

## 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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### Administrative Information

**Superclass:** EE

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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:

<b>Complete core skill</b>	None
<b>Core skills components</b>	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**

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](http://www.sqa.org.uk)).