



Access 2 Social Subjects

Draft National Course Specification



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

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Course outline

Course title: Access 2 Social Subjects

SCQF: level 2 (18 SCQF credit points)

Course code: to be advised

Mandatory Units

| | |
|--|----------------------|
| Social Subjects: Making a Decision (Access 2) | 6 SCQF credit points |
| Social Subjects: Making a Contrast (Access 2) | 6 SCQF credit points |
| Social Subjects: Organising and Communicating Information (Access 2) | 6 SCQF credit points |

Recommended entry

Entry to this Course 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 Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

Progression

This Course or its components may provide progression to:

- ◆ other qualifications in social subjects or related areas
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

Equality and inclusion

This Course 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 *Course Support Notes*.

Rationale

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

The Access 2 Social Subjects Course builds on the principles and practices and the experiences and outcomes of the social studies and the religious and moral education curriculum areas.

The Course provides a flexible framework to enable learners to develop generic thinking skills and basic knowledge and understanding within the context of social subjects (Geography, History, Modern Studies, Classical Studies) and/or religious, moral and philosophical studies. Within this framework, for example, learners are provided with opportunities to develop their understanding of the world by considering other people and their values and beliefs, in different times, places and circumstances. Learners are also provided with opportunities to develop their understanding of their environment and how that environment has been shaped.

The Course also provides learners with opportunities to develop other skills, attributes and capabilities. For example, learners will be provided with opportunities to: extend their horizons as they are encouraged to look at the world in new ways; understand more about their sense of identity and place in the world; and develop an understanding of historical, geographical and religious contexts and knowledge about society.

The Course also develops a range of skills for learning, skills for life and skills for work. These skills could include the development of numeracy, language and communication, problem solving, reflective skills and ICT skills.

Purpose and aims of the Course

The purpose of the Course is to provide a flexible framework to enable learners to develop generic thinking skills and basic knowledge and understanding within the context of social subjects (Geography, History, Modern Studies, Classical Studies) and/or religious and moral education.

The aims of the Course are to enable learners to develop skills in:

- ◆ using information to make decisions and inform simple judgements
- ◆ contrasting information drawn from their own experiences and from wider contexts
- ◆ organising and communicating information in a variety of formats
- ◆ showing knowledge and understanding of contexts from the social subjects and/or religious and moral education curriculum areas

The Course provides a flexible approach to learning. The contexts chosen for study can be drawn from across the social subjects and/or religious and moral education curriculum areas, or from a single subject discipline within them. The Units can be taught individually or integrated to form a complete Course. The flexibility of the Course will provide the learner with significant opportunities for personalisation, choice and enrichment.

In addition, learners will have the opportunity to develop generic and transferable skills including numeracy, problem solving and ICT.

Information about typical learners who might do the Course

This Course is suitable for all learners with an interest in social subjects and/or religious and moral education and who wish to learn more about their environment and about people and society, values and beliefs.

The Course takes account of the needs of all learners by providing sufficient flexibility to enable learners to achieve in different ways and at different paces.

The Course may also be suitable for those wishing to work towards a qualification in Social Subjects for the first time.

On completing the Course, learners will have developed skills in using information to make decisions and understand contrasts. Learners will also have developed skills in organising and communicating information in a variety of formats.

Additionally, learners are likely to be provided with opportunities to: work individually and as part of a team; take part in learning outwith their centre; and use ICT to communicate information.

Course structure and conditions of award

Course structure

This Course consists of three mandatory Units. The Course provides a flexible framework to enable learners to develop generic thinking skills and basic knowledge and understanding within the context of social subjects (Geography, History, Modern Studies, Classical Studies) and/or religious and moral education.

Within this framework learners will be provided, for example, with opportunities to develop their understanding of the world by considering other people and their values and beliefs, in different times, places and circumstances. Learners are also provided with opportunities to develop their understanding of their environment and how that environment has been shaped.

This Course enables learners to develop skills within social subjects and/or religious and moral education curriculum areas in: making decisions; contrasting, organising and communicating information; and showing knowledge and understanding of chosen contexts.

Units are statements of standards for assessment and are not programmes of learning and teaching. They can be delivered in a variety of ways.

Units can be taught sequentially or in parallel to each other. However, learning and teaching approaches should provide opportunities to integrate skills where possible. Within each Unit there is a considerable degree of flexibility in order to provide for personalisation and choice.

Social Subjects: Making a Decision (Access 2)

The purpose of this Unit is to make a decision about a context drawn from within the social subjects and/or religious and moral education curriculum areas. The context chosen will, for example, provide an opportunity for the learner to acquire knowledge and understanding about their environment, people and society, or values and beliefs. The learner will make a decision based on the context studied. This might, for example, be whether or not they would like to have lived in Roman times by examining lifestyle, culture and customs. Throughout the decision making process, learners will develop an understanding about collecting information from a variety of sources.

Social Subjects: Making a Contrast (Access 2)

The purpose of this Unit is to make a contrast between different features of a context within the social subjects and/or religious and moral education curriculum areas. Contrasts might be between town and country, rich and poor, religious festivals, and past and present day comparisons.

Social Subjects: Organising and Communicating Information (Access 2)

In this Unit, learners will organise and communicate information about a context they have studied. The form of communication used may vary according to personal choice and the availability of resources. Examples of forms of communication may include: PowerPoint; a poster; a wall display; aural recording or very short video.

Conditions of award

To achieve the Access 2 Social Subjects Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

Access 2 Courses are not graded.

Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course will be given in the *Course Support Notes*. A broad overview of the subject skills, knowledge and understanding that will be covered in the Course is given in this section.

These include:

- ◆ making a decision
- ◆ making a contrast
- ◆ using different sources of information
- ◆ organising information
- ◆ communicating information
- ◆ basic knowledge and understanding within the context of social subjects (Geography, History, Modern Studies, Classical Studies) and/or religious and moral education

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Assessment

Further information about assessment for the Course will be included in the *Course Support Notes*.

Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

Social Subjects: Making a Decision (Access 2)

For this Unit, learners will be able to:

- ◆ use information
- ◆ use basic knowledge and understanding
- ◆ make a decision

Social Subjects: Making a Contrast (Access 2)

For this Unit, learners will be able to:

- ◆ use information
- ◆ use basic knowledge and understanding
- ◆ make a contrast between different features of a chosen context

Social Subjects: Organising and Communicating Information (Access 2)

For this Unit, learners will be able to:

- ◆ organise information
- ◆ communicate information

Exemplification of possible assessment approaches for these Units will be provided in the *National Assessment Resource*.

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

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course 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 Course where there are appropriate opportunities.

1 Literacy

1.1 Reading

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

Administrative information

Published: October 2011 (version 1.0)

Superclass: to be advised

History of changes to National Course Specification

| Course details | Version | Description of change | Authorised by | Date |
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