

Draft National Unit Specification



Unit title: Modern Studies: Social Issues in the United Kingdom (National 5)

SCQF: level 5 (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 making and justifying decisions in the context of social issues in the United Kingdom. Learners will draw upon their knowledge and understanding of significant social issues drawn from either a study of social inequality or crime and the law.

Learners who complete this Unit will be able to:

- 1 Use a range of sources of information to make and justify a decision about a social issue in the United Kingdom; focusing on either an aspect of social inequality or crime and the law while showing an awareness of alternative evidence and views.
- 2 Draw on their straightforward knowledge and understanding of a social issue in the United Kingdom; focusing on either an aspect of social inequality or crime and the law.

This Unit is a mandatory Unit of the Modern Studies (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:

- ◆ Modern Studies (National 4) Course or relevant component Units
- ◆ another social subject
- ◆ Literacy (SCQF level 4)
- ◆ 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*.

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 make and justify a decision about a social issue in the United Kingdom, focusing on either an aspect of social inequality or crime and the law while showing an awareness of alternative evidence and views by:**
 - 1.1 Making a decision about a social issue using between two and five sources of information which may be written, numerical, graphical or pictorial and which are mostly straightforward but have some complex features
 - 1.2 Justifying a decision about a social issue, based on evidence from between two and five sources of information which are mostly straightforward but which have some complex features
 - 1.3 Showing an awareness of alternative evidence and views from sources of information which are mostly straightforward but which have some complex features

Outcome 2

The learner will:

- 2 Draw on their straightforward knowledge and understanding of a social issue in the United Kingdom, focusing on either an aspect of social inequality or crime and the law by:**
 - 2.1 Describing, in detail, the main features of a social issue in the United Kingdom focusing on **either** an aspect of social inequality **or** crime and the law
 - 2.2 Giving detailed descriptions and explanations of the causes of a social issue in the United Kingdom focusing on **either** an aspect of social inequality **or** crime and the law
 - 2.3 Giving detailed descriptions and explanations of **either** the consequences of social inequality **or** the impact of crime
 - 2.4 Giving detailed descriptions and explanations of the attempts to tackle **either** social inequality **or** crime

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.

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.

If the focus of the learning is on social inequality, social inequality must be studied from the perspective of at least one of the following:

- ◆ race
- ◆ gender
- ◆ social class
- ◆ age
- ◆ disability
- ◆ other recognised cause of inequality

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



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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