

Draft National Unit Specification



Unit title: Social Subjects: Making a Contrast (Access 2)

SCQF: level 2 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to enable learners to make a contrast between different features of a context within the social subjects (Geography, History, Modern Studies, and Classical Studies) and/or religious and moral education curriculum areas. For example, contrasts might be between town and country, rich and poor, religious festivals, and past and present day comparisons.

Learners who complete this Unit will be able to:

- 1 Collect information about a chosen context which allows a contrast to be made
- 2 Make a contrast based on the two important pieces of information selected

This Unit is a mandatory Unit of the Access 2 Social Subjects Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

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 *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Collect information about a chosen context which allows a contrast to be made by:**
 - 1.1 Collecting information from two different sources
 - 1.2 Selecting two important pieces of information from each source

Outcome 2

The learner will:

- 2 Make a contrast based on the two important pieces of information selected by:**
 - 2.1 Describing one significant feature from each important piece of information
 - 2.2 Identifying any similarities between these features
 - 2.3 Making a contrast by identifying differences between these features

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Learners will use simple skills and will carry out the activities involved in the Unit.

It is expected that learners will receive support throughout the delivery of this Unit.

In this Unit, Evidence Requirements are as follows.

For Outcomes 1 and 2, evidence is required of the learner using information from two different sources in order to make a contrast between different features of a chosen context. Evidence should show that the learner has completed the Outcomes. Evidence can be in the form of logs, checklists, written or oral responses or their equivalent.

Not all of the evidence needs to be derived from one activity. It can be assembled from a variety of tasks.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.3 Listening and talking

5 Thinking skills

- 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: December 2011 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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