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## People and Society Assignment (National 4)

**SCQF:** level 4 (6 SCQF credit points)

**Unit code:** H24C 74

### Unit outline

This is the Added Value Unit in the National 4 People and Society Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 People and Society Course through the successful completion of an assignment which will allow the learner to demonstrate challenge and application.

Learners who complete this Unit will be able to:

- 1 Research and use information relating to a topic or issue drawn from the key ideas of the People and Society Course

This Unit is a mandatory Unit of the National 4 People and Society Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course Support Notes* which provide advice and guidance on delivery and assessment approaches. Exemplification of the standards in this Unit is given in the *Unit Assessment Support*.

### Recommended entry

Entry to this Unit is at the discretion of the centre. It is recommended that the learner should be in the process of completing, or have completed, the following Units in the National 4 People and Society Course:

- ◆ People and Society: Investigating Skills (National 4)
- ◆ People and Society: Comparing and Contrasting (National 4)
- ◆ People and Society: Making Decisions (National 4)

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Course Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

- 1 Research and use information relating to a topic or issue drawn from the key ideas of the People and Society Course by:**
  - 1.1 Choosing, with support, a topic or issue drawn from the key ideas studied in the People and Society Course
  - 1.2 Collecting relevant evidence from at least two sources of different types
  - 1.3 Organising and using the information collected to address the topic or issue
  - 1.4 Drawing on a factual knowledge and understanding to describe and briefly explain some key features of the topic or issue
  - 1.5 Applying the skills of **either** making decisions **or** comparing or contrasting
  - 1.6 Presenting their findings about the topic or issue

### Evidence Requirements for the Unit

This Unit will be assessed through controlled assessment which meets the Evidence Requirements below.

The assessment method for this Unit will be an assignment in which the learner will extend and apply the skills, knowledge and understanding they have acquired during the Course. Learners will research and present findings on a topic or issue relating to at least one key idea studied in the People and Society Course. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

The assignment is:

- ◆ set by centres within the SQA guidelines described below
- ◆ conducted under some supervision and control

Evidence will be internally marked by centre staff in line with SQA guidelines.

All assessment is subject to quality assurance by SQA.

#### Setting the assessment

The assignment will be set by centres.

All learners should be provided with a clear outline of the Outcome and Assessment Standards, including when and how they will be assessed.

Learners have flexibility in the form/method of presentation of assessment evidence.

#### Conducting the assessment

The assignment will be conducted under some supervision and control. While most work will be undertaken under supervision, opportunities may also be provided for learners to undertake independent learning.

The teacher/lecturer should support the learner by offering advice on an appropriate topic or issue. The learner will contribute to this by offering some ideas and/or suggestions. It would be reasonable for the topic or issue to be one where the teacher/lecturer has some expertise and has resources available to enable the learner to successfully meet the Assessment Standards. Teachers/lecturers can continue to offer advice and support to learners as they undertake the assignment. This may include providing questions/tasks/prompts which lead learners through the assignment in clear stages.

The assignment need not be seen as an end-of-Course activity. It can be prepared for, carried out and assessed at any point within the National 4 People and Society Course. The Added Value Unit is intended to provide challenge and opportunities to apply skills, knowledge and understanding. It also provides opportunities to generate the evidence required to meet the Assessment Standards. Centres have flexibility in how they use this time to best meet the needs of their learners. This time can also be used for activities which will enrich the learner's experience, will consolidate learning, will allow achievement beyond the minimum requirements and will allow planning for next steps.

Teacher/lecturer guidance will be required to direct learners to appropriate source materials. These can be primary and/or secondary. At least two different sources of information must be used. A list of possible types of sources of information can be found in the *Course Support Notes*. Learners can have access to all appropriate resources while undertaking the assignment.

Centres must ensure that appropriate measures are in place to authenticate learners' evidence.

### **Judging the evidence**

Evidence will be internally marked and verified by centre staff in line with SQA guidelines.

All assessment is subject to quality assurance by SQA.

Learners can present their findings in a variety of ways, eg a talk followed by questions, using digital media, a learning log or journal, a poster or a piece of writing.

However findings are presented, teachers/lecturers should ensure credit is given only to the skills, knowledge and understanding required within the Assessment Standards rather than other factors such as IT or communication skills.

Assessment evidence can be gathered in a holistic manner.

Evidence must be retained by centres for verification purposes.

## Re-assessment

In relation to Unit assessment, SQA's guidance on re-assessment for Units applies.

The assignment must be linked to key ideas drawn from the social subjects/social sciences. A full list of these key ideas is shown below.

### Key ideas

behaviour	ethics
beliefs	heritage
cause	identity
change	interdependence
citizenship	need
conflict	power
consequence	responsibilities
co-operation	rights
culture	similarity
difference	society
diversity	technology
environment	values
equality	

A list of the social subjects, social sciences and religious and moral education disciplines that can be drawn upon are given below:

- ◆ Geography
- ◆ History
- ◆ Modern Studies
- ◆ Classical Studies
- ◆ Economics
- ◆ Religious, Moral and Philosophical Studies
- ◆ Sociology
- ◆ Psychology
- ◆ Philosophy

Further information is provided in the exemplification of assessment in the *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Course Support Notes*.

## **Development of skills for learning, skills for life and skills for work**

Please refer to the *Course Specification* for information about skills for learning, skills for life and skills for work.

## **Further mandatory information on Course coverage for the National 4 People and Society Course**

The following gives details of mandatory skills, knowledge and understanding for the National 4 People and Society Course. Assessment of this Added Value Unit will involve selecting appropriate skills, knowledge and understanding from those listed below, in line with the Evidence Requirements above. This list of skills, knowledge and understanding also provides the basis for the assessment of all the Units in the Course:

This covers:

- ◆ developing and applying straightforward skills, knowledge and understanding drawn from key ideas of the Course in relation to a straightforward theme, issue or topic which learners have chosen to study, and presenting information in a range of straightforward and familiar ways
- ◆ using straightforward investigating skills, with guidance, by choosing a limited range of suitable sources of information, collecting information from a range of sources and organising a limited range of information
- ◆ using a limited range of sources of information to make straightforward comparisons and contrasts about a theme, issue or topic drawn from a familiar context
- ◆ using a limited range of sources of information to make a straightforward decision taking into account alternative viewpoints about a familiar issue or topic
- ◆ using straightforward knowledge and understanding of a range of related themes, issues and topics about people and society, to give straightforward, factual descriptions and brief explanations

# Administrative information

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**Published:** June 2013 (version 1.1)

**Superclass:** EE

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## History of changes

Version	Description of change	Authorised by	Date
1.1	Minor changes under 'Evidence Requirements for the Unit'	Qualifications Development Manager	June 2013

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