

Draft National Unit Specification



Unit title: Politics: Political Theory (Higher)

SCQF: level 6 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' skills in evaluating political ideologies. Learners will apply knowledge and understanding of political concepts.

Learners who complete this Unit will be able to:

- 1 Use a wide range of complex sources of information to evaluate the theoretical basis of different political ideologies
- 2 Draw on conceptual knowledge and understanding of the nature of power, authority and legitimacy

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 evaluate the theoretical basis of different political ideologies by:**
 - 1.1 Using at least three detailed and complex sources of information to identify theoretical differences between two political ideologies
 - 1.2 Synthesising information in a structured manner
 - 1.3 Providing detailed and balanced conclusions on the differences and/or similarities between two different political ideologies

Outcome 2

The learner will:

- 2 Draw on conceptual knowledge and understanding of the nature of power, authority and legitimacy by:**
 - 2.1 Describing, in detail, and with accuracy, two models of power, authority and legitimacy
 - 2.2 Analysing how two political ideologies have interpreted these conceptual models

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.

The theories and ideologies chosen do not need to belong to a defined time period. Likewise, the concepts of power, authority and legitimacy can be studied within any political system. The writings of Max Weber and Steven Lukes should be used as the conceptual models for the ideologies and writings of:

- ◆ Hobbes, Locke, Mill (Liberalism)
- ◆ Marx, Lenin, Webb (Socialism)
- ◆ Burke, Disraeli, Hayek (Conservatism)
- ◆ Kohn, Gellner, Anderson, Kant (Nationalism)
- ◆ Mussolini, Hitler (Fascism)

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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Superclass: to be advised

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 to ensure they are using the most up-to-date version of the Unit Specification.