Draft National Unit Specification

Unit title: People and Society: Making Decisions (Access 3)

SCQF: level 3 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop routine skills of using information to make decisions and develop a basic knowledge and understanding of aspects of people and society. Learners will use these skills and draw on their basic knowledge and understanding of an issue in an inter-disciplinary way, from the perspective of at least two of the social subject/social science disciplines.

Learners who complete this Unit will be able to:

1 Use routine skills to make decisions using basic information
2 Draw upon their basic knowledge and understanding of topics or issues in an interdisciplinary way

This Unit is a mandatory Unit of the Access 3 People and Society 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. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- Access 2 Social Subjects Course or relevant component Units

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 Use routine skills to make decisions using basic information by:

1.1 Using two sources of information to make a decision
1.2 Using evidence from two sources of information to support a decision

Outcome 2

The learner will:

2 Draw upon their basic knowledge and understanding of topics or issues in an interdisciplinary way by:

2.1 Identifying the main features of a topic or issue
2.2 Describing, briefly, a topic or issue
2.3 Showing a basic knowledge and understanding of two key ideas drawn from the social subjects/social science disciplines

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.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards.

Evidence can be drawn from a variety of sources and presented in a variety of formats, including brief written responses to questions, participation in group tasks, presenting information to other groups, and routine digital presentations.

All of the evidence does not need to be from the one activity, but can be assembled from a variety of tasks and assessments carried out during the duration of the Course.

Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity.

The teacher/lecturer can provide guidance and support, such as a list of suggested sources of information and advice on possible methods of structuring and organising assessment evidence.

Evidence may be collected as a candidate folio, including evidence gathered from between two and four different types of sources of information which are appropriate to the topic or issue studied. The assessment evidence may be written, oral, recorded, graphical, digital or recorded in any other appropriate medium.

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Candidate assessment evidence must demonstrate that the candidate is able to:

- use two key ideas drawn from social subjects/social science disciplines
- adopt an inter-disciplinary approach by using the perspective of two social subject/social science disciplines

Each Unit in the Course must be linked to two key ideas drawn from the social subjects/social sciences. A full list of these key ideas is shown below.

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
- Economics
- Psychology
- Philosophy

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.*

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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
1.2 Writing
1.3 Listening and talking

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.2 Understanding
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.*

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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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