

SOCIAL SUBJECTS
Access 3

Fourth edition — published March 2006

**NOTE OF CHANGES TO ACCESS 3
ARRANGEMENTS**

FOURTH EDITION PUBLISHED MARCH 2006

CLUSTER TITLE: Social Subjects (Access 3)

CLUSTER CODE: C079 09

National Cluster Specification

Cluster Details: No changes

National Unit Specification

All Units: Clarification of Outcomes, Performance Criteria and Evidence Requirements.

National Cluster Specification

SOCIAL SUBJECTS (ACCESS 3)

CLUSTER CODE C079 09

STRUCTURE

This programme of study has three mandatory Units, as follows:

D526 09	<i>Social Subjects: Deciding (Acc 3)</i>	<i>1 credit (40 hours)</i>
D527 09	<i>Social Subjects: Contrasting (Acc 3)</i>	<i>1 credit (40 hours)</i>
D528 09	<i>Social Subjects: Organising and Presenting Information (Acc 3)</i>	<i>1 credit (40 hours)</i>

Candidates will have the opportunity to achieve the Outcomes of these Units through the study of a range of contexts related to the social subjects. The Units may be taught concurrently or in any sequence.

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 and its Units may provide progression to:

- ◆ any of the social subjects at Intermediate 1
- ◆ any of the social subjects at Standard Grade

Administrative Information

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Additional copies of this Cluster specification (including Unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).

National Cluster Specification: general information (cont)

CLUSTER Social Subjects (Access 3)

CREDIT VALUE

The Access 3 Cluster in Social Subjects 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

The achievement of this Cluster gives automatic certification of the following:

Complete core skill	None
Core skills components	Critical Thinking at Access 3 (SCQF level 3) Planning and Organising at Access 3 (SCQF level 3)

For information about the automatic certification of core skills for any individual Unit in this Cluster, please refer to the general information section at the beginning of the Unit.

National Cluster Specification: Cluster details

CLUSTER Social Subjects (Access 3)

RATIONALE

The main purposes of the Cluster in the Social Subjects at Access 3 are to prepare candidates for their role in a democratic society and to enhance their self-esteem. In particular, the Units are designed to help candidates to become confident and informed decision makers, to understand contrasts and similarities by placing their own experience within wider contexts, to encourage exploration of these contexts, and to develop the capacity to organise and use information they have acquired.

The design of the Units is also intended to provide an opportunity for the study of social subjects issues, covering a range of places and times, that would be of interest to individual candidates. Through this study, candidates can become familiar with a range of basic key ideas and skills relating to social subjects. The Units are designed to complement each other.

CONTENT

Candidates should be given the opportunity to experience interesting contexts through which the Outcomes of the Units may be achieved. They are not required to study specified content. Further suggestions are made in the support notes for the specific Units. It is left to the discretion of the centre to decide whether an integrated or a subject specific approach is adopted to deliver the Units.

Undertaking the Units as a Cluster offers a number of benefits:

- ◆ together, the Units offer opportunities for delivery as a coherent, integrated experience
- ◆ balance and breadth of candidates' experiences and learning are promoted
- ◆ both specific and core skills may be explored and developed in a range of contexts
- ◆ skills and abilities developed through holistic and practical activity support learning as a whole
- ◆ a candidate's abilities to sustain effort and concentration and be involved in decision making are developed
- ◆ candidates are involved in evaluating their own work

National Cluster Specification: Cluster details (cont)

CLUSTER Social Subjects (Access 3)

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 and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. A variety of approaches to assessment may be appropriate. The Units that comprise the Cluster will be assessed internally. Details of the internal assessment are provided in the Unit specification. Candidates will prepare for the Outcomes of each Unit, which will evolve through learning and activities across the Units.

Assessment instruments may be designed to cover more than one Outcome. Further suggestions concerning this are made in the support notes for individual Units.

QUALITY ASSURANCE

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

The Units of all Clusters may be chosen for external moderation. This is to ensure that national standards are being applied across all subjects. Centres selected for external moderation should submit each candidate's instrument of assessment for the relevant Unit together with each candidate's folio of coursework.

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS CLUSTER

The following learning experiences are important for candidates undertaking the Cluster.

Candidates should:

- ◆ interpret and use information from a wide variety of sources
- ◆ take part in formal and informal discussion
- ◆ develop communication skills

National Cluster Specification: Cluster details (cont)

CLUSTER Social Subjects (Access 3)

The methodology used by teachers/lecturers will build on established good practice. Use should be made of a wide variety of resources such as textbooks, information sheets, audio-visual, graphical and other media. Information should be presented appropriately with an emphasis on brevity, variety and interactive learning.

Individuals and groups should experience access to primary sources, resource-based learning and extension work. Class and group discussion should take place. Effective learning experiences may also occur outwith the classroom, for instance, through fieldwork and structured visits.

To maximise the educational value of the programme, class organisation must take full account of the varied needs of candidates, allow for the management of a variety of activities and provide support for individual candidates.

The design of the Cluster will enable candidates to work alongside others operating at other levels, affording them opportunities to progress beyond those Outcomes that can be achieved at Access 3. Similarly, candidates working at Access 2 may be able to work alongside candidates working at Access 3 and have opportunities to achieve Outcomes at Access 2 or to have the opportunity to progress beyond that level.

The three Units may be taught in any order and in a flexible manner to suit the needs of the candidates. The learning experiences in all three reinforce each other, and knowledge and understanding of the content and of general concepts will be developed along with increased competence in the skills listed in the Outcomes.

Where a candidate does not achieve the Outcomes of the first Unit, it may be worthwhile for him/her to attempt to achieve them again once the second Unit has been completed. By then the candidate will have had an opportunity to practise and develop further the required skills and competencies. Time should be allowed for additional support, and revisiting Outcomes which have not been achieved.

The additional 40 hours allowed for the programme may be used at the discretion of the teacher/lecturer to consolidate and vary the candidates' learning experiences, including those listed above. Time may be used near the start of the programme for introduction to concepts, methods and skills, at various points throughout for consolidation and additional support or for preparation for assessment, and near the end of the programme for enhancement and revision.

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 Social Subjects: Deciding (Access 3)

NUMBER D526 09

CLUSTER Social Subjects (Access 3)

SUMMARY

This Unit is part of the *Social Subjects Access 3* Cluster. This Unit seeks to develop candidates' knowledge and understanding of a topic chosen from one or more of the social subjects, along with skills of decision making and communication. It may be used to further develop content and contexts studied in the Access 2 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 knowledge and understanding of the topic studied.
- 2 Reach a decision using information.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3 (6 SCQF 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.*

Administrative Information

Superclass: EE

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National Unit Specification: general information (cont)

UNIT Social Subjects: Deciding (Access 3)

CORE SKILLS

The achievement of this Unit gives automatic certification of the following:

Complete core skill None

Core skills component Critical Thinking at Access 3 (SCQF level 3)

National Unit Specification: statement of standards

UNIT Social Subjects: Deciding (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 knowledge and understanding of the topic studied.

Performance criteria

- (a) The sources of information used are appropriate to the topic.
- (b) The description of the topic is accurate.

OUTCOME 2

Reach a decision using information.

Performance criteria

- (a) The decision made relates to the topic studied.
- (b) The supporting information is relevant to the decision.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required which demonstrates that all Outcomes and Performance Criteria have been achieved.

Evidence for the Unit should be gathered in open book conditions at appropriate points throughout the Unit, with candidates having access to their course work when completing any part of their assessment. The evidence may be written, oral recorded, graphical or presented in any other appropriate medium.

Evidence required to demonstrate achievement should consist of:

- ◆ **Candidate folio**
A folio of information gathered from at least **four** sources which are appropriate to the topic studied
- ◆ **Candidate responses**
A record of candidate responses which demonstrate that the candidate is able to:
 - use four key ideas
 - consult four sources of information
 - describe the topic accurately
 - reach a decision using the information gathered
 - give two reasons for the decision using relevant supporting information

Responses should relate to the information contained in the folio.

National Unit Specification: statement of standards (cont)

UNIT Social Subjects: Deciding (Access 3)

The knowledge and understanding demonstrated should be linked to **four** of the key ideas listed below.

The National Assessment Bank item (NAB) for this Unit provides appropriate instruments of assessment and exemplifies the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

In studying a topic for this Unit, the candidate should take account of **four** different key ideas from the list below. These key ideas can relate to one or more of the social subjects i.e. Geography, History, Classical Studies, Modern Studies and Contemporary Social Studies. They should not be taught and assessed as abstract ideas but through concrete examples.

Key Ideas

cause	ideology
change	interdependence
conflict	location
consequence	needs
continuity	participation
cooperation	power
culture	representation
difference	rights and responsibilities
diversity	similarity
environment	spatial patterns
equality	sustainability
government	technology

National Unit Specification: support notes

UNIT Social Subjects: Deciding (Access 3)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

There is no specified content or context for this Unit, but for assessment purposes content should relate to the four key ideas selected. While bearing this in mind, content should be chosen with a view to:

- ◆ the interests and aptitudes of the candidates
- ◆ the availability of resources
- ◆ the effective delivery of the Outcomes

Examples of relevant topics for decision making could be:

- ◆ was William Wallace a good leader?
- ◆ should police carry guns?
- ◆ would you live in San Francisco?

There may be an advantage in selecting an issue for decision, based on the appropriate key ideas, which is well illustrated in the candidate's local area. Candidates should examine issues relevant to participation in society, illustrated by concrete examples, such as local pressure groups, environmental issues or historical changes. Resources available in the centre and opportunities for fieldwork and structured visits may suggest other areas for study.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The emphasis of this Unit is on the development of the candidate's ability to become an informed decision-maker with appropriate support from teachers/lecturers. Use should be made of the wider community where appropriate.

Appropriate materials are required. Although these may involve the provision of purpose-made or commercially-produced materials, there may be an advantage to candidates at this stage of maturity in studying their own local environment and tapping into local sources of information.

Appropriate methodology may include group work, with candidates contributing to an identified task or product. Substantial support from teachers/lecturers may be required to assist candidates in organising group work.

National Unit Specification: support notes (cont)

UNIT Social Subjects: Deciding (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for assessment can be gathered during or near the end of the Unit, and should reflect the requirements set out in the Unit Specification. Evidence may be recorded in any form that demonstrates the achievement of the Outcomes by individual candidates, for example, short answer questions which demonstrate understanding, a group or individual written report, graphical display, presentation, audio or video taped material. Where evidence is submitted using an audio/video tape, each candidate must be clearly identified, either visually or orally, before they state their answer. It may be appropriate to use a checklist to record evidence generated by the candidate during a practical activity. If a candidate is working as a member of a group it is important to record evidence of the candidate's individual contribution to the group.

Some of the work carried out or activities undertaken in the course of study may make it possible to assess more than one Outcome at the same time.

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

The National Assessment Bank contains a suitable instrument of assessment for this Unit.

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 Social Subjects: Contrasting (Access 3)

NUMBER D527 09

CLUSTER Social Subjects (Access 3)

SUMMARY

This Unit is part of the *Social Subjects Access 3* Cluster. This Unit seeks to develop candidates' knowledge and understanding of contrasts within a topic chosen from one or more of the social subjects, along with skills of communicating contrasts. It may be used to further develop content and contexts studied in the Access 2 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 knowledge and understanding of the topic studied.
- 2 Use information to make a contrast.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3 (6 SCQF 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.*

Administrative Information

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National Unit Specification: general information (cont)

UNIT Social Subjects: Contrasting (Access 3)

CORE SKILLS

The achievement of this Unit gives automatic certification of the following:

Complete core skill	None
Core skills component	Critical Thinking at Access 3 (SCQF level 3)

National Unit Specification: statement of standards

UNIT Social Subjects: Contrasting (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 knowledge and understanding of the topic studied.

Performance criteria

- (a) The sources of information used are appropriate to the contrast being made.
- (b) The description of the topic is accurate.

OUTCOME 2

Use information to make a contrast.

Performance criteria

- (a) The contrast made relates to the topic studied.
- (b) The supporting information is relevant to the contrast.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required which demonstrates that all Outcomes and Performance Criteria have been achieved.

Evidence for the Unit should be gathered in open book conditions at appropriate points throughout the Unit, with candidates having access to their course work when completing any part of their assessment. The evidence may be written, oral recorded, graphical or presented in any other appropriate medium.

Evidence required to demonstrate achievement should consist of:

- ◆ **Candidate folio**
A folio of information gathered from at least **four** sources which are appropriate to the topic studied
- ◆ **Candidate responses**
A record of candidate responses which demonstrate that the candidate is able to:
 - use four key ideas
 - consult four sources of information
 - describe the topic accurately
 - make a contrast related to the topic studied by giving two differences
 - use relevant information to support these differences

Responses should relate to the information contained in the folio.

National Unit Specification: statement of standards (cont)

UNIT Social Subjects: Contrasting (Access 3)

The knowledge and understanding demonstrated should be linked to **four** of the key ideas listed below.

The National Assessment Bank item (NAB) for this Unit provides appropriate instruments of assessment and exemplifies the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

In studying a topic for this Unit, the candidate should take account of **four** different key ideas from the list below. These key ideas can relate to one or more of the social subjects i.e. Geography, History, Classical Studies, Modern Studies and Contemporary Social Studies. They should not be taught and assessed as abstract ideas but through concrete examples.

Key Ideas

cause	ideology
change	interdependence
conflict	location
consequence	needs
continuity	participation
cooperation	power
culture	representation
difference	rights and responsibilities
diversity	similarity
environment	spatial patterns
equality	sustainability
government	technology

National Unit Specification: support notes

UNIT Social Subjects: Contrasting (Access 3)

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

There is no specified content or context for this Unit, but for assessment purposes content should relate to the four key ideas selected. While bearing this in mind, content should be chosen with a view to:

- ◆ the interests and aptitudes of the candidates
- ◆ the availability of resources
- ◆ the effective delivery of the Outcomes

Examples of relevant contrasts could be:

- ◆ living/working conditions between Scotland and another country
- ◆ treatment of Native Americans in 1800 and in 2000
- ◆ land use differences between two European countries

There may be an advantage in selecting a contrast, based on the appropriate key ideas, that is well illustrated in the candidate's own experience in place, time or society. One approach may be to choose a contrast that is well illustrated in the candidate's local area. This could allow social issues of relevance to the candidate's participation in society to be illustrated with concrete examples.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The emphasis of this Unit is on the development of the candidate's ability to participate in society by improving their understanding of it. Substantial support would have to be provided by teaching/lecturing staff to ensure this was achieved. Use should be made of the wider community where appropriate.

Appropriate materials are required. Although these may involve the provision of purpose-made or commercially-produced materials, there may be an advantage to candidates at this stage of maturity in studying their own local environment and tapping into local sources of information.

Appropriate methodology may include group work, with candidates contributing to an identified task or product. Substantial support from teachers/lecturers may be required to assist candidates in organising group work.

National Unit Specification: support notes (cont)

UNIT Social Subjects: Contrasting (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for assessment can be gathered during or near the end of the Unit, and should reflect the requirements set out in the Unit Specification. Evidence may be recorded in any form that demonstrates the achievement of the Outcomes by individual candidates, for example, short answer questions which demonstrate understanding, a group or individual written report, graphical display, presentation, audio or video taped material. Where evidence is submitted using an audio/video tape, each candidate must be clearly identified, either visually or orally, before they state their answer. It may be appropriate to use a checklist to record evidence generated by the candidate during a practical activity. If a candidate is working as a member of a group it is important to record evidence of the candidate's individual contribution to the group.

Some of the work carried out or activities undertaken in the course of study may make it possible to assess more than one Outcome at the same time.

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

The National Assessment Bank contains a suitable instrument of assessment for this Unit.

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 Social Subjects: Organising and Presenting Information
(Access 3)

NUMBER D528 09

CLUSTER Social Subjects (Access 3)

SUMMARY

This Unit is part of the *Social Subjects Access 3* Cluster. This Unit seeks to develop candidates' skills of organising and presenting information in relation to a task set or issue explored, chosen from one or more of the social subjects. The Unit is intended to develop a sense of achievement from the creation of a product. It may be used to further develop content and contexts studied in the Access 2 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 Organise information appropriate to a topic or issue.
- 2 Present information in relation to a topic or issue.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3 (6 SCQF 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.*

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National Unit Specification: general information (cont)

UNIT Social Subjects: Organising and Presenting Information (Access 3)

CREDIT VALUE

1 credit at Access 3 (6 SCQF 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

The achievement of this Unit gives automatic certification of the following:

Complete core skill	None
Core skills components	Critical Thinking at Access 3 (SCQF level 3) Planning and Organising at Access 3 (SCQF level 3)

National Unit Specification: statement of standards

UNIT Social Subjects: Organising and Presenting Information (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

Organise information appropriate to a topic or issue.

Performance criteria

- (a) The information selected is relevant to the topic or issue.
- (b) The organisation of the information is clear and structured.

OUTCOME 2

Present information in relation to a topic or issue.

Performance criteria

- (a) The information presented is relevant to the topic or issue.
- (b) The presentation of the information is clear and structured.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required which demonstrates that all Outcomes and Performance Criteria have been achieved.

Evidence for the Unit should be gathered in open book conditions at appropriate points throughout the Unit, with candidates having access to their course work when completing any part of their assessment.

Evidence required to demonstrate achievement should consist of:

◆ Candidate folio

The information in the candidate folio should:

- be gathered from at least **four** sources which are appropriate to the topic or issue studied

The evidence may be written, oral recorded, graphical or presented in any other appropriate medium.

◆ Candidate responses

A record of candidate responses which demonstrate that the candidate is able to:

- use four key ideas
- consult four sources of information
- organise the information clearly in a plan for a presentation

National Unit Specification: statement of standards (cont)

UNIT Social Subjects: Organising and Presenting Information (Access 3)

◆ Candidate presentation

The presentation should:

- be relevant to the topic/issue studied
- consist of **one** key finding for **each of four** key ideas selected from the list below
- be clear and structured
- relate to the information contained in the folio

The presentation may take a variety of forms, each of which should be recorded by the centre in an appropriate manner:

- written report — a copy of the report should be retained
- visual/pictorial presentation — the visual materials should be retained
- oral — an audio or video recording should be retained
- information technology-based — the presentation should be retained on disk or other storage medium

In studying a topic for this Unit, the candidate should take account of **four** different key ideas from the list below. These key ideas can relate to one or more of the social subjects i.e. Geography, History, Classical Studies, Modern Studies and Contemporary Social Studies. They should not be taught and assessed as abstract ideas but through concrete examples.

Key Ideas

cause	ideology
change	interdependence
conflict	location
consequence	needs
continuity	participation
cooperation	power
culture	representation
difference	rights and responsibilities
diversity	similarity
environment	spatial patterns
equality	sustainability
government	technology

National Unit Specification: support notes

UNIT Social Subjects: Organising and Presenting Information (Access 3)

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

There is no specified content or context for this Unit, but for assessment purposes content should relate to the four key ideas selected. While bearing this in mind, content should be chosen with a view to:

- ◆ the interests and aptitudes of the candidates
- ◆ the availability of resources
- ◆ the effective delivery of the Outcomes

There may be an advantage in selecting a topic or issue with which the candidate can identify from personal experience. Teachers/lecturers can decide whether to provide the necessary information or to allow a degree of investigative work. One approach may be to choose a topic or issue that is well-illustrated in the candidate's local area. This could include examples such as local pressure groups, environmental issues or historical changes. Resources available in the centre and opportunities for fieldwork or structured visits may suggest other areas for study.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The emphasis of this Unit is on the development of the candidate's self-esteem through participation in an activity and/or the creation of a product. The product should be a response to a task set or an issue explored. The end product should clearly make use of the information provided to or acquired by the candidate. Substantial teacher/lecturer support may have to be provided to ensure this is achieved.

Appropriate materials are required. Although these may involve the provision of purpose-made or commercially-produced materials, there may be an advantage to candidates at this stage of maturity in exploring their own environment and tapping into local sources of information.

Appropriate methodology may include group work, with candidates contributing to an identified task or product. Substantial support from teachers/lecturers may be required to assist candidates in organising group work.

National Unit Specification: support notes (cont)

UNIT Social Subjects: Organising and Presenting Information (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for assessment can be gathered during or near the end of the Unit, and should reflect the requirements set out in the Unit Specification. Evidence may be recorded in any form that demonstrates the achievement of the Outcomes by individual candidates, for example, short answer questions which demonstrate understanding, a group or individual written report, graphical display, presentation, audio or video taped material. Where evidence is submitted using an audio/video tape, each candidate must be clearly identified, either visually or orally, before they state their answer. It may be appropriate to use a checklist to record evidence generated by the candidate during a practical activity. If a candidate is working as a member of a group it is important to record evidence of the candidate's individual contribution to the group.

Some of the work carried out or activities undertaken in the course of study may make it possible to assess more than one Outcome at the same time.

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

The National Assessment Bank contains a suitable instrument of assessment for this Unit.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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