

Comparison document

(Version 2.1 April 2015 compared to previous version)

National 5 Modern Studies Course Assessment Specification (C749 75)

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

Valid from August 2013

First edition: April 2012, version 1.0

Revised: June 2013, version 1.1

~~This edition~~ Revised: August 2014, version 2.0

~~This edition~~: April 2015, version 2.1

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

Course title:	National 5 Modern Studies
SCQF level:	5 (24 SCQF credit points)
Course code:	C749 75
Course assessment code:	X749 75

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — question paper	60 marks
Component 2 — assignment	20 marks
Total marks	80 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ breadth — drawing on knowledge and skills from across the Units
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of:

- ◆ Drawing on, extending and applying the skills, knowledge and understanding the learner has acquired during the Course. This will be assessed by a question paper and an assignment. Over the Course assessment there will be broad parity between the assessment of skills and knowledge and understanding.
- ◆ Demonstrating breadth of skills, knowledge and understanding from across the Units of the Course in the question paper. This will sample knowledge and understanding from across all three Units of the Course and will require the application of skills.
- ◆ Demonstrating challenge and application related to an appropriate Modern Studies topic or issue in the assignment.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a question paper and an assignment.

Component 1 — question paper

The purpose of this question paper is to demonstrate application of skills and breadth of knowledge and understanding from across the Course.

This question paper will give learners an opportunity to demonstrate the following skills and knowledge and understanding from the mandatory content of the Course:

- ◆ detecting and explaining exaggeration or selectivity in the use of facts using a limited range of sources of information
- ◆ making and justifying a decision using a limited range of sources of information
- ◆ drawing and supporting conclusions using a limited range of sources of information
- ◆ giving detailed descriptions and explanations with some analysis

The question paper will have 60 marks out of a total of 80 marks. The question paper is therefore worth 75% of the overall marks for the Course assessment.

This question paper has three Sections. Each section will have two optional parts and in each option there will be three questions: two questions will assess knowledge and understanding; the third question will assess evaluating skills using sources.

There is differentiation within each question.

Section 1: ‘Democracy in Scotland and the United Kingdom’ will have 20 marks. This Section will be made up of restricted/extended response questions requiring the learner to draw on the knowledge and understanding and apply the skills acquired during the Course. Questions in this Section will draw on the knowledge and understanding and skills described in the further mandatory information on Course coverage. Candidates will have the option of answering questions on Democracy in Scotland or Democracy in the United Kingdom.

Section 2: ‘Social Issues in the United Kingdom’ will have 20 marks. This Section will be made up of restricted/extended response questions requiring the learner to draw on the knowledge and understanding and apply the skills acquired during the Course. Questions in this Section will draw on the knowledge and understanding and skills described in the further mandatory information on Course coverage. Candidates will have the option of answering questions on Social Inequality or Crime and the Law.

Section 3: ‘International Issues’ will have 20 marks. This Section will be made up of restricted/extended response questions requiring the learner to draw on the knowledge and understanding and apply the skills acquired during the Course. Questions in this Section will draw on the knowledge and understanding and skills described in the further mandatory information on Course coverage. Candidates will have the option of answering questions on World Powers or World Issues.

The question paper Component of the Course assessment will have a greater emphasis on the assessment of knowledge and understanding than the assignment. The other marks will be awarded for the demonstration of skills.

Component 2 — assignment

The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a contemporary Modern Studies topic or issue.

This assignment will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ choosing, with minimum support, an appropriate Modern Studies topic or issue
- ◆ finding at least two sources, of different types, as independently as possible and collecting relevant evidence from ~~at least two sources of different types~~ them
- ◆ evaluating the effectiveness of the two ~~research methods~~ sources used, commenting on their specific strengths and weaknesses ~~where appropriate~~
- ◆ applying Modern Studies skills to the evidence collected
- ◆ drawing on knowledge and understanding to explain and analyse key features of the topic or issue
- ◆ reaching a well-supported conclusion, supported by evidence, about the topic or issue

The assignment will have 20 marks out of a total of 80 marks. The assignment is therefore worth 25% of the overall marks for the Course assessment.

Learners will use specified resources during the production of evidence stage. A structured template is available for the production of evidence.

The assignment Component of the Course assessment will have a greater emphasis on the assessment of skills than the question paper.

Setting, conducting and marking of assessment

Question paper

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in one hour and 45 minutes.

Controlled assessment — assignment

This assignment is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under a high level of supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

Setting the assessment

Set by centres within SQA guidelines.

SQA will provide a brief for the generation of evidence to be assessed. Learners will have an open choice of contemporary Modern Studies topic or issue to be researched.

Conducting the assessment

The production of evidence for assessment will be conducted under a high level of supervision and control and:

- ◆ within one hour
- ◆ with the use of specified resources which were used in the learner's research
- ◆ in time to meet a submission date set by SQA
- ◆ independently by the learner without additional notes, rough drafts, etc
- ◆ when the learner is ready

Further mandatory information on Course coverage

Course assessment will involve sampling the following knowledge and understanding.

Component 1: question paper

Options exist in each Section to allow opportunities for personalisation and choice. The information on mandatory skills, knowledge and understanding below should not be seen as a recommended teaching order, nor as a guide to teaching and learning approaches. The question paper will sample from the knowledge and understanding below but this should not be seen as a guide to the format of the question paper.

<p>Democracy in Scotland and the United Kingdom (National 5) Unit Learners will develop knowledge and understanding of the UK’s political system, including the place of Scotland within this system. Learners will then have a choice of contexts for study which will be drawn from either the Scottish political system or the United Kingdom’s political system. Learners will develop knowledge and understanding of the main institutions and organisations which make up political life in their chosen context. They will develop knowledge and understanding of the ways in which society is informed about, able to participate in and influence the political system. They will develop an understanding of their rights and responsibilities in contemporary democratic political society.</p>	
<p>Knowledge and Understanding</p> <p>Learners should have a broad knowledge and understanding of the nature of the democratic political system in the UK and the main political rights and responsibilities of citizens (eg right to free speech, to vote, to protest, to respect views of others, to participate, protest peacefully).</p> <p>Learners should know and understand the nature of the political system in the UK:</p> <ul style="list-style-type: none"> ◆ The UK Parliament has responsibility for a range of (reserved) matters across the United Kingdom. ◆ The Scottish Parliament (and other devolved bodies) has responsibility for decision-making for certain (devolved) matters in their own areas. ◆ Broad overview of the main political institutions in the UK: <ul style="list-style-type: none"> — The Monarchy — The UK Parliament and Scottish Parliament (and other devolved bodies) — Prime Minister and First Minister — UK Government and Scottish Government — Local councils ◆ Ongoing debates about the nature of the political system in the United Kingdom. 	
Option 1: Democracy in Scotland	Option 2: Democracy in the UK
<p><u>Rights and responsibilities of individuals and groups.</u> <u>Opportunities for participation in groups which can influence political society in Scotland.</u></p>	<p><u>Rights and responsibilities of individuals and groups.</u> <u>Opportunities for participation in groups which can influence political society in the UK.</u></p>

<p><u>The impact of the media on elections and democracy in Scotland.</u> <u>Case study of pressure groups or trades unions and their impact on elections and democracy in Scotland.</u></p> <p>MSPs: ways in which MSPs represent constituents in local area and the Scottish Parliament.</p> <p>Local Councils: role of councils in providing local services and councillors in representing local areas.</p> <p>Voting System: know the main features of, and understand the outcomes of, the system used to elect the Scottish Parliament and understand the strengths and weaknesses of this system.</p> <p>Voting: how to vote, election campaigns in Scotland <u>and the role of political parties in election campaigns</u>, rights and responsibilities related to voting.</p> <p>Rights and responsibilities and opportunities for participation in groups which can influence political society in Scotland. Case study of the impact of the media or pressure groups or trades unions on democracy in Scotland.</p>	<p><u>The impact of the media on elections and democracy in the UK.</u> <u>Case study of pressure groups or trades unions and their impact on elections and democracy in the UK.</u></p> <p>MPs: ways in which MPs represent constituents in local area and the UK Parliament.</p> <p>Second Chamber: role of the House of Lords in UK political system and reasons for calls for reform of the second chamber.</p> <p>Voting System: know the main features of, and understand the outcomes of, the system used to elect the UK Parliament and understand the strengths and weaknesses of this system.</p> <p>Voting: how to vote, general election campaigns in the UK <u>and the role of political parties in election campaigns</u>, rights and responsibilities related to voting.</p> <p>Rights and responsibilities and opportunities for participation in groups which can influence political society in the UK. Case study of the impact of the media or pressure groups or trades unions on democracy in the UK.</p>
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<p>Modern Studies: Social Issues in the United Kingdom (National 5) Unit Learners have a choice of social issues within Scotland and the UK. Contexts for study will focus on either social inequality or crime and the law. In the social inequality context, learners will focus on a specific aspect of contemporary social inequality in the UK. They will develop knowledge and understanding of the causes and consequences of social inequality and attempts by government, other organisations and individuals to tackle it. In the crime and the law context, learners will focus on the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.</p>	
<p>Knowledge and Understanding</p>	
<p>Option 1: Social Inequality</p>	<p>Option 2: Crime and the Law</p>
<p>Overview of the nature of social inequality in Scotland and the UK.</p> <p>With reference to one or more of the</p>	<p>Overview of Crime and the Law in Scotland and the UK.</p> <p>With reference to different types of</p>

<p>following: family type, income group, age, gender or ethnicity, learners should provide:</p> <ul style="list-style-type: none"> ◆ Evidence of social inequalities such as official reports and academic research. ◆ Causes of social inequalities, such as unemployment, low income, educational attainment, discrimination. ◆ Consequences of social inequalities on individuals/families, communities and the wider society. ◆ Responses to social inequalities from government, individuals, the voluntary sector and the private sector. <p>Exemplification may include reference to housing, health, education, income, employment.</p>	<p>crime, eg personal and property and different groups affected by crime:</p> <ul style="list-style-type: none"> ◆ Evidence of extent of crime such as official reports and academic research. ◆ Causes of crime, such as poverty/deprivation, social exclusion, family influence, peer pressure, alcohol/ drug misuse. ◆ Consequences of crime on individuals/ families, communities and the wider society. ◆ Responses to crime, such as local community, police, courts/ sentencing, legislation including role of Children’s Hearing system. <p>Exemplification may include reference to groups such as young people/older people, wealthy/poor, women, ethnic minorities.</p>
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<p>Modern Studies: International Issues (National 5) Unit Learners have a choice of contexts for study. Contexts for study can be either a socio-economic and political study of a major world power or a significant world issue. The study of a world power will focus upon recent socio-economic issues in a major world power and a study of its political system. The study of a world issue will focus on a significant recent issue, its causes and consequences, and attempts at resolution.</p>	
<p>Knowledge and Understanding</p>	
<p>Option 1: World Power</p>	<p>Option 2: World Issue</p>
<p>A study of contemporary socio-economic issues and the political system in a major world power which is likely to focus on a member of the G20 group of countries (excluding the UK).</p> <ul style="list-style-type: none"> ◆ For the world power studied: Socio-economic issues such as employment, income, migration, housing, health, education, crime and the law. The study will focus on the nature and causes of the issue and attempts to address the issue. ◆ Political systems: rights and responsibilities in the political system, opportunities for (and limits to) participation in the political 	<p>A study of a significant contemporary world issue which is likely to focus on a significant international conflict or significant issue which impacts on a number of countries.</p> <ul style="list-style-type: none"> ◆ For the conflict or issue studied: the nature and causes of the conflict or issue. ◆ The consequences of the conflict/issue for those immediately affected and the wider international community, as appropriate. ◆ The nature of attempts to resolve the issue/conflict by international organisations involved in attempts to resolve the issue/conflict such as

<p>system, the representation of citizens in the political system.</p> <ul style="list-style-type: none">◆ The impact of the world power on other countries.◆ Evaluation of the success of the world power in tackling a socio-economic issue.	<p>the United Nations Organisation, NGOs, the European Union or other regional organisations (eg African Union), NATO. <u>The possible motivations of international organisations in attempting to resolve the issue/conflict.</u></p> <ul style="list-style-type: none">◆ Evaluation of the success of international organisation/s in tackling the international issue.
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Modern Studies skills (National 5)

In the Course assessment, the following skills will be assessed in contexts drawn from across the Course:

- ◆ detecting and explaining exaggeration or selectivity in the use of facts using a limited range of sources of information
- ◆ making and justifying a decision using a limited range of sources of information
- ◆ drawing and supporting conclusions using a limited range of sources of information

Component 2: assignment

Candidates have an open choice of Modern Studies topic or issue. Their choice should refer to a contemporary social or political issue and should is not be constrained by the mandatory content of Component 1: question paper.

Administrative information

Published: [August-April 2014-2015](#) (version 2.10)

History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Further information and clarification on scope and structure of each Component given in the 'Structure and coverage of Course assessment' section. 'Further mandatory information' section divided into separate parts for each Component.	Qualifications Development Manager	June 2013
	2.0	Increased time allocation by 15 minutes for the question paper — time allocated for the question paper is now one hour and 45 minutes.	Qualifications Development Manager	August 2014
	2.1	<p>In 'Structure and coverage of Course assessment', addition of 'contemporary' before 'Modern Studies' in 'Component 2: assignment; changes to bullet points 2 and 4.</p> <p>In 'Setting the assessment', addition of 'contemporary' before 'Modern Studies'.</p> <p>In 'Conducting the assessment' changes to bullet points 2 and 4.</p> <p>In 'Further mandatory information on Course coverage': additional wording in 'Component 1: question paper' in Options 1 and 2 in the Democracy in Scotland and the UK Unit; and Option 2 in the International Issues Unit.</p> <p>Changes to wording to 'Component 2: assignment'.</p>	Qualifications Manager	April 2015

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