



People and Society (National 4)

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: People and Society (National 4)

SCQF: level 4 (24 SCQF credit points)

Course code: to be advised

Mandatory Units

People and Society: Investigating Skills (National 4) 6 SCQF credit points

People and Society: Comparing and Contrasting (National 4) 6 SCQF credit points

People and Society: Making Decisions (National 4) 6 SCQF credit points

Added Value Unit:

People and Society: Project (National 4) 6 SCQF credit points

This Course includes six SCQF credit points for the assessment of added value in the Added Value Unit. Further information on this Unit is provided in the Assessment section.

Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or equivalent qualifications and/or experience:

- ◆ Social Subjects (Access 3) 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 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 SQA qualifications in social subjects and social science
- ◆ further study or employment

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* and the *Course Assessment Specification*.

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 People and Society¹ Course builds on a wide range of experiences and outcomes and principles and practices from across several curriculum areas. Courses can be built upon the foundation laid by the principles and practices and experiences and outcomes in the social studies curriculum area, as well as on aspects of health and wellbeing and religious and moral education curriculum areas.²

The Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others, an openness to new thinking and ideas, and a sense of responsibility and global citizenship.

By studying this Course, learners are enabled to develop the four capacities in many respects. For example, learners' horizons are extended and they are challenged to look at the world in new ways. Their confidence grows as they begin to understand more about their sense of identity and place in the world. Learners will become responsible citizens by building up a framework of knowledge and understanding from across the social subjects and social sciences.

The investigative and critical thinking activities in this Course give learners important experience in contributing to group work and also working on their own. Learners will acquire attributes which will be important for their life and work.

Through the skills and content of the Course, learners will be encouraged to develop positive attitudes to themselves and others. An increased understanding

¹ Name of Course to be confirmed.

² www.ltscotland.org.uk/understandingthecurriculum/howisthecurriculumstructured/experiencesandoutcomes/index.asp

of their place in society will develop a sense of responsible citizenship. Learners will develop skills in working with others and in communicating, while the emphasis on using information and making decisions will develop thinking skills. Learners will have opportunities to develop skills in literacy and numeracy.

Purpose and aims of the Course

People and Society is a flexible and inter-disciplinary Course offering learners the opportunity to study themes, issues and topics³ of interest and relevance to them. It develops a range of skills as well as knowledge and understanding of people and society from across subject disciplines, drawing on the social studies, health and wellbeing, and religious and moral education curriculum areas. Through the perspectives of inter-disciplinary study, motivating contexts for learning can span subject boundaries, allowing learners to make connections across subject disciplines.

A deepening understanding of themselves and their society will help develop informed, confident and active learners, ready to make a positive contribution to society.

The Course is flexible and is designed to be appropriate and relevant to learners' needs. It offers significant opportunities for personalisation and choice. The approach taken and themes chosen for study in the Course can be drawn from a range of social subject/social science disciplines.

The main aims of the Course are to enable learners to:

- ◆ develop a greater understanding of society and their place in it
- ◆ gain knowledge of themes and concepts from across social studies and social science disciplines
- ◆ develop an understanding of significant influences on society and individuals
- ◆ develop skills which will enhance opportunities to engage positively in society

Through the flexibility in the Course and its emphasis on skills development, the Course can provide opportunities for learners to work as part of a team, take part in informed discussion, and thereby develop a respect and tolerance for the views of others as well as enhanced self-confidence.

³ Throughout this document, the term 'theme' will be taken to include themes, issues and topics.

Information about typical learners who might do the Course

The Course is appropriate for a wide range of learners, from those returning to learning and wishing to achieve a broad understanding of society and their place in it, to learners who wish to progress to more specialised qualifications, training, further education or employment.

Entry to this Course is at the discretion of the centre. However, it may be beneficial for a learner studying the Course to have the skills and knowledge required by one or more of the following:

- ◆ relevant experiences and outcomes from the broad, general education
- ◆ Access 3 Social Subjects or relevant component Units or another social subject
- ◆ equivalent qualifications

All Courses in this suite will take account of the needs of all learners and provide sufficient flexibility to enable learners to achieve in different ways and at a different pace.

Important skills for learning, life and work are developed through successful completion of the Course. These skills include investigating, using information, and presenting information in a variety of ways.

People and Society Units and Courses are offered from SCQF level 2 to SCQF level 4. Vertical and lateral progression is possible to more specialised study in other related qualifications, at higher SCQF levels, in the social studies, health and wellbeing, and religious and moral education suites of Courses.

The Course provides an entry qualification for a wide range of Courses in further education and for entry into a range of employment routes.

Course structure and conditions of award

Course structure

The Course develops a range of cognitive skills in learners. It encourages active and experiential learning in order to develop an understanding of people and society through a high level of personalisation and choice. Learners need to acquire and apply relevant knowledge and skills through an interdisciplinary social subjects/social sciences approach, at an appropriate level, in order to understand social themes.

Within each Unit there is flexibility in which theme can be studied, to allow personalisation and choice.

By taking this Course, learners will develop a wide range of important and transferable skills, including planning an investigation, collecting information from a range of sources, selecting information and reporting the results in a variety of ways; using information to compare and contrast; using information to make decisions or form judgements; and using the approach/perspective of different subject disciplines⁴ to acquire a deeper and more balanced understanding of people and society.

The Course offers flexibility so that relevant contexts can provide motivating and engaging learning experiences. Themes will be studied on an inter-disciplinary basis and in relation to key ideas drawn from social subjects and social sciences.

Course design will be based on the following principles.

The Course is skills-based. The Course is interdisciplinary in nature. The theme chosen in each Unit must be studied by adopting the approach of more than one subject discipline. The Course achieves coherence through adopting an overarching context or by being made up of linked Units.

Each Unit in the Course must be linked to three key ideas drawn from the social subjects/social sciences. A full list of these key ideas is shown in Appendix 1. In order to provide coherence, one key idea should be common across the three Units of the Course. A further two key ideas per Unit must be chosen across the Course.

The Course has four mandatory Units, including the Added Value Unit.

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

⁴ A list of the subject disciplines which can be drawn on by People and Society Units and Courses will appear in the *Course Support Notes*.

The principles above will be applied in the Units below:

People and Society: Investigating Skills (National 4)

In this Unit, learners will develop a range of investigating skills by choosing key ideas for study which will allow them to acquire knowledge and understanding of people and society. Learners will develop a range of straightforward investigating skills, including planning an investigation, collecting information from a limited range of sources, using a variety of methods of enquiry, and selecting and organising information.

People and Society: Comparing and Contrasting (National 4)

In this Unit, learners will develop skills of using information to compare and contrast by choosing key ideas for study which will allow them to acquire knowledge and understanding of people and society. Learners will use skills of evaluating information from a limited range of straightforward sources of information to contrast and make comparisons and form balanced judgements.

People and Society: Making Decisions (National 4)

In this Unit, learners will develop decision-making skills by choosing key ideas for study which will allow them to acquire knowledge and understanding of people and society. Learners will use skills of evaluating information from a limited range of straightforward sources of information to make decisions which take account of alternative evidence and viewpoints.

Added Value Unit: People and Society: Project (National 4)

In this Unit, learners will exercise choice in selecting an issue for personal study drawn from the key ideas studied in the Course. They will research their chosen issue and present their findings. Through this activity, they will have opportunities to demonstrate extension and application of knowledge and/or skills as they draw on the skills and knowledge acquired in the other Units of the Course.

Conditions of award

To achieve the People and Society (National 4) Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section.

National 4 Courses are not graded.

Skills and knowledge

Full skills and knowledge for the Course will be given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course includes:

- ◆ developing and applying basic knowledge, understanding and skills drawn from the Course in relation to a straightforward theme, issue or topic which learners have chosen to study, and presenting information in a range of straightforward and familiar ways
- ◆ with guidance, demonstrating investigating skills of planning a simple investigation, collecting information from a limited range of straightforward sources, selecting information from straightforward sources, and organising a limited range of information
- ◆ comparing and contrasting straightforward evidence from a limited range of sources about a theme, issue or topic drawn from a familiar context
- ◆ making decisions about a familiar issue or topic, using straightforward evidence from a limited range of sources and taking into account alternative evidence and viewpoints
- ◆ demonstrating a basic knowledge and understanding of a range of related themes, issues and topics about people and society, by describing and explaining information which is mainly factual

Assessment

Information about assessment for the Course will be included in the *Course Assessment Specification* which will provide full details including advice on how a learner's overall attainment for the Course will be determined.

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 judgements are consistent and meet national standards.

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

People and Society: Investigating Skills (National 4)

In this Unit, the learner will be required to provide evidence that they can:

- ◆ give straightforward descriptions and explanations demonstrating a basic knowledge and understanding of people and society, which is mainly factual, describing a theme, issue or topic from the perspective of at least two social subject/social science disciplines
- ◆ use a limited range of straightforward sources of evidence to demonstrate research and investigating skills of planning a straightforward investigation from a familiar context, by collecting, organising and using information in straightforward ways

People and Society: Comparing and Contrasting (National 4)

In this Unit, the learner will be required to provide evidence that they can:

- ◆ give straightforward descriptions and explanations demonstrating a basic knowledge and understanding of people and society, which is mainly factual, describing a theme, issue or topic from the perspective of at least two social subject/social science disciplines
- ◆ use a limited range of straightforward sources of evidence to demonstrate evaluating skills by comparing and contrasting information to reach simple balanced judgments

People and Society: Making Decisions (National 4)

In this Unit, the learner will be required to provide evidence that they can:

- ◆ give straightforward descriptions and explanations demonstrating a basic knowledge and understanding of people and society, which is mainly factual, describing a theme, issue or topic from the perspective of at least two social subject/social science disciplines
- ◆ use a limited range of straightforward sources of evidence to demonstrate evaluating skills by making simple decisions, taking into account alternative information and viewpoints

Added Value Unit

Courses from National 4 to Advanced Higher include assessment of [added value](#)⁵. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit 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, the Added Value Unit will focus on:

- ◆ challenge
- ◆ application

The learner will extend and apply the knowledge and skills they have learned during the Course. This will be assessed by a [project](#)⁶, in which learners will research and communicate findings on a topic drawn from the Course. The project will be sufficiently open and flexible to allow for personalisation and choice.

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

⁵ Definitions can be found here: www.sqa.org.uk/sqa/45528.html

⁶ See link above for definition.

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 also develop broad, generic skills through this Course. The skills that are likely to be appropriate for this 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
- 1.2 Writing
- 1.3 Listening and talking

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating

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 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*.

Appendix 1

Key ideas

behaviour	equality
beliefs	ethics
cause	heritage
change	identity
citizenship	interdependence
conflict	need
consequence	power
co-operation	responsibilities
culture	rights
difference	similarity
diversity	society
environment	technology
	values

Administrative information

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Superclass: to be advised

History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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