

# Draft National Unit Specification



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**Unit title:** UK Economic Activity (National 5)

**SCQF:** Level 5 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to enable learners to understand the different ways that the UK Government raises taxation revenue and how it spends it. It will enable learners to understand the economic aims of the government, the concept of economic growth, and the causes and effects of inflation and unemployment. Learners will also demonstrate knowledge and understanding of economic activity from a UK and Scottish perspective.

Learners who complete this Unit will be able to:

- 1 Describe key aspects of government taxation and spending in the UK economy
- 2 Apply knowledge and understanding of the UK Government's economic aims relating to inflation, unemployment and economics growth
- 3 Apply knowledge and understanding of the role of Scotland in the UK economy

This Unit is a mandatory Unit of the Economics (National 5) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides 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*.

## 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:

- ◆ Business (National 4) Course or relevant component Units
- ◆ Numeracy (SCQF level 4)

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Examples of other such relevant prior learning and experiences would involve an interest in the workings of the economy and current affairs.

## **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*.

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# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Describe key aspects of government taxation and spending in the UK economy by:**
  - 1.1 Distinguishing between direct and indirect taxation and between progressive and regressive taxation
  - 1.2 Distinguishing between current and capital spending and giving at least two examples of each
  - 1.3 Explaining at least two reasons for government spending in the UK
  - 1.4 Outlining briefly the impact of government taxation and spending for the UK economy

### Outcome 2

The learner will:

- 2 Apply knowledge and understanding of the UK Government's economic aims relating to inflation, unemployment and economic growth by:**
  - 2.1 Outlining a method of measuring unemployment, inflation and economic growth
  - 2.2 Describing at least two causes of unemployment and outlining an effect of unemployment on either individuals, firms or the economy
  - 2.3 Describing a cause of inflation and outlining an effect of inflation on either individuals, firms or the economy
  - 2.4 Interpreting straightforward trends in unemployment or inflation
  - 2.5 Outlining briefly how economic growth can be achieved and its impact on standard of living

### Outcome 3

The learner will:

- 3 Apply knowledge and understanding of the role of Scotland in the UK economy by:**
  - 3.1 Identifying a main industry in the Scottish economy and outlining its contribution to the UK economy
  - 3.2 Describing briefly at least two types of specialism in the Scottish economy
  - 3.3 Identifying at least two Scottish entrepreneurs and describing the impact of their businesses on the UK economy

## 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.

Evidence can be drawn from a variety of sources and presented in a variety of formats including short written responses and/or recorded oral evidence. Learners should use appropriate economic terminology at all times in their responses and include, where appropriate, the use of relevant examples.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

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*.

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

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 Writing

## **2 Numeracy**

2.3 Information handling

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

4.1 Employability

## **5 Thinking skills**

5.1 Remembering

5.2 Understanding

5.3 Applying

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

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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.