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**Unit title:** People and Society: Making Decisions (National 4)

**SCQF:** level 4 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop the learner's skills in using straightforward information in order to make decisions on an issue which takes account of alternative evidence and viewpoints. Learners will use these skills and draw on their basic knowledge and understanding of an issue, in an inter-disciplinary way, from the perspective of at least two of the social subject/social science disciplines<sup>1</sup>.

Learners who complete this Unit will be able to:

- 1 Use straightforward information to make decisions which take account of alternative evidence and viewpoints
- 2 Draw on their basic knowledge and understanding of a topic or issue, studied from the perspective of at least two of the social subject/social science disciplines

This Unit is a mandatory Unit of the People and Society (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 People and Society (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the People and Society (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 People and Society Course or relevant component Units
- ◆ Literacy (SCQF level 3)

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<sup>1</sup> A list of the social subject/social science disciplines which may be drawn upon are given in the Course Support Notes.

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 straightforward information to make decisions which take account of alternative evidence and viewpoints by:**
  - 1.1 Using at least two sources of straightforward information to make a decision on a familiar topic or issue
  - 1.2 Using at least two sources of straightforward information to support the decision
  - 1.3 Using at least one source of straightforward information to show that alternative evidence and viewpoints have been taken into account

### Outcome 2

The learner will:

- 2 Draw on their basic knowledge and understanding of a topic or issue studied from the perspective of at least two of the social subject/social science disciplines by:**
  - 2.1 Giving basic descriptions about a straightforward topic or issue
  - 2.2 Giving brief explanations about a straightforward topic or issue
  - 2.3 Showing a knowledge and understanding of three key ideas<sup>2</sup> drawn from social subject/science disciplines

## 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.

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.

Candidate assessment evidence must demonstrate that the candidate is able to:

- ◆ use three key ideas drawn from social subjects/social science disciplines

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<sup>2</sup> Appendix 1

- ◆ adopt an inter-disciplinary approach by using the perspective of two social subject/social science disciplines

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

## 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

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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.

## Appendix 1: Key Ideas

Key Idea
behaviour
beliefs
cause
change
citizenship
conflict
consequence
co-operation
culture
difference
diversity
environment
equality
ethics
heritage
identity
interdependence
need
power
responsibilities
rights
similarity
society
technology
values