

**MODERN STUDIES**  
**Intermediate 1**

**First edition — published October 2006**

## National Course Specification

### MODERN STUDIES (Intermediate 1)

**COURSE CODE** C236 10

#### COURSE STRUCTURE

This Course has three mandatory Units:

<b>DV52 10</b>	<b>Political Issues in the United Kingdom (Intermediate 1)</b>	<b>1 credit (40 hours)</b>
<b>DV53 10</b>	<b>Social Issues in the United Kingdom (Intermediate 1)</b>	<b>1 credit (40 hours)</b>
<b>DV54 10</b>	<b>International Issues (Intermediate 1)</b>	<b>1 credit (40 hours)</b>

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for Course assessment.

#### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ a Grade 5 or 6 in Modern Studies or another social subject at Standard Grade
- ◆ an Intermediate 1 Course or Unit(s) in another social subject
- ◆ one or more Units from Access provision in Social Subjects

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ Intermediate 2 Modern Studies
- ◆ Intermediate 2 in another social subject
- ◆ training or employment

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#### Administrative Information

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## National Course Specification (cont)

**COURSE** Modern Studies (Intermediate 1)

### CREDIT VALUE

The Intermediate 1 Course in Modern Studies is allocated 24 SCQF credit points at SCQF level 4.\*

*\*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### CORE SKILLS

Achievement of this Course gives automatic certification of the following:

Complete Core Skill	None
Core Skills component	Critical Thinking at SCQF Level 4

## National Course Specification: Course details

**COURSE** Modern Studies (Intermediate 1)

### RATIONALE

The aim of this Course is to develop, within a balanced structure, the candidate's knowledge and understanding of Modern Studies relating to contemporary political, social and international issues and the skill of evaluating.

Intermediate 1 Modern Studies is concerned with developing these skills in the following three syllabus areas:

- ◆ political issues in the UK, related to decision making in Scotland or the UK, exemplified through a case study
- ◆ social issues in the UK related to wealth and health or crime and law
- ◆ international issues: the Republic of South Africa, The People's Republic of China, the USA, the European Union or Brazil

At the end of the Course the candidate should have a basic knowledge of the major political, social and international issues studied. The candidate should be able to describe these issues using relevant examples. They should be able to select and evaluate information and use evidence to detect and explain bias, make comparisons within and between straightforward sources and draw conclusions from them and express support for personal or given points of view.

Modern Studies also contributes to personal and social development. In particular the Course addresses the area of rights and responsibilities. This includes the rights and responsibilities of an individual in a democratic society and the moral and ethical responsibilities of individuals.

Candidates should be encouraged to take responsibility for their own learning. They should make use of generic learning skills. The specific skills developed in Modern Studies will make a contribution to learning in many other subjects.

### COURSE CONTENT

The Course is divided into three Units, dealing with political, social and international issues. The content of the Units is described below. The Course content will be subject to sampling in the Course assessment.

#### *Political Issues in the United Kingdom (Intermediate 1)*

There are two Study Themes:

Study Theme 1A	Government and Decision Making in Scotland
Study Theme 1B	Government and Decision Making in Central Government

Candidates must study one of the Study Themes. Expanded descriptions of the content of these Study Themes are contained in the Unit Specification *Political Issues in the United Kingdom (DV52 10)*.

## National Course Specification: Course details (cont)

**COURSE** Modern Studies (Intermediate 1)

### Study Theme 1A: Government and Decision Making in Scotland

- 1 Decision making in Scotland: the Scottish Parliament; the Executive; the powers, structure and functions of the Scottish Parliament and Executive. The functions of local councils and councillors.
- 2 Influences on the decision making process in Scotland: the voting system, the media and pressure groups. Case Study: evaluation of pressure groups in action.

### Study Theme 1B: Government and Decision Making in Central Government

- 1 Decision making for the UK: the UK Parliament: the House of Lords and the House of Commons; the powers of the Prime Minister; the Cabinet; the work of a backbencher.
- 2 Participation in the voting system; forms of participation. Reasons for variations in voter turnout at elections. Influence of the media on the political system and level of participation. Case Study: the influence of the press on politics.

### *Social Issues in the United Kingdom (Intermediate 1)*

There are two Study Themes:

Study Theme 2A Equality in Society: Wealth and Health in the United Kingdom  
Study Theme 2B Crime and the Law in Society

Candidates must study one of the Study Themes. Expanded descriptions of the content of these Study Themes are contained in the Unit Specification *Social Issues in the United Kingdom (DV53 10)*.

### Study Theme 2A: Equality in Society: Wealth and Health in the United Kingdom

- 1 Poverty: causes and consequences; the role in tackling poverty of: central government; the Scottish Parliament; local authorities; the voluntary sector and the private sector.
- 2 Causes of ill health; causes of health inequalities; health needs in the UK; how these health needs are met by: central government; the Scottish Parliament; local authorities; the voluntary sector and the private sector.

### Study Theme 2B: Crime and the Law in Society

- 1 Types of crime; causes of crime; the law in Scotland regarding alcohol, drugs and road traffic.
- 2 Role of the police; branches of the police; different approaches to policing; the court system in Scotland; sentencing policy; the Scottish juvenile justice system.

## National Course Specification: Course details (cont)

**COURSE** Modern Studies (Intermediate 1)

### *International Issues (Intermediate 1)*

There are five Study Themes:

Study Theme 3A	The Republic of South Africa
Study Theme 3B	The People's Republic of China
Study Theme 3C	The United States of America
Study Theme 3D	The European Union
Study Theme 3E	Development in Brazil

Candidates must study one of the Study Themes. Expanded descriptions of the content of these Study Themes are contained in the Unit Specification *International Issues (DV54 10)*.

#### **Study Theme 3A: The Republic of South Africa**

- 1 Social and economic issues: main regional and cultural differences; inequalities in lifestyle in terms of employment, wealth, health, land, housing, education and law and order issues; responses to these inequalities.
- 2 Political issues: participation and representation within the political system; the influence of different political groups on the political process.

#### **Study Theme 3B: The People's Republic of China**

- 1 Social and economic issues: main regional and cultural differences; inequalities in lifestyle in terms of wealth, housing, health, education; rural and urban contrasts. Government responses to these issues.
- 2 Political issues: participation and representation within the political system; the influence of different political groups on the political process; human rights issues and government responses.

#### **Study Theme 3C: The United States of America**

- 1 Social and economic issues: main regional and cultural differences; inequalities in terms of employment, income, health, housing, education and law and order amongst ethnic groups. Government responses to these issues.
- 2 Political issues: inequalities of representation and participation in the political process by different groups. Government responses to these issues.

#### **Study Theme 3D: The European Union**

- 1 Comparative lifestyles between a community in the UK and a community in another European Union country: living standards, education, housing, family life and leisure.
- 2 Social and economic issues in Europe: European integration; enlargement; the implications for the UK of the single European currency; regional development; social policy and fishing/farming issues; military co-operation.

## National Course Specification: Course details (cont)

**COURSE** Modern Studies (Intermediate 1)

### Study Theme 3E: Development in Brazil

- 1 Social and economic issues: main regional and cultural differences; inequalities in lifestyle: wealth, health, housing, education, land, law and order. Responses to these inequalities by federal, state and other organisations. Economic issues: trade, aid and foreign debt.
- 2 Political issues: extent of participation in the political system; human rights issues, government responses.

### ASSESSMENT

To gain the award of the Modern Studies (Intermediate 1) Course, candidates must pass all the Units and the Course assessment. The candidate's grade is based on the Course assessment.

#### Assessment Objectives

The key objective of assessment is to ensure that candidates have achieved the aims of the Course. In particular, assessment seeks to ensure that candidates have understood and can apply the Course content and that they can communicate their understanding.

Unit assessments aim to ensure candidates can complete a range of descriptive and analytical questions relating to familiar and unfamiliar situations.

Course assessment aims to enable candidates to describe and analyse political, social and international issues in unfamiliar and more demanding contexts through the use of short response questions, evaluating items, and a decision making task.

#### Unit Assessment

The Unit assessment for each of the three Units will be a closed-book assessment which should take place at an appropriate time. The maximum time allowed for each assessment is 25 minutes.

Each Unit is assessed against the standards set out in the *National Unit Specification: statement of standards* for each Unit. Full details of the Outcomes, Performance Criteria and Evidence Requirements may be found in the Unit Specifications.

Further details about Unit assessment for this Course can be found in the NAB materials produced in conjunction with each of the three Unit Specifications.

#### Course Assessment

Paper	Time allocation	Mark allocation
1	1 hour 30 minutes	60

- ◆ The Course assessment is based on one Question Paper lasting 1 hour 30 minutes. There is a total mark allocation of 60.

## National Course Specification: Course details (cont)

**COURSE** Modern Studies (Intermediate 1)

- ◆ The paper will consist of three sections:
  - Section A will cover Political Issues in the United Kingdom
  - Section B will cover Social Issues in the United Kingdom
  - Section C will cover International Issues
- ◆ Candidates must answer one question from each section. Questions will require a short response.
- ◆ There will be a balance of items assessing the skills of knowledge and understanding and evaluating.

Further details of the Course assessment are given in the Course Assessment Specification and in the Specimen Question Paper.

### Link between Unit and Course assessment/added value

Course assessment will require candidates to:

- ◆ demonstrate the ability to retain and integrate the knowledge and understanding acquired in the Units
- ◆ apply the knowledge and understanding acquired in the Units to less familiar and more demanding contexts
- ◆ evaluate unfamiliar information (ie to draw reasoned conclusions, detect bias, make comparisons, support a point of view)
- ◆ demonstrate a broader knowledge and understanding of the Study Themes

When Units are taken as part of a Course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the Unit Outcomes. This attainment may, where appropriate, be recorded and used to contribute towards Course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials.

### GRADE DESCRIPTIONS

The candidate's grade will be based on the total score obtained from the Course assessment. The descriptions below indicate the nature of achievement required for an award at Grade C and Grade A in the Course.

For an award at Grade C candidates should be able to:

- ◆ demonstrate knowledge and understanding by providing:
  - clear description(s) of the straightforward issue(s)
  - clear explanation(s) of the straightforward issue(s)
- ◆ demonstrate evaluating skills by:
  - accurately evaluating straightforward sources
  - selecting relevant evidence from straightforward sources with justification

## National Course Specification: Course details (cont)

**COURSE** Modern Studies (Intermediate 1)

For an award at Grade A candidates should be able to:

- ◆ demonstrate knowledge and understanding by providing:
  - clear and detailed description(s) of the straightforward issue(s)
  - clear and detailed explanation(s) of the straightforward issue(s)
- ◆ demonstrate evaluating skills by:
  - accurately evaluating straightforward sources
  - selecting relevant evidence from straightforward sources with detailed justification

### ESTIMATES AND APPEALS

#### Estimates

In preparing estimates, evidence must take account of performance across the Course and must be judged against the Grade Descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

#### Appeals

Evidence to support appeals for the Course must show a sufficient breadth of coverage of the content and must relate to the Course Grade Descriptions.

Candidates are required to have knowledge and understanding of and the ability to evaluate within the chosen Study Themes from the specified sections in the question paper.

The best evidence will meet the following criteria:

- ◆ there should be evidence of retained and integrated knowledge and understanding
- ◆ there should be evidence of the ability to apply the knowledge and understanding to less familiar and more demanding contexts
- ◆ there should be evidence of retained skills of evaluation of unfamiliar materials
- ◆ the candidate should be able to demonstrate a broader knowledge and understanding of the Study Themes

Evidence which meets these criteria and demonstrates the retention of knowledge and skills over a period of time is likely to come from an integrated test or prelim which reflects the requirements of the Course Assessment in demand, structure and timing.

Although a prelim examination is not mandatory, it can give a good indication of how a candidate will perform with the addition of time pressure and the need to apply knowledge and skills in new contexts in the Course assessment. Questions should replicate the style of the Specimen Question Paper. Questions from previous SQA examination papers may be adapted for use in a prelim exam which may provide appropriate evidence. Where this method is used, centres should ensure that the questions come from at least three different examination papers and that some adjustments are made to some of the questions to ensure that the candidates will not have had the opportunity previously to see the questions. Whatever approach is taken to the creation of prelim papers or other assessment items, centres must be certain that the material has not been seen previously by the candidates.

## **National Course Specification: Course details (cont)**

### **COURSE**                      Modern Studies (Intermediate 1)

The NABs for the Units of this Course on their own do not provide sufficient evidence to support an appeal since they do not provide evidence of a candidate's ability to:

- ◆ respond to questions from across more than one Unit of the Course on a single occasion
- ◆ apply skills in more demanding situations

Centres which offer an integrated test or prelim which covers only two Units should include in their submission an additional test covering the third Unit.

To lend weight to an appeal, the candidate should have exceeded the minimum cut-off score for the test or prelim, or for the NABs which are being submitted (if applicable).

### **QUALITY ASSURANCE**

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards.

The Units of all Courses are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained marker in their own time, markers' meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Moderator reports are published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk)

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE**

Learning and teaching approaches should reflect the aims and rationale of the subject and build on the good practices developed previously. The learning experience should include a variety of approaches to the acquisition of knowledge and skills, centre around progression and encourage and support independent learning.

The following learning experiences are essential to the Course, and the additional 40 hours allowed in the Course can be used to develop the appropriate learning and teaching strategies.

Knowledge and skills enrichment should be encouraged through exposure to a wide range of resources: commercial products, newspapers and magazines, current affairs and educational programmes on television and radio. Many newspapers can be accessed from CD-ROM and the Internet and ready access for candidates to the Internet is invaluable in delivering the Course. However, the language level of the above resources should be considered before deciding which are the most appropriate for Intermediate 1 candidates.

The media inform and shape our understanding of issues and concepts central to the Course.

## National Course Specification: Course details (cont)

### **COURSE**                      Modern Studies (Intermediate 1)

Candidates should have the opportunity to develop media awareness and enrich their evaluating skills. Among the evaluating skills is the use of evidence to:

- ◆ detect and explain a lack of objectivity
- ◆ make comparisons between sources, and draw and justify conclusions
- ◆ express support for a point of view with justification

Opportunities to engage in group discussions and decision making whereby candidates learn to follow rules of discussion and, through interaction, arrive at collective decisions are also appropriate. Role-playing exercises and simulations which offer candidates more direct and personal involvement in the study of an issue will motivate learning.

A variety of teaching approaches is crucial and candidates should have the opportunity to participate as members of the whole class, in group work and as individuals. Whole class teaching and exposition are appropriate within a cycle of flexible learning approaches. Use of the local community/environment resources including national agencies should be an essential part of the learning process.

The development of writing skills should be progressive and planned. In the early stages of the Course, candidates should have the opportunity to revise and redraft their extended writing activities through critical review.

The Course should encourage and support independent learning. Candidates should have a clear understanding of the targets and requirements of the Course, eg Course content, skills, proficiency and assessment points. Activities which are especially important include those which allow candidates to:

- ◆ set their own learning objectives
- ◆ assess the extent of their existing knowledge
- ◆ review their own progress
- ◆ seek support and reinforcement where necessary

### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

### **MODERN STUDIES IN A BROADER CONTEXT**

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Courses by making connections beyond the subject boundaries and enrich the learning experience. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these themes.

## National Course Specification: Course details (cont)

### COURSE Modern Studies (Intermediate 1)

Modern Studies is the study of the social, economic, political, environmental and technological contexts in which we live and how these may be changed within a moral and ethical framework consistent with a democratic society. It encourages people to work towards a more just and sustainable world in which individual and collective agencies and the development of political literacy inform decision making. Modern Studies provides direct experience of ideas and initiatives that utilise research, critical enquiry and debate to challenge fixed positions and to promote alternative thinking. It also prepares people to play an active role in contemporary society and to equip them, as in National Priority (NP) 5 *Learning for Life*, with the necessary creativity, skills, attitudes and expectations to prosper. Modern Studies aims to empower people to take control of their own lives rather than being the passive subjects of change.

Modern Studies Courses promote NP 3 *Inclusion and Equality* by encouraging all to benefit from an education based on democratic values. Thus, qualities such as affirmation of difference and diversity, respect for evidence and reason, and willingness to accept that other views and beliefs can have validity are key components. In addition, willingness to accept the possibility of, and limits to, compromise and confidence and enterprise in pursuing information and communicating views, are very evident in the Modern Studies classroom. The subject illustrates the interconnectedness and interdependence of contemporary life in a globalised world by enabling students to interrogate their own and other people's values and attitudes. It examines the realities of living in a global society and makes it possible for young people to study the ways in which their lives in Scotland are linked to others, including those of people throughout the world.

The subject, in line with NP 4 *Values and Citizenship*, encourages in young people a respect for, and realisation of, their interdependence with other members of their families, neighbourhood and society in addition to the duties and responsibilities of citizenship in a democratic society. Part of this process is achieved by a structured approach to the study of contemporary issues and problems through the handling and analysis of complex data, the evaluation of evidence and by the presentation of conclusions in a balanced and structured way. It promotes participation in debate and discussion with attitudes of open-mindedness and tolerance.

Modern Studies also contributes to NP 1 *Achievement and Attainment* by supporting the raising of standards of educational attainment, including the core skills of literacy and numeracy. Global, national and local banks of information are studied and a range of investigative methodologies is used, not least media interrogation (TV, radio, newspapers). Other crucial enquiry techniques include internet research and the use of libraries (for books, current affairs magazines, political cartoons, census data and statistics from government departments, the European Union, the United Nations, non-governmental organisations and pressure groups or from surveys/opinion polls). Letter writing, the construction of questionnaires and attitude surveys, structured interviews and observations, and involvement in fieldwork study are other key skills developed.

Modern Studies, as outlined in NP 2 *Framework for Learning*, aims to support and develop the skills of teachers and the self-discipline of pupils and to enhance classroom and school environments so they are conducive to learning and teaching. Innovative practice, which restores the control of learners and teachers over their educational environments, is promoted. Consequently, direct experience of pedagogies which stimulate an appetite for participation, consultation, and the assumption of responsibility are endorsed. It is recommended that young people plan, transact and evaluate active and participative schemes of work and methodologies that help them to acquire a reflective global perspective. Accordingly, there is a clear emphasis on developing a group of skills, values and attitudes rather than simply on the learning of factual content as an end in itself.

## National Course Specification: Course details (cont)

### COURSE                      Modern Studies (Intermediate 1)

In conclusion, the Modern Studies student has opportunities to develop broad, transferable *core skills* that people need in order to be full, active and responsible members of society and who have the capability of working with others. Courses help develop communication skills which are essential in clarifying thought, in interacting and conversing with others, in expressing thoughts and in conveying information, feelings and opinions. Information Technology is used to collect, organise, analyse, present and communicate information. Modern Studies provides opportunities for young people to cope with the numerical demands of everyday life, becoming comfortable with numbers, and with graphs, symbols, diagrams and calculators. The Modern Studies student is also able to tackle issues and problems in personal, social, political, economic and environmental contexts, informed by prior experience, personal and social values consistent with a democratic society, anti-discrimination and the critical application of technology.

In summary, Modern Studies equips young people to be, in the words of *A Curriculum for Excellence* (2004), 'successful learners, confident individuals, responsible citizens and effective contributors'.

## National Unit Specification: general information

<b>UNIT</b>	Political Issues in the United Kingdom (Intermediate 1)
<b>CODE</b>	DV52 10
<b>COURSE</b>	Modern Studies (Intermediate 1)

### SUMMARY

This Unit seeks to develop candidates' knowledge and understanding of straightforward political issues in the UK and the ability to evaluate and make judgements about political issues using relevant straightforward data.

### OUTCOMES

- 1 Demonstrate knowledge and understanding of straightforward political issues from the chosen Study Theme.
- 2 Evaluate straightforward sources relating to the political issues from the chosen Study Theme.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ a Grade 5 or 6 in Modern Studies or another social subject at Standard Grade
- ◆ an Intermediate 1 Course or Unit(s) in another social subject
- ◆ one or more Units from Access provision in Social Subjects

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT** Political Issues in the United Kingdom (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skills component	Critical Thinking at SCQF Level 4

## **National Unit Specification: statement of standards**

### **UNIT**            Political Issues in the United Kingdom (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate knowledge and understanding of straightforward political issues from the chosen Study Theme.

##### **Performance Criteria**

- (a) A straightforward issue is described clearly.
- (b) A straightforward issue is explained clearly.

#### **OUTCOME 2**

Evaluate straightforward sources relating to the political issues from the chosen Study Theme.

##### **Performance Criteria**

- (a) Straightforward sources are evaluated accurately.
- (b) Relevant evidence is selected from straightforward sources.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The content for this Unit is specified in Appendix 1 — Statement of Standards.

To demonstrate satisfactory attainment in these Outcomes the candidate should answer a series of structured questions testing knowledge and understanding and evaluating, completed during or near the end of the Unit and under controlled conditions. A maximum time of 25 minutes is allowed.

For Outcome 1, at least one description/explanation should be given. For Outcome 2, candidate responses should take account of one of the following skills of evaluating:

- ◆ detect and explain lack of objectivity
- ◆ make comparisons within and between sources, and draw and justify conclusions
- ◆ express support for a point of view with justification

While coverage of content will be on a sampling basis, the assessment must cover all Outcomes. Within the Outcomes the evidence must demonstrate or imply satisfaction of all the Performance Criteria. The evidence provided will sample the chosen Study Theme. The Outcomes must be fulfilled with reference to this sample. The evidence, which should be holistic in nature, should be sufficient to confirm judgements.

If reassessment is required, it should consist of a fresh assessment instrument. This may sample another area of the same Study Theme.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**            Political Issues in the United Kingdom (Intermediate 1)

While assessment can be made on an Outcome by Outcome basis a holistic approach is preferable. Achievement can be determined by a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard. It is recommended that such an instrument of assessment should be submitted to SQA for prior moderation.

## **National Unit Specification: support notes**

### **UNIT** Political Issues in the United Kingdom (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The content of this Unit is detailed under Course Content in the Course details. Expanded descriptions of the Study Themes contained in this Unit are attached as an appendix to this Unit Specification.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Learning and teaching activities should include the range of evaluating skills covered in the Course assessment.

The knowledge and skills of this Unit, *Political Issues in the United Kingdom*, can be enriched through exposure to a wide range of resources including newspapers, both on paper and on CD ROM, current affairs and educational programmes on television and radio. Use of information technology should be encouraged. The language level should be considered before using such media resources. The local community/environment resources can be utilised especially when considering the case studies in each of the Study Themes. Visits can be arranged or speakers can be invited into the classroom. Further advice is given in the Course details.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Unit assessment for Outcome 2 should sample the range of evaluating skills covered in the Course assessment. The evidence of attainment of the Unit Outcomes should be provided in the form of answers to structured questions.

The evidence can be gathered during or near the end of the Unit and must be completed under controlled conditions, ie completed without collaboration, the assistance of notes or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. A maximum time of 25 minutes in total is allowed for assessment of both Outcomes. The evidence should be composed of assessments relating to each of the Outcomes. The evidence should sample the different areas of the chosen Study Theme.

The marking scheme should reflect the standard embodied in the Performance Criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the Unit should represent satisfactory attainment of the Outcomes and, by inference, satisfactory coverage of all Performance Criteria.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

Where suitable tasks can be set which allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for Unit assessment may also be used for grade prediction and for appeals for the Course assessment. For details of the grade descriptions for Grade C and Grade A in the Course assessment, refer to the Modern Studies Intermediate 1 Course Specification.

## **National Unit Specification: support notes (cont)**

**UNIT**            Political Issues in the United Kingdom (Intermediate 1)

### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

**UNIT** Political Issues in the United Kingdom (Intermediate 1)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Study Theme 1A: Government and Decision Making in Scotland**

Descriptor	Coverage
<p>Decision making in Scotland: the Scottish Parliament; the Executive; the powers, structure and functions of the Scottish Parliament and Executive. The functions of local councils and councillors.</p> <p>Influences on the decision making process in Scotland: the voting system, the media and pressure groups. Case Study: evaluation of pressure groups in action.</p>	<p>Background: context of Scottish political system within the UK political system. (This area will not be examined specifically.)</p> <p>Principle of devolution.</p> <p>Scottish Parliament:</p> <ul style="list-style-type: none"> <li>◆ devolved matters</li> <li>◆ functions of Scottish Parliament:                             <ul style="list-style-type: none"> <li>— discussion and passing of laws on devolved matters</li> <li>— representation of Scottish voters</li> <li>— scrutiny of executive</li> <li>— role of MSPs</li> <li>— work of committees</li> </ul> </li> <li>◆ composition of Scottish Parliament</li> <li>◆ the impact of the voting system</li> <li>◆ results of elections to Scottish Parliament</li> </ul> <p>Role of Executive:</p> <ul style="list-style-type: none"> <li>◆ making of policy in devolved matters</li> <li>◆ control of devolved areas</li> <li>◆ nature of coalition</li> </ul> <p>Local Councils:</p> <ul style="list-style-type: none"> <li>◆ areas of responsibility</li> <li>◆ finance</li> <li>◆ role of councillors</li> </ul> <p>Role of different forms of media on the decision making process:</p> <ul style="list-style-type: none"> <li>◆ television/radio</li> <li>◆ press</li> <li>◆ Internet</li> </ul> <p>Pressure Groups:</p> <ul style="list-style-type: none"> <li>◆ types of pressure groups</li> <li>◆ membership</li> <li>◆ methods used by pressure groups</li> <li>◆ effectiveness of different methods</li> </ul> <p>This section should include an evaluation of specific pressure groups preferably in a Scottish context.</p>

**UNIT** Political Issues in the United Kingdom (Intermediate 1)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Study Theme 1B: Government and Decision Making in Central Government**

Descriptor	Coverage
<p>Decision making for the UK: the UK Parliament: the House of Lords and the House of Commons; the powers of the Prime Minister; the Cabinet; the work of a backbencher.</p> <p>Participation in the voting system; forms of participation. Reasons for variations in voter turnout at elections. Influence of the media on the political system and level of participation. Case Study: the influence of the press on politics.</p>	<p>Background: relationship of UK political system to Scotland. (This area will not be examined specifically.)</p> <p>UK Parliament:</p> <ul style="list-style-type: none"> <li>◆ House of Commons:                             <ul style="list-style-type: none"> <li>— functions: law making, control and criticism of executive</li> <li>— representative functions and role of MPs</li> <li>— electoral system</li> <li>— working practices</li> </ul> </li> <li>◆ House of Lords:                             <ul style="list-style-type: none"> <li>— role</li> <li>— powers</li> <li>— membership</li> <li>— calls for reform</li> </ul> </li> <li>◆ Executive:                             <ul style="list-style-type: none"> <li>— role and powers of Prime Minister, Cabinet and other Government Ministers</li> </ul> </li> </ul> <p>Forms of participation in the political system:</p> <ul style="list-style-type: none"> <li>◆ voting</li> <li>◆ party support</li> <li>◆ party membership</li> <li>◆ running for elected office</li> <li>◆ pressure group membership/support</li> </ul> <p>Factors affecting turnout; reasons for non-participation.</p> <p>Influence of the media on the political system.</p> <p>Evaluation of the role of the press and its influence on the political system: provision of information, investigative functions, setting of political agenda, influence on Government, influence on voting behaviour.</p>

## National Unit Specification: general information

<b>UNIT</b>	Social Issues in the United Kingdom (Intermediate 1)
<b>CODE</b>	DV53 10
<b>COURSE</b>	Modern Studies (Intermediate 1)

### SUMMARY

This Unit seeks to develop candidates' knowledge and understanding of straightforward social issues in the UK and the ability to evaluate and make judgements about social issues using relevant straightforward data.

### OUTCOMES

- 1 Demonstrate knowledge and understanding of straightforward social issues from the chosen Study Theme.
- 2 Evaluate and select evidence from straightforward sources relating to the social issues from the chosen Study Theme.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ a Grade 5 or 6 in Modern Studies or another social subject at Standard Grade
- ◆ an Intermediate 1 Course or Unit(s) in another social subject
- ◆ one or more Units from Access provision in Social Subjects

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### Administrative Information

<b>Superclass:</b>	FB
<b>Publication date:</b>	March 2006
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	01

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## **National Unit Specification: general information (cont)**

**UNIT**            Social Issues in the United Kingdom (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skills component	Critical Thinking at SCQF Level 4

## **National Unit Specification: statement of standards**

### **UNIT**            Social Issues in the United Kingdom (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate knowledge and understanding of straightforward social issues from the chosen Study Theme.

##### **Performance Criteria**

- (a) A straightforward issue is described clearly.
- (b) A straightforward issue is explained clearly.

#### **OUTCOME 2**

Evaluate and select evidence from straightforward sources relating to the social issues from the chosen Study Theme.

##### **Performance Criteria**

- (a) The evidence is relevant and selected from given straightforward sources.
- (b) The expression of support for a personal or given point of view can be justified by valid, detailed reasons derived from given straightforward sources.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The content for this Unit is specified in Appendix 1 — Statement of Standards.

To demonstrate satisfactory attainment in these Outcomes the candidate should answer a series of structured questions testing knowledge and understanding and evaluating, completed during or near the end of the Unit and under controlled conditions. A maximum time of 25 minutes is allowed.

For Outcome 1, at least one description/explanation should be given. For Outcome 2, the candidate should select evidence from given source material and produce a response to a decision making activity based on no more than three straightforward sources. In practice this means the candidate will:

- ◆ select a recommendation to deal with the social issue
- ◆ base the recommendation on the evidence in the given straightforward sources
- ◆ justify the recommendation with valid reasons derived from the sources

While coverage of content will be on a sampling basis, the assessment must cover all Outcomes. Within the Outcomes the evidence must demonstrate or imply satisfaction of all the Performance Criteria. The evidence provided will sample the chosen Study Theme. The Outcomes must be fulfilled with reference to this sample. The evidence, which should be holistic in nature, should be sufficient to confirm judgements.

If reassessment is required, it should consist of a fresh assessment instrument. This may sample another area of the same Study Theme.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**            Social Issues in the United Kingdom (Intermediate 1)

While assessment can be made on an Outcome by Outcome basis a holistic approach is preferable. Achievement can be determined by a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard. It is recommended that such an instrument of assessment should be submitted to SQA for prior moderation.

## **National Unit Specification: support notes**

### **UNIT**            Social Issues in the United Kingdom (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The content of this Unit is detailed under Course Content in the Course details. Expanded descriptions of the Study Themes contained in this Unit are attached as an appendix to this Unit Specification.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Learning and teaching activities should include the range of evaluating skills covered in the Course assessment.

The knowledge and skills for this Unit, *Social Issues in the United Kingdom*, can be enriched through exposure to a wide range of resources: commercial products, newspapers and magazines both on paper and on CD ROM, appropriate television and radio programmes and the local community. Use of information technology should be encouraged. Language levels of resources should be considered before deciding which are appropriate to Intermediate 1 candidates. Further advice is given in the Course details.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

For Unit assessment, a decision making activity is required. The evidence of attainment of the Unit Outcomes should be provided in the form of answers to structured questions.

The evidence can be gathered during or near the end of the Unit and must be completed under controlled conditions, ie under supervision, and without collaboration, the assistance of notes or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. A maximum time of 25 minutes in total is allowed for assessment of both Outcomes. The evidence should be composed of assessments relating to each of the Outcomes. The evidence should sample the different areas of the chosen Study Theme.

The marking scheme should reflect the standard embodied in the Performance Criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the Unit should represent satisfactory attainment of the Outcomes and, by inference, satisfactory coverage of all Performance Criteria.

Care should be taken to ensure that sufficient time is allowed for support and re-assessment of candidates if required.

Where suitable tasks can be set which allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for Unit assessment may also be used for grade prediction and for appeals for the Course assessment. For details of the grade descriptions for Grade C and Grade A in the Course assessment, refer to the Modern Studies Intermediate 1 Course Specification.

## **National Unit Specification: support notes (cont)**

**UNIT**            Social Issues in the United Kingdom (Intermediate 1)

### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

**UNIT** Social Issues in the United Kingdom (Intermediate 1)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Study Theme 2A: Equality in Society: Wealth and Health in the United Kingdom**

Descriptor	Coverage
<p>Poverty: causes and consequences; the role in tackling poverty of: central government; the Scottish Parliament; local authorities; the voluntary sector and the private sector.</p> <p>Causes of ill health; causes of health inequalities; health needs in the UK; how these health needs are met by: central government; the Scottish Parliament; local authorities; the voluntary sector and the private sector.</p>	<p>Background: the development of the welfare state. (This area will not be examined specifically.)</p> <p>Definitions of poverty: absolute and relative; households below average income; social exclusion.</p> <p>The causes of poverty:</p> <ul style="list-style-type: none"> <li>◆ unemployment</li> <li>◆ low pay</li> <li>◆ benefits system</li> <li>◆ family structure</li> <li>◆ gender</li> <li>◆ race</li> </ul> <p>The consequences of poverty:</p> <ul style="list-style-type: none"> <li>◆ ill health: mental and physical</li> <li>◆ inequality in education</li> <li>◆ social exclusion</li> <li>◆ poor housing</li> <li>◆ homelessness</li> </ul> <p>Tackling poverty:</p> <ul style="list-style-type: none"> <li>◆ central government: benefits system; support for children in lone parent families; attracting jobs to the UK; training and education; welfare to work policies; the minimum wage; heating allowances</li> <li>◆ Scottish Parliament: social inclusion; education; inclusion and equality; school meals; Working Together for Scotland; other current policies</li> <li>◆ local authorities: housing and council tax benefit</li> <li>◆ voluntary sector: policies and strategies to prevent/alleviate child poverty; Citizens Advice Bureau; homelessness initiatives</li> <li>◆ private sector: job creation, public private partnerships</li> </ul>

## National Unit Specification: statement of standards (cont)      Appendix 1

**UNIT**              Social Issues in the United Kingdom (Intermediate 1)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

### Study Theme 2A: Equality in Society: Wealth and Health in the United Kingdom (cont)

Descriptor	Coverage
	<p>Causes of inequalities in health:</p> <ul style="list-style-type: none"> <li>◆ lifestyle</li> <li>◆ social and economic disadvantages</li> <li>◆ geography</li> <li>◆ environment</li> <li>◆ age</li> <li>◆ gender</li> <li>◆ race</li> </ul> <p>Health provision by the NHS:</p> <ul style="list-style-type: none"> <li>◆ primary care:               <ul style="list-style-type: none"> <li>— GPs</li> <li>— dental services</li> <li>— optical services</li> <li>— prescriptions</li> <li>— mental health services</li> </ul> </li> <li>◆ secondary care:               <ul style="list-style-type: none"> <li>— acute</li> <li>— geriatric</li> <li>— maternity</li> <li>— paediatrics</li> <li>— mental health services</li> </ul> </li> <li>◆ Care in the Community</li> </ul> <p>How health needs are met by:</p> <ul style="list-style-type: none"> <li>◆ the Scottish Parliament: National Health Service Scotland; health promotion and education</li> <li>◆ the voluntary sector</li> <li>◆ local authorities: environmental health; free school meals; health programmes in schools</li> <li>◆ the private sector: private health care sector and insurance; public private partnerships</li> </ul>

**UNIT** Social Issues in the United Kingdom (Intermediate 1)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Study Theme 2B: Crime and the Law in Society**

Descriptor	Coverage
<p>Types of crime; causes of crime; the law in Scotland regarding alcohol, drugs and road traffic.</p> <p>Role of the police; branches of the police; different approaches to policing; the court system in Scotland; sentencing policy; the Scottish juvenile justice system.</p>	<p>Background: role of the Scottish and UK Parliament in making law. (This area will not be examined specifically.)</p> <p>Types of crime: white collar and blue collar; theft; fraud; damage to property; traffic crime; assault; rape; murder; public order: drug and alcohol related crimes.</p> <p>Causes of crime:</p> <ul style="list-style-type: none"> <li>◆ poverty</li> <li>◆ social exclusion</li> <li>◆ lack of education</li> <li>◆ geographical location</li> <li>◆ peer pressure</li> <li>◆ poor role models</li> <li>◆ greed</li> </ul> <p>The law regarding alcohol, drugs and road traffic offences; relative success of laws and proposals for change.</p> <p>The role of the police: maintain law and order, detect criminals, crime prevention and public protection.</p> <p>The organisation of a police force: control, structure, ranks, branches and departments. Different approaches to policing and initiatives.</p> <p>The court system in Scotland: High Court of the Justiciary, Sheriff Court, District Court, Court of Session:</p> <ul style="list-style-type: none"> <li>◆ differences in the above courts' procedures: solemn and summary procedures; verdicts available</li> <li>◆ types of sentences and maximum fines each court can give</li> </ul> <p>Sentencing: custodial and non-custodial; appeals; evaluation of advantages and disadvantages of different forms of sentencing.</p> <p>Scottish juvenile justice system; Children's Hearings: procedures and actions, strengths and criticisms. Proposals for change.</p>

## National Unit Specification: general information

<b>UNIT</b>	International Issues (Intermediate 1)
<b>NUMBER</b>	DV54 10
<b>COURSE</b>	Modern Studies (Intermediate 1)

### SUMMARY

This Unit seeks to develop candidates' knowledge and understanding of straightforward international issues and the ability to evaluate and make judgements about international issues using relevant straightforward data.

### OUTCOMES

- 1 Demonstrate knowledge and understanding of straightforward international issues from the chosen Study Theme.
- 2 Evaluate straightforward sources relating to the international issues from the chosen Study Theme.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ a Grade 5 or 6 in Modern Studies or another social subject at Standard Grade
- ◆ an Intermediate 1 Course or Unit(s) in another social subject
- ◆ one or more Units from Access provision in Social Subjects

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### Administrative Information

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<b>Version:</b>	01

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## **National Unit Specification: general information (cont)**

**UNIT** International Issues (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skills component	Critical Thinking at SCQF Level 4

## **National Unit Specification: statement of standards**

### **UNIT**            International Issues (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate knowledge and understanding of straightforward international issues from the chosen Study Theme.

##### **Performance Criteria**

- (a) A straightforward issue is described clearly.
- (b) A straightforward issue is explained clearly.

#### **OUTCOME 2**

Evaluate straightforward sources relating to the international issues from the chosen Study Theme.

##### **Performance Criteria**

- (a) Straightforward sources are evaluated accurately.
- (b) Relevant evidence is selected from straightforward sources.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The content for this Unit is specified in Appendix 1 — Statement of Standards.

To demonstrate satisfactory attainment in these Outcomes the candidate should answer a series of structured questions testing knowledge and understanding and evaluating, completed during or near the end of the Unit and under controlled conditions. A maximum time of 25 minutes is allowed.

For Outcome 1, at least one description/explanation should be given. For Outcome 2, candidate responses should take account of one of the following skills of evaluating:

- ◆ detect and explain lack of objectivity
- ◆ make comparisons within and between sources, and draw and justify conclusion(s)
- ◆ express support for a point of view with justification

While coverage of content will be on a sampling basis, the assessment must cover all Outcomes. Within the Outcomes the evidence must demonstrate or imply satisfaction of all the Performance Criteria. The evidence provided will sample the chosen Study Theme. The Outcomes must be fulfilled with reference to this sample. The evidence, which should be holistic in nature, should be sufficient to confirm judgements.

If reassessment is required, it should consist of a fresh assessment instrument. This may sample another area of the same Study Theme.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**            International Issues (Intermediate 1)

While assessment can be made on an Outcome by Outcome basis a holistic approach is preferable. Achievement can be determined by a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard. It is recommended that such an instrument of assessment should be submitted to SQA for prior moderation.

## **National Unit Specification: support notes**

### **UNIT**            International Issues (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The content of this Unit is detailed in the Course Content under Course details. Expanded descriptions of the themes contained in this Unit are attached as an appendix to this Unit Specification.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Learning and teaching activities should include the range of evaluating skills covered in the Course assessment.

The knowledge and skills for this Unit, *International Issues*, can be enriched through exposure to a wide range of resources including commercial products, newspapers both on paper and on CD ROM, appropriate television and radio programmes. The use of information technology should be encouraged. The language level of these resources should be considered before deciding which are the most appropriate for Intermediate 1 candidates. Further advice is given in the Course details.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Unit assessment for Outcome 2 should sample the range of evaluating skills covered in the Course assessment. The evidence of attainment of the Unit Outcomes should be provided in the form of structured questions.

The evidence can be gathered during or near the end of the Unit and must be completed under controlled conditions, ie without collaboration, the assistance of notes or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. A maximum time of 25 minutes in total is allowed for assessment of both Outcomes. The evidence should be composed of assessments relating to each of the Outcomes. The evidence should sample the different areas of the chosen Study Theme.

The marking scheme should reflect the standard embodied in the Performance Criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the Unit should represent satisfactory attainment of the Outcomes and, by inference, satisfactory coverage of all Performance Criteria.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

Where suitable tasks can be set which allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for Unit assessment may also be used for grade prediction and for appeals for the Course assessment. For details of the grade descriptions for Grade C and Grade A in the Course assessment, refer to the Modern Studies Intermediate 1 Course Specification.

## **National Unit Specification: support notes (cont)**

**UNIT**            International Issues (Intermediate 1)

### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

**UNIT** International Issues (Intermediate 1)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Study Theme 3A: The Republic of South Africa**

Descriptor	Coverage
<p>Social and economic issues: main regional and cultural differences; inequalities in lifestyle in items of employment, wealth, health, land, housing, education and law and order issues; responses to these inequalities.</p> <p>Political issues: participation and representation within the political system; the influence of different political groups on the political process.</p>	<p>Background: the ending of apartheid. (This area will not be examined specifically.)</p> <p>Differences in land, people, customs and practices within and between Provinces.</p> <p>Social and economic issues/inequalities:</p> <ul style="list-style-type: none"> <li>◆ employment</li> <li>◆ wealth</li> <li>◆ health</li> <li>◆ education</li> <li>◆ housing</li> <li>◆ land</li> <li>◆ crime and law</li> </ul> <p>Government and other organisations’ responses to these issues/inequalities: GEAR, Black economic empowerment, affirmative action, economic development. Other current initiatives.</p> <p>Economic issues:</p> <ul style="list-style-type: none"> <li>◆ foreign investment</li> <li>◆ trade and aid</li> <li>◆ foreign debt</li> </ul> <p>Structure of government at local and national level.</p> <p>Recent elections, turnout and results.</p> <p>Changing political party support.</p> <p>Relationships within and between parties.</p> <p>Role of pressure groups on the political process.</p> <p>Political issues in South Africa: the dominant role of the ANC and the extent of opposition to the ANC.</p>

**National Unit Specification: statement of standards (cont)      Appendix 1**

**UNIT**              International Issues (Intermediate 1)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Study Theme 3B: The People’s Republic of China**

Descriptor	Coverage
<p>Social and economic issues: main regional and cultural differences; inequalities in lifestyle in terms of wealth, housing, health, education; rural and urban contrasts. Government responses to these issues.</p> <p>Political issues: participation and representation within the political system; the influence of different political groups on the political process; human rights issues and government responses.</p>	<p>Background: brief overview of the development of the Chinese Communist Party and political system. (This area will not be examined specifically.)</p> <p>Urban and rural contrasts.</p> <p>Social and economic inequalities:</p> <ul style="list-style-type: none"> <li>◆ health</li> <li>◆ wealth</li> <li>◆ education</li> <li>◆ housing</li> <li>◆ lifestyle</li> <li>◆ employment and unemployment</li> <li>◆ crime and law</li> </ul> <p>Government responses to these issues.</p> <p>Economic development and change:</p> <ul style="list-style-type: none"> <li>◆ growth of the private sector</li> <li>◆ special economic zones</li> <li>◆ changes in agriculture</li> <li>◆ changing economic relationships with rest of the world</li> </ul> <p>Government responses to these issues.</p> <p>Opportunities for participation in politics:</p> <ul style="list-style-type: none"> <li>◆ the Communist Party of China</li> <li>◆ Local People’s Congress</li> </ul> <p>Representation:</p> <ul style="list-style-type: none"> <li>◆ local government elections</li> </ul> <p>Limits to political representation.</p> <p>Movement for democratic change.</p> <p>Chinese Democracy Movement.</p> <p>Single issue groups.</p> <p>Human rights:</p> <ul style="list-style-type: none"> <li>◆ right to political opposition</li> <li>◆ Chinese prison camp system</li> <li>◆ one child policy</li> <li>◆ Internet dissidents</li> <li>◆ religious freedom</li> </ul> <p>Government responses to these issues.</p>

**UNIT** International Issues (Intermediate 1)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Study Theme 3C: The United States of America**

Descriptor	Coverage
<p>Social and economic issues: main regional and cultural differences; inequalities in terms of employment, income, health, housing, education and law and order amongst ethnic groups. Government response to these issues.</p> <p>Political issues: inequalities of representation and participation in the political process by different groups. Government responses to these issues.</p>	<p>Background: USA’s land, people and economy. Brief overview of economic and political system in the USA. (This area will not be examined specifically.)</p> <p>Distribution of ethnic groups in the USA:</p> <ul style="list-style-type: none"> <li>◆ settlement patterns</li> <li>◆ explanation of settlement patterns</li> <li>◆ immigration</li> </ul> <p>Inequalities in USA amongst ethnic groups:</p> <ul style="list-style-type: none"> <li>◆ employment, unemployment</li> <li>◆ income, poverty</li> <li>◆ health</li> <li>◆ education</li> <li>◆ housing</li> <li>◆ crime and the law</li> </ul> <p>Government responses to these issues.</p> <p>[Ethnic groups: white Americans, Black (African) Americans, Hispanic Americans, Asian and Pacific Islanders, Asians and Native Americans.]</p> <p>Inequalities of representation of different groups at local, state and federal levels in the political system:</p> <ul style="list-style-type: none"> <li>◆ ethnic groups</li> <li>◆ women</li> <li>◆ age</li> </ul> <p>Government responses to these issues.</p> <p>Opportunities for participation in politics:</p> <ul style="list-style-type: none"> <li>◆ voter registration</li> <li>◆ voting turnout</li> <li>◆ political party activity</li> <li>◆ pressure/interest group membership and activity</li> </ul> <p>Government responses to these issues.</p>

## National Unit Specification: statement of standards (cont) Appendix 1

**UNIT** International Issues (Intermediate 1)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

### Study Theme 3D: The European Union

Descriptor	Coverage
<p>Comparative lifestyles between a community in the UK and a community in another European Union country: living standards, education, housing, family life and leisure.</p> <p>Social and economic issues in Europe: European integration; enlargement; the implications for the UK of the single European currency; regional development; social policy and fishing/farming issues; military co-operation.</p>	<p>Background: overview of foundation and development of the European Union. (This area will not be examined specifically.)</p> <p>Comparisons between communities:</p> <ul style="list-style-type: none"> <li>◆ living standards: <ul style="list-style-type: none"> <li>— wages and salaries</li> <li>— employment and unemployment</li> <li>— types of employment</li> </ul> </li> <li>◆ education: <ul style="list-style-type: none"> <li>— organisation of curriculum and school day</li> <li>— private and public provision</li> <li>— type of education</li> <li>— exam system</li> <li>— types of courses</li> </ul> </li> <li>◆ housing: <ul style="list-style-type: none"> <li>— public and private provision</li> <li>— housing density</li> <li>— typical types of housing</li> </ul> </li> <li>◆ family life: <ul style="list-style-type: none"> <li>— family profile and structure</li> </ul> </li> <li>◆ leisure: <ul style="list-style-type: none"> <li>— typical leisure pursuits, sport, entertainment</li> </ul> </li> </ul> <p>Social and economic impact of integration.</p> <p>Social and economic impact of enlargement on existing states and new members.</p> <p>Implications for the UK of the single currency; arguments for and against.</p> <p>Social policy, fishing and farming issues and their impact on domestic government policy; regional development.</p> <p>Military co-operation:</p> <ul style="list-style-type: none"> <li>◆ co-operation among member states</li> <li>◆ relations with NATO</li> </ul>

**UNIT** International Issues (Intermediate 1)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Study Theme 3E: Development in Brazil**

Descriptor	Coverage
<p>Social and economic issues: main regional and cultural differences; inequalities in lifestyle: wealth, health, housing, education, land, law and order. Responses to these inequalities by federal, state and other organisations. Economic issues: trade, aid and foreign debt.</p> <p>Political issues: extent of participation in the political system; human rights issues, government responses.</p>	<p>Background: overview of Brazil’s position in the world and Latin America. (This area will not be examined specifically.)</p> <p>Differences in land, people, customs and practices within and between regions.</p> <p>Social and economic issues and inequalities:</p> <ul style="list-style-type: none"> <li>◆ health</li> <li>◆ education</li> <li>◆ housing</li> <li>◆ land</li> <li>◆ crime</li> <li>◆ employment and wealth</li> <li>◆ development of Amazonia</li> </ul> <p>Federal, state and other organisations’ responses to these issues and inequalities.</p> <p>Economic issues:</p> <ul style="list-style-type: none"> <li>◆ trade and aid</li> <li>◆ foreign debt</li> </ul> <p>Structure of government at local and national level.</p> <p>Recent elections, turnout and results.</p> <p>Changing political party support.</p> <p>Relationship within and between parties.</p> <p>Human rights issues:</p> <ul style="list-style-type: none"> <li>◆ street children</li> <li>◆ indigenous populations</li> <li>◆ landless people</li> <li>◆ women</li> <li>◆ law and order</li> </ul> <p>Government responses to these issues.</p>