

Draft National Unit Specification



Unit title: Modern Studies: Democracy in Scotland and the United Kingdom (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop the learner's skills of detecting and explaining accuracy, bias and exaggeration in the context of democracy in Scotland and the United Kingdom. Learners will apply their knowledge and understanding of the main democratic processes, institutions and organisations which make up political life in Scotland and the United Kingdom.

Learners who complete this Unit will be able to:

- 1 Use a range of sources of information to detect and explain accuracy, bias or exaggeration in contexts relating to democracy in the Scottish and United Kingdom political systems
- 2 Draw on their basic knowledge and understanding of the political system, political issues and democracy in Scotland and United Kingdom

This Unit is a mandatory Unit of the Modern Studies (National 4) 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*.

The Added Value Unit Specification for the Modern Studies (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Modern Studies (National 4) 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:

- ◆ Modern Studies (Access 3) Course or relevant component Units
- ◆ Literacy (SCQF level 3)
- ◆ Numeracy (SCQF level 3)

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*.

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 Use a range of sources of information to detect and explain accuracy, bias or exaggeration in contexts relating to democracy in the Scottish and United Kingdom political systems by:**
 - 1.1 Using a maximum of two sources of straightforward information to detect accuracy, bias or exaggeration about a political issue
 - 1.2 Justifying accuracy, bias or exaggeration drawing on evidence from a maximum of two straightforward sources of information which may be written, numerical, graphical or pictorial

Outcome 2

The learner will:

- 2 Draw on their basic knowledge and understanding of the political system, political issues and democracy in Scotland and United Kingdom by:**
 - 2.1 Outlining the main features of, and giving brief reasons for, the political system of the United Kingdom including the place of Scotland within it
 - 2.2 Describing the main political rights and responsibilities of citizens in a democratic society
 - 2.3 Giving brief descriptions and explanations of the role of, and issues relating to, political institutions and organisations in **either** the Scottish political system **or** the United Kingdom political system
 - 2.4 Giving brief descriptions and explanations of the ways citizens are informed about, participate in and can influence **either** the Scottish political system **or** the United Kingdom political system and the issues which arise from this in a democratic political system

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 is required to show that the learner has met the Outcomes and Assessment Standards.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats, including simple written responses to questions, participation in group tasks, presenting information to other groups, and simple 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.

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

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
- 1.3 Listening and talking

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



Published: August 2011 (draft version 1.0)

Superclass: to be advised

History of changes

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