

Draft National Unit Specification



Unit title: Modern Studies: International Issues (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 reaching and justifying conclusions in the context of contemporary international issues. Learners will draw on their knowledge and understanding of international issues, focusing on either a study of a major world power or a significant international issue.

Learners who complete this Unit will be able to:

- 1 Use a range of sources of information to reach and justify conclusions about an international issue, focusing on either a major world power or a significant international issue
- 2 Draw on their basic knowledge and understanding of an international issue, focusing on either a major world power or a significant international issue

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:

- ◆ Access 3 Modern Studies 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*.

Draft

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Use a range of sources of information to reach and justify conclusions about an international issue, focusing on either a major world power or a significant international issue by:**
 - 1.1 Using a maximum of two sources of straightforward information which may be written, numerical, graphical or pictorial to reach conclusions about an international issue
 - 1.2 Justifying conclusions about an international issue, based on evidence from a maximum of two straightforward sources of information

Outcome 2

The learner will:

- 2 Draw on their basic knowledge and understanding of an international issue, focusing on either a major world power or a significant international issue by:**
 - 2.1 Outlining the main features of **either** the socio/economic and political system in a major world power **or** the main features of a significant international issue
 - 2.2 Giving brief descriptions and explanations of the causes of **either** a socio/economic or political issue in a major world power **or** an international issue
 - 2.3 Giving brief descriptions and explanations of the consequences of **either** a socio/economic or political issue in a major world power **or** of an international issue
 - 2.4 Giving brief descriptions and explanations of the role of **either** the political system in a major world power **or** the role of organisations involved in attempting to resolve an international issue

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.

There is flexibility in the choice of countries to be studied as a major world power but it is likely that centres will choose a member of the G20 group of countries.

If centres choose to study an international issue, the issue should be a contemporary one and have an impact on more than one country. Topics such as development and aid, terrorism, and regional international conflicts may be studied.

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*.

Draft

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

© Scottish Qualifications Authority 2011

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at www.sqa.org.uk.

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.