Hearings: procedures and actions, strengths and criticisms. Proposals for change.</p>

National Unit Specification: general information

UNIT	International Issues
CODE	DV54 09
CLUSTER	Modern Studies (Access 3)

SUMMARY

This Unit is part of the *Modern Studies Access 3* Cluster. This Unit seeks to develop candidates' knowledge and understanding of basic international issues and the ability to evaluate and make judgements about international issues using relevant, basic data. It may be used to further develop content and contexts studied in the Access 2 and Access 3 Social Subjects Cluster. It could also be used as a freestanding introductory Unit for those with a broad interest in the subject area.

OUTCOMES

- 1 Demonstrate basic knowledge and understanding of international issues from the chosen Study Theme.
- 2 Evaluate straightforward sources relating to the international issues from the chosen Study Theme.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass:	FB
Publication date:	July 2006
Source:	Scottish Qualifications Authority
Version:	01

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National Unit Specification: general information (cont)

UNIT International Issues (Access 3)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3

National Unit Specification: statement of standards

UNIT International Issues (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate basic knowledge and understanding of international issues from the chosen Study Theme.

Performance Criteria

- (a) With support of a stimulus, an issue is described accurately in basic terms.
- (b) With support of a stimulus, an issue is explained accurately in basic terms.

OUTCOME 2

Evaluate straightforward sources relating to the international issues from the chosen Study Theme.

Performance Criteria

- (a) Straightforward sources are evaluated accurately.
- (b) Relevant evidence is selected from straightforward sources

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit is specified in the Appendix – Statement of Standards.

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

To demonstrate satisfactory attainment in these Outcomes the candidate should answer a series of structured questions testing knowledge and understanding and evaluating, completed during or near the end of the Unit and under controlled conditions. A maximum time of 25 minutes is allowed.

For Outcome 1, one description and one explanation should be given. For Outcome 2, two candidate responses are required. These will be short answer items. These should sample the skills of evaluating as follows:

- ◆ one item making comparisons between sources, and
- ◆ one either drawing and justifying a conclusion or expressing support/opposition for a point of view with justification.

While coverage of content will be on a sampling basis, the assessment must cover both Outcomes. Within the Outcomes the evidence must demonstrate satisfaction of all the Performance Criteria. The instrument of assessment will sample the chosen Study Theme. Both Outcomes must be fulfilled with reference to this sample. The evidence should be sufficient to confirm judgements.

If reassessment is required, it should consist of a different assessment instrument. This should sample other areas of the same Study Theme.

National Unit Specification: statement of standards (cont)

UNIT International Issues (Access 3)

While assessment can be made on an Outcome by Outcome basis a holistic approach is possible. Achievement can be determined by a cut-off score. A test with an appropriate cut-off score is contained in the National Assessment Bank item for this Unit. The standard to be applied and the breadth of coverage are illustrated in this National Assessment Bank item.

A template is also available to help centres develop alternative appropriate tests. Centres designing their own assessment for this Unit should ensure that they are of a comparable standard to the exemplar National Assessment Bank items. It is recommended that such an instrument of assessment should be submitted to SQA for prior verification.

National Unit Specification: support notes

UNIT International Issues (Access 3)

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 below. Expanded descriptions of the Study Themes contained in this Unit are attached as an appendix to this Unit Specification. The candidate should study one Study Theme.

Study Theme 3A: The Republic of South Africa

- 1 Social and economic issues: main regional and cultural differences; inequalities in lifestyle in terms of employment, wealth, health, land, housing, education and law and order issues; responses to these inequalities.
- 2 Political issues: participation and representation within the political system; the influence of different political groups on the political process.

Study Theme 3B: The People's Republic of China

- 1 Social and economic issues: main regional and cultural differences; inequalities in lifestyle in terms of wealth, housing, health, education; rural and urban contrasts. Government responses to these issues.
- 2 Political issues: participation and representation within the political system; the influence of different political groups on the political process; human rights issues and government responses.

Study Theme 3C: The United States of America

- 1 Social and economic issues: main regional and cultural differences; inequalities in terms of employment, income, health, housing, education and law and order amongst ethnic groups. Government responses to these issues.
- 2 Political issues: inequalities of representation and participation in the political process by different groups. Government responses to these issues.

Study Theme 3D: The European Union

- 1 Comparative lifestyles between a community in the UK and a community in another European Union country: living standards, education, housing, family life and leisure.
- 2 Social and economic issues in Europe: European integration; enlargement; the implications for the UK of the single European currency; regional development; social policy and fishing/farming issues; military co-operation.

National Unit Specification: support notes (cont)

UNIT International Issues (Access 3)

Study Theme 3E: Development in Brazil

- 1 Social and economic issues: main regional and cultural differences; inequalities in lifestyle: wealth, health, housing, education, land, law and order. Responses to these inequalities by federal, state and other organisations. Economic issues: trade, aid and foreign debt.
- 2 Political issues: extent of participation in the political system; human rights issues, government responses.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit articulates with the *International Issues in the United Kingdom (Intermediate 1)* Unit and therefore will facilitate bi-level teaching.

Learning and teaching activities should include the range of evaluating skills covered in the Unit assessment and may cover others with a view to progression to Intermediate 1.

The knowledge and skills of this Unit, *International Issues in the United Kingdom (Access 3)*, can be enriched through exposure to a wide range of resources including newspapers, both on paper and on CD-ROM, current affairs and educational programmes on television on radio. Use of information technology should be encouraged. The language level should be of a basic nature and should be considered before using such media resources. The local community/environment resources can be utilised especially when considering the case studies in each of the Study Themes. Visits can be arranged or speakers can be invited into the classroom. Further advice is given in the Cluster details.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Unit assessment for Outcome 2 should sample two of the three evaluating skills as designated in the evidence requirements. The evidence of attainment of the Unit Outcomes should be provided in the form of answers to structured questions.

The evidence can be gathered during or near the end of the Unit and must be completed under controlled conditions, ie completed without collaboration, the assistance of notes or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. A maximum time of 25 minutes in total is allowed for assessment of both Outcomes. The evidence should sample the different areas of the chosen Study Theme.

The marking scheme should reflect the standard embodied in the Performance Criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the Unit should represent satisfactory attainment of the Outcomes and satisfactory coverage of the Performance Criteria.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

A test with an appropriate cut-off score is contained in the National Assessment Bank item for this Unit. A template is also available to help centres develop alternative appropriate tests.

National Unit Specification: support notes (cont)

UNIT International Issues (Access 3)

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

UNIT International Issues (Access 3)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.

Study Theme 3A: The Republic of South Africa

Descriptor	Coverage
<p>Social and economic issues: main regional and cultural differences; inequalities in lifestyle in items of employment, wealth, health, land, housing, education and law and order issues; responses to these inequalities.</p> <p>Political issues: participation and representation within the political system; the influence of different political groups on the political process.</p>	<p>Background: the ending of apartheid.</p> <p>Differences in land, people, customs and practices within and between Provinces.</p> <p>Social and economic issues/inequalities:</p> <ul style="list-style-type: none"> ◆ employment ◆ wealth ◆ health ◆ education ◆ housing ◆ land ◆ crime and law <p>Government and other organisations' responses to these issues/inequalities: GEAR, Black economic empowerment, affirmative action, economic development. Other current initiatives.</p> <p>Economic issues:</p> <ul style="list-style-type: none"> ◆ foreign investment ◆ trade and aid ◆ foreign debt <p>Structure of government at local and national level.</p> <p>Recent elections, turnout and results.</p> <p>Changing political party support.</p> <p>Relationships within and between parties.</p> <p>Role of pressure groups on the political process.</p> <p>Political issues in South Africa: the dominant role of the ANC and the extent of opposition to the ANC.</p>

UNIT International Issues (Access 3)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.

Study Theme 3B: The People's Republic of China

Descriptor	Coverage
<p>Social and economic issues: main regional and cultural differences; inequalities in lifestyle in terms of wealth, housing, health, education; rural and urban contrasts. Government responses to these issues.</p> <p>Political issues: participation and representation within the political system; the influence of different political groups on the political process; human rights issues and government responses.</p>	<p>Background: brief overview of the development of the Chinese Communist Party and political system.</p> <p>Urban and rural contrasts.</p> <p>Social and economic inequalities:</p> <ul style="list-style-type: none"> ◆ health ◆ wealth ◆ education ◆ housing ◆ lifestyle ◆ employment and unemployment ◆ crime and law <p>Government responses to these issues.</p> <p>Economic development and change:</p> <ul style="list-style-type: none"> ◆ growth of the private sector ◆ special economic zones ◆ changes in agriculture ◆ changing economic relationships with rest of the world <p>Government responses to these issues.</p> <p>Opportunities for participation in politics:</p> <ul style="list-style-type: none"> ◆ the Communist Party of China ◆ Local People's Congress <p>Representation:</p> <ul style="list-style-type: none"> ◆ local government elections <p>Limits to political representation.</p> <p>Movement for democratic change.</p> <p>Chinese Democracy Movement.</p> <p>Single issue groups.</p> <p>Human rights:</p> <ul style="list-style-type: none"> ◆ right to political opposition ◆ Chinese prison camp system ◆ one child policy ◆ Internet dissidents ◆ religious freedom <p>Government responses to these issues.</p>

UNIT International Issues (Access 3)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.

Study Theme 3C: The United States of America

Descriptor	Coverage
<p>Social and economic issues: main regional and cultural differences; inequalities in terms of employment, income, health, housing, education and law and order amongst ethnic groups. Government response to these issues.</p> <p>Political issues: inequalities of representation and participation in the political process by different groups. Government responses to these issues.</p>	<p>Background: USA's land, people and economy. Brief overview of economic and political system in the USA.</p> <p>Distribution of ethnic groups in the USA:</p> <ul style="list-style-type: none"> ◆ settlement patterns ◆ explanation of settlement patterns ◆ immigration <p>Inequalities in USA amongst ethnic groups:</p> <ul style="list-style-type: none"> ◆ employment, unemployment ◆ income, poverty ◆ health ◆ education ◆ housing ◆ crime and the law <p>Government responses to these issues.</p> <p>[Ethnic groups: white Americans, Black (African) Americans, Hispanic Americans, Asian and Pacific Islanders, Asians and Native Americans.]</p> <p>Inequalities of representation of different groups at local, state and federal levels in the political system:</p> <ul style="list-style-type: none"> ◆ ethnic groups ◆ women ◆ age <p>Government responses to these issues.</p> <p>Opportunities for participation in politics:</p> <ul style="list-style-type: none"> ◆ voter registration ◆ voting turnout ◆ political party activity ◆ pressure/interest group membership and activity <p>Government responses to these issues.</p>

UNIT International Issues (Access 3)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.

Study Theme 3D: The European Union

Descriptor	Coverage
<p>Comparative lifestyles between a community in the UK and a community in another European Union country: living standards, education, housing, family life and leisure.</p> <p>Social and economic issues in Europe: European integration; enlargement; the implications for the UK of the single European currency; regional development; social policy and fishing/farming issues; military co-operation.</p>	<p>Background: overview of foundation and development of the European Union.</p> <p>Comparisons between communities:</p> <ul style="list-style-type: none"> ◆ living standards: <ul style="list-style-type: none"> — wages and salaries — employment and unemployment — types of employment ◆ education: <ul style="list-style-type: none"> — organisation of curriculum and school day — private and public provision — type of education — exam system — types of courses ◆ housing: <ul style="list-style-type: none"> — public and private provision — housing density — typical types of housing ◆ family life: <ul style="list-style-type: none"> — family profile and structure ◆ leisure: <ul style="list-style-type: none"> — typical leisure pursuits, sport, entertainment <p>Social and economic impact of integration.</p> <p>Social and economic impact of enlargement on existing states and new members.</p> <p>Implications for the UK of the single currency; arguments for and against.</p> <p>Social policy, fishing and farming issues and their impact on domestic government policy; regional development.</p> <p>Military co-operation:</p> <ul style="list-style-type: none"> ◆ co-operation among member states ◆ relations with NATO

UNIT International Issues (Access 3)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.

Study Theme 3E: Development in Brazil

Descriptor	Coverage
<p>Social and economic issues: main regional and cultural differences; inequalities in lifestyle: wealth, health, housing, education, land, law and order. Responses to these inequalities by federal, state and other organisations. Economic issues: trade, aid and foreign debt.</p> <p>Political issues: extent of participation in the political system; human rights issues, government responses.</p>	<p>Background: overview of Brazil's position in the world and Latin America.</p> <p>Differences in land, people, customs and practices within and between regions.</p> <p>Social and economic issues and inequalities:</p> <ul style="list-style-type: none"> ◆ health ◆ education ◆ housing ◆ land ◆ crime ◆ employment and wealth ◆ development of Amazonia <p>Federal, state and other organisations' responses to these issues and inequalities.</p> <p>Economic issues:</p> <ul style="list-style-type: none"> ◆ trade and aid ◆ foreign debt <p>Structure of government at local and national level.</p> <p>Recent elections, turnout and results.</p> <p>Changing political party support.</p> <p>Relationship within and between parties.</p> <p>Human rights issues:</p> <ul style="list-style-type: none"> ◆ street children ◆ indigenous populations ◆ landless people ◆ women ◆ law and order <p>Government responses to these issues.</p>