



People and Society: Making Decisions with a Scottish Context (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: H6NE 74

Unit outline

The general aim of this Unit is to develop straightforward skills in using information to make decisions which take into account alternative viewpoints, and also to develop straightforward knowledge and understanding of aspects of people and society. Learners will use these skills and draw on their straightforward knowledge and understanding of a topic or issue with contemporary or historical relevance in Scotland in an inter-disciplinary way, from the perspective of at least two of the social subject/social science disciplines.

Learners who complete this Unit will be able to:

- 1 Use straightforward skills to use information to make decisions taking into account alternative viewpoints
- 2 Draw on their straightforward knowledge and understanding of topics or issues in an interdisciplinary way.

This Unit is an alternative mandatory Unit of the National 4 People and Society Course, an optional Unit in the Scottish Studies Award at SCQF level 4 and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work.

The *Added Value Unit Specification* for the National 4 People and Society Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 4 People and Society Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 3 People and Society Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

- 1 Use straightforward skills to use information to make decisions taking into account alternative viewpoints by:**
 - 1.1 Using up to two sources of information to make a decision about a topic or issue
 - 1.2 Using evidence from up to two sources of information to support the decision
 - 1.3 Using one source of information to show that alternative viewpoints have been taken into account

Outcome 2

The learner will:

- 2 Draw on their straightforward knowledge and understanding of topics or issues in an interdisciplinary way by:**
 - 2.1 Giving brief factual descriptions of the main features of a topic or issue
 - 2.2 Giving brief explanations about a straightforward topic or issue
 - 2.3 Showing knowledge and understanding of three key ideas drawn from the social subject/science disciplines

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards.

The sources of information used may be written, numerical, graphical, pictorial, audio-visual, digital or oral.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, posters, brief written responses to questions and participation in group tasks. All of the evidence does not need to be from one activity, but can be assembled from a variety of tasks and assessments carried out during the duration of the Course.

Assessment evidence must demonstrate that the learner is able to:

- ◆ use three key ideas with contemporary or historical relevance in Scotland, drawn from social subjects/social science disciplines
- ◆ adopt an inter-disciplinary approach by using the perspective of two social subject/social science disciplines

Each Unit in the Course must be linked to three key ideas drawn from the social subjects/social sciences. A full list of these key ideas is shown below.

Key ideas

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

A list of the social subjects, social sciences and religious and moral education disciplines that can be drawn upon are given below:

- ◆ Geography
- ◆ History
- ◆ Modern Studies
- ◆ Classical Studies
- ◆ Economics
- ◆ Religious, Moral and Philosophical Studies
- ◆ Sociology
- ◆ Psychology
- ◆ Philosophy

Evidence may be presented for individual Outcomes or gathered for the Unit, Units or Course as a whole by combining assessment holistically.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking skills

- 5.2 Understanding
- 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Appendix 1: Key Ideas

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

Administrative information

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History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.

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