Scottish Certificate of Education

Standard Grade Revised Arrangements in Contemporary Social Studies

Foundation, General and Credit Levels in and after 2003

STANDARD GRADE ARRANGEMENTS IN CONTEMPORARY SOCIAL STUDIES

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Introduction

Standard Grade Contemporary Social Studies was introduced in 1989 and since then the course has fulfilled a particular role in schools in meeting the requirements of the Social and Environmental Studies mode of the curriculum for S3 and S4.

Following consultation with interested bodies in November 1994, the Board agreed a number of amendments to the syllabus and assessment arrangements for the subject. Consequently, Standard Grade examinations in Contemporary Social Studies at Foundation, General and Credit Levels will be offered in and after 1997 on the basis of the arrangements set out in this document.

Section 1

Rationale

1 Rationale

1 1   Multi-disciplinary courses are a response to calls made in the Munn, Dunning and Pack reports for greater coherence and relevance in the curriculum. They seek to emphasise broadly-based learning experiences which extend beyond the classroom and which have a direct relationship to life in the adult world. It was suggested in the Standard Grade Development Programme consultative paper "Framework for Decision" that "pupils who had not responded well to a subject-based curriculum should be offered an alternative approach providing them with greater opportunity to explore themes relevant to their personal needs and interests". This alternative approach is equally valuable for all pupils.

1 2   Contemporary Social Studies (CSS) is the only one of the multi-disciplinary courses developed for S3/S4 which lies explicitly within one of the modes of the Munn report. It is based firmly in the social studies mode and its aims are based upon the overall aims for the teaching of the social subjects as set out in Curriculum Paper 15. The centrality of CSS within the social studies mode was confirmed by the "Guidelines for Headteachers on Curriculum Design" issued by the Consultative Committee on the Curriculum in December 1983. This document identifies CSS as one of the five two-year courses essentially satisfying the mode.

Schools must determine for themselves the nature of the experiences which they will offer to their pupils. In many cases this will involve a choice between offering a deeper understanding in the mode through study of one of the discrete social subjects and providing a breadth of experience across the mode through CSS. It is recognised that the nature of the decision which is taken will often reflect strongly held convictions about the role and purpose of social studies within the curriculum. It is important therefore to understand fully the distinct contribution which CSS seeks to make.

1 3   The distinctive nature of CSS emerges from the way in which it draws on the full range of the mode in order to create a frame-work of skills and knowledge appropriate to life in contemporary society. It provides a breadth of learning experiences which differs from that available in any one discrete social subject but which is equally valuable. It demonstrates to pupils that an understanding of contemporary society requires a breadth of explanation and that the various social subjects can be brought together to provide such a breadth.

1 4   There are, of course, varying degrees of multi-disciplinarity within each of the discrete social subjects and good teaching will always seek to place the subject in a wider context. However, the approach of CSS to establishing this broad perspective differs from the discrete subjects in the extent of its commitment to multi-disciplinarity. This approach has been established by ensuring:

- that there is a reasonable balance across the course among the areas of knowledge – historical, geographical, sociological, economic and political – with which the social studies mode is primarily concerned (this will not necessarily be a carefully measured division, but each of the main areas should be represented to a significant degree)
- that no one unit is derived from a single subject discipline alone
- that the multi-disciplinary nature of the course will be specifically exemplified in the closely prescribed parts of the syllabus
- that the units in the remaining part of the syllabus, where there is more choice for individual schools, will similarly require a multi-disciplinary approach.

1 5   In addition, the course itself has been designed to reflect and facilitate this distinctiveness in the following two ways.

The significant areas of the syllabus which schools themselves must develop are intended to encourage learning which can directly reflect the needs of pupils and of the community within which the school exists. The degree of flexibility afforded by this structure should enable schools readily to modify courses in order to incorporate new issues of local or national importance which might arise in the future.

The emphasis on internal assessment encourages the innovative good practice necessary for the effective teaching of the CSS course and stresses the importance of the teacher's role in the course.

1 6   The course focuses primarily on the contemporary world and on the forces which have shaped it and will continue to shape it in the future. Change is certain to be a continuing feature of life; an important aspect of CSS is an attempt to foster the ability to anticipate, understand and respond to such change. In particular, an appreciation of the impact of technology is clearly of central importance and the course structure is designed to promote appropriate attention to this. It should be noted that, in the context of change the historical dimension of the course has a particularly important contribution to make, through exemplification and comparison with the contemporary world.

The CSS course involves the development of skills associated with evaluating and investigating within the context of largely contemporary subject matter. It also seeks to promote long term understanding of this subject matter through the development of particular concepts. This process provides a basis for ordering and making sense of the vast amount of information which is of potential, though possibly transitory, relevance.

The promotion of affective development is another essential dimension to the course. In particular, those attitudes associated with both individual initiative and group membership are vital, as is a growing sense of responsibility for the local, national and world communities to which pupils belong.

1 7   CSS therefore is a multi-disciplinary course within a range of courses which can satisfy the social studies mode. It affords pupils a breadth of experience and an interplay between skills, conceptual understanding and attitudinal development which can make a significant contribution to their development as individuals.

Section 2

Aims of the Course

2   Aims of the Course

2 1   The overall aim of the course is to make a particular contribution towards enabling pupils to play their full parts as members of a democratic society. By developing their skills and extending their understanding, it seeks to encourage the formation of open and enquiring attitudes and to foster a sense of responsibility for the environment in which they live and the communities to which they belong.

2 2   The aims of the course are therefore to give pupils opportunities to:

a)   acquire a knowledge and understanding of contemporary society and of their role within it;

b)   extend their ability to interpret information and reach judgements;

c)   develop the investigative skills of enquiry and communication required to participate in contemporary society with confidence and competence;

d)   develop an open, inquiring mind, a respect for self and others and a concern for the needs of society and of the environment.

Section 3

Assessable Elements

3   Assessable Elements

The course aims indicate the broad intent of CSS as an educational experience for candidates.

From these, the skills appropriate to a multi-disciplinary course of this kind have been derived. Cognate skills in turn have been grouped together under three broad headings of Knowledge and Understanding, Evaluating, and Investigating, which therefore become the assessable elements for the course.

Element		*Related Aims*
Knowledge and Understanding	This element is concerned with the acquisition and development of concepts which will promote a broad understanding of the main features and forces for change within society. This will involve an ability to **exemplify, apply and interrelate** these concepts in a broad range of contexts.	a d
Evaluating	This element is concerned with the manipulation and application of the knowledge which has been acquired. This will involve the development of skills of **deduction, generalisation, synthesis and evaluation**.	b d
Investigating	This element is concerned with finding out about the contemporary society in which pupils live, about the environment of that society and how it has developed. To achieve this, pupils will need to **acquire** information from oral, written and visual sources as well as from direct observation in fieldwork. They will require to **select relevant and useful information** and to frame questions. Thereafter they should be able to **convey information** about contemporary society in a variety of ways.	c d

Section 4

Course Construction

4 Course Construction

4 1 Design Principles

4 1 1 Three important factors have influenced the design of the course:

- the need to provide a necessary degree of uniformity across schools while retaining as much freedom as possible to take account of local needs and circumstances
- the need to create a structure which can be adapted to the changing nature of the subject matter
- the need to ensure that its multi-disciplinary nature is consistently developed throughout.

4 1 2 The course is designed to cover two school sessions and is constructed on the basis of units of study. There will be a minimum of 5 units of study, each planned to last a maximum of 25 hours. This allocation of time is sufficient to allow the development of skills and understanding and the use of appropriate learning and teaching methods and assessment. It also gives schools a degree of flexibility in the organisation of their curriculum. Each unit will have its own specific teaching objectives, which can be seen as intermediate targets for pupils towards the attainment of the course aims, a distinctive content area and a scheme of assessment linked to it.

4 1 3 The course will be constructed as follows:

- three prescribed units
- two optional units chosen from three specified areas of study.

This arrangements allows a minimum of 35 hours out of a notional total of 160 hours for coursework relating to Investigating and for production of work for assessment.

4 2 Prescribed Units

4 2 1 The three units for which detailed syllabus content is prescribed are:

- The Environment
- Industrial Society
- Scottish Society.

4 2 2 These units are prescribed in Section 6. They provide examples of multi-disciplinary approaches to matters of contemporary importance. The choice of appropriate content is limited by the constraints of the course as a whole, the context of the unit, the relationship of concepts and key ideas, and the purpose statements of the assessable elements. Together, these units provide a common basis of content for all schools for external assessment.

4 3 Optional Units based on Specified Areas of Study

4 3 1 Courses must include a further two units selected from the following three specified areas of study. An area of study refers to broad content which has a logical coherence of its own and which relates directly to the aims of the course. A range of content samples, each susceptible to structuring as units, can be drawn from any area of study.

4 3 2   The specified areas of study are:

- Change in Society
- Contrasting Society
- The Individual in Society.

These areas of study have been selected because they are central to the aims and rationale of the course. They have relevance to contemporary society and provide opportunities to explore issues relating to change, comparison and contrast. In addition, they promote broad coverage of the core concepts listed at 5 2 1.

4 3 3   Detailed prescriptions of the content of these areas of study is considered neither necessary nor desirable. A broad description of each is given in Section 7. This part of the course offers course planners the opportunity to design units of study which take account of the needs and interests of their pupils.

4 4   Multi-disciplinarity

The course should be fully multi-disciplinary, as defined in the rationale, and should not show any significant imbalance in favour of any one aspect of the social subjects. It is recognised, however, that precise balance between the subject contributions would be difficult to achieve and would not necessarily be desirable.

Each unit of the course should itself be multi-disciplinary, ie, be viewed from the standpoint of more than one of the contributing social subjects. A unit may draw more heavily on one of these subjects but units based exclusively on a single subject would not be considered appropriate.

4 5   Coherence

4 5 1   The course as a whole and each unit within it should reflect the rationale and conform to the aims set out for the course. Planners should attempt to design the course as a coherent whole and should establish links between units. Coherence for the course is derived from a number of sources, as follows:

- the sequencing of the units, which should take account of both the degree of complexity of the material covered and its appropriateness and accessibility for the pupil's level of development and maturity; in addition, factors peculiar to the school's environment may well influence the order in which it is deemed desirable to teach particular units
- the 12 core concepts which apply across the course (see 5 2 1)
- the skills which permeate the course and have been grouped under the assessable elements, Evaluating and Investigating.

4 5 2   Although units of study should be self-contained in terms of content, pupils should be encouraged to see consistency across the course as a whole rather than to see it as a collection of unrelated free-standing units. It is essential that each unit should contribute towards the development of the skills and concepts which will form the basis of summative assessment and which are specified in the Grade Related Criteria. Within the general framework, the precise order in which units are taught will be a matter for course planners and, for this reason, the placing of the externally prescribed units should be governed more by considerations of coherence than of assessment requirements.

4 5 3   The Grade Related Criteria represent the performance criteria for each of the skills and learning outcomes encompassed within the course. It is anticipated that, over the two years of the course, pupils should be able to test themselves against the levels of performance, thereby enabling the progression of learning to be performance-related. It must be emphasised, however, that the application of Grade Related Criteria should not artificially distort the learning.

Section 5

Course Content

5   Course Content

5 1   Background

5 1 1   One of the aims of CSS is to give pupils a knowledge and understanding of contemporary society and so contribute towards the development of well-informed citizens. However, the definition of the content appropriate to this purpose poses a crucial dilemma for course design. The difficulty lies in reconciling the clear need to give pupils the opportunity to develop and demonstrate their varying levels of understanding with the consequent dangers of over-prescription of content and of over-differentiation of syllabuses.

5 1 2   This dilemma prompts further consideration of the possible characteristics of a well-informed citizen. At least three related attributes are involved: the ability to recall a range of relevant information; the ability to sustain such recall; and the ability to acquire and use information meaningfully. A conceptual approach to knowledge provides an effective means of promoting the development of these attributes in the context of the S3/S4 pupil population and of the aims of the course.

5 1 3   For the purposes of CSS a concept is defined as a word or phrase which classifies and subsumes a range of specific content. Concepts exist at varying levels of specificity and can be constructed into groups for particular purposes. The adoption of such an approach should emphasise understanding and promote longer term recall and should also provide the opportunity to create coherence in terms of content. In addition, by highlighting classifications of content rather than discrete segments of information, it would seem to have particular relevance for multi-disciplinary approaches.

5 1 4   The adoption of a conceptual approach to syllabus definition can also make a significant contribution towards reducing the problems of over-prescription and over-differentiation identified above. Prescriptions can be confined to a core of concepts which can be identified for all pupils, with extensions related to depth of understanding. In this way the various demands on syllabus specification can be satisfactorily reconciled and the aims of the course for all pupils realised.

5 2   The Development of Conceptual Understanding

5 2 1   Core Concepts

The course as a whole seeks to develop pupils' understanding of the following 12 core concepts:

- environment
- resources
- heritage
- planning
- culture
- lifestyle
- nation
- government
- technology
- wealth
- employment
- participation.

5 2 1   *(continued)*

All twelve core concepts appear in the prescribed syllabus and each should be revisited as core concepts and extended throughout the course, so that broad overall balance of coverage is achieved. Core concepts have been selected for their importance in understanding contemporary society and for their power to subsume a range of relevant content. Together they provide a broad framework of content for multi-disciplinary enquiry within the social subjects. Any such list of concepts inevitably invites questions about validity and comprehensiveness: the twelve which have been prescribed should not be regarded as a definitive and exhaustive set of concepts for the social subjects but as a relevant basis for promoting conceptual understanding within the aims of this course.

Applying core concepts inevitably introduces further concepts which must be acquired if understanding is to be achieved. These associated concepts provide the basis for broadening and deepening understanding and facilitate course construction. For example, a developed understanding of the key idea relating to the core concept "Technology" will involve use of the associated concepts, "innovation", "investment" and "productivity".

Thus each unit of study of the course will have a limited number of core and associated concepts which will form the focus for content selection. It is important to stress that the nature of a concept can change according to the context within which it has been applied. Although pupils in S3 and S4 are becoming increasingly able to deal with abstract ideas, they should not be expected to have an understanding of concepts which do not relate directly to specified areas of content. In designing and teaching the course, relevant factual information must be introduced in order to establish, illustrate and reinforce the meaning of the concepts. The role of a concept within the course is therefore to act as an organiser of knowledge and as a trigger for memory.

5 2 2   Key Ideas

Core concepts have been selected for their broad applicability. Each on its own is open to wide interpretation and use. In CSS their meaning is limited to specific applications within contemporary society. This is achieved through the expression of a key idea for each core concept. These key ideas indicate the way in which understanding of the concept should be developed within a given context. Specific content can then be selected to illustrate and teach the key idea. For example, in the context of the Industrial Society unit, the core concept Technology is taught through the key idea "Advances in technology change the nature and performance of industry".

5 3   The Prescribed Syllabus

5 3 1   The approach to syllabus content adopted involves the promotion of conceptual understanding in relation to the aims of the course. For the purposes of external assessment it is necessary to identify the content base for three of the units of the course. The concept and content structure for this prescribed element is provided in Section 6.

5 3 2   Several factors have determined the nature of the three units of study which have been prescribed. Each relates clearly to the aims of the course and each encompasses a significant aspect of contemporary society. A particular unit may lend itself to a degree of emphasis on one social subject; nevertheless, each requires a multi-disciplinary treatment to establish its full significance. The specific contexts themselves should not be seen as representing content which is necessarily of greatest importance within the course. Their purpose is to outline significant and relevant areas of content which satisfy the requirements indicated above and which can act both as models for development and as the content base for external assessment.

5 3 3   The element of prescription has been confined to concepts and related content. In determining a teaching programme, schools must include the development of appropriate skills and the provision of relevant experiences drawn from the requirements of the course as a whole.

5 4   Recommended Approach to the Development of Syllabus Content

As a guide to development outwith the prescribed units the following approach is recommended.

The syllabus statements provided for the three prescribed units of study should be used as models.

Possible units of study should be determined by reference to the aims of the course, the needs of the pupils and the opportunities afforded by the local environment.

Each unit should cover three or four core concepts. The selection of core concepts for any particular unit will necessarily be influenced by the need to provide balanced coverage across the course. As noted earlier, where core concepts are revisited, their treatment should both reinforce earlier meaning and extend the range of application into new areas. In this way the core concept can be re-emphasised and its meaning enhanced either in terms of depth or breadth of understanding.

For each core concept a key idea should be identified. This key idea should relate clearly to the core concept and should define the nature of its application within the context of the unit of study.

The nature of the development of the core concept within a unit of study should be considered and associated concepts identified. The latter will indicate the breadth and depth of understanding which is to be expected, particularly at higher levels of achievement, and they will help in course construction.

As core concepts are identified they should be further examined in terms of their implications for coverage across the course. Where imbalance is identified, adjustment should be undertaken as appropriate.

The core concepts and key ideas thus identified provide the framework within which specific lesson planning and teaching can take place. It is at this point that relevant information and facts can be identified in order to establish the concepts in a range of specific contexts. This factual element is essential both in its own right and as exemplification of the range of meaning of given concepts. However, it is vital that the underlying goal of conceptual understanding be remembered throughout. This goal is best realised through the interaction of concept and application in a variety of contexts relevant to the pupils' lives and drawn from the full range of the social studies mode.

5 5   Summary

A conceptual approach is seen as the most appropriate means of defining knowledge within CSS. It is essential that these concepts should not be taught simply as words with definitions. Each has a potential for a richness of meaning, connotation and application and it is this breadth and depth of use and understanding which teaching should seek to develop and which should be the focus of assessment.

Core and associated concepts and key ideas should be identified for each unit of study. Core concepts should be revisited and developed across the course with due attention to overall balance of treatment.

The framework presented here is intended to provide a model for syllabus design and course planning. Taken in conjunction with the statements of Grade Related Criteria and with the pupil experiences which are felt to be essential, this model provides the basis for course development.

Section 6

The Prescribed Syllabus

6   The Prescribed Syllabus

6 1   Introduction

Detailed syllabus content for the three prescribed units (the Environment; Industrial Society; and Scottish Society) follow. This provides a common framework of concepts, key ideas and related content which will function as the content basis of external assessment.

In addition, more detailed examples, limiting the content on which the Foundation Level assessment will be based, are included where this is necessary.

6 2   The Environment

Core Concepts	Key Ideas
Environment to include consideration of associated concepts such as: scale, adaptation, location	The environment is the product of the interaction of Mankind and the surroundings.
Resources to include consideration of associated concepts such as: exploitation, renewability, technology	Mankind's increasing ability to make use of resources has been a potent force in shaping the environment.
Heritage to include consideration of associated concepts such as: culture, landscape, conservation, pollution	Heritage, both man-made and natural, affects the quality of life of any individual in his/her environment.
Planning to include consideration of associated concepts such as: development, conflict, participation	Planning is a means of determining courses of action in response to conflicting demands on the environment.

Core Concepts	Content for all Levels	Specific Content for the Foundation Level Examination
Heritage Resources	*Consequences of Past Actions*	
	Modern Farming: advantages and disadvantages of intensive methods	Pesticides
	Extractive Industries: quarrying, mining, oil	Mining
	Different forms of energy: benefits and costs	Nuclear energy
Environment	*Conserving the Environment*	
	Communities and their way of life	Building renewal
	Protected areas	Areas of natural beauty
	Natural resources	Water
Planning Heritage Resources	*Conflicting Demands on the Environment*	
	Conflicting interests and the need for planning	Employment and conservation
	Planning procedures and outcomes	The public enquiry

6 3   Industrial Society

Core Concepts	Key Ideas
Wealth to include consideration of associated concepts such as: resources, ownership, industry	Creation of wealth by industry is the central economic activity within an industrialised society.
Technology to include consideration of associated concepts such as: innovation, investment, productivity	Advances in technology change the nature and performance of industry.
Employment to include consideration of associated concepts such as: structure, training enterprise, lifestyle	Industrial change affects the nature, extent and availability of employment.
Participation to include consideration of associated concepts such as: rights, responsibilities, negotiation	Industrial society involves a complex set of working relationships in which groups and individuals participate.

Core Concepts	Content for all Levels	Specific Content for the Foundation Level Examination
Wealth Technology	*The Changing Face of British Industry*	
	The nature of wealth and the role of industry	The electronics industry
	Types of industry – primary, manufacturing and service	The oil industry
	Declining and growth industries – general	Shipbuilding, tourism and electronics
Technology Employment	*Changing Patterns of Employment*	
	Effects of technological change on employment: general overview of nature, extent and variety of jobs	Car manufacturing
	Government and private initiatives on employment, redeployment and retraining	Government training schemes for school leavers
Employment Participation	*People at Work*	
	Reasons for working	Personal rewards: incentive schemes
	Current roles and relationships and practices in the workplace	Management,workers and trade unions
	The different categories of employment and the skills involved	Unskilled manual, skilled manual and non-manual
Technology	*The Impact of the Latest Technology*	
	The effects of technological change on the nature and performance of industry	The business office
	The benefits of technological change to the consumer	
		The home

6 4   Scottish Society

Core Concepts	Key Ideas
Culture to include consideration of associated concepts such as: tradition, religion, education, migration, change and development.	Scottish culture has developed to reflect changing conditions, but remains recognisably Scottish.
Lifestyle to include consideration of associated concepts such as: occupation, leisure, income, technology, environment, change and development.	The lifestyle of Scottish people has varied with time and place, reflecting regional, urban/rural, socio-economic and technological characteristics.
Government to include consideration of associated concepts such as: power, influence, democracy, devolution.	Decisions on issues which affect the lives of people in Scotland are taken at various levels within the political system.
Nation to include consideration of associated concepts such as: culture, nationalism, state, heritage.	Scots have a strong feeling of national identity which is inherited from their past and is now reflected in a distinctive political system

Core Concepts	Content for all Levels	Specific Content for the Foundation Level Examination
Culture Nation Lifestyle	*The Identity of Scotland* The historical development of Scottish identity through migration	Movement of population in the 19th Century and early 20th Century
	Distinctive institutions	Law [distinctive features of criminal law in Scotland, eg procurator-fiscal, not proven verdict, Children's Panel and age of responsibility]
	Changing cultural influences	Religion/s – contrast between the importance of religion 100 years ago and now [growth of a secular society and increasing range and diversity of faiths]
		Sport – the changing role of sport in Scottish Society in the last 50 years [variety, participation, opportunity]
Culture Lifestyle	*The Peoples of Scotland* Regional diversity; Urban/rural contrasts; Impact of the environment; Impact of change; Impact of technology; Multi-cultural features.	Changes in lifestyle since 1945 [in terms of direct experience of people in their home life and working life]
Government Nation	*The Government of Scotland* How political decisions affecting Scotland are taken at different levels within the system	Local councils and the Scottish Parliament
	Comparison between the major arguments for and against the Union of 1707 and current issues relating to devolution, nationalism and the place of Scotland in the European Union	Impact of European Union on the individual citizen

Section 7

Specified Areas of Study

7 Specified Areas of Study

7 1 The Areas

Three units are designated as specified areas of study: two must be selected.

- Change in Society
- Contrasting Society
- The Individual in Society.

Detailed content is not prescribed for these units but broad indications of appropriate subject matter are provided below. **Course planners should select content which relates to local needs and pupil experience within the general requirements of the course.**

7 2 The Subject Matter

7 2 1 Change in Society

Contemporary society is a result of change over time. Past, present and future are all connected.

Change has causes and consequences, intended and unintended. The ways in which the lives of individuals are affected by change.

7 2 2 Contrasting Society

The way in which a society that contrasts with contemporary British society has developed as a result of the various factors affecting it.

The way of life and the organisation of a contrasting society.

The way in which people's values are conditioned by the society in which they live.

Similarities and differences between the contrasting society studied and contemporary British society.

The following themes for comparison should be considered – family, home, making a living, leisure, customs and laws. The emphasis on comparison with contemporary British society must be made explicit.

7 2 3 The Individual in Society

The way in which an individual affects and is affected by the society in which he or she lives.

The following themes should be considered – human rights, leisure, law and order, media, housing.

Section 8

Learning Experiences

8 Learning Experiences

8 1 Introduction

The nature of CSS allows the combined expertise and experience of the social subjects to be brought together in one course. In determining the nature of the specific recommendations for learning and teaching, the need has been borne in mind to balance the desire to promote varied and stimulating teaching with the realities of the context within which the course will be taught. Four broad categories of learning experiences have been designated as essential in the belief that this is a realistic expectation.

8 2 Essential Learning Experiences

8 2 1 Learning outwith the School

The central concern of CSS is to assist in the preparation of pupils for life in contemporary society. The opportunity to experience and reflect upon that society must therefore be an important element of the course. While the pupils' own lives and experiences will form the most comprehensive and immediate source of such study, there is also a need to introduce experiential learning. This enriches classroom based work and promotes motivation because it provides greater immediacy and enhanced authenticity within the course.

Courses should provide pupils with **formal learning experiences outwith the school on more than one occasion** over the two year duration. Such experiences should relate explicitly to the achievement of the aims of the course. Field work in the local environment is already an established feature of the social subjects and many social subjects departments include within a variety of types of course visits to relevant sites and institutions. Less common is the inclusion of an extended period of study involving a residential experience but this is increasingly recognised as adding a significant dimension to school education.

Selection of appropriate experiences is for the school to determine. The key requirements are that **significant out-of-school study should occur at least twice** and that **this should be integrated naturally into the work of the course.**

In addition to the formal study, pupils should be encouraged to utilise **the local community as a learning resource through the course**. This should draw on the pupils' own experience and include contributions from individuals from the community. The nature of the prescribed units lends itself to such outside involvement and efforts should be made to enlist the assistance of people such as local industrialists, trade unionists, public officials, councillors, etc.

Out-of-school experience is established as a feature of a number of school courses and the desirability of using a common experience for a range of purposes should be explored. This might involve drawing on an activity organised elsewhere or joint planning of such experiences by a number of subjects.

8 2 2 Individual Responsibility in Learning

Pupils should engage in individual studies for which **they themselves take prime responsibility**. This type of activity should be fostered on a number of occasions throughout the course. The requirement is to set tasks within which pupils can display different skills acquired in the course towards the achievement of a tangible end product. Such exercises can provide useful evidence for assessment purposes.

8 2 3   Group Interaction

The need to develop skills and attitudes appropriate to working as a team is an important aspect of the course. Evidence provided by industry suggests that the ability to work co-operatively is a highly regarded but underdeveloped skill among school leavers. In addition, interaction with others and responsibility to the group are important aspects of community life. **Group tasks which promote co-operative learning and activity** should therefore be a feature of the course.

8 2 4   Learning Materials from outwith the School

The use of materials which are part of what is being studied, rather than descriptive of it, help to bring reality and relevance into the classroom. Many different types of material may be incorporated, including newspapers, pamphlets, documents, posters, pictures, recordings, video tapes, etc. Again, the use of such **materials should permeate the course** and form a significant resource throughout.

Section 9

Assessment for Certification

9 Assessment for Certification

9 1 Introduction

The syllabus has been constructed so as to allow both internal and external assessment of candidates' performance.

The main reference points for both internal and external assessment will be the Grade Related Criteria set out in Section 10. These provide explicit descriptions of the nature and level of performance appropriate to each Level.

Certification at all Levels will involve both internal and external assessment of Knowledge and Understanding and of Evaluating. Internal and external assessment will carry equal weight in these two elements.

Investigating will be internally assessed and externally moderated.

9 2 Certification

Candidates will be assessed by a system common to all Levels.

The Certificate will record an overall award on a 7-point scale of grades, Grade 1 being the highest. The Certificate will also record attainment in each assessable element. The overall award will be derived from the mean of the element grades, each element having equal weighting.

9 3 Grade 7 and No Overall Award

For any element, Grade 7 will indicate that the candidate has, in the element concerned, completed the course but has not demonstrated achievement of any specified level of performance as defined by the Grade Related Criteria.

The Board will regard the submission of an internal grade for an element as evidence that the course has been completed in that element.

Candidates who have not complied with the assessment requirements in any element (eg due to unauthorised absence from the external examination) will be deemed not to have completed the course, in that element. Such candidates **will not receive a grade** for that element and hence **will not receive an overall award** for the subject. In such cases, however, if a grade is gained for any other element, that grade will be recorded on the Certificate.

9 4 Internal Assessment of All Elements

The rationale for CSS requires an emphasis on "learning experiences which reflect the needs of pupils and of the community within which the school exists". A significant proportion of the course must therefore be determined by the centre itself. The prime purpose of internal assessment is to allow candidates' performance in centre-based units to contribute to their final award.

9 4   *(continued)*

Each candidate must be assigned an internally assessed grade for each of the elements of the course. To establish the appropriate grade, teachers should exercise professional judgement as to the candidates' ability to meet the requirements of the Grade Related Criteria for a given grade. This does not imply **extensive** formal testing and recording but a summative assessment of attainment on the basis of **work undertaken during the course.**

In determining the internally assessed grade for a candidate the following procedure is recommended:

a)   The course should be so constructed that it reflects the Grade Related Criteria (GRC) in general terms. Individual candidate activities need not match specific GRC but should build cumulatively across the course to prepare candidates for a summative assessment based on GRC.

b)   Assessment of coursework should be undertaken as part of the normal learning/teaching process. This refers to assessment of ongoing or completed work by candidates in jotters, worksheets, diaries, logs of visits, etc. (This type of assessment is also useful for diagnosing candidates' difficulties as the work is undertaken, as well as the evaluation of material being presented.) Candidates can be involved in assessing their own work, for example in discussing with the teachers which are their best pieces of work.

The assessment of coursework can become time-consuming but it is envisaged that a significant part of the internal assessment requirements of the course can be met by imaginative and positive planning.

c)   Towards the end of the course the performance of each candidate in each element should be reviewed in relation to the GRC. This should allow the level which best reflects the candidate's performance in the course to be determined. Greater weight should be given to work undertaken in the later stages of the course.

d)   The grade to be assigned within a Level should be determined by considering the consistency of performance.

e)   The internally assessed grade should be assigned for the element and evidence retained which may be used in such cases as absence from the external examination, adverse circumstances and appeal or which may be required for external moderation purposes.

9 5   External Assessment of Knowledge and Understanding, and of Evaluating

External assessment provides a basis for consistent national standards in the subject and will be based on the prescribed syllabus.

The assessable elements Knowledge and Understanding and Evaluating will be covered in the examination with reference to the Grade Related Criteria set out for each element.

9 5   *(continued)*

Three papers will be offered, each covering one Level, as follows:

Foundation	–	assessing Grades 6 and 5	(1 hour)
General	–	assessing Grades 4 and 3	(1¼ hours)
Credit	–	assessing Grades 2 and 1	(1¾ hours)

The nature of each of the three papers will reflect the Grade Related Criteria to which they are addressed. The Foundation paper will consist largely, but not exclusively, of structured response questions. The Credit paper will require more extended answers. The General paper will include both types of question.

Marks will be allocated to each question and a total mark obtained. The two grades associated with each Level will be distinguished by setting two cut-off scores. The lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance.

9 6   **Presentations for External Papers**

Candidates presented for the examination may attempt the written papers at two adjacent Levels, ie, Foundation and General or General and Credit, but may not attempt both the Foundation and Credit Level papers in any element(s). Candidates are not obliged to attempt papers at two Levels but in most cases are advised to do so, since, other than as the result of an appeal, candidates can only be awarded one of the grades assessed by the paper(s) attempted, or Grade 7 for the element(s) concerned. Candidates who attempt papers at two Levels will be awarded the better of the two grades achieved on these papers. Performance at one Level will not be taken into account in grading at the other Level.

The following table may be a helpful guide to papers which candidates are advised to attempt:

Expected External Grade	*Papers*	*Grades Assessed*
7, 6	Foundation	6, 5
5, 4	Foundation and General	6, 5, 4, 3
3, 2, 1	General and Credit	4, 3, 2, 1

This arrangement allows in each case for the award of a grade higher or lower than expected (except at Grades 1 and 7 respectively). A candidate expected to achieve either Grade 7 or Grade 6 may attempt both the Foundation and General Level papers.

Irrespective of external papers attempted, the full range of grades is available for the internally assessed element (Investigating).

9 7 Internal Assessment of Investigating

Internal assessment of Investigating will be based on a folder of the candidate's work. The folder may consist of one extended piece of work or of a number of pieces, the decision on the more appropriate form being left to the teacher. The submission as a whole should reflect the multi-disciplinary nature of the course. The grade awarded for Investigating should be determined by performance as defined by the Grade Related Criteria. In determining the grade, account should be taken of the degree of direction provided to the candidate as stated in the Grade Related Criteria.

Internal assessment grades for each candidate should be submitted to the Board by 31 March of the year of presentation. The assessment of Investigating will be subject to external moderation.

No overall award in the subject will be made to a candidate who fails to provide evidence of Investigating and for whom no internal assessment of Investigating is submitted.

The work in the folder should relate to each of the three purpose statements in the element and should therefore include:

- work demonstrating the candidate's ability to plan an investigative activity
- a candidate's log or diary of the research conducted by the candidate
- a completed piece of research in the form of a report or presentation by the candidate.

While it would be unnecessarily restrictive to specify a fixed total length for presentations/reports, as a rough indicator, it is envisaged that the GRC can be overtaken in:

- approximately 250-750 words at Foundation Level
- approximately 500-1000 words at General Level
- approximately 750-1500 words at Credit Level.

In recognition of the requirement to produce the folder of work for the assessment of this element, the course has been structured to allow a minimum of 35 hours in all for the necessary pupil activities to be undertaken.

Section 10

Grade Related Criteria

10   Grade Related Criteria

10 1   Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

10 2   Application of GRC

GRC are defined at three Levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given Level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower, but still satisfactory, standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

10 3   Types of GRC

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are more detailed descriptions of performance. They are intended to assist teachers in making their assessments for each element, and to be used by examiners when conducting external assessment.

10 4   Knowledge and Understanding – Summary GRC

Foundation Level (Grades 6, 5)

The candidate has demonstrated a limited knowledge and understanding of the main ideas of the course by relating them to familiar situations in contemporary society.

General Level (Grades 4, 3)

The candidate has demonstrated knowledge and understanding of the main ideas of the course by relating them to important issues in contemporary society.

Credit Level (Grades 2, 1)

The candidate has demonstrated extended knowledge and understanding of contemporary society by handling successfully a wide range of ideas encountered in the course.

10 5   Evaluating – Summary GRC

Foundation Level (Grades 6, 5)

Given detailed instructions, the candidate has demonstrated ability to evaluate, in a limited way, small quantities of simple information.

General Level (Grades 4, 3)

Given outline instructions, the candidate has demonstrated ability to evaluate information in a particular context.

Credit Level (Grades 2, 1)

Given general guidance, the candidate has demonstrated ability to undertake sustained evaluation involving complex information.

10 6   Investigating – Summary GRC

Foundation Level (Grades 6, 5)

Given detailed instructions, the candidate has demonstrated ability to prepare for, conduct and describe limited investigations.

General Level (Grades 4, 3)

Given outline instructions, the candidate has demonstrated ability to plan, conduct and report investigations.

Credit Level (Grades 2, 1)

Given general guidance, the candidate has demonstrated ability to design, conduct and report fully extended investigations.

10 7   Descriptions of Grades

These describe performance within Levels. They apply to each element.

Grade 6   The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance.

Grade 5   The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance.

Grade 4   The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance.

Grade 3   The candidate has met the criteria for General Level, demonstrating a high overall standard of performance.

Grade 2   The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance.

Grade 1   The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance.

10 8   Knowledge and Understanding – Extended GRC

Foundation Level (Grades 6, 5)	General Level (Grades 4, 3)	Credit Level (Grades 2, 1)
The candidate can relate individual key ideas to situations encountered in the course. Understanding is usually expressed in concrete terms.	The candidate can relate individual key ideas of the course to particular situations. Understanding is expressed by occasional use of abstraction.	The candidate can inter-relate individual key ideas of the course within defined areas of study. Understanding is demonstrated by consistent use of abstraction.

Description of grades are given in **10 7**.

10 9   Evaluating – Extended GRC

Foundation Level (Grades 6, 5)	General Level (Grades 4, 3)	Credit Level (Grades 2, 1)

To apply criteria in order to extract information from evidence

Foundation Level	General Level	Credit Level
The candidate can apply given criteria to extract information from evidence presented in concrete terms. This is achieved through following detailed instructions.	The candidate can apply criteria to extract information from evidence related to a particular context. This is achieved through following outline instructions.	The candidate can apply criteria to complex evidence to extract information. This is achieved with the help of general guidance.

To summarise information derived from evidence

Foundation Level	General Level	Credit Level
The candidate can summarise limited quantities of information expressed in concrete terms. This is achieved with the help of detailed instructions which promote relevance and accuracy.	The candidate can summarise information with attention to relevance and accuracy. This is achieved with the help of outline instructions.	The candidate can effectively summarise complex information with sustained relevance and accuracy. This is achieved with the help of general guidance.

To draw conclusions from information

Foundation Level	General Level	Credit Level
The candidate can draw and support conclusions from limited quantities of information expressed in concrete terms.	The candidate can draw and support conclusions from information, showing attention to balance of argument in supporting conclusions.	The candidate can draw and substantiate developed conclusions from complex information while giving sustained consideration to the balance of argument.

Descriptions of grades are given in **10 7**.

10 10   Investigating – Extended GRC

Foundation Level (Grades 6, 5)	General Level (Grades 4, 3)	Credit Level (Grades 2, 1)

To make plans, construct questions and prepare tasks to acquire information

The candidate can make the preparations necessary to obtain information for limited investigation(s). This is achieved through following detailed instructions.	The candidate can make the plans and preparations necessary to obtain information relevant to investigation(s). This is achieved through following outline instructions.	The candidate can make the detailed plans and preparations necessary to obtain information required for extended investigation. This is achieved with the help of general guidance.

To locate relevant sources of information

The candidate can identify, and obtain, sources of information relevant to limited investigation(s). This is achieved through following detailed instructions as to methods.	The candidate can identify, and obtain, sources of information relevant to investigation(s). This is achieved through following outline instructions as to methods.	The candidate can identify, and obtain, sources of information relevant to extended investigation. This is achieved with the help of general guidance as to methods.

To present acquired information accurately in an organised form appropriate to the aims of the investigation

The candidate can convey accurately simple information in an understandable way.	The candidate can convey accurately information in a logical sequence and in a form appropriate to the aims of the investigation(s).	The candidate can select a form of presentation appropriate to the aims of the investigation and convey accurately a range of information in a logical and coherent way.

Descriptions of grades are given in **10 7**.

10 11   GRC: Purpose Statements and Differentiating Factors

GRC for the course have been directly related to the skills which the course strives to develop and hence to the purposes associated with the assessable elements and the aims of the course.

For each assessable element, specific differentiating factors have been identified and these have been used to distinguish between the Levels within the element.

The relationship between assessable elements, purpose, statements and differentiating factors is shown in the table below.

Element	Purpose Statements	Differentiating Factors
Knowledge and Understanding	To promote understanding of concepts in the context of contemporary society	Degree of interrelationship of key ideas Degree of abstraction of the response Difficulty of the contexts
Evaluating	To apply criteria in order to extract information from evidence To summarise information derived from evidence To draw conclusions from information	Range of subject matter Complexity of subject matter Complexity of task (degree of structure required) Relevance and accuracy
Investigating	To make plans, construct questions and prepare tasks to acquire information To locate relevant sources of information To present acquired information accurately in an organised form appropriate to the aims of the investigation	Range of sources Complexity of source Degree of structure Coherence of approach Effectiveness of presentation