

SOCIAL SUBJECTS

Access 2

Second edition – published August 1999

**NOTE OF CHANGES TO ACCESS 2 ARRANGEMENTS
SECOND EDITION - PUBLISHED WINTER 1999**

CLUSTER TITLE: Social Subjects (Access 2)

CLUSTER NUMBER: C079 08

National Cluster Specification

Cluster Details No changes

National Unit Specification

D526 08 Deciding

Outcome 2 PC (b) amended

D527 08 Contrasting

Outcome 1 PC (b) amended

Outcome 2 PC (a) amended

All units

Tables at end of unit have been re-arranged

Please note that all units in this cluster are now *Version 03* (see Administrative Information at foot of first page of each unit)

National Cluster

SOCIAL SUBJECTS (ACCESS 2)

CLUSTER NUMBER C079 08

STRUCTURE

The cluster comprises three units:

| | | |
|----------------|---|-----------------------------------|
| D526 08 | <i>Deciding (Acc 2)</i> | <i>1 credit (40 hours)</i> |
| D527 08 | <i>Contrasting (Acc 2)</i> | <i>1 credit (40 hours)</i> |
| D528 08 | <i>Organising and Presenting Information (Acc 2)</i> | <i>1 credit (40 hours)</i> |

Candidates will have the opportunity to achieve the outcomes of these units through the study of a range of contexts related to social subjects. The units may be taught concurrently or in the sequence indicated above.

In common with all courses, this programme of study includes a further 40 hours over and above the 120 hours of the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

| | |
|--------------------------|-----------------------------------|
| Publication date: | August 1999 |
| Source: | Scottish Qualifications Authority |
| Version: | 02 |

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National Cluster of Units: general information (cont)

CLUSTER Social Subjects (Access 2)

CORE SKILLS

This cluster gives automatic certification of the following:

| | | |
|---|-------------------------|-------|
| Complete core skills for the cluster | None | |
| Core skills components for the cluster | Critical Thinking | Acc 2 |
| | Planning and Organising | Acc 2 |

For information about the automatic certification of core skills for any individual unit in this cluster, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Cluster of Units: details

CLUSTER Social Subjects (Access 2)

RATIONALE

The main purposes of the cluster in the Social Subjects at Access 2 are to prepare candidates for their role in a democratic society and to enhance their self-esteem. In particular, the units are designed to help candidates to become confident and informed decision-makers, to understand contrasts and similarities by placing their own experience within wider contexts, to encourage exploration of these contexts and to develop the capacity to organise and use information they have acquired.

The design of the units is intended also to provide an opportunity for the study of social subjects issues, covering a range of places and times, which would be of interest to individual candidates. Through this study, candidates can become familiar with a range of basic concepts and skills relating to social subjects. The units are designed to complement each other.

The Access 2 Social Subjects cluster also provides progression to the cluster at Access 3 in Social Subjects.

CONTENT

Candidates should be given the opportunity to experience interesting contexts through which the outcomes of the units may be achieved. They are not required to study specified content. Further suggestions are made in the evidence requirements and the support notes for the specific units.

Undertaking the units as a cluster offers a number of benefits:

- together, the component units offer opportunities for delivery as a coherent, integrated experience
- balance and breadth of candidates' experiences and learning are promoted
- both specific and core skills may be explored and developed in a range of contexts
- skills and abilities developed through holistic and practical activity support learning as a whole
- a candidate's abilities to sustain effort and concentration and be involved in decision-making are developed
- candidates are involved in evaluating their own work

National Cluster of Units: details (cont)

CLUSTER Social Subjects (Access 2)

ASSESSMENT

Access differs from other levels in that there is no external assessment. However a cluster provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete units.

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of assessment are provided in the unit specification. Candidates will prepare for the outcomes of each unit, which will evolve through learning and teaching activities across the units.

Assessment instruments may be designed to cover more than one outcome. Further suggestions concerning this are made in the support notes for individual units.

APPROACHES TO LEARNING AND TEACHING

The following learning experiences are important for candidates undertaking the cluster. Candidates should:

- interpret and use information from a wide variety of sources
- take part in formal and informal discussion
- develop communication skills

The methodology used by teachers/lecturers will build on established good practice. Use should be made of a wide variety of resources, such as textbooks at an appropriate level, information sheets, audio-visual, graphical and other media. Information should be presented appropriately with the emphasis on brevity, variety and interactive learning.

Individuals and groups should experience extension work, access to primary sources and resource-based learning. Class and group discussions should take place. Effective learning experiences may also take place outwith the classroom, for instance through fieldwork and structured visits.

To maximise the educational value of the programme, class organisation must take full account of the varied needs of candidates, allow for the management of a variety of activities and provide support for individual candidates.

The design of the cluster will enable candidates to work alongside others operating at Access 3, affording them opportunities to progress beyond those outcomes which can be achieved at Access 2. Similarly, candidates working at Access 1 may be able to work alongside candidates working at Access 2 and achieve individual learning targets at Access 1 or to have the opportunity to progress beyond that level.

National Cluster of Units: details (cont)

CLUSTER Social Subjects (Access 2)

The three units may be taught in any order and in a flexible manner to suit the needs of the candidates. The learning experiences in all three reinforce each other, and knowledge and understanding of the content and of general concepts will be developed along with increased competence in the skills listed in the outcomes.

Where a candidate does not achieve the outcomes of the first unit, it may be worthwhile for him/her to attempt to achieve them again once the second unit has been completed. By then the candidate will have had an opportunity to practise and develop further the required skills and competencies. Time should be allowed for additional support and revisiting outcomes which have not been achieved.

The additional 40 hours allowed for the programme may be used at the discretion of the teacher/lecturer to consolidate and vary the candidate's learning experiences, including those listed above. Time may be used near the start of the programme for introduction to concepts, methods and skills, at various points throughout for consolidation and additional support or for preparation for assessment, and near the end of the programme for enhancement and revision.

SPECIAL NEEDS

This specification is intended to ensure that there are no artificial barriers to learning or assessment. Special 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 SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each cluster
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

| | |
|----------------|----------------------------|
| UNIT | Deciding (Access 2) |
| NUMBER | D526 08 |
| CLUSTER | Social Subjects (Access 2) |

SUMMARY

The purpose of this unit is to develop knowledge and understanding of a topic chosen from across the Social Subjects, along with skills of decision-making and communication. Within the topic being studied by the class or group, candidates will select an issue or aspect of the topic for study.

A candidate who attains this unit will be able to apply decision-making skills to social and environmental questions past and present.

OUTCOMES

- 1 Demonstrate knowledge and understanding of a selected issue or aspect of a topic.
- 2 Reach a decision about the selected issue or aspect of a topic using information which has been gathered.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

Administrative Information

| | |
|--------------------------|-----------------------------------|
| Superclass: | EE |
| Publication date: | December 1999 |
| Source: | Scottish Qualifications Authority |
| Version: | 03 |

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National Unit Specification: general information (cont)

UNIT Deciding (Access 2)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit None

Core skills components for the unit Critical Thinking Acc 2

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Deciding (Access 2)

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 a selected issue or aspect of a topic.

Performance criteria

- (a) The reasons for exploring the issue or aspect of a topic are explained clearly.
- (b) Information is gathered which is relevant to the issue or aspect selected.

Evidence requirements

Evidence should be based on one issue or aspect of a topic. Evidence may take the form of written and/or oral reports, individual or group displays, short responses to questions, group records or products. This evidence must satisfy the outcome in relation to the chosen context(s) by sampling selected content. Evidence must demonstrate satisfaction of all of the performance criteria. The explanation for PC (a) must be made with reference to two of the listed underlying concepts from two of the social subject areas. For PC (b) relevance must be demonstrated with respect to two underlying concepts. Evidence must be retained of the achievement of the outcome by each individual candidate.

OUTCOME 2

Reach a decision about the selected issue or aspect using information which has been gathered.

Performance criteria

- (a) The decision made is explained clearly.
- (b) Relevant information is used appropriately in making the decision.

Evidence requirements

Evidence should be based on one issue or aspect. Evidence may take the form of written or oral reports, individual or group displays, short responses to questions, group records or products. This evidence must satisfy the outcome in relation to the chosen context(s) by sampling selected content. Evidence must demonstrate satisfaction of all of the performance criteria. The explanation for PC (a) must be made with reference to two of the listed underlying concepts from two of the social subject areas. For PC (b) relevance must be demonstrated with respect to two underlying concepts. Evidence must be retained of the achievement of the outcome by each individual candidate.

In relation to both of the outcomes, examples of appropriate key concepts from each of the social subjects should be introduced to candidates in the study of the chosen issue or aspect of a topic, although the concept terms themselves need not be used explicitly. In assessment, account should be taken of two different underlying concepts by selecting one from two of the following lists.

National Unit Specification: statement of standards (cont)

UNIT Deciding (Access 2)

| Geography | History/Classical Studies | Modern Studies |
|---|---|---|
| <i>change</i> <i>conflict</i> <i>co-operation</i> diversity interdependence location spatial patterns sustainability technology | <i>change</i> <i>conflict</i> <i>co-operation</i> cause consequence continuity debate difference evidence similarity | <i>change</i> <i>conflict</i> <i>co-operation</i> equality ideology needs participation power representation rights and responsibilities |

These key ideas (concepts) should not be taught and assessed as abstract ideas but through concrete examples. Specific examples of these evidence requirements in practice are given in the support notes.

National Unit Specification: support notes

UNIT **Deciding (Access 2)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact 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

There is no specified content or context for this unit, but for assessment purposes content should relate to the list of concepts detailed in the evidence requirements. While bearing this in mind, content should be chosen with a view to:

- the interests and aptitudes of the candidates
- the availability of resources
- the effective delivery of the outcomes

There may be an advantage in selecting an issue or aspect of a topic for deciding, based on the appropriate key concepts, which is well illustrated in the candidate's local area. Candidates should examine issues relevant to participation in society, illustrated by concrete examples such as local pressure groups, environmental issues or historical changes. Resources available in the learning centre and opportunities for fieldwork and structured visits may suggest other areas for study.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The emphasis of this unit is on the development of the candidate's ability to become an informed decision-maker with appropriate support from teachers/lecturers. Use should be made of the wider community where appropriate.

There should be realistic expectations of candidates, with support, taking part in the decision-making required to allow the breaking down of the tasks involved into manageable sub-tasks.

Appropriate materials are required. Although these may involve the provision of purpose-made commercially produced materials, there may be an advantage to candidates at this stage of maturity to study their own local environment and to tap local sources of information.

Appropriate methodology may include group work, with candidates contributing to an identified task. Substantial support from teachers/lecturers may be required to assist candidates in organising group work.

National Unit Specification: support notes (cont)

UNIT Deciding (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for assessment can be gathered towards or at the end of the unit and should reflect the requirements set out in the unit specification. Evidence may be recorded in any form which demonstrates the achievement of the outcomes by individual candidates, for example short answer questions which demonstrate understanding, a group or individual written report, graphical display, presentation, audio or video taped material. It may be appropriate to use a checklist to record evidence generated by the candidate during a practical activity. If a candidate is working as a member of a group it is important to record evidence of the candidate's individual contribution to the group.

Some of the work carried out or activities undertaken in the course of study may make it possible to assess more than one outcome at the same time.

Where a candidate has not achieved one or more of the outcomes, a further attempt may be made, after additional teacher/lecturer support and continued development of the skills related to the outcome.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special 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 SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

| | |
|----------------|----------------------------|
| UNIT | Contrasting (Access 2) |
| NUMBER | D527 08 |
| CLUSTER | Social Subjects (Access 2) |

SUMMARY

The purpose of this unit is to develop knowledge and understanding of contrasts related to a selected issue or aspect of a topic chosen from one of the social subjects, along with skills of communication.

A candidate who attains this unit will be able to communicate findings about a contrast identified within the context of a social subject. Examples might include town and country, rich and poor, before and after a significant historical event, or between the circumstances of the candidate and those of other places, times or societies.

OUTCOMES

1. Demonstrate knowledge and understanding of a selected issue or aspect of a topic.
2. Use information to make a particular contrast.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

Administrative Information

| | |
|--------------------------|-----------------------------------|
| Superclass: | EE |
| Publication date: | December 1999 |
| Source: | Scottish Qualifications Authority |
| Version: | 03 |

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National Unit Specification: general information (cont)

UNIT Contrasting (Access 2)

CORE SKILLS

This unit gives automatic certification of the following:

| | | |
|--|-------------------|-------|
| Complete core skills for the unit | None | |
| Core skills components for the unit | Critical Thinking | Acc 2 |

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Contrasting (Access 2)

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 a selected issue or aspect of a topic.

Performance criteria

- (a) The reasons for exploring the issue or aspect of a topic are explained clearly.
- (b) Information is gathered which is relevant to the contrast being made.

Evidence requirements

Evidence should be based on one selected issue or aspect of a topic. Evidence may take the form of written and/or oral reports, displays, short responses to questions, group records or products. This evidence must satisfy the outcome in relation to the chosen context(s) by sampling selected content. Evidence must demonstrate satisfaction of all of the performance criteria. The explanation for PC (a) must be made with reference to two of the listed underlying concepts from two of the social subject areas. For PC (b) relevance must be demonstrated with respect to two underlying concepts. Evidence must be retained of the achievement of the outcome by each individual candidate.

The evidence should relate to the context through which the unit is delivered. This context should provide the opportunity for candidates to refer to either a clear contrast between two features of the issue or aspect studied, for instance town and country, rich and poor or before and after a significant event; or between the circumstances of the candidate and those of other places, times or societies.

OUTCOME 2

Use information to make a particular contrast.

Performance criteria

- (a) A contrast related to the selected issue or aspect of a topic is described.
- (b) Relevant information is used appropriately in making the contrast.

Evidence requirements

Evidence should be based on one selected issue or aspect of a topic. Evidence may take the form of written and/or oral reports, displays, short responses to questions, group records or products. This evidence must satisfy the outcome in relation to the chosen context(s) by sampling selected content. Evidence must demonstrate satisfaction of all of the performance criteria. The description for PC (a) must be made with reference to two of the listed underlying concepts, one each from two social subject areas. For PC (b) relevance must be demonstrated with respect to two underlying concepts. Evidence must be retained of the achievement of the outcome by each individual candidate.

National Unit Specification: statement of standards (cont)

UNIT Contrasting (Access 2)

The evidence should relate to the context through which the unit is delivered. This context should provide the opportunity for candidates to refer to a clear contrast between two aspects of the issue or topic studied, for instance town and country, rich and poor or before and after a significant event; or between the circumstances of the candidate and those of other places, times or societies.

In relation to both of the outcomes, examples of appropriate key ideas (concepts) from each of the social subjects should be introduced to candidates in the study of the chosen issue or aspect of a topic from which the contrast will be drawn, although the concept terms themselves need not be used explicitly. In assessment, account should be taken of at least two different underlying concepts by selecting one from two of the following lists.

| Geography | History/Classical Studies | Modern Studies |
|---|---|---|
| <i>change</i> <i>conflict</i> <i>co-operation</i> diversity interdependence location spatial patterns sustainability technology | <i>change</i> <i>conflict</i> <i>co-operation</i> cause consequence continuity debate difference evidence similarity | <i>change</i> <i>conflict</i> <i>co-operation</i> equality ideology needs participation power representation rights and responsibilities |

These key ideas (concepts) should not be taught and assessed as abstract ideas but through concrete examples. Specific examples of these evidence requirements in practice are given in the support notes.

National Unit Specification: support notes

UNIT **Contrasting (Access 2)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact 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

There is no specified content or context for this unit, but for assessment purposes content should relate to the list of concepts detailed in the evidence requirements. The contrast should clearly relate to the content of the selected issue or aspect of a topic identified for study. While bearing this in mind, content should be chosen with a view to:

- the interests and aptitudes of the candidates
- the availability of resources
- the effective delivery of the outcomes

There may be an advantage in selecting a contrast with which the candidate can identify as it juxtaposes his/her own experience with a different place, time or society. One approach may be to choose a contrast that is well illustrated in the candidate's local area. This may involve issues relevant to the candidate's participation in society, illustrated by concrete examples such as local pressure groups, environmental issues, or historical changes. Resources available in the learning centre and opportunities for fieldwork and structured visits may suggest other areas for study.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The emphasis of this unit is on the development of the candidate's ability to participate in society by improving his/her understanding of it. Substantial support would have to be provided by teaching/lecturing staff to ensure this was achieved. Use should be made of the wider community where appropriate.

There should be realistic expectations of candidates. The tasks set should be broken down into manageable sub-tasks. With support, candidates should be involved in the decision-making required to do this and similarly in forming the contrasts to be made.

Appropriate materials are required. Although these may involve the provision of purpose-made or commercially produced materials, there may be an advantage to candidates at this stage of maturity in studying their own local environment and tapping local sources of information.

Appropriate methodology may include group work, with candidates contributing to an identified task. Substantial support from teachers/lecturers may be required to assist candidates in organising group work.

National Unit Specification: support notes (cont)

UNIT **Contrasting (Access 2)**

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for assessment can be gathered towards the end of the unit and should reflect the requirements set out in the unit specification. Evidence may be recorded in any form that demonstrates the achievement of the outcomes by individual candidates and the identified contrast, for example short answer questions, a group or individual written report, graphical display, presentation, audio or video taped material to show performance. It may be appropriate to use a checklist to record evidence generated by the candidate during a practical activity. If a candidate is working as a member of a group it is important to record evidence of the candidate's individual contribution to the group.

Some of the work carried out or activities undertaken in the course of the study may make it possible to assess more than one outcome at the same time.

Where a candidate has not achieved one or more of the outcomes, further attempts may be undertaken, after additional teacher/lecturer support and continued development of the skills related to the outcome.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special 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 SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

| | |
|----------------|--|
| UNIT | Organising and Presenting Information (Access 2) |
| NUMBER | D528 08 |
| CLUSTER | Social Subjects (Access 2) |

SUMMARY

The purpose of this unit is to develop skills of organising and presenting information in relation to an issue or aspect of a topic, chosen from one of the social subjects. The unit is intended to develop a sense of achievement from the creation of a presentation.

A candidate who attains this unit will be able to organise and present information relating to one or more of the social subjects.

OUTCOMES

- 1 Organise information to address an issue or aspect of a topic.
- 2 Present information in relation to an issue or aspect of a topic.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

Administrative Information

| | |
|--------------------------|-----------------------------------|
| Superclass: | EE |
| Publication date: | December 1999 |
| Source: | Scottish Qualifications Authority |
| Version: | 03 |

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National Unit Specification: general information (cont)

UNIT Organising and Presenting Information (Access 2)

CORE SKILLS

This unit gives automatic certification of the following:

| | | |
|--|-------------------------|-------|
| Complete core skills for the unit | None | |
| Core skills components for the unit | Critical Thinking | Acc 2 |
| | Planning and Organising | Acc 2 |

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Organising and Presenting Information (Access 2)

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

Organise information to address an issue or aspect of a topic.

Performance criteria

- (a) Information which is gathered is relevant to a selected issue or aspect of a topic.
- (b) The information is organised in a way which relates clearly to underlying concepts.

Evidence requirements

Evidence should be based on one issue or aspect of a topic taken from a list of suggestions and can be provided through an end-product appropriate to the candidate and to the issue or aspect of a topic being explored.

The end-product may be a written and/or oral report, display, short response to questions, video or audio tape or equivalent. This end-product may be created individually or by a group, but the individual candidate's contribution should be distinguishable. The end-product in itself may provide evidence that the activities required have been successfully achieved, but it may be appropriate to use a checklist, related to the outcomes and applied to a candidate's activities.

Evidence must demonstrate satisfaction of all the performance criteria. Relevance for PC (a) must be established with reference to two underlying concepts, one each from two of the social subject areas. Evidence must be retained of the achievement of the outcome by each individual candidate.

OUTCOME 2

Present information in relation to an issue or aspect of a topic.

Performance criteria

- (a) The information presented is appropriate to the selected issue or aspect.
- (b) The presentation of the information is clear and relates accurately to underlying concepts.

Evidence requirements

Evidence should be based on one issue or aspect of a topic and can be provided through an end-product appropriate to the candidate and to the issue or aspect being explored.

The end-product may be a written and/or oral report, display, short response to questions, video or audio tape or equivalent. This end-product may be created individually or by a group, but the individual candidate's contribution should be distinguishable.

Evidence must demonstrate satisfaction of all the performance criteria. Appropriateness for PC (a) must be established with reference to two underlying concepts, one each from two of the social subject areas. Evidence must be retained of the achievement of the outcome by each individual candidate.

National Unit Specification: statement of standards (cont)

UNIT Organising and Presenting Information (Access 2)

In choosing instruments of assessment, account should be taken of two different underlying concepts by selecting one from two of the following lists.

| Geography | History/Classical Studies | Modern Studies |
|---|---|---|
| <i>change</i> <i>conflict</i> <i>co-operation</i> diversity interdependence location spatial patterns sustainability technology | <i>change</i> <i>conflict</i> <i>co-operation</i> cause consequence continuity debate difference evidence similarity | <i>change</i> <i>conflict</i> <i>co-operation</i> equality ideology needs participation power representation rights and responsibilities |

These key ideas (concepts) should not be taught and assessed as abstract ideas but through concrete examples. Specific examples of these evidence requirements in practice are given in the support notes.

National Unit Specification: support notes

UNIT Organising and Presenting Information (Access 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact 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

There is no specified content or context for this unit. It may be derived from the contexts studied in the Deciding or Contrasting units. The issue or aspect of a topic to be explored should be chosen with a view to:

- the interests and aptitudes of the candidates
- the availability of resources
- the effective delivery of the outcomes

There may be an advantage in selecting an issue or aspect of a topic based on the appropriate key concepts with which the candidate can identify from personal experience. Teachers/lecturers can decide whether to provide the necessary information or to allow a degree of investigative work. One approach may be to choose an issue or aspect that is well illustrated in the candidate's local area. This could include examples such as local pressure groups, environmental issues or historical changes. Resources available in the institution and opportunities for fieldwork or structured visits may suggest other areas for study.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The emphasis of this unit is on the development of the candidate's self-esteem through participation in an activity and/or the creation of a product. The end-product should be a response to a set task. The end-product should clearly make use of the information provided to or acquired by the candidate. Substantial support would have to be provided by teaching/lecturing staff to ensure this is achieved.

There should be realistic expectations of the candidate, with support, breaking down the tasks involved into manageable sub-tasks in order to produce an end-product.

Appropriate materials are required. Although these may involve the provision of purpose-made or commercially-produced materials, there may be an advantage to candidates at this stage of maturity in exploring their own environment.

Appropriate methodology may include group work, with candidates contributing to an end-product. Substantial support from teachers/lecturers may be required to assist candidates in organising group work.

National Unit Specification: support notes (cont)

UNIT Organising and Presenting Information (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

With support, the candidate should organise and select materials and information relevant to the identified issue or aspect of a topic in order to present the findings or experiences or activities or contrasts to others. The candidate may do this as a member of a group or as an individual. Evidence may be recorded in any form that demonstrates the achievement of the outcomes by individual candidates, for example a group or individual written or oral report, graphical display, presentation, audio or video taped material. It may be appropriate to use a checklist to record evidence generated by the candidate during a practical activity. If a candidate is working as a member of a group it is important to record evidence of the candidate's individual contribution to the group.

Some of the work carried out or activities undertaken in the course of the study or presentation may make it possible to assess more than one outcome at the same time.

Evidence for assessment will be gathered towards or at the end of the unit. Where a candidate has not achieved one or more of the outcomes, a further attempt may be made, after additional teacher/lecturer support and continued development of the skills related to the outcome.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special 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 SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).