

# Draft National Unit Specification



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**Unit title:** Politics: Political Systems (Higher)

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop learners' skills in comparing aspects of two different political systems. Learners will apply knowledge and understanding of political processes and constitutional rights.

Learners who complete this Unit will be able to:

- 1 Use a wide range of complex sources of information to compare and contrast different political systems
- 2 Draw on factual and theoretical knowledge and understanding of constitutional arrangements in different political systems

This Unit is a mandatory Unit of the Higher Politics 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*.

The Course Assessment Specification for the Higher Politics Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Politics Course.

## 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:

- ◆ social science Courses (National 5) or component Units
- ◆ other social subjects

## 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 a wide range of complex sources of information to compare and contrast different political systems by:**
  - 1.1 identifying the role of either the legislature, the judiciary or the executive in two different political systems
  - 1.2 synthesising information which compares the role of either the legislature, the judiciary or the executive in two different political systems
  - 1.3 providing detailed and balanced conclusions on the differences and/or similarities relating to the balance of power between either the legislature, the judiciary or executive in two different political systems

### Outcome 2

The learner will:

- 2 Draw on factual and theoretical knowledge and understanding of constitutional arrangements in different political systems by:**
  - 2.1 Describing, in detail, and with accuracy, a constitutional right in two different political systems
  - 2.2 Analysing the extent to which two political systems' constitutional arrangements ensure constitutional rights

## 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.

If the Unit is being taken as part of the Higher Politics Course, centres may wish to generate evidence in a way which prepares learners for the Course assessment. Assessment evidence can be drawn from a variety of sources and presented in a variety of formats, including written responses to questions, participation in group tasks, presenting information to other groups, and 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.

Contexts which may be used to generate evidence of successful achievement of the Outcomes of the Unit are:

- ◆ The Scottish Political System: Scottish Parliament, Scottish legal system, Scottish Government
- ◆ The UK Political System: Parliament, Supreme Court, Cabinet

- ◆ The European Political System: European Parliament, European Court of Justice, the Council of the European Union, the European Commission
- ◆ The USA Political System: Congress, Supreme Court, President

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

*(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 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

## **2 Numeracy**

- 2.3 Information handling

## **4 Employability, enterprise and citizenship**

- 4.6 Citizenship

## **5 Thinking skills**

- 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 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



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

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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