



## **Modern Studies (National 5)**

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### **Draft National Course Assessment Specification**

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This edition: November 2011, draft version 1.0

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

<b>Course title:</b>	Modern Studies (National 5)
<b>SCQF level:</b>	5 (24 SCQF credit points)
<b>Course code:</b>	to be advised
<b>Course assessment code:</b>	to be advised

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
<b>Total marks</b>	<b>80 marks</b>

This Course includes six SCQF credit points for 40 additional programmed hours to allow 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](http://www.sqa.org.uk/sqa/14977.html).

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

# Assessment

To gain the award of the Course, the learner must pass all 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:

- ◆ Extension and application of the skills, knowledge and understanding they have learned during the Course. This will be assessed by a question paper and an assignment. Over the Course assessment there will be 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. The question paper will sample knowledge and understanding from across all three Units of the Course and will require application of skills in any context drawn from across all three Units of the Course.
- ◆ 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 Component(s): a question paper and an assignment. The question paper will have three Sections.

### Component 1 — question paper

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

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

- ◆ detecting and explaining bias, exaggeration or selectivity in the use of facts using a limited range of sources of information which are mostly straightforward but may have some complex features
- ◆ making and justifying a decision using a limited range of sources of information which are mostly straightforward but may have some complex features
- ◆ drawing and justifying conclusions using a limited range of sources of information which are mostly straightforward but may have some complex features.

The question paper will have 60 marks (75% of the total mark).

This question paper has three Sections.

**Section 1**, titled 'Democracy in Scotland and the United Kingdom' will have 20 marks. This Section will be made up of multiple choice/short answer/extended response questions requiring the learner to draw on the knowledge and understanding and apply the skills acquired during the Course. The knowledge and understanding will be drawn from the mandatory content in the *Modern Studies: Democracy in Scotland and the United Kingdom* Unit.

**Section 2**, titled 'Social Issues in the United Kingdom' will have 20 marks. This Section will be made up of multiple choice/short answer/extended response questions requiring the learner to draw on the knowledge and understanding and apply the skills acquired during the Course. The knowledge and understanding will be drawn from the mandatory content in the *Modern Studies: Social Issues in the United Kingdom* Unit.

**Section 3**, titled 'International Issues' will have 20 marks. This Section will be made up of multiple choice/short answer/extended response questions requiring the learner to draw on the knowledge and understanding and apply the skills acquired during the Course. The knowledge and understanding will be drawn from the mandatory content in the *Modern Studies: International Issues* Unit.

The question paper Component of the Course Assessment will have a greater emphasis on the assessment of knowledge and understanding than the assignment with approximately 60% of the marks being allocated to knowledge and understanding. 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 a context drawn from the mandatory content of the Modern Studies Course.

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

- ◆ research an appropriate Modern Studies topic or issue
- ◆ evaluate the effectiveness of two research methods used, commenting on their strengths and weaknesses where appropriate
- ◆ show knowledge and understanding of the topic or issue studied
- ◆ present a reasoned and well-developed conclusion, supported by evidence and taking account of alternative evidence, about the topic or issue studied

The assignment will have 20 marks (25% of the total mark).

The assignment Component of the Course assessment will have a greater emphasis on the assessment of skills than the question paper with approximately 15 marks being allocated to skills. The other marks will be awarded for the demonstration of knowledge and understanding.

## **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 30 minutes and under exam conditions.

### **Controlled assessment — assignment**

This assignment is:

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

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

SQA will provide a brief for the generation of evidence to be assessed. Regular refreshing will be unnecessary. Learners will have an open choice of topic/issue/question to be researched.

SQA will specify the extent of the material to be taken into the 'write-up' event, eg two A4 pages of evidence of research undertaken by the learner.

The production of evidence for assessment will be conducted:

- ◆ under supervision
- ◆ within a specified time (1 hour)
- ◆ with the use of specified resources
- ◆ in time to meet a submission date set by SQA
- ◆ independently by the learner

## **Further mandatory information on Course coverage**

The following gives details of mandatory skills, knowledge and understanding for the Modern Studies (National 5) Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

This also outlines the topics or issues from which learners may draw upon in their assignment. Optionality exists in each Section to allow opportunities for personalisation and choice.

- ◆ develop and apply knowledge and understanding and skills across political, social and international contexts
- ◆ research and use information collected from a range of sources about contemporary issues which are mostly familiar but may include some aspects which are new
- ◆ use a range of sources of evidence which are mostly straightforward but may have some complex features in order to detect and explain bias, exaggeration and selectivity in the use of facts in political contexts which are mostly familiar but may include some aspects which are new
- ◆ make and justify decisions in both familiar and less familiar social contexts using a range of evidence which is mostly straightforward but may include sources which have some complex features
- ◆ draw and justify valid conclusions from a range of sources of evidence which are mostly straightforward but may have some complex features about international issues which are mostly familiar but may include some aspects which are new
- ◆ demonstrate a detailed knowledge and understanding of the main democratic processes, institutions and organisations which make up political life in Scotland and the UK by describing information and giving explanations which are mainly factual but have some theoretical content
- ◆ demonstrate a detailed knowledge and understanding of a major social issue in Scotland and the UK focusing on either social inequality or crime and the law by describing information and giving explanations which are mainly factual but have some theoretical content
- ◆ demonstrate a detailed knowledge and understanding of an international issue/s relating to another society or international issue by describing information and giving explanations which are mainly factual but have some theoretical content of the main contemporary socio/economic and political issues in a major world power, other than the UK; or explain the causes and consequences of a major international issue and the attempts at its resolution

<p><b>Democracy in Scotland and the United Kingdom Unit (National 5)</b>                  Learners will develop knowledge and understanding of the UK’s political structure, including the place of Scotland within this structure. Learners will then have a choice of contexts for study which will be drawn from <b>either</b> the Scottish political system <b>or</b> the UK’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><b>Knowledge and Understanding: Mandatory Content</b></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"> <li>◆ The UK Parliament has responsibility for a range of (reserved) matters across the UK.</li> <li>◆ The Scottish Parliament (and other devolved bodies) has responsibility for decision making for certain (devolved) matters in their own areas.</li> <li>◆ Broad overview of the main political institutions in the UK:                         <ul style="list-style-type: none"> <li>— The Monarchy</li> <li>— The UK Parliament and Scottish Parliament (and other devolved bodies)</li> <li>— Prime Minister and First Minister</li> <li>— UK Government and Scottish Government</li> <li>— Local councils</li> </ul> </li> </ul>	
Option 1: Democracy in Scotland	Option 2: Democracy in the UK
<p>MSPs: ways in which MSPs represent constituents in local area and 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, rights and responsibilities related to voting.</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, 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 group or trade union on democracy in Scotland.</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 group or trade union on democracy in the UK.</p>
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<p><b>Modern Studies: Social Issues in the United Kingdom Unit (National 5)</b> Learners have a choice of social issues within Scotland and the UK. Contexts for study will focus on <b>either</b> social inequality <b>or</b> 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><b>Knowledge and Understanding: Mandatory Content</b></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 following: family type, income group, age, gender or ethnicity, learners should provide:</p> <ul style="list-style-type: none"> <li>◆ Evidence of social inequalities such as official reports and academic research</li> <li>◆ Causes of social inequalities, eg unemployment, low income, educational attainment, discrimination.</li> <li>◆ Consequences of social inequalities on individuals/families, communities and the wider society.</li> <li>◆ Responses to social inequalities from government and at least one of the following: individuals, the voluntary sector or private sector.</li> </ul> <p>Exemplification may include reference to housing, health, education, income, employment.</p>	<p>Overview of Crime and the Law in Scotland and the UK</p> <p>With reference to different types of crime, eg personal and property and different groups affected by crime:</p> <ul style="list-style-type: none"> <li>◆ Evidence of extent of crime such as official reports and academic research</li> <li>◆ Causes of crime, eg poverty/deprivation, social exclusion, family influence, peer pressure, alcohol/ drug misuse</li> <li>◆ Consequences of crime on individuals/ families, communities and the wider society.</li> <li>◆ Responses to crime, eg local community, police, courts/sentencing, legislation including role of Children’s Hearing system.</li> </ul> <p>Exemplification may include reference to groups such as young people/older people, wealthy/poor, women, ethnic minorities.</p>

**Modern Studies: International Issues Unit (National 5)**

Learners have a choice of contexts for study. Contexts for study can be **either** a socio/economic and political study of another contemporary society **or** an international issue. The study of a contemporary society will focus upon recent socio-economic issues in a major world power and a study of its political system. The study of an international issue will focus on a significant recent issue, its causes and consequences, and attempts at resolution.

**Knowledge and Understanding: Mandatory Content**

Option 1: World Power Study	Option 2: International Issue
<p>A study of contemporary socio-economic issues and the political system in a significant 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"> <li>◆ 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.</li> <li>◆ Political systems: rights and responsibilities in the political system, opportunities for (and limits to) participation in the political system, the representation of citizens in the political system.</li> <li>◆ The impact of the world power on other countries.</li> </ul>	<p>A study of a major 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"> <li>◆ For the conflict or issue studied: the nature and causes of the conflict or issue.</li> <li>◆ The consequences of the conflict/issue for those immediately affected and the wider international community, as appropriate.</li> <li>◆ International organisations involved in attempts to resolve the issue/conflict such as the United Nations Organisation, NGOs, the European Union or other regional organisations (eg African Union), NATO.</li> </ul>

**Skills (National 5)**

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

- ◆ detecting and explaining bias, exaggeration or selectivity in the use of facts using a limited range of sources of information which are mostly straightforward but may have some complex features
- ◆ making and justifying a decision using a limited range of sources of information which are mostly straightforward but may have some complex features
- ◆ drawing and justifying conclusions using a limited range of sources of information which are mostly straightforward but may have some complex features

# Administrative information

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**Published:** November 2011 (draft version 1.0)

**Superclass:** to be advised

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## History of changes

Course details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.