

Scottish Certificate of Education

**Standard Grade Arrangements in
Modern Studies**

Foundation, General and Credit Levels in and after 2009

2007

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Introduction

Presenting authorities and centres were provided with details of the arrangements for examinations in Standard Grade Modern Studies in March 1988 and the first examination was held in 1990. Since then various amendments have been made to the original arrangements, to reflect political, social and economic developments and in response to concerns about the overall demands of the course.

Examinations in Modern Studies at Foundation, General and Credit Levels based on these Arrangements will be offered in and after 2009.

1 Rationale

1.1 Definition

The central purpose of Modern Studies is to promote an objective understanding of social phenomena which affect individuals and groups of people at local, national and international levels. This understanding is built on the discovery and handling of evidence on contemporary social and political issues which involve the individual in relation to society and the state. Modern Studies looks directly at these issues through a framework of analysis and a core of concepts adopted from the social sciences of politics and sociology. The study and use of such economic ideas as are necessary for the understanding of social and political issues and the use, where appropriate, of associated ideas drawn from other social subjects fosters a multi-disciplinary approach. This definition takes account of that provided in Curriculum Paper 15, subsequent reports on the social subjects, changes in examination syllabuses and other curricular developments at different stages of the secondary school.

1.2 Contribution to the Curriculum

The Munn Report ("The Structure of the Curriculum in the Third and Fourth Years of the Scottish Secondary School", HMSO, 1977), recommended that the social studies mode should be experienced by all pupils in the 3rd and 4th years of the secondary school. This mode is made up of a spectrum of single and multi-disciplinary subjects: history, geography, economics, modern studies and contemporary social studies. The distinctive contribution of Modern Studies to the social studies at these stages is through its direct concern with the development of political literacy and understanding of the way in which people shape and are affected by social institutions. Thus Modern Studies can assist in realising the aim stated in the Munn Report, "to develop pupils' understanding of the society in which they live, to foster their capacity for making informed judgements on contemporary issues, and to establish their commitment to those values that are fundamental to the democratic way of life". The importance of direct coverage of political and social spheres is reinforced by many reports and commentaries which have called for the curriculum to respond to present day concerns and issues relevant to the lives of young people. The report from the Education for the Industrial Society Project ("An Education for Life and Work: Final Report of the Project Planning Committee", CCC, 1983), for instance, called for schools to provide courses which recognise that "decisions about industrial policy have to take place within a political environment".

The ideas and skills of Modern Studies, considered within its wide ranging contemporary subject matter, make the subject a potent contributor to the whole school and cross-curricular issues (see Appendix I) which are part of the overall social education of young people. The Consultative Committee on the Curriculum paper "Social Education in Scottish Schools", CCC, 1984, emphasised the responsibility of all subjects to make these contributions in their own appropriate way. Amongst the many issues to which Modern Studies could contribute, multicultural education, media education and technological education have been identified as current priorities for the S3 and S4 stages.

1 3 **The Emphasis in S3 and S4**

A Standard Grade course in Modern Studies should provide continuity in the development of skills and ideas with the earlier stages of the secondary school and the opportunity to articulate with what will be learned in continuing education. At the same time, however, it has to be a complete course in itself and provide for those for whom this will be the conclusion of school education. In the time available the course cannot cover all the areas of knowledge about social and political issues which society might demand of school education, but it must offer a secure foundation for those about to participate actively in society. At this stage of secondary schooling, therefore, so that pupils can be helped to develop the knowledge and skills they will require to interpret and participate in the social and political issues they will meet in their adult lives, the course should provide:

knowledge and understanding of the operation of various political and social processes and institutions so that young people can appreciate the framework in which society functions and the way in which political, social and economic factors impinge upon one another;

opportunity for young people to enhance their own lives by the use of knowledge, understanding and skills which enable them to participate in the shaping of society and democracy;

inculcation of skills and understanding necessary to be able to reflect critically upon our own social and political arrangements, to compare them with those of others, to be able to avoid manipulation and to realise that in the international sphere all societies are increasingly inter-connected and inter-dependent;

establishment of a framework of ideas and skills which can be applied to changes in society and issues which arise in the future;

formation of attitudes crucial to constructive participation in society.

It is recognised that knowledge and understanding, skills and attitudes interact very closely and that it is difficult to isolate one from another. However, teaching of important and sometimes controversial social and political issues should encourage attitudes which support the view of the individual as a responsible, reasoning and active participant in society, showing empathy with, and tolerance towards others.

2 Aims of Modern Studies

2 1 Modern Studies aims to develop skills and understanding in pupils to help them to interpret and participate in the social and political issues they will meet in their adult lives. Centrally, these issues raise questions which involve the individual in relation to society and the state. The aims of the subject in S3 and S4 are derived directly from the Rationale and the emphasis of the subject at this stage of the secondary school. They provide long-term targets towards which all activities related to the course and assessment should be directed.

2 2 Through the study of contemporary social phenomena, at both domestic and international levels, and by focusing directly on social and political issues, Modern Studies aims to:

develop a knowledge and understanding of contemporary society as a complex web of individuals and institutions subject to influence and change;

develop a knowledge and understanding of the processes of political decision-making in modern societies and develop political literacy using the terminology of the social sciences, especially politics and sociology;

develop an understanding of the interactions between political, social and economic factors in contemporary societies;

develop the practical and intellectual skills which contribute to the mode of analysis of the social sciences necessary for the study of contemporary political and social issues and for arriving at and communicating balanced opinions based on critical thought and evidence;

encourage pupils to develop as tolerant, responsible, reasoning and active participants in society.

3 Elements of Modern Studies

3 1 Introduction

Determination of the elements takes account of the limitations of time available in S3 and S4, public expectations about what is appropriate for study in the political and sociological dimension and the need to produce valid and reliable external assessment.

The emphasis is on developing a group of skills and attitudes rather than on the learning of factual content as an end in itself. Such an emphasis is considered essential if pupils are to benefit from the course as part of their preparation for citizenship in a rapidly changing world.

The skills, which are the elements of the subject, are derived from the aims. They constitute the essential processes involved in the subject as taught at this stage of the secondary school and provide broad targets of cognate skills around which pupil activities can be devised and towards which assessment can be directed.

For teaching and learning purposes the elements cannot always be kept separate and will coalesce as Modern Studies.

3 2 The Elements

3 2 1 The elements and the purposes within each are as follows.

3 2 2 Knowledge and Understanding

The course should promote pupil knowledge and understanding of:

concepts central to the operation of political and social processes and the relationship of these processes to individuals and groups within society;

the interaction among and/or between political, social and economic factors as they apply to individuals and groups.

3 2 3 Enquiry Skills

The course should promote pupil ability in the critical appraisal and evaluation of information about social and political institutions, processes and issues through:

recognising lack of objectivity;

making comparisons and drawing conclusions;

expressing support for a personal or given point of view;

stating investigative aims/headings;

justifying the use and demonstrating methods of enquiry.

3 2 4 *Participating and Open-mindedness*

The course should promote:

respect for truth and reason;

willingness to accept that other views and beliefs can have validity;

willingness to accept the possibility of, and limits to, compromise;

confidence and enterprise in pursuing information and communicating views.

3 2 5 Although the elements have been separately identified it is recognised that they are naturally interlinked in the teaching and learning process. Development of enquiry skills, therefore, will not usually be taught or learned in isolation from the development of understanding.

3 2 6 The element Participating and Open-mindedness will not form part of national assessment and certification. It recognises that the ultimate goal of the subject is for pupils to use, in a constructive way, acquired knowledge and skills and, therefore, participation in the social and political situations which they will meet in their adult lives. The course should be taught and presented in such a way that there are opportunities for these attitudes and values to develop. It means that, for example, in presenting evidence on controversial issues, there is an obligation on teachers to allow pupils to examine a range of points of view. Many of the cognitive aspects of these attitudes will be covered and assessed in the elements Knowledge and Understanding and Enquiring Skills. The value aspects are harder to assess because of their subjective nature and because of difficulties in predicting their future development. Teachers will no doubt wish to assess these attitudes as part of their contribution to the individual guidance of pupils or as part of course evaluation procedures.

3 2 7 Assessment for national certification will be based on Knowledge and Understanding and on Enquiry Skills.

4 Syllabus Design

4 1 Introduction

Standard Grade Modern Studies involves pupils in the active pursuit of the aims identified in 2 2. From these aims a syllabus has been devised which incorporates Knowledge and Understanding and Enquiry Skills explored through study of a set of concepts and related key ideas within a number of syllabus areas. Those aspects of Knowledge and Understanding and Enquiry Skills with which Modern Studies is concerned and the extent to which they are to be developed are set out in the Grade Related Criteria for both elements.

It should be noted that the syllabus arrangement set out below is not intended to prescribe either the structure of courses or the order in which content is taught. The syllabus areas, concepts and key ideas may be organised in different ways to produce courses.

4 2 Conceptual Basis

As stated in 2 1, the main aim of Modern Studies is to develop in pupils skills and understanding to help them interpret and participate in the social and political issues they will meet in their adult lives. Given that the subject matter of Modern Studies is concerned with major issues in the contemporary world and that the information being dealt with is subject to constant change, the emphasis of the course should be on the development of a framework of concepts into which new information can be readily assimilated. These concepts are generalisations which serve as classifications of knowledge or ideas, which give significance to particular pieces of information and which help teachers to select and structure course content from the mass available.

During the course pupils will acquire specific information and factual knowledge related to the course concepts and the key ideas of the syllabus. This information will be used to exemplify the concepts, to give precision to argument and to assist the economical and efficient recall of information for particular situations. More importantly, however, understanding as a base for future learning will be developed.

4 3 The Concepts

The concepts identified for the syllabus take account of the disciplines of the subject, important areas of syllabus content, and balance and interrelationships amongst concepts.

The concepts are:

- Equality
- Ideology
- Need
- Participation
- Power
- Representation
- Rights and Responsibilities.

These are considered to be particularly important political and sociological concepts and to provide a balanced and coherent course. It is recognised that there are other or additional concepts which may be more applicable to S1 and S2 or to the 16 to 18 age group.

The concepts are applicable to all syllabus areas (see 4 5) and can be applied to domestic and international matters. They are considered to be useful for the application of economic and, where appropriate, historical and geographical ideas. They can "trigger" a wide range of associated concepts (for example, "Equality" can lead to consideration of the concept of class in particular contexts).

Since the concepts apply to all syllabus areas it will be possible for pupils to "re-visit" concepts and reinforce or extend their understanding. However, in order to set limits to the content requirements for external assessment particular concepts have been specified in each syllabus area.

4 4 Descriptions of Concepts

The brief descriptions which follow give guidance on the aspects of the concepts to be studied in various contexts during the course. They do not attempt to provide definitive versions of the concepts but they isolate the most common and relevant usages of the concepts found within political and/or social analysis.

Equality

Within the social sciences the concept of equality is used in its descriptive or analytical sense, for example within investigations of the degree to which there are measurable discrepancies in wealth, status or well-being among individuals, rather than in a prescriptive sense dealing with what ought to be true. In social sciences equality is used as a tool of investigation within empirical studies of the degree to which human needs are equally, or unequally, met.

Ideology

The term ideology is used to suggest a systematic set of political and social ideas and a corresponding body of theory of the state and society. In the fullest sense this belief system or worldview is used by social groups to interpret social and political events, as a basis for decision-making, and to justify policies. In a narrower sense, within political analysis, it is useful to talk about the ideas of a political party as its ideology.

Need

Human needs describe conditions which human beings must have in order to survive and develop their abilities. In the social sciences the concept has been used, not only to describe basic physical needs, but also to analyse human conditions such as the need to acquire knowledge and skills and gain the means of exercising control over the individual's own life.

While needs are generally attributed to individuals, it is useful, in addition, to speak of group or national needs. This usage allows consideration of the following: how perceptions of individual and group needs are subject to change and debate, especially in relation to the autonomy or interdependence of individuals; the factors which produce changes, such as technology in the work place; the impact of changes upon different group needs and the role of the state in meeting changing needs.

Participation

The concept of participation has been applied within contemporary political science investigations into the extent and effectiveness of popular involvement in decision-making processes. Such studies focus upon the following: the extent to which participation is expected; the forms of participation possible; the conditions which foster the desire to participate; the incidence and causes of non-participation; and the skills necessary for effective participation. It is also useful to use participation to describe involvement in other non-political social processes, for example, group and community care during dependency.

Power

Power is used in both political and social theory to describe the ability of the individual or group to exact compliance or obedience from others and to influence others to do what they might otherwise not do.

Power is considered to spring from control and command of resources, to take different forms, for example force or authority, and to be exercised by various means, for example persuasion or sanctions.

Representation

In traditional approaches to the study of politics, representation has been used to analyse modern forms of non-direct democratic decision-making as part study, for example, of the functions and effectiveness of MPs. The concept has been used to contrast the relative freedom of British MPs to make independent judgements, and their susceptibility to influence when compared with delegates.

In contemporary political science the concept of representation is generally used within studies of electoral systems and the political processes by which elections are organised and decided.

Rights and Responsibilities

Political and social theories of the state generally assume that the rights of citizenship carry with them corresponding duties or responsibilities. Thus, it is useful to consider rights and responsibilities side by side: statements of the rights of citizens being necessarily followed by statements of linked and often apparently contradictory responsibilities, setting practical limitations on the rights.

The concept of rights has a long history within political theory. A distinction is made between inalienable and immutable human or natural rights which people are deemed to have by virtue of their common humanity and legal rights which are conferred by states and, therefore, are subject to change. The former usage, linked to some doctrine of human rights as encapsulated in the Universal Declaration of Human Rights (UNO 1948), is central to any comparison or evaluation of rights within different societies.

Within democratic societies civic responsibilities are often seen as including the obligation to take informed part in decision-making; to accept the will of the majority expressed through the democratic process; to abide by the rule of law; to renounce the use of violence in politics; to respect the rights of others; and to contribute to the protection of the nation-state. The state claims the authority to enforce these responsibilities by the use of sanctions where necessary. The concept is used also to describe the relative duties of individuals, societies and states in meeting human needs.

4 5 Syllabus Areas

Although these skills, attitudes and concepts provide the basis for a valid course, the importance is recognised of identifying syllabus areas and giving clearer direction to teachers on the application of concepts, skills and attitudes within these. A syllabus area defines the context within which more specific content may be derived as a teaching and assessment vehicle.

The syllabus areas are:

Living in a Democracy - The UK

Changing Society - The UK

Ideologies - The USA or China

International Relations.

These syllabus areas:

give the opportunity to develop social and political literacy;

provide a balance among the disciplines comprising Modern Studies;

provide study of the pupil's own society;

allow comparison between groups within societies;

allow study of international issues;

are of current relevance, importance and significance and therefore conform to public expectations about what might be dealt with in a course on aspects of contemporary society; they also help to heighten pupils' motivation by their relevance;

allow a degree of cross-reference, reinforcement and extension;

are areas for which existing resources can be adapted and which conform to teachers' expertise and expectations about the content of the subject.

4 6 Key Ideas and Contexts

The key ideas operationalise the concepts by expressing them in the form of subject matter to be explored and provide opportunities for different opinions and views to be critically considered, discussed and evaluated. The contexts specified for external assessment in 4 7 1 to 4 7 4 indicate the particular broad areas of subject matter which will be used as a vehicle for the assessment of Knowledge and Understanding and Enquiry Skills. The key ideas and contexts provide guidance for teachers on selecting specific exemplification.

The definition of the syllabus in terms of syllabus areas, concepts and key ideas provides the opportunity for the teaching of contexts in addition to those specified for external assessment, thus reinforcing and broadening understanding of the concepts. This approach also allows for part or all of the specified context for external assessment within a syllabus area to be changed in order to meet changing priorities and issues without altering the fundamental nature of courses. Adequate notice of any change to the specified contexts will be given.

4 7 Presentation of Syllabus Areas

On the following pages the syllabus areas are presented in terms of:

specified concepts and appropriate applications;

key ideas;

specified contexts for external assessment.

4 7 1 Syllabus Area 1: Living in a Democracy - The UK

Specified Concepts and Appropriate Applications

The following Concepts and Appropriate Applications are specified for particular attention in this Syllabus Area.

Participation	The degree and forms of participation possible in the selection of representatives in order to exert influence within decision-making processes.
Representation	The nature of the links between elected representatives and electors and the sense in which representation is the source of authority to enact laws; the sense in which participation in the processes by which representatives are elected is a democratic right and a duty; the extent to which representation is found at many levels, and the forms it takes in democratic societies; the degree to which the right to be represented provides the means of effective participation in decision-making.
Rights and Responsibilities	The sense in which life in a democracy confers rights and implies responsibilities.

Note: Applications of Concepts interrelate (see also 4 3).

Key Ideas

The above Concepts should be studied by critically considering, discussing and evaluating the following Key Ideas.

- a Democratic government is exercised by representatives with the consent of the people, as expressed in elections.
- b Representation is a key feature of democratic decision-making processes nationally, locally and in the workplace.
- c Democratic political processes are sustained by certain social attitudes and structures, eg:
 - acceptance of the responsibilities of citizenship including participation through political parties and pressure group activities;
 - respect for, and tolerance of, the rights of individuals and minorities.
- d Individuals and groups influence decision-making by various means and with varying degrees of success.

Specified Context for External Assessment

For external assessment, the application of understanding and critical evaluation of the Concepts and Key Ideas will be tested in the following.

- * Processes of selection of candidates and election of members of the United Kingdom and Scottish Parliaments, local councillors and workplace representatives.
- * Ways in which such representatives contribute to decision-making and work on behalf of those whom they represent in parliaments and constituencies, in the local community and in the workplace.
- * Methods by which individuals and groups can participate and influence decision-makers by voting, campaigning, taking part in political party, pressure group and workplace activity.
- * The rights and corresponding responsibilities of individuals and groups in the processes of representation and participation in a democratic political system.

4 7 2 Syllabus Area 2: Changing Society - The UK

Specified Concepts and Appropriate Applications

The following Concepts and Appropriate Applications are specified for particular attention in this Syllabus Area.

- Equality** The inequalities which exist between individuals and how these inequalities can be measured by comparison of wealth, status or life-chances;
- the validity of the idea that the state has a responsibility to reduce inequality between individuals and groups and the degree to which such a reduction is possible.
- Ideology** The ways in which ideology influences perceptions of individual needs and hence the extent to which political parties accept that the state has a responsibility to meet these needs.
- Need** Those needs which arise from the human condition, including physical needs; care; education; work; autonomy;
- the extent to which the needs of different groups are unequally satisfied;
- how needs are changing in response to social, economic and technological change;
- the extent to which needs are met by the state, the community and individuals;
- the sense in which the perception of need is ideologically determined.

Note: Applications of Concepts interrelate (see also 4 3).

Key Ideas

The above Concepts should be studied by critically considering, discussing and evaluating the following Key Ideas.

- a Individuals have certain common needs and interact with others in society to fulfil them.
- b Societies contain groups which differ in their relative wealth, status and life-chances.
- c Individual and group needs, experiences and opportunities change in response to technological and economic changes.
- d There are different views about the role the individual and the state should play in meeting the needs of groups within society.

Specified Context for External Assessment

For external assessment, the application of understanding and critical evaluation of the Concepts and Key Ideas will be tested in the following.

- * The needs of the elderly in relation to health and care and to shelter.
- * The needs of the unemployed in relation to work.
- * Differences in wealth, status and life-chances of the elderly in relation to health and care and to shelter.
- * Differences in wealth, status and life-chances of adults with dependent children and the working-age population in relation to income and work.
- * The ways in which social and economic needs, circumstances and opportunities of the working-age population are affected by changes in income and work due to technological and economic development.
- * The role of individuals, families, local and national government and private and voluntary organisations in meeting the specific needs of the working-age population and the elderly.

4 7 3 Syllabus Area 3: Ideologies - The USA or China

Specified Concepts and Appropriate Applications

The following Concepts and Appropriate Applications are specified for particular attention in this Syllabus Area.

Equality	The sense in which definitions of equality differ in relation to ideological views of the origins of inequality and the possibility of creating equality within societies; the possibility of measuring equality with reference to the existence of rights and freedom as well as physical well-being.
Ideology	The degree to which ideologies as sets of political ideas determine the perception of the value of human rights, the nature of equality and the place of dissent in society.
Participation	The extent and forms of participation possible in different societies as indicated by their attitudes to equality and human rights.
Rights and Responsibilities	The ways in which legal rights granted to citizens vary across societies and the possibility of comparing human rights records against standards implicit in statements of universal human rights.

Note: Applications of Concepts interrelate (see also 4 3).

Key Ideas

The above Concepts should be studied by critically considering, discussing and evaluating the following Key Ideas.

- a The ideologies of states are reflected in their perceptions of equality.
- b Interpretations of human rights vary between and within different societies.
- c The attitudes of citizens and the responses of states to political participation may differ and lead to internal conflict and protest.

Specified Context for External Assessment

For external assessment, the application of understanding and critical evaluation of the Concepts and Key Ideas will be tested in the following.

- * The ideologies of the USA or China.
- * The ways in which and extent to which ideology affects views of and realisation of equality (measured in terms of physical well-being, human and legal rights/responsibilities).
- * The ways and extent to which individuals and groups in the USA or China can participate, and the responses of the state to dissent.

4 7 4 Syllabus Area 4: International Relations

Specified Concepts and Appropriate Applications

The following Concepts and Appropriate Applications are specified for particular attention in this Syllabus Area.

Need	<p>The sense in which state needs exist, and the extent to which they can be identified in terms of the national interest;</p> <p>those state and societal needs which cause states to cooperate;</p> <p>the extent to which the needs of states foster self-interest as well as concern for others.</p>
Power	<p>Power as the means of attaining national interests against the wishes of competing states;</p> <p>the forms of power relevant within international politics, including military force; diplomatic persuasion; promises of aid; economic sanctions; and moral or legal authority.</p>

Note: Applications of Concepts interrelate (see also 4 3).

Key Ideas

The above Concepts should be studied by critically considering, discussing and evaluating the following Key Ideas.

- a The interests of states often diverge causing competition and rivalry.
- b States cooperate and join international organisations to solve common problems and meet national interests.
- c States use trade and economic and military aid to pursue power and influence as well as to promote development.

Specified Context for External Assessment

For external assessment, the application of understanding and critical evaluation of the Concepts and Key Ideas will be tested in the following.

- * The reasons for European states joining and maintaining membership of organisations and alliances (specified as the European Union, NATO and the UNO) - military, diplomatic and economic cooperation and conflict.
- * The means by which the security interests of European states are promoted through individual and collective measures.
- * The politics of aid - why states and the United Nations and its agencies seek to meet the needs of developing countries in Africa.

4 8 Techniques

The following techniques for collecting information are specified.

- * Interrogation of a data base/data file
- * Internet
- * Questionnaire
- * Attitude survey
- * Structured interview
- * Structured letter
- * Structured observations/observational checklist
- * Fieldwork
- * Library research (books, periodicals, CD ROMs)
- * Media interrogation (TV/radio/newspapers)

5 Assessment for Certification

5 1 Certification

Candidates will be assessed by a system common to all Levels.

The candidate's Scottish Qualification Certificate (SQC) will record an overall award on a 7-point scale of grades, grade 1 being the highest. The candidate's (SQC) will also record attainment in each assessable element. The overall award will be derived from the mean of the element grades, with Knowledge and Understanding and Enquiry Skills being weighted 40:60 respectively.

5 2 Pattern of Assessment Arrangements

Grades in Knowledge and Understanding and in Enquiry Skills will be based on external assessment.

5 3 External Assessment of Knowledge and Understanding and Enquiry Skills

Three external papers designated as Foundation, General and Credit will be offered as follows:

<i>Paper</i>	<i>Grades Assessed</i>	<i>Time Allocation</i>
Foundation	6, 5	1 hour
General	4, 3	1½ hours
Credit	2, 1	2 hours

In the element Knowledge and Understanding, questions will be devised to test understanding of Appropriate Applications of the Concepts as operationalised through the Key Ideas.

In the element Enquiry Skills, questions will be based on the Specified Contexts, but within these, invented or imaginary situations based on reality may be used.

In each paper there will be questions on all four Syllabus Areas with wide sampling of the Specified Contexts.

Questions will be set in relation to the Extended Grade Related Criteria for a particular Level and to the purposes within each element.

Marks will be allocated to each question and a total mark obtained for each element. The two grades associated with each Level will be distinguished by setting two cut-off scores. The lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance.

5 4 Presentations for External Examination

Candidates presented for the examination may attempt the written papers at two adjacent Levels, ie Foundation and General or General and Credit, but may not attempt both the Foundation and Credit Level papers. Candidates are not obliged to attempt papers at two Levels. Other than as the result of an appeal, candidates can only be awarded one of the grades assessed by the paper(s) attempted, or grade 7 for the element(s) concerned. Candidates who attempt papers at two Levels will be awarded the better of the two grades achieved on these papers. Performance at one Level will not be taken into account in grading at the other Level.

5 5 Grade 7 and No Overall Award

For any element, grade 7 will indicate that the candidate has, in the element concerned, completed the course but has not demonstrated achievement of any specified level of performance as defined by the Grade Related Criteria.

The Scottish Qualifications Authority (SQA) will regard the submission of an estimate grade as evidence that the course has been completed in that element.

Unauthorised absence from the external examination will result in no award for the subject.

5 6 Estimates

Centres must submit to the SQA, an estimate grade for each candidate for each of Knowledge and Understanding and Enquiry Skills. The teacher should determine the estimate grades on the basis of each candidate's work. Estimates may be used by the SQA for its internal procedures, including such cases as absence from external examinations, adverse circumstances and appeal. Evidence in support of these estimates should be retained by centres for submission to the SQA if required. Such evidence should be composed of assessments relating to each of the sub - elements in Knowledge and Understanding and Enquiry Skills (see 6 8 and 6 9) and should sample the Concepts, Syllabus Areas and Key Ideas. For each piece of evidence, the element being assessed and the grade awarded should be clearly indicated.

6 Grade Related Criteria

6 1 Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

6 2 Application of GRC

GRC are defined at three Levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given Level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower, but still satisfactory standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

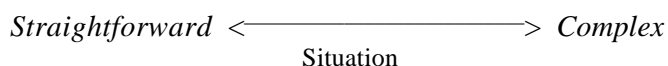
6 3 Types of GRC

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are more detailed descriptions of performance. They are intended to assist teachers in identifying targets for course construction, and in making their assessments for each element and by examiners when conducting external assessment.

6 4 Guide to Terminology

6 4 1 In distinguishing the characteristics of performance at the three Levels, three important features are identified; the degree of **straightforwardness** or **complexity** of the source or situation dealt with, the **directness** or **obviousness** in the way the subject matter is embedded in the source, and the extent, accuracy and sophistication of the **explanation** or **exemplification** offered by the candidate. Explanations of the terms as used in this document are offered below. However, it is important to understand that, both in these features and in the way the candidate will perform, there will be no clear cut or dramatically sudden move from one to the other. Many sources or situations may contain a mixture of straightforwardness or complexity, one shading into the other. On occasion, candidates will be able to deal with complex sources or situations, or give a more expanded argument or exemplification.



Situation is the term used to describe the particular setting in which questions are posed, or activities prescribed, for the candidates, group or class. Examples would be a case study based on a family suffering deprivation, or a geographical setting where conflict is involved.

The situation would be rooted in everyday life and often based on a personal case study involving individuals. It would contain few distractors, little interaction and clear, relevant but limited factual information. The situation would most commonly be contained within one source.

The situation would be likely to be removed from everyday occurrences and particular individuals. Case studies would contain references to an abstract level of processes (for example democracy) or institutions (for example Parliament). There would be more interacting factors or agents to take account of, and the information, which might be contained in different sources such as a written source or statistics, although relevant to the task set, may contain additional information.

Written Sources

Simple language structure containing few ideas; readability level likely to be found in the popular press, magazines, pamphlets used in everyday life, or selected extracts from these, or materials specially made up by the teacher; likely to be rooted in everyday life and with a clear story line.

More formal and complex language structure; larger units containing interaction of ideas and information; may contain abstractions and be based more on argument as opposed to description and narrative.

Oral (live/taped)

Simple language structure, containing few ideas and little technical vocabulary; clear story line with repetitions and reinforcements.

Everyday-life pace; more distractors from main story line or ideas.

Photographic/Visual

Clearly presented with the main message(s) easily perceived and few distracting features; if film or television, very clear story line with repetitions and reinforcements.

May contain a variety of messages including distractors; if film or television, story line can be more difficult to discern because of pace and distractors; little reinforcement.

Graphical

Simplified representational form, usually bar graph or pie-chart; three or four main features all of which are relevant to the task.

Different forms such as line graph; main trend not easily discerned.

Numerical

Usually whole number or simple fractions or percentages by themselves; only numbers relevant to the task.

Complicated numbers often containing fractions.

Cartographical

Limited detail; simple scale and key provided.

Greater detail including information not relevant to the task.

6 4 3 *Directness of Reference: Direct/Obvious - Indirect*

As well as the degree of complexity of the source or situation, the degree of directness or obviousness of reference to the subject matter or idea will have a bearing on performance.

Usually, at Foundation Level, the candidate will be able to recognise a reference to a Concept which is simple, unambiguous, clear and direct. The Concept word itself may appear in the source/situation or in the question or task set or there will be an unambiguous connection between the aspect of the Concept stated in the source and the Concept itself. Similarly, there will be one direct step to be made in drawing conclusions or making comparisons, and instances of bias, exaggeration or opinion will be unambiguous.

Although still operating within straightforward sources or situations, candidates at General Level will be able to disentangle from the information references to Concepts which are not explicitly stated, which may appear within different sections of the text and may have to be brought together, or where the connection between the Concept and the aspect mentioned is indirect. In evaluating sources, several deductive steps will have to be made or information within the source or sources synthesised to draw a conclusion or make a comparison, and examples of bias and opinion will have to be disentangled from the information provided.

At Credit Level, since the sources or situations are complex, the process of recognising applications of Concepts will be more demanding.

6 4 4 *Extent of Explanation: Brevity/Complexity*

In understanding and evaluating subject matter concerned with society, the ability to link and disentangle causes and effects in the explanation of situations is vital.

Within the broad spectrum of performance, at Foundation Level the candidate will give explanations in the form of short responses. Nevertheless, there will have to be evidence that the explanation given or exemplification provided is clearly related to the Concept in use or the conclusion made or view expressed before the performance can be credited.

At General Level, it can be expected that the candidate will provide a more expanded explanation in which different causes and/or effects are mentioned with relevant back-up facts. There will still be a tendency to describe, narrate, list or tabulate causes rather than to structure them and weigh them in order of importance and there may well be irrelevancy, inaccuracy and over-generalisation. Again, however, the explanation will have to be clearly related to the situation required and the relevant features will have to outweigh the irrelevancies. At the upper grade of performance at this Level, candidates will be showing evidence of linking causes to effects and showing a degree of abstraction (eg use of the term representation or participation) rather than description or narrative.

At Credit Level, a developed argument or explanation can be expected. Here the candidate would produce a more highly structured and sustained answer in which the linkage of causes and effects was more complex; there would be attempts to give weighting or importance to different causal explanations and to provide a greater degree of concise, relevant and accurate exemplification. Candidates would be expected to give answers which weighed different aspects of the relevant concept(s) with reference to particular examples before coming to a conclusion. Answers would have a higher degree of abstraction and detachment.

6 5 Knowledge and Understanding - Summary GRC

Foundation Level (grades 6, 5)

The candidate has demonstrated knowledge and understanding of social and political concepts by recognising direct applications of them in straightforward situations and by using them to provide brief explanations of such situations.

General Level (grades 4, 3)

The candidate has demonstrated knowledge and understanding of social and political concepts by recognising direct and indirect applications of them in straightforward situations, and by using them to provide detailed explanations of such situations with relevant examples.

Credit Level (grades 2, 1)

The candidate has demonstrated knowledge and understanding of social and political concepts by recognising them in complex situations and by using them to provide explanations of such situations, in some depth and detail and with relevant examples.

6 6 Enquiry Skills - Summary GRC

Foundation Level (grades 6, 5)

In relation to straightforward sources, the candidate has demonstrated ability to detect obvious lack of objectivity, to draw obvious conclusions and to express, and give simple justification for, a point of view; and, in relation to an issue, to state an investigative aim/heading and to demonstrate a method of enquiry.

General Level (grades 4, 3)

In relation to straightforward sources, the candidate has demonstrated ability to detect and explain lack of objectivity, to draw and justify conclusions and to express, and give detailed justification for, a point of view; and, in relation to an issue, state investigative aims/headings and to demonstrate in detail methods of enquiry.

Credit Level (grades 2, 1)

In relation to complex sources, the candidate has demonstrated ability to detect and explain lack of objectivity, to draw conclusions and to justify a point of view, in all cases using developed argument and taking other views into account; and, in relation to an issue, to formulate an investigative hypothesis, to describe and justify in detail methods of enquiry and demonstrate an awareness of their benefits/limitations.

6 7 Descriptions of Grades

These describe performance within Levels. They apply to each element.

- | | |
|---------|--|
| Grade 6 | The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance. |
| Grade 5 | The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance. |
| Grade 4 | The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance. |
| Grade 3 | The candidate has met the criteria for General Level, demonstrating a high overall standard of performance. |
| Grade 2 | The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance. |
| Grade 1 | The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance. |

6 8 Knowledge and Understanding - Extended GRC

Foundation Level (grades 6, 5)	General Level (grades 4, 3)	Credit Level (grades 2, 1)
In relation to straightforward situations the candidate can:	In addition, in relation to straightforward situations, the candidate can:	In addition, in relation to complex situations, the candidate can:
a recognise direct applications of course concepts in operation;	recognise indirect applications of course concepts in operation;	recognise applications of course concepts in operation;
b use understanding of course concepts to provide brief explanations of the situations.	use understanding of course concepts to provide detailed explanations of the situations referring to causes and effects and giving relevant examples;	use understanding of course concepts to provide explanations of the situations in some depth and detail with relevant examples and appropriate generalisation;
c	explain how various factors interact to affect individuals and/or groups.	explain how various factors interact to affect individuals and/or groups.

Descriptions of grades are given in 6 7.

In differentiating performance within Levels, account should be taken of:

quality of explanation in terms of clarity, relevance, accuracy and the extent of exemplification.

quality of explanation in terms of clarity, relevance, accuracy, structure, the extent of exemplification and prioritisation amongst causes.

quality of explanation in terms of clarity, relevance, accuracy, structure, the extent of exemplification, prioritisation amongst causes, abstraction and generalisation.

6.9 Enquiry Skills - Extended GRC

Foundation Level (grades 6, 5)	General Level (grades 4, 3)	Credit Level (grades 2, 1)
The candidate can:	In addition, the candidate can:	In addition, the candidate can:
a detect obvious examples of lack of objectivity (eg exaggeration, bias, opinion, selective use of facts) in straight forward sources;	detect and explain examples of lack of objectivity (eg exaggeration, bias, opinion, selective use of facts) in straightforward sources;	detect and explain examples of lack of objectivity (eg exaggeration, bias, opinion, selective use of facts) in complex sources, giving developed argument when required;
b make comparisons within and between straightforward sources and draw obvious, valid conclusions from them;	make comparisons within and between straightforward sources and draw conclusions from them, with justification when required;	make comparisons within and between complex sources and draw valid conclusions from them, with justification by developed argument when required;
c express support for a personal or given point of view with a valid reason;	express support for a personal or given point of view with a number of valid, detailed reasons;	express support for a personal or given point of view with a developed argument which considers alternative views;
d state an aim/heading relevant to an investigative issue and state a valid reason for a given method of enquiry;	state an aim(s)/heading(s) relevant to an investigative issue and state and justify an appropriate method(s) of enquiry;	formulate a hypothesis and state aims/headings relevant to an investigative issue and provide a detailed description and justification of appropriate methods of enquiry;
e demonstrate a method of enquiry for collecting information relevant to an investigative aim/heading.	demonstrate in detail a method(s) of enquiry for collecting information relevant to an investigative aim(s)/heading(s).	demonstrate an awareness of the benefits/limitations of a method(s) of enquiry for collecting information relevant to investigative aim(s)/heading(s).

Descriptions of grades are given in 6.7.

In differentiation performance within Levels, account should be take of:

	quality of explanation in terms of clarity relevance, accuracy and the extent of exemplification;	quality of explanation in terms of clarity, relevance, accuracy, structure, development and the extent of exemplification;
	quality of justification for conclusions reached;	quality of justification in terms of the degree of development and structure in the conclusions reached;
quality of argument supporting the point of view, in terms of the evidence used;	quality of argument supporting the point of view in terms of structure, coherence and evidence used;	quality of argument supporting the point of view in terms of structure, coherence, evidence used and the extent to which alternative views are taken into account;
quality of aim in terms of clarity and relevance;	quality of aims in terms of clarity and relevance;	quality of aims in terms of clarity and relevance;
quality of outline of method of enquiry.	quality of description of methods of enquiry.	quality of description and explanation of methods of enquiry.

Course Planning

- 1 In planning a two-year course based on the syllabus, teachers will require to take account of the following:

The syllabus is a unitary one in that all courses will require to cover the elements and develop understanding of the Concepts and skills in the same Syllabus Areas and in the same Contexts. The specified Concepts, Syllabus Areas, Key Ideas and Contexts should be used to produce units of work and learning activities to cover the two-year period; Concepts, Syllabus Areas, Key Ideas and Contexts play an interdependent role; Key Ideas and Contexts provide important guidance as to appropriate choice of content for each unit of work. However, freedom is provided to allow the Syllabus Areas and Key Ideas to be linked in different ways to produce a course. A thematic approach would be entirely appropriate. Guidance on course and unit construction has been provided by the Central Support Group on Modern Studies.

Although the syllabus is a unitary one, it is vital to recognise that pupils will operate and respond at different levels of understanding and skills depending on their stage of development. Courses, therefore, have to take account of differing levels of attainment and response. This differentiation will be achieved in two ways. Firstly, account should be taken of the Extended Grade Related Criteria which specify the different levels of attainment and the basis of differentiation (see Section 6). Each unit of work should incorporate opportunities for performance at the appropriate Level, depending on the organisation of the class. In the second place, Appendix II on Learning and Teaching gives guidance as to approach and methodology which should be adapted to different levels of ability.

The subject matter studied and resources used need to be up to date.

Modern Studies should contribute to whole school and cross-curricular issues.

2 Contribution to Cross-curricular Issues

For Standard Grade Modern Studies, three particularly important cross-curricular issues have been identified as current priorities to which the subject has an important contribution to make: multicultural education, media education and technological education (see 1 2). These particular issues have been the subject of projects, reports and investigations (eg International and Multicultural Education Project, Media Education Development Project, Technical and Vocational Education Initiative) and their political, social and economic dimensions are closely aligned with the aims of Modern Studies. The position adopted is that attention to these issues should permeate the course because of the danger that coverage of these issues through the provision of one Specified Context for each would produce an over-simplistic and token response, as well as over-loading the course.

Examples of how permeation can work in practice are outlined briefly below and have been expanded by the Central Support Group in Modern Studies through further exemplification in the form of support materials for teaching and staff development.

As regards **multicultural education**, the Concepts and Key Ideas provide important guidance as to how subject matter which reflects cultural diversity in British and other societies should be chosen for teaching within the Contexts specified for external assessment. Immediate examples arise when considering respect for and tolerance of the rights of individuals and minorities (Syllabus Area 1), examining why society contains groups which differ in relative wealth, status and life-chances and discussing different views about the role the state should play in meeting the needs of groups within society (Syllabus Area 2), comparing how the value placed on human rights varies between and within different societies (Syllabus Area 3) and looking at the political and social dimensions of development issues (Syllabus Area 4). The Concept descriptions (see 4 4) are also particularly relevant in considering the ways in which Concepts can reflect multicultural issues. The skills which run across the two elements are deliberately designed to foster critical thinking processes and to develop considered attitudes in relation to features of societies such as stereotyping, the disparaging of minority cultures and racism. For example, Enquiry Skills involves pupils in the recognition of lack of objectivity. Just as important, the resources used for teaching and examining the course should be chosen to reflect cultural diversity and examined carefully for undesirable, even if unconscious, bias.

In making a contribution to **media education**, the emphasis should be on process as opposed to product. Many of the skills to be fostered in courses have been deliberately chosen to develop critical study and analysis of the mass media. The role, uses and techniques of different kinds of media will emerge in a natural, as opposed to mechanistic, way in units of work through, for example, considering the ways in which issues are generated, treated and given priority, or examining how individuals can participate and influence decisions. Furthermore, teachers of Modern Studies are already familiar with the use of mass media as essential resources in learning about and assessing contemporary issues and it is hoped that there will be continued reliance on such resources, including new media resources brought about as a result of technological development, given the more active learning processes required at Standard Grade.

The contribution of Modern Studies to **technological education** comes through consideration of the impact of technology on the lives of individuals. The accelerated role of technology is so fundamental in considering change in society that it has been isolated as part of a Key Idea in Syllabus Area 2, but technological impact can also be considered in a natural way at different points of a course by for example, looking at the ways in which new technologies of information storage and retrieval could affect the rights of individuals (Syllabus Areas 1 and 3), or in discussing the access to appropriate technology in relation to social and political development issues (Syllabus Area 4). Here again the development of skills as specified in the Grade Related Criteria has an important role to play. Practice in the skills of investigating and evaluating information is vital if young people are to be educated to understand better, and to develop a balanced view of, technological change. It is to be hoped that there will gradually be more pupil use of micro-electronic technology through interaction with computers to access and handle information and to engage in simulation and role play.

Learning and Teaching

1 Learning and the Philosophy of Standard Grade Modern Studies

Classroom practice in Modern Studies should reflect the rationale and aims of the subject.

Standard Grade, with its particular philosophy, has implications for the teacher as it implies a shift in emphasis towards active, learner-centred activities. Few of these are new to teachers of Modern Studies. What is different is that the experiences and activities recommended should be central and continual in courses rather than occasional. The Standard Grade syllabus places emphasis on the development of conceptual understanding and the acquisition of skills involved in Enquiry Skills. Central to this process will be the selection of learning experiences which:

avoid concentration on the acquisition of facts for their own sake; rather, provide opportunities to develop the ideas and skills necessary for future participation in a changing society and develop understanding and skills transferable to new situations;

develop social science skills in contexts which highlight aspects of the relation of the individual to the state and society;

involve the discovery, evaluation and communication of evidence on contemporary social and political issues, both in and out of the classroom;

promote the desire to participate in social, economic and political aspects of life and develop social and political competence;

yield evidence of performance in the assessable elements and provide opportunities for attitudes and values to emerge and develop.

2 Recommended Learning Experiences

In addition to the more conventional forms of learning, it is hoped that pupils will be given the opportunity to experience the following:

active learning which makes extensive use of resources (eg audio-visual, computer and other equipment);

problem solving individually and in groups, in which the pupil is required to interpret, process and evaluate information, make decisions based on evidence, and communicate conclusions;

group discussions and decision-making, whereby pupils learn to follow rules of discussion, and, through interaction, arrive at collective decisions;

use of local community/environment resources, inside and out of school (eg survey work, interviews, questionnaires, work-experience, case studies);

individual investigation of a theme, or issue, where the pupil can bring together a range of social science skills;

role-playing exercises and simulations, which offer pupils more direct and personal involvement in the study of an issue;

self-assessment, which allows the pupil to measure progress and to seek teacher help where necessary.

Offering these learning experiences will give greater opportunity for the use of oral and discussion skills. Discussion will be vital in bringing together the skills specified in Knowledge and Understanding and in Enquiry Skills. Teachers should see their role as that of facilitator in preparing pupils for participation in discussion. Discussion will provide opportunities to:

apply and test ideas learned;

listen to other points of view;

respond critically on the basis of evidence;

make and express judgements.

Teachers should promote writing skills which enable pupils to make sense and effective use of new information and ideas. Opportunities should be provided for pupils to learn the skills of note-making, rather than depending on copied or dictated notes, and to explore their own thoughts and feelings.

Pupils will then recognise that their writing has a purpose. For example writing may be used to:

organise thoughts;

plan future work;

make information personal;

draft and re-draft material;

refine thoughts and ideas;

record information of visits and from fieldwork;

communicate purposefully with a known audience.

For example, while planning a task prior to writing, pupils might "brainstorm"* for ideas. Each pupil could write down the ideas regarded as being relevant to the purpose. Pupils would then exchange views. In this way ideas are clarified, and writing becomes an extension of oral work.

Writing which concentrates on such skills as finding information, evaluating, participating and recording in one's own words should be encouraged.

Learning experiences within the community should be fully exploited. The use of visits and/or visiting speakers can enrich pupils' learning and help develop their social competence. These enable pupils to consolidate their knowledge, and obtain fresh insights. Pupils should be clear about how these learning experiences fit into the course, and what they are expected to learn. De-briefing, or follow-up sessions, should reinforce learning.

3 Checklists of Activities

Recommended activities can be derived from consideration of the learning experiences described above. Some are given, by way of examples, in the sub-sections which follow.

Activities to Develop Conceptual Understanding

This group of activities is concerned with the development of conceptual understanding in forms which are likely to allow pupils to transfer their understanding into new areas of knowledge. This will be encouraged by pupils being aware of the purposes of the activities being undertaken.

Activities which are likely to be especially important include those which allow pupils to:

- set their own learning objectives;
- assess the extent of their existing knowledge;
- structure their own enquiries;
- use advance planners and organisers; *
- construct concept and theme maps; *
- discover information for themselves;
- explore Concepts in different Contexts;
- paraphrase information and arguments;
- use and develop analogies in explanations;

Learning and Teaching Approaches

Pupils are motivated by a variety of teaching approaches and class organisation should be flexible enough to provide pupils with this variety. Pupils should have the opportunity to participate as members of the whole class, in group work and as individuals. The approaches and activities outlined in this section imply a shift in emphasis from class work to group and individual work. This is not to underestimate the role and value of teacher-led class and group lessons for such matters as the introduction of topics, revision, reinforcement, generating group morale and cohesion, speeding the pace of learning and, not least, continually relating small-scale skill assignments to the overall purpose of the course to ensure its meaningfulness. It is not advocated that the teacher abdicates a teaching role to become merely a manager of resources.

As pupils take increasing responsibility for their own learning and for accessing resources, both inside and outside the classroom, teachers will need to develop policies which will allow pupils to have easy access to suitable storage and retrieval systems and appropriate equipment (for example, cassette recorders, headphones, individualised slide viewers, computers) and a physical setting with quiet corners and areas for discussion organised to allow individual and group work. Departments should also make full use of school and other libraries and resource centres, as well as various kinds of data bases.

Differentiation

The organisation of classes will differ from school to school, but each class will contain a mix of pupils who differ in their stages of development and capacities to cope with different kinds of learning. Teachers should take account of these differences when planning their courses.

The Grade Related Criteria give guidance on appropriate levels of understanding of Concepts and of the skills involved in Enquiry Skills. Teaching approaches should differ accordingly.

The production of core and extension materials and assignments with diagnostic assessment devices is one way to help pupils master skills at their appropriate level. For such an approach the teacher must first identify the basic learning objectives in the course unit. Then extension objectives and assignments for "faster" learners should be produced as well as remediation planned for students encountering learning difficulties. The assessment strategy and tasks adopted in the unit should relate to the Grade Related Criteria.

Pre-planned cooperative and team teaching, with learning support specialists, may offer considerable advantages. Such specialists have the expertise to provide for the needs of a wide range of pupils with learning difficulties, and can offer advice to the Modern Studies teacher on the preparation of appropriate teaching resources.