

**SOCIAL SUBJECTS**  
**Access 1**

**4<sup>th</sup> edition – published April 2005**

**NOTE OF CHANGES  
FOURTH EDITION – PUBLISHED APRIL 2005**

**SUBJECT TITLE:** Social Subjects (Access 1)

**Introductory Information:**

Details Information inserted in all Social Subjects Units

**National Unit Specification:**

**Deciding**

*D3NK 07 Social Subjects:* Unit Specification amended  
*Deciding – Investigating*

*D3NL 07 Social Subjects:* Unit Specification amended  
*Deciding – Reaching a  
Decision*

*D3NM 07 Social Subjects:* Unit Specification amended  
*Organising – Organising  
Information*

*D3NN 07 Social Subjects:* Unit Specification amended  
*Presenting – Presenting  
Information*

*D75M 07 Social Subjects:* Unit Specification amended  
*Contrasting – Investigating*

*D75L 07 Social Subject:* Unit Specification amended  
*Contrasting – Making a  
Contrast*

## SOCIAL SUBJECTS (ACCESS 1)

The Social Subjects provision at Access 1 comprises six Units:

<i>D3NK 07</i>	<i>Social Subjects: Deciding – Investigating (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D3NL 07</i>	<i>Social Subjects: Deciding – Reaching a Decision (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D3NM 07</i>	<i>Social Subjects: Organising – Organising Information (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D3NN 07</i>	<i>Social Subjects: Presenting – Presenting Information (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D75L 07</i>	<i>Social Subjects: Contrasting – Making a Contrast (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D75M 07</i>	<i>Social Subjects: Contrasting – Investigating (Acc1)</i>	<i>1 credit (40 hours)</i>

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

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## **Introductory Information: Social Subjects (Access 1)**

### **RATIONALE**

The main purposes of the Social Subjects Units at Access are to introduce candidates to their role as citizens in a democratic society and to enhance their self-esteem.

In the Access 2 Social Subjects Cluster there are three Units:

*D526 08 Social Subjects: Deciding (Access 2)*

*D527 08 Social Subjects: Contrasting (Access 2)*

*D528 08 Social Subjects: Organising and Presenting Information (Access 2)*

Access 1 Social Subjects consist of two Units which are derived from D526 08 Social Subjects: Deciding (Access 2), two Units which are derived from D527 08 Social Subjects: Contrasting (Access 2), and two Units which are derived from D528 08 Social Subjects: Organising and Presenting Information (Access 2).

### **AIMS**

The Access 1 Units are designed to help candidates to become confident and informed decision-makers and to develop the capacity to organise and use information they have acquired.

The design of the Units is also intended 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 the 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.

### **CONTENT**

Candidates should be given the opportunity to experience interesting contexts through which 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.

### **APPROACHES TO LEARNING AND TEACHING**

The following learning experiences are important for candidates undertaking Access 1 Social Subjects Units. Candidates should:

- interpret and use information from a 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 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.

## **Introductory Information (cont): Social Subjects (Access 1)**

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. There are opportunities for candidates to practise other skills for example those of working with others and using ICT skills when displaying their work.

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.

Access 1 Units should be taught in a flexible manner to suit the needs of the candidates. The learning experiences in all six Units 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 Unit outcomes.

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

### **ASSESSMENT**

There is no external assessment at Access level.

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 requirements are provided in the Unit specification. Candidates will prepare for the outcome of each Unit, which will evolve through learning and teaching activities across the Units.

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

## **Introductory Information (cont): Social Subjects (Access 1)**

### **GUIDANCE ON CERTIFICATION AND MODERATION**

Each Access 1 Unit will normally be certificated as an individual Unit. However, as Access 1 Units are derived from Units at Access 2, it will also be possible to allow the evidence of achievement of Access 1 Units to be used to count towards achievement of the relevant Access 2 Unit.

#### **Social Subjects: Deciding**

To allow this to happen for Access 2 Social Subjects: Deciding, candidates would require evidence of attainment of one of the following two Units:

*D3NK 07 Social Subjects: Deciding - Investigating (Access 1)*

*D3NL 07 Social Subjects: Deciding - Reaching a Decision (Access 1)*

Following achievement of one of these Units, candidates should be entered for *D526 08 Social Subjects: Deciding (Access 2)* and **not** for the remaining Access 1 Unit. They should then complete the remaining outcome of the Access 2 Unit. Before submitting results for the Access 2 Unit, centres should ensure that candidates' skills are still current.

#### **Social Subjects: Contrasting**

To allow this to happen for Social Subjects: Contrasting, candidates would require evidence of attainment of one of the following two Units:

*D75M 07 Social Subjects: Contrasting - Investigating (Access 1)*

*D75L 07 Social Subjects: Contrasting - Making a Contrast (Access 1)*

Following achievement of one of these Units, candidates should be entered for *D527 08 Social Subjects: Contrasting (Access 2)* and **not** for the remaining Access 1 Unit. They should then complete the remaining outcome of the Access 2 Unit. Before submitting results for the Access 2 Unit, centres should ensure that candidates' skills are still current.

## **Introductory Information (cont): Social Subjects (Access 1)**

### **Social Subjects: Organising and Presenting Information**

To allow this to happen for Social Subjects: Organising and Presenting Information, candidates would require evidence of attainment of one of the following two Units:

*D3NM 07 Social Subjects: Organising – Organising Information (Access 1)*

*D3NN 07 Social Subjects: Presenting – Presenting Information (Access 1)*

Following achievement of one of these Units, candidates should be entered for *D528 08 Social Subjects: Organising and Presenting Information (Access 2)* and **not** for the remaining Access 1 Unit. They should then complete the remaining outcome of the Access 2 Unit. Before submitting results for the Access 2 Unit, centres should ensure that candidates' skills are still current.

Evidence of achievement for all Units should be available for moderation. Part of this evidence may be in the form of a candidate's Scottish Qualifications Certificate showing achievement of the Access 1 Units, or actual evidence from doing the Units if this is still within the timescale for centres to retain evidence. (See *Putting Assessment Moderation Policy into Operation* April 1999.)

### **SPECIAL NEEDS**

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* (SQA, 2005).

## National Unit Specification: general information

**UNIT** Social Subjects: Deciding – Investigating (Access 1)

**NUMBER** D3NK 07

### SUMMARY

The purpose of the Unit is to make a decision about a chosen mini-topic in Social Subjects in order to develop knowledge and understanding across the Social Subjects. At this level, the candidate's chosen mini-topic can be part of a broader topic studied by a whole class or group.

### OUTCOME

Investigate a chosen mini-topic

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1\*)

*\*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.*

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

**UNIT**                      Social Subjects: Deciding – Investigating (Access 1)

### **CORE SKILLS**

This Unit gives automatic certification of the following:

**Complete core skills for the Unit**                      None

**Core skills components for the Unit**                      None

Additional information about core skills is published in *Catalogue of Core Skills in National Qualifications* (SQA, 2001/2002).

## National Unit Specification: statement of standards

### UNIT Social Subjects: Deciding – Investigating (Access 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

Investigate a chosen mini-topic

##### Performance criteria

- (a) The reasons for selecting the mini-topic are stated clearly.
- (b) Two key ideas are chosen in relation to the mini-topic.
- (c) Information is gathered which is relevant to the mini-topic.
- (d) Information is organised to allow a decision to be made about the mini-topic.

##### Evidence requirements

For PC (a) Two reasons should be stated for investigating the mini-topic. Each reason should and refer to a key idea, so two key ideas are required. The two key ideas should be  
PC (b) chosen from across the Social Subjects (see Unit Summary).

For PC (c) The information gathered must be relevant to the mini-topic and should refer to the two key ideas.

For PC (d) The information may be organised in the form of written and/ or oral reports, individual or group displays, short responses to questions, group records or products.

Social Subject Areas		
Geography	History/Classical Studies	Modern Studies
Key ideas: change conflict co-operation diversity interdependence location spatial patterns sustainability technology environment	Key ideas: change conflict co-operation cause consequence continuity debate difference evidence similarity culture	Key ideas: change conflict co-operation equality ideology needs participation power representation rights & responsibilities government

Further advice on these evidence requirements is given in the support notes.

## National Unit Specification: support notes

### UNIT Social Subjects: Deciding – Investigating (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit is one of two Units derived from the Unit *D526 08, Social Subjects: Deciding (Access 2)*. Candidates may find this an appropriate Unit to undertake on its own, or in conjunction with the other Access 1 Unit:

*D3NL 07 Social Subjects: Deciding – Reaching a Decision (Access 1)*.

Candidates should be given the opportunity to experience interesting contexts through which this Unit may be achieved. There is no specified content for this Unit but for assessment purposes content should relate to the list of key ideas 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 Unit.

There may be an advantage in selecting a mini-topic for deciding, based on the appropriate key ideas, 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 centre and opportunities for fieldwork and structured visits may suggest other areas for study.

The role of the teacher/lecturer is to offer the candidate appropriate advice and support throughout the Unit. This will include support which will help the candidate to:

- select information which is appropriate to the study of the mini-topic
- explain the reason for selecting the mini-topic.

Examples of candidates' mini-topics

Example 1

Broader topic studied by class or group:	Public Transport
Candidate's chosen mini-topic:	What would be my best way of getting to the city?
Two key ideas selected from lists:	Geography - location Modern Studies - needs

## National Unit Specification: support notes (cont)

### UNIT Social Subjects: Deciding – Investigating (Access 1)

#### Example 2

Broader topic studied by class or group:	Leisure
Candidate's chosen mini-topic:	What would I like to do that I can afford?
Two key ideas selected from lists:	Geography - environment Modern Studies - needs

#### Example 3

Broader topic studied by class or group:	Local Government
Candidate's chosen mini-topic:	Are the emergency services up to scratch in my village?
Two key ideas selected from lists:	History - change Modern Studies - rights and responsibilities

Resources available in the centre and opportunities for fieldwork and structured visits may suggest other areas for investigation.

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

The emphasis of this Unit is on the development of the skills which will lead to the candidate becoming 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, including the breaking down of the tasks involved into manageable sub-tasks.

Appropriate materials are required. Although this 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 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 Social Subjects: Deciding – Investigating (Access 1)

#### 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 Unit 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 Unit at the same time.

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

Teacher/lecturer help notes to support the Candidate who is compiling assessment material in a Folio

Assessment for Outcome 1	<p>My mini-topic is:</p> <p><i>(Candidates may find it easier to make a decision if the title of the mini-topic is expressed as a question.)</i></p> <p>I chose this mini-topic because:</p> <p><i>Two reasons needed, teacher/lecturer may support candidate by suggesting a variety of possible reasons.</i></p> <p>The two key ideas I used to get information were:</p> <p><i>Teacher/lecturer may support candidate by:</i></p> <ul style="list-style-type: none"><li>• <i>identifying possible key ideas, see table in Evidence Requirements</i></li><li>• <i>guiding the candidate towards choosing the two key ideas which he or she will use to gather information</i></li><li>• <i>explaining how the candidate should refer to these two key ideas while working on the mini-topic.</i></li></ul> <p>Where I found information:</p> <p><i>Teacher/lecturer may encourage candidates to practise skills in working with others and encourage them to use their ICT skills</i></p> <p>I found out these things about my mini-topic:</p> <p><i>Examples of presentation could be a wall display or A4 folio in comb-binding with interesting cover.</i></p>
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## **National Unit Specification: support notes (cont)**

### **UNIT            Social Subjects: Deciding – Investigating (Access 1)**

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 Units are being used to contribute to an Access 2 Unit.

#### **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 Arrangements* (SQA, 2005).

## National Unit Specification: general information

**UNIT** Social Subjects: Deciding – Reaching a Decision  
(Access 1)

**NUMBER** D3NL 07

### SUMMARY

The purpose of the Unit is to make a decision about a chosen mini-topic in Social Subjects in order to develop knowledge and understanding across the Social Subjects. At this level, the candidate's chosen mini-topic can be part of a broader topic studied by a whole class or group.

### OUTCOME

Reach a decision about the chosen mini-topic

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1\*)

*\*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.*

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

**UNIT**          Social Subjects: Deciding – Reaching a Decision (Access 1)

### **CORE SKILLS**

This Unit gives automatic certification of the following:

**Complete core skills for the Unit**          None

**Core skills components for the Unit**          None

Additional information about core skills is published in *Catalogue of Core Skills in National Qualifications* (SQA, 2001/2002).

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

### **UNIT**          Social Subjects: Deciding – Reaching a Decision (Access 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**

Reach a decision about the chosen mini-topic.

#### **Performance criteria**

- (a) A clear decision is made about the mini-topic.
- (b) Gathered information is used to make the decision.

#### **Evidence requirements**

Evidence may take the form of written and/or oral reports, individual or group displays, short responses to questions, group records or products.

For PC (a) the decision made should be clear and relevant to the mini-topic

For PC (b) the information used to make the decision must be gathered by the candidate as evidence for the Unit Social Subjects: Deciding – Investigating.

## National Unit Specification: support notes

### UNIT Social Subjects: Deciding – Reaching a Decision (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is one of two Units derived from the Unit *D526 08, Social Subjects: Deciding (Access 2)*. Candidates may find this an appropriate Unit to undertake on its own, or in conjunction with the other Access 1 Unit:

*D3NK 07 Social Subjects: Deciding – Investigating (Access 1)*.

Candidates should be given the opportunity to experience interesting contexts through which this Unit may be achieved. There is no specified content for this Unit but for assessment purposes content should relate to the list of key ideas 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 Unit.

There may be an advantage in having selected a mini-topic for deciding, based on the appropriate key ideas, 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 centre and opportunities for fieldwork and structured visits may suggest other areas for study.

The role of the teacher/lecturer is to offer the candidate appropriate advice and support throughout the Unit. This will include support which will help the candidate to:

- select information which is appropriate to the study of the mini-topic
- explain the reason for selecting the mini-topic.

Examples of candidates' mini-topics

Example 1

Broader topic studied by class or group:	Public Transport
Candidate's chosen mini-topic:	What would be my best way of getting to the city?
Two key ideas selected from lists:	Geography - location Modern Studies - needs

## National Unit Specification: support notes (cont)

### UNIT Social Subjects: Deciding – Reaching a Decision (Access 1)

#### Example 2

Broader topic studied by class or group:	Leisure
Candidate's chosen mini-topic:	What would I like to do that I can afford?
Two key ideas selected from lists:	Geography - environment Modern Studies - needs

#### Example 3

Broader topic studied by class or group:	Local Government
Candidate's chosen mini-topic:	Are the emergency services up to scratch in my village?
Two key ideas selected from lists:	History - change Modern Studies - rights and responsibilities

Resources available in the centre and opportunities for fieldwork and structured visits may suggest other areas for investigation and decision-making.

### **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, including the breaking down of the tasks involved into manageable sub-tasks.

Appropriate materials are required. Although this 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 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 Social Subjects: Deciding – Reaching a Decision (Access 1)

#### **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 Unit 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 Unit at the same time.

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

Teacher/lecturer help notes to support the Candidate who is compiling assessment material in a Folio

Assessment for Outcome 2 My decision is:

*Candidates may find it easier to make a decision if the title of the mini-topic is expressed as a question.*

Information which helped me make this decision:

key idea 1

key idea 2

*Again, teacher/lecturer may need to guide candidate towards referring to the candidate's chosen two key ideas.*

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

### **UNIT**      Social Subjects: Deciding – Reaching a Decision (Access 1)

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 Units are being used to contribute to an Access 2 Unit.

#### **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 Arrangements* (SQA, 2005).

## National Unit Specification: general information

**UNIT** Social Subjects: Contrasting – Investigating  
(Access 1)

**NUMBER** D75M 07

### SUMMARY

The purpose of this Unit is to make a contrast between different features of a chosen mini-topic in one of the Social Subjects. The aim being to develop the candidate's knowledge and understanding of the Social Subject. At this level, the candidate's chosen mini-topic can be part of a broader topic studied by a whole class or group. Contrasts might be between 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.

### OUTCOME

Investigate a chosen mini-topic.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1\*)

*\*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.*

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

**UNIT**                      Social Subjects: Contrasting – Investigating  
(Access 1)

### **CORE SKILLS**

This Unit gives automatic certification of the following:

**Complete core skills for the Unit**                      None

**Core skills components for the Unit**                      None

Additional information about core skills is published in *Catalogue of Core Skills in National Qualifications* (SQA, 2001/2002).

## National Unit Specification: statement of standards

### UNIT Social Subjects: Contrasting – Investigating (Access 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

Investigate a chosen mini-topic

#### Performance criteria

- (a) The reasons for selecting the mini-topic are explained clearly.
- (b) Two key ideas are chosen in relation to the mini-topic.
- (c) Information is gathered which is relevant to the mini-topic.
- (d) Information is organised to allow a contrast to be made between two features.

#### Evidence requirements

for PC (a) Two reasons should be given for investigating the mini-topic. Each reason should and refer to a key idea, so two key ideas are required. The summary for this Unit states for PC (b) that the mini-topic is chosen from one of the Social Subjects.

For PC (c) The information gathered must be relevant to the mini-topic and should refer to the two key ideas.

For PC (d) The information may be organised in the form of written and/or oral reports, individual or group displays, short responses to questions, group records or products.

Social Subject Areas		
Geography	History/Classical Studies	Modern Studies
Key ideas: change conflict co-operation diversity interdependence location spatial patterns sustainability technology environment	Key ideas: change conflict co-operation cause consequence continuity debate difference evidence similarity culture	Key ideas: change conflict co-operation equality ideology needs participation power representation rights & responsibilities government

Further advice on these evidence requirements is given in the support notes.

## National Unit Specification: support notes

### UNIT Social Subjects: Contrasting – Investigating (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is one of two Units derived from the Unit D527 08, Social Subjects: Contrasting (Access 2). Candidates may find this an appropriate Unit to undertake on its own, or in conjunction with the other Access 1 Unit:

D75L 07 Social Subjects: Contrasting – Making a Contrast (Access 1).

Candidates should be given the opportunity to experience interesting contexts through which this Unit may be achieved. There is no specified content for this Unit but for assessment purposes content should relate to the list of key ideas 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 Unit.

The content of the selected issue or aspect of a mini-topic should be suitable for making a clear contrast.

There may be an advantage in selecting content that is well illustrated in the candidate's own area and with which he or she can identify. This approach may guide the candidate towards selecting information suitable for making a clear contrast between his or her own experiences and those associated with a different place, time or society. 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.

The role of the teacher/lecturer is to offer the candidate appropriate advice and support throughout the Unit. This may include support which will help the candidate to:

- explain why he or she has selected the issue or aspect of a topic
- select information which is suitable for making a clear contrast between two features of the selected issue or aspect of a topic
- understand and remember in everyday language the two key ideas being studied

Examples of candidates' mini-topics

Example 1

Broader topic studied by class or group:	Public Transport
Candidate's chosen mini-topic:	Contrast between past and present transport in my town
Two key ideas selected from lists:	History - culture History - change

## National Unit Specification: support notes

### UNIT Social Subjects: Contrasting – Investigating (Access 1)

#### Example 2

Broader topic studied by class or group:	Leisure
Candidate's chosen mini-topic:	Contrast between my entertainment and that of people my age in (eg a <i>Third World inner city</i> )
Two key ideas selected from lists:	*Modern Studies - participation Modern Studies - equality

\*Unit summary states mini topic is chosen from one of the Social subjects.

#### Example 3

Broader topic studied by class or group:	Local Government
Candidate's chosen mini-topic:	Contrast between past and present emergency services in my village
Two key ideas selected from lists:	Geography - location Geography - technology

Resources available in the 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 skills in selecting and gathering information suitable for making an informed contrast. These skills will enhance the candidate's ability to participate in society by improving her/his understanding of society.

Substantial support should be provided by teaching/lecturing staff to ensure this is achieved. Use should be made of the wider community where appropriate.

There should be realistic expectations of candidates. The tasks should be broken down into manageable sub-tasks. With support, candidates should explore a selected issue or aspect of a topic, giving reasons for choosing this issue or aspect. Then the candidate should gather information suitable for making a clear contrast between two features of the issue or aspect.

Appropriate materials are required. Although this 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 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 Social Subjects: Contrasting – Investigating (Access 1)

#### 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 Unit by individual candidates; for example, responses to short-answer questions which demonstrate understanding, a group or individual written report, graphical display, presentation, audio or video taped material to show performance, for example gathering information. 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.

It is unnecessary for a candidate to use the wording of the key ideas (concepts). The candidate may use familiar words, for example, 'Geography/location' may be indicated by 'my town'.

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

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

Teacher/lecturer help notes to support the Candidate who is compiling assessment material in a Folio

Assessment for Outcome 2 The contrast I made is:

Information which helped me make this decision:

key idea 1

key idea 2

*Again, teacher/lecturer may need to guide candidate towards referring to the candidate's chosen two key ideas.*

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 Units are being used to contribute to an Access 2 Unit.

#### 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 Arrangements*. (SQA, 2005).

## National Unit Specification: general information

**UNIT** Social Subjects: Contrasting – Making a Contrast  
(Access 1)

**NUMBER** D75L 07

### SUMMARY

The purpose of this Unit is to make a contrast between different features of a chosen mini-topic in one of the Social Subjects. The aim being to develop the candidate's knowledge and understanding of the Social Subject. At this level, the candidate's chosen mini-topic can be part of a broader topic studied by a whole class or group. Contrasts might be between 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.

### OUTCOME

Make a contrast between different features of the mini-topic.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1\*)

*\*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.*

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

**UNIT**                      Social Subjects: Contrasting – Making a Contrast  
(Access 1)

### **CORE SKILLS**

This Unit gives automatic certification of the following:

**Complete core skills for the Unit**                      None

**Core skills components for the Unit**                      None

Additional information about core skills is published in *Catalogue of Core Skills in National Qualifications* (SQA, 2001/2002).

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

**UNIT**                      Social Subjects: Contrasting – Making a Contrast  
(Access 1)

### **OUTCOME**

Make a contrast between different features of the mini-topic.

#### **Performance criteria**

- (a) A clear contrast is made between two features of the mini-topic.
- (b) Gathered information is used to make the contrast.

#### **Evidence requirements**

Evidence may take the form of written and/or oral reports, individual or displays, short responses to questions, group records or products.

For PC (a) the contrast should be clear and made between two features of the mini-topic.

For PC (b) the information used to make the contrast must be that gathered by the candidate as evidence for the Unit Social Subjects: Contrasting – Investigation.

## National Unit Specification: support notes

### UNIT Social Subjects: Contrasting – Making a Contrast (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit is one of two Units derived from the Unit D527 08, Social Subjects: Contrasting (Access 2). Candidates may find this an appropriate Unit to undertake on its own, or in conjunction with the other Access 1 Unit:

*D75M 07* Social Subjects: Contrasting – Investigating (Access 1).

Candidates should be given the opportunity to experience interesting contexts through which this Unit may be achieved. There is no specified content for this Unit but for assessment purposes content should relate to the list of key ideas 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 Unit.

The contrast should clearly relate to the content of the selected issue or aspect of a mini-topic selected for study.

There may be an advantage in selecting a contrast with which the candidate can identify as it juxtaposes his or 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.

The role of the teacher/lecturer is to offer the candidate appropriate advice and support throughout the Unit. This may include support which will help the candidate to:

- describe a contrast related to the selected issue or aspect of a topic
- use relevant information to make the contrast
- understand and remember in everyday language the two key ideas being studied

Examples of candidates' mini-topics

Example 1

Broader topic studied by class or group:	Public Transport
Candidate's chosen mini-topic:	Contrast between past and present transport in my town
Two key ideas selected from lists:	History - culture History - change

## National Unit Specification: support notes

### UNIT Social Subjects: Contrasting – Making a Contrast (Access 1)

#### Example 2

Broader topic studied by class or group:	Leisure
Candidate's chosen mini-topic:	Contrast between my entertainment and that of people my age in (eg a <i>Third World inner city</i> )
Two key ideas selected from lists:	*Modern Studies - participation Modern Studies - equality

\*Unit summary states mini topic is chosen from one of the Social subjects.

#### Example 3

Broader topic studied by class or group:	Local Government
Candidate's chosen mini-topic:	Contrast between past and present emergency services in my village
Two key ideas selected from lists:	Geography - location Geography - technology

Resources available in the 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 skills required to make an informed contrast. These skills will enhance the candidate's ability to participate in society by improving her/his understanding of society. Substantial support should be provided by teaching/lecturing staff to ensure this is achieved. Use should be made of the wider community where appropriate.

There should be realistic expectations of candidates. The tasks 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 this 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 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**                      Social Subjects: Contrasting – Making a Contrast  
(Access 1)

### **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 Unit by individual candidates; for example, responses to short-answer questions which demonstrate understanding, a group or individual written report, graphical display, presentation, audio or video taped material to show performance, for example gathering information. 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.

It is unnecessary for a candidate to use the wording of the key ideas (concepts). The candidate may use familiar words, for example, 'Geography/location' may be indicated by 'my town'.

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

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

Teacher/lecturer help notes to support the Candidate who is compiling assessment material in a Folio

Assessment for Outcome	The contrast I made is:
	Information which helped me make this contrast using: key idea 1 key idea 2
	<i>(Again, teacher/lecturer may need to guide candidate towards referring to the candidate's chosen two key ideas.)</i>

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 Units are being used to contribute to an Access 2 Unit.

### **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 Arrangements* (SQA, 2005).

## National Unit Specification: general information

<b>UNIT</b>	Social Subjects: Organising – Organising Information (Access 1)
<b>NUMBER</b>	D3NM 07

### SUMMARY

The purpose of this Unit is to develop skills of organising and presenting information in relation to a mini-topic, chosen from one of the Social Subjects. The Unit is intended to develop a sense of achievement from gathering and organising information. At this level, the candidate's chosen mini-topic can be part of a broader topic studied by a whole class or group. It would be useful if the Unit were to be integrated with one or both of the other two Social Subjects Units.

### OUTCOME

Organise information which is relevant to a chosen mini-topic

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1\*)

*\*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.*

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#### Administrative Information

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<b>Version:</b>	05

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

**UNIT**                      Social Subjects: Organising – Organising Information  
(Access 1)

### **CORE SKILLS**

This Unit gives automatic certification of the following:

**Complete core skills for the Unit**                      None

**Core skills components for the Unit**                      None

Additional information about core skills is published in *Catalogue of Core Skills in National Qualifications* (SQA, 2001/2002).

## National Unit Specification: statement of standards

### UNIT Social Subjects: Organising – Organising Information (Access 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

Organise information which is relevant to a chosen mini-topic

#### Performance criteria

- A mini-topic is selected from one of the Social Subjects.
- Information is gathered which is relevant to the chosen mini-topic.
- The information is organised in a way which relates clearly to two key ideas.

#### Evidence requirements

The mini-topic is a small investigation which should cover an issue or aspect of one Social Subject. The mini-topic may be part of a broader topic being studied by a whole class or group

Evidence may be provided as 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; if by a group, 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 outcome and applied to a candidate's activities.

For PC (a) Information gathered will relate to the mini-topic and to two key ideas, (see table and below for key ideas).  
for PC (b)

For PC (c) A plan identifying:

- the two chosen key ideas
- sources of gathered information
- where this information is stored
- whether or not an item of information is used.

Social Subject Areas		
Geography	History/Classical Studies	Modern Studies
Key ideas: change conflict co-operation diversity interdependence location spatial patterns sustainability technology environment	Key ideas: change conflict co-operation cause consequence continuity debate difference evidence similarity culture	Key ideas: change conflict co-operation equality ideology needs participation power representation rights & responsibilities government

Further advice on these evidence requirements is given in the support notes.

## National Unit Specification: support notes

### UNIT Social Subjects: Organising – Organising Information (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is one of two Units derived from the Unit *D528 08, Social Subjects: Organising and Presenting Information (Access 2)*. Candidates may find this an appropriate Unit to undertake on its own, or as a prelude to the other Access 1 Unit:

*D3NN 07 Social Subjects: Presenting – Presenting Information (Access 1)*.

There is no specified content or context for this Unit. It may be derived from the contexts studied in the Deciding Units. The issue or aspect of a mini-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 Unit

There may be an advantage in selecting an issue or aspect of a mini-topic based on the appropriate key ideas 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.

The role of the teacher/lecturer is to offer the candidate appropriate advice and support throughout the Unit. This will include support to help the candidate to:

- select information which is appropriate to the issue or aspect of a topic
- explain the reasons for selecting the issue or aspect studied.

Examples of candidates' mini-topics

Example 1: organisation and presentation of information gathered for the 'Contrasting Unit'

Broader topic studied by class or group:	Public Transport
Candidate's chosen mini-topic:	Contrast between past and present transport in my town
Two key ideas selected from lists:	History - culture History - change

## National Unit Specification: support notes (cont)

### UNIT Social Subjects: Organising – Organising Information (Access 1)

Example 2: organisation and presentation of information

Broader topic studied by class or group:	Local Government
Candidate's chosen mini-topic:	Are the emergency services up to scratch in my village?
Two key ideas selected from lists:	Modern Studies - needs Modern Studies - equality

Example 3: organising and presenting information on an environmental hazard

Broader topic studied by class or group:	Environment
Candidate's chosen mini-topic:	<i>(Identified environmental hazard - ALERT!)</i>
Two key ideas selected from lists:	Geography - location Geography - technology

Resources available in the centre 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 involving gathering and organising information. The candidate's activity should clearly involve organising information provided to or acquired by the candidate. Substantial support may have to be provided by the teacher/lecturer.

There should be realistic expectations of the candidate, with support, breaking down the tasks involved into manageable sub-tasks in order to achieve the task.

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.

Suitable methodology may include group work, with candidates working together whenever appropriate. Substantial support from teachers/lecturers may be required to assist candidates in organising group work.

### **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 so that the findings or experiences or activities could be presented 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 Unit 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.

## National Unit Specification: support notes (cont)

### UNIT Social Subjects: Organising – Organising Information (Access 1)

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

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

Teacher/lecturer help notes to support the Candidate who is compiling assessment material in a Folio

Assessment for Outcome 1	My mini-topic is:
My Plan	<p>The two key ideas I used to get information were:</p> <p><i>Teachers/lecturers may support candidate by:</i></p> <ul style="list-style-type: none"><li>• <i>identifying possible key ideas, see table in Evidence Requirements</i></li><li>• <i>guiding the candidate towards choosing the two key ideas which he or she will use to gather information</i></li><li>• <i>explaining how the candidate should refer to these two key ideas while working on the mini-topic</i></li></ul> <p>Where I found information: Where I stored information: Whether or not I used the information:</p> <p><i>(This work on information handling could also be used to practise working with others and ICT skills)</i></p>
My Report Part 1	<p>Information I collected using key idea 1 using key idea 2</p> <p><i>(Again, teacher/lecturers may need to guide candidate towards referring to chosen two key ideas. Also, here is an opportunity for the candidate to link with <b>information gathered</b> for either the Deciding Unit or Contrasting Unit)</i></p>

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.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 Units are being used to contribute to an Access 2 Unit.

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

**UNIT**                      Social Subjects: Organising – Organising Information  
(Access 1)

### **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 Arrangements*. (SQA, 2005).



## National Unit Specification: general information

<b>UNIT</b>	Social Subjects: Presenting – Presenting Information (Access 1)
<b>NUMBER</b>	D3NN 07

### SUMMARY

The purpose of this Unit is to develop skills of presenting information in relation to a mini-topic, chosen from one of the Social Subjects. The Unit is intended to develop a sense of achievement from the creation of a presentation. At this level, the candidate's chosen mini-topic can be part of a broader topic studied by a whole class or group. It would be useful if the Unit were to be integrated with one or both of the other two Social Subjects Units.

### OUTCOMES

Present information which is relevant to the chosen mini-topic

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1\*)

*\*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.*

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

**UNIT**                      Social Subjects: Presenting – Presenting Information  
(Access 1)

### **CORE SKILLS**

This Unit gives automatic certification of the following:

**Complete core skills for the Unit**                      None

**Core skills components for the Unit**                      None

Additional information about core skills is published in *Catalogue of Core Skills in National Qualifications* (SQA, 2001/2002).

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

**UNIT**                      Social Subjects: Presenting – Presenting Information  
(Access 1)

### **OUTCOME**

Present information which is relevant to the chosen mini-topic.

#### **Performance criteria**

- (a) The information presented is relevant to the chosen mini-topic.
- (b) The presentation of the information is clear and relates accurately to two key ideas.

#### **Evidence requirements**

Evidence should be an end-product presenting information relevant to the mini-topic. 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, if by a group, the individual candidate's contribution should be distinguishable.

For PC (a) Information presented must be relevant to the mini-topic.

For PC (b) The presentation should provide clear information about the mini-topic and relate to the two key ideas selected.

## National Unit Specification: support notes

### UNIT Social Subjects: Presenting – Presenting Information (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit is one of two Units derived from the Unit *D528 08, Social Subjects: Organising and Presenting Information (Access 2)*. Candidates may find this an appropriate Unit to undertake on its own, or as a prelude to the other Access 1 Unit:

*D3NM 07 Social Subjects: Organising – Organising Information (Access 1)*.

There is no specified content or context for this Unit. It may be derived from the contexts studied in the Deciding 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 Unit

There may be an advantage in selecting an issue or aspect of a mini-topic based on the appropriate key ideas 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 centre and opportunities for fieldwork or structured visits may suggest other areas for study.

The role of the teacher/lecturer is to offer the candidate appropriate advice and support throughout the Unit. This will include support to help the candidate to:

- use appropriate information
- present information clearly and accurately.

Examples of candidates' mini-topics

Example 1: organisation and presentation of information gathered for the 'Contrasting Unit'

Broader topic studied by class or group:	Public Transport
Candidate's chosen mini-topic:	Contrast between past and present transport in my town
Two key ideas selected from lists:	History - culture History - change

## National Unit Specification: support notes (cont)

### UNIT Social Subjects: Presenting – Presenting Information (Access 1)

Example 2: organisation and presentation of information

Broader topic studied by class or group:	Local Government
Candidate's chosen mini-topic:	Are the emergency services up to scratch in my village?
Two key ideas selected from lists:	Modern Studies - needs Modern Studies - equality

Example 3: organising and presenting information on an environmental hazard

Broader topic studied by class or group:	Environment
Candidate's chosen mini-topic:	<i>(Identified environmental hazard - ALERT!)</i>
Two key ideas selected from lists:	Geography - location Geography - technology

Resources available in the centre 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 involving presenting information. The candidate's activity should clearly involve organising information provided to or acquired by the candidate. Substantial support may have to be provided by the teacher/lecturer 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.

## National Unit Specification: support notes

**UNIT** Social Subjects: Presenting – Presenting Information  
(Access 1)

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

With support, the candidate should use information relevant to the identified issue or aspect of a topic in order to make a presentation of the findings or experiences or activities 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 Unit 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 presentation may make it possible to assess more than one Unit at the same time.

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

Teacher/lecturer help notes to support the Candidate who is compiling assessment material in a Folio

Assessment for Outcome 2 Presenting my information on the mini-topic:  
My Report Part 2  
*(Opportunity here to link with **presenting information** for the Deciding Unit or Contrasting Unit.)*

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 Units are being used to contribute to an Access 2 Unit.

### **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 Arrangements* (SQA, 2005).