

National Unit Specification: general information

UNIT Social Subjects: Deciding (Access 3)

NUMBER D526 09

CLUSTER Social Subjects (Access 3)

SUMMARY

This Unit is part of the *Social Subjects Access 3* Cluster. This Unit seeks to develop candidates' knowledge and understanding of a topic chosen from one or more of the social subjects, along with skills of decision making and communication. It may be used to further develop content and contexts studied in the Access 2 Social Subjects Cluster. It could also be used as a freestanding introductory Unit for those with a broad interest in the subject area.

OUTCOMES

- 1 Demonstrate knowledge and understanding of the topic studied.
- 2 Reach a decision using information.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3 (6 SCQF points at SCQF level 3*)

**SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: EE
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Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit specification is £2.50 (minimum order £5).

National Unit Specification: general information (cont)

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CORE SKILLS

The achievement of this Unit gives automatic certification of the following:

Complete core skill None

Core skills component Critical Thinking at Access 3 (SCQF level 3)

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate knowledge and understanding of the topic studied.

Performance criteria

- (a) The sources of information used are appropriate to the topic.
- (b) The description of the topic is accurate.

OUTCOME 2

Reach a decision using information.

Performance criteria

- (a) The decision made relates to the topic studied.
- (b) The supporting information is relevant to the decision.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required which demonstrates that all Outcomes and Performance Criteria have been achieved.

Evidence for the Unit should be gathered in open book conditions at appropriate points throughout the Unit, with candidates having access to their course work when completing any part of their assessment. The evidence may be written, oral recorded, graphical or presented in any other appropriate medium.

Evidence required to demonstrate achievement should consist of:

◆ **Candidate folio**

A folio of information gathered from at least **four** sources which are appropriate to the topic studied

◆ **Candidate responses**

A record of candidate responses which demonstrate that the candidate is able to:

- use four key ideas
- consult four sources of information
- describe the topic accurately
- reach a decision using the information gathered
- give two reasons for the decision using relevant supporting information

Responses should relate to the information contained in the folio.

National Unit Specification: statement of standards (cont)

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The knowledge and understanding demonstrated should be linked to **four** of the key ideas listed below.

The National Assessment Bank item (NAB) for this Unit provides appropriate instruments of assessment and exemplifies the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

In studying a topic for this Unit, the candidate should take account of **four** different key ideas from the list below. These key ideas can relate to one or more of the social subjects i.e. Geography, History, Classical Studies, Modern Studies and Contemporary Social Studies. They should not be taught and assessed as abstract ideas but through concrete examples.

Key Ideas

cause	ideology
change	interdependence
conflict	location
consequence	needs
continuity	participation
cooperation	power
culture	representation
difference	rights and responsibilities
diversity	similarity
environment	spatial patterns
equality	sustainability
government	technology

National Unit Specification: support notes

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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 CONTENT AND CONTEXT FOR THIS UNIT

There is no specified content or context for this Unit, but for assessment purposes content should relate to the four key ideas selected. While bearing this in mind, content should be chosen with a view to:

- ◆ the interests and aptitudes of the candidates
- ◆ the availability of resources
- ◆ the effective delivery of the Outcomes

Examples of relevant topics for decision making could be:

- ◆ was William Wallace a good leader?
- ◆ should police carry guns?
- ◆ would you live in San Francisco?

There may be an advantage in selecting an issue for decision, 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.

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.

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

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

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for assessment can be gathered during or near the end of the Unit, and should reflect the requirements set out in the Unit Specification. Evidence may be recorded in any form that demonstrates the achievement of the Outcomes by individual candidates, for example, short answer questions which demonstrate understanding, a group or individual written report, graphical display, presentation, audio or video taped material. Where evidence is submitted using an audio/video tape, each candidate must be clearly identified, either visually or orally, before they state their answer. It may be appropriate to use a checklist to record evidence generated by the candidate during a practical activity. If a candidate is working as a member of a group it is important to record evidence of the candidate's individual contribution to the group.

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

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

The National Assessment Bank contains a suitable instrument of assessment for this Unit.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).