Scottish Studies Award (SCQF level 2) Support Notes

Contents

Introduction

These *Award Support Notes* are **not** mandatory. They provide advice and guidance on approaches to delivering and assessing the *Scottish Studies (SCQF level 2) Award*. They are intended for teachers and lecturers. They should be read in conjunction with:

♦ the Award Specification
♦ the Unit Specifications for the mandatory Units and relevant optional Units the Support Notes for these Units
♦ assessment support materials for these Units

General guidance on the Award

Aims

The overall aim of this Award is to provide recognition for learners who have developed their knowledge of Scotland across two or more curricular areas. Learners also have the opportunity to develop, with support, their ability to prepare for and complete an activity, and communicate what they have learned.

Further information on the detailed aims of this Award can be found in the *Award Specification*.

Skills, knowledge and understanding

This Award has a broad and flexible framework, with a range of Units to choose from, as well as a mandatory Unit. The specific skills, knowledge and understanding developed by each learner will therefore depend on the combination of optional Units used to contribute to the Award. The details for specific Units can be found in the relevant *Unit Support Notes*.

To achieve the Award all learners must complete the mandatory *Scottish Studies: Learning about Scotland (SCQF level 2)* Unit. In this Unit, they will develop knowledge and understanding of an aspect of Scottish Studies which is of interest to them. They will also learn, with support, to:

♦ select an aspect of Scotland to learn about and an activity that will help them to do this
♦ identify the main steps to follow
♦ identify and communicate what they have learned

Approaches to learning, teaching and assessment

Planning delivery

The *Scottish Studies Award (SCQF level 2)* could be delivered in a number of ways. It could, for example, be delivered over a concentrated block of time, on a full or part-time basis. Alternatively, it could be delivered on its own or in conjunction with other qualifications over one or more academic years.
The appropriate length of time for each centre will depend upon the time and resources available, the needs of its learners and the context of delivery.

The Award is also cross-curricular: learners must complete Units from **two** different subject areas, across **two** groups, as well as the mandatory *Scottish Studies: Learning About Scotland (SCQF level 2)* Unit. Centres and learners have a range of potential Units and subject areas to choose from.

All of the optional Units in the Award also contribute to other National Courses at SCQF level 2. If a centre is delivering the *Scottish Studies Award (SCQF level 2)* alongside any other relevant National Course, a combined approach to delivery and assessment will be possible. For example, if a learner is studying the SCQF level 2 *English and Communication Course* they can complete the alternative mandatory *English: Understanding Language with a Scottish Context (SCQF level 2)* Unit and also use this Unit to contribute to the *Scottish Studies Award (SCQF level 2)*.

In light of the above, it may help centres if they plan a **coordinated** approach to delivery across relevant subject areas and departments, faculties or curricular areas before delivering the Award. A coordinated approach may also help to ensure that centres can maximise opportunities to combine assessment for the Award with assessment for other National Qualifications, when relevant.

Scottish contexts

As already mentioned, all learners must complete the mandatory *Scottish Studies: Learning about Scotland (SCQF level 2)* Unit. In addition, there are a number of optional Units for learners to choose from. These optional Units must be delivered and assessed in a Scottish context. Centres are free to choose any appropriate context relevant to the chosen Units and brief guidance on delivering each Unit in a Scottish context is given below:

Group 1: Language and Communication			
Subject	**Unit**	**SCQF credit value**	**Guidance**
English	English and Communication: Understanding Language with a Scottish Context (National 2)	6	Understand and respond to simple word-based Scottish texts and/or texts in Scots
	English and Communication: Listening and Talking with a	6	Listen and respond to simple spoken ideas, opinions or information on a Scottish

	Scottish Context (National 2)		theme and/or in Scots **And/or** Communicate simple ideas, opinions or information on a Scottish theme and/or in Scots
	English and Communication: Creating Texts with a Scottish Context (National 2)	6	Create simple word-based texts on a Scottish theme and/or in Scots to communicate ideas, opinions or information
Gaidhlig	Gaidhlig: Understanding Language (National 2)	6	Gaidlhlig is a Scottish Language therefore the Scottish context is already embedded in the Unit.
	Gaidhlig: Listening and Talking (National 2)	6	Gaidlhlig is a Scottish Language therefore the Scottish context is already embedded in the Unit.
	Gaidhlig: Creating Texts (National 2)	6	Gaidlhlig is a Scottish Language therefore the Scottish context is already embedded in the Unit.
Gaelic (Learners):	Gaelic (Learners): Personal Language	6	Gaelic is a Scottish Language therefore the Scottish context is already embedded in the Unit.
	Gaelic (Learners): Language at Work	6	Gaelic is a Scottish Language therefore the Scottish context is already embedded in the Unit.
	Gaelic (Learners): Transactional Language	6	Gaelic is a Scottish Language therefore the Scottish context is already embedded in the Unit.
	Gaelic (Learners): Life in a Gaelic Speaking Area	6	Gaelic is a Scottish Language therefore the Scottish context is already embedded in the Unit.
Group 2: Society and Environment			
Subject Area: Business			
	Business in Practice: Taking Part in a Business Enterprise with a Scottish Context (National 2)	6	Take part in a Scottish-focused business enterprise
Subject Area: Social Subjects			
	Social Subjects: Making a Decision with a Scottish Context (National 2)	6	Collect information and make a decision about a chosen Scottish context
	Social Subjects: Making a Contrast with a Scottish Context (National 2)	6	Collect information and make a contrast about a chosen Scottish context
	Social Subjects: Organising and	6	Organise and communicate information about a chosen

	Communicating Information with a Scottish Context (National 2)		Scottish context
Group 3: Arts and Culture			
Subject Area: Creative Arts			
	Developing Skills in Creative Arts with a Scottish Context (National 2)	6	Participate in a creative activity in response to stimuli which have a Scottish theme
	Working with Images, Graphics and Sound with a Scottish Context (National 2)	6	Use images, graphics and sound to produce creative work which has a Scottish theme
	Working with Textiles with a Scottish Context(National 2)	6	Produce a creative textile item based on a Scottish theme
	Creating Materials for Display with a Scottish Context (National 2)	6	Produce and display original creative work based on a Scottish theme
Subject Area: Performance Arts			
	Contributing to a Performance Event with a Scottish Context (National 2)	6	Collaborate with others for, and contribute to, a Scottish-themed performance event
Subject Area: Scottish Bagpipes			
	Scottish Bagpipe Theory: Practice Chanter (Access 2)	6	The Scottish context is already embedded in the Unit.

Further information can be found in the relevant *Unit Specifications* and *Unit Support Notes*.

Learning, teaching and assessment

Given the wide range of Units that can contribute to this Award, appropriate learning, teaching and assessment approaches will vary across centres and for individual learners. Teachers and lecturers should refer to the relevant *Unit Specifications* and *Unit Support Notes.*

Judging the evidence

Learner evidence for specific Units must be judged against the *Statement of Standards* (*Outcomes*, *Assessment Standards* and *Evidence Requirements*) in the relevant *Unit Specification.* Teachers and lecturers should also refer closely to the relevant *Unit Assessment Support* packs.

All Unit assessment must be internally verified using each centre's agreed internal verification processes and will be subject to external verification by SQA.

Developing skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills for learning, skills for life and skills for work while completing this Award. Details of these skills can be found in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The specific range of these developed by learners will depend on the combination of optional Units they achieve as part of the Award. However, all learners will complete the *Scottish Studies: Learning About Scotland (SCQF level 2)* Unit which provides opportunities for them to develop the skills listed below. These opportunities can be built into the Award as appropriate.

Main skill	Relevant skill subset
3. Health and wellbeing This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life and building relationships with others.	**3.1 Personal learning** This means being actively engaged in learning and how it can be planned, sourced, implemented and sustained. It also includes following up on curiosity, thinking constructively, reflecting and learning from experience.
4. Employability, Enterprise and Citizenship This is the ability to develop skills, understandings and personal attributes including a positive attitude to work, to others and to the world's resources.	**4.6 Citizenship** Citizenship includes: having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward-looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibility within these and acting responsibly.
5. Thinking skills This is the ability to develop the cognitive skills of remembering, identifying, understanding, applying, analysing, evaluating and creating.	**5.2 Understanding** This is the ability to demonstrate the meaning of items of information, to explain the order of events in a sequence and to interpret in a different setting or context.

Equality and inclusion

It is recognised that centres have their own duties under equality legislation and policy initiatives. The guidance given in these *Award Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Approaches to assessment should take account of the specific needs of learners. However, centres must ensure that the validity of the assessment is maintained and that all approaches to assessment have the potential to generate evidence of achievement covering all Outcomes and Assessment Standards for each of the contributing Units.

Administrative information

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History of changes to Award Support Notes

Award details	Version	Description of change	Authorised by	Date

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