

**MODERN STUDIES**  
**Intermediate 1**

**Third edition – published November 1999**

**NOTE OF CHANGES TO ARRANGEMENTS  
THIRD EDITION PUBLISHED ON CD-ROM NOVEMBER 1999**

**COURSE TITLE:** Modern Studies (Intermediate 1)

**COURSE NUMBER:** C064 10

**National Course Specification**

Course Content: Core skills statements expanded

**National Unit Specification**

All Units: Core skills statements expanded

## National Course Specification

### MODERN STUDIES (INTERMEDIATE 1)

**COURSE NUMBER** C064 10

#### COURSE STRUCTURE

This course comprises three mandatory 40-hour units with a choice of study themes within each unit as follows:

<i>D343 10</i>	<i>Political Issues in the United Kingdom (Int 1)</i>	<i>1 credit (40 hours)</i>
<i>D344 10</i>	<i>Social Issues in the United Kingdom (Int 1)</i>	<i>1 credit (40 hours)</i>
<i>D345 10</i>	<i>International Issues (Int 1)</i>	<i>1 credit (40 hours)</i>

In common with all courses, each course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

#### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- a grade 5 or 6 in Modern Studies or another social subject at Standard Grade
- an Intermediate 1 course or component unit(s) in another social subject
- one or more units from Access provision in Social Subjects

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#### Administrative Information

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## **National Course Specification (cont)**

**COURSE**            Modern Studies (Intermediate 1)

### **CORE SKILLS**

This course gives automatic certification of the following:

<b>Complete core skills for the course</b>	None
<b>Core skills components for the course</b>	Critical Thinking Int 1

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National Course Specification: course details**

**COURSE**                    Modern Studies (Intermediate 1)

### **RATIONALE**

The aim of this course is to develop, within a balanced structure, the candidate's knowledge and understanding of Modern Studies relating to contemporary political, social and international issues and the skill of evaluating.

Intermediate 1 Modern Studies is concerned with developing these skills in the following three syllabus areas:

- political issues in the UK, exemplified through a case study of housing or pressure group action
- social issues in the UK related to gender and race or health and wealth or crime and law
- issues in Europe or in an emerging nation – Brazil, China or South Africa

At the end of the course the candidate should have a basic knowledge of the major political, social and international issues studied. The candidate should be able to describe these issues using relevant examples. They should be able to select and evaluate information and use evidence to detect and explain bias, make comparisons within and between straightforward sources and draw conclusions from them and express support for personal or given points of view.

Modern Studies also contributes to personal and social development. In particular the course addresses the area of rights and responsibilities. This includes the rights and responsibilities of an individual in a democratic society and the moral and ethical responsibilities of individuals.

Candidates should be encouraged to take responsibility for their own learning. They should make use of generic learning skills. The specific skills developed in Modern Studies will make a contribution to learning in many other subjects. Modern Studies offers opportunities for the utilisation of information technology.

### **COURSE CONTENT**

The course is divided into three units, dealing with political, social and international issues. The content of the units is described below. The course content will be subject to sampling in the external assessment.

#### **Unit 1: Political Issues in the United Kingdom**

This unit is divided into two study themes:

Study theme 1	Local Government in Scotland
Study theme 2	Power and Influence in Decision Making

Candidates must study one of the study themes.

## National Course Specification: course details (cont)

### COURSE Modern Studies (Intermediate 1)

#### ***Study theme 1: Local Government in Scotland***

- a) Description and evaluation of structure, finance, the provision of services and the work of officials and councillors; inter-relationships between local government, Scottish Parliament and UK Parliament.
- b) Provision of housing by different sectors (eg public, private, other) to meet housing needs of general and specific groups ie homeless, elderly, disabled.

#### ***Study theme 2: Power and Influence in Decision Making***

- a) The functions of the Scottish and UK Parliaments. Decision-making in the Scottish Parliament. Scottish representation at Westminster.
- b) The influence of public opinion and the media, types of pressure groups, the ways in which pressure groups attempt to exert influence, their impact on policies and their effect on democracy. A case study of a pressure group in action which makes reference to its aims, methods and outcomes.

### **Unit 2: Social Issues in the United Kingdom**

This unit is divided into three study themes:

Study theme 3	Equality in Society: Gender and Race
Study theme 4	Equality in Society: Health and Wealth
Study theme 5	Crime and the Law in Society

Candidates must study one of the study themes.

#### ***Study theme 3: Equality in Society: Gender and Race***

- a) Introduction to gender and race issues: stereotyping, prejudice, discrimination.
- b) Major legislation concerning gender and race.
- c) Gender and race at work – equality of opportunity eg schools, trade unions.
- d) Gender and race in politics – eg parliaments, local government.
- e) Gender and race: social issues – education, health, crime.

#### ***Study theme 4: Equality in Society: Health and Wealth***

- a) Development of the welfare system in the UK: health, poverty.
- b) Health needs in the UK today; how these health needs are met: by central government; Scottish Parliament; local authorities; voluntary sector; private sector.
- c) Case study of the elderly: health needs and how they are met.
- d) Poverty in the UK today; the role in tackling poverty of: central government; Scottish Parliament; local authorities; voluntary sector; private sector.
- e) Case study of lone parent families – welfare needs and how they are met.

#### ***Study theme 5: Crime and the Law in Society***

- a) Definitions of crime; examples of types of crime; reasons for crime.
- b) The law in practice – legal ages in Scotland: alcohol; drugs; road traffic legislation.
- c) Role of the police; branches of the police; different approaches to policing including beat/community policing.
- d) The court system in Scotland; sentencing policy.
- e) The Scottish juvenile justice system including Children's Hearings.

## National Course Specification: course details (cont)

### COURSE Modern Studies (Intermediate 1)

#### Unit 3: International Issues

This unit is divided into four study themes :

Study theme 6	Issues in Europe
Study theme 7	Issues in an Emerging Nation – Brazil
Study theme 8	Issues in an Emerging Nation – China
Study theme 9	Issues in an Emerging Nation – South Africa

Candidates must study one of the study themes.

#### ***Study theme 6: Issues in Europe***

- a) Profile of the main national and cultural features of Europe.
- b) Comparative lifestyles between a community in the UK and a community in mainland Europe: living standards; education; housing; family life; leisure.
- c) Social and economic issues in Europe: study of recent and current social and economic issues including European integration, Euro currency, regional development, Social Chapter, fishing/farming issues.
- d) Conflict and cooperation in Europe: study of military conflicts in Europe; role of NATO/UN in reducing/resolving such conflict.

An understanding of the institutions of the European Union is implicit but will not be specifically assessed.

#### ***Study theme 7: Issues in an Emerging Nation – Brazil***

- a) Profile of the main regional and cultural features of Brazil.
- b) Social and economic issues in Brazil: inequalities in lifestyles in terms of wealth, health, housing, education, amenities, law and order. Responses to these inequalities: federal, state and other organisations. Land ownership and use issues; trade, aid and foreign debt.
- c) Human rights issues in Brazil: human rights issues and government and global responses.

An understanding of the political system of Brazil is implicit but will not be specifically assessed.

#### ***Study theme 8: Issues in an Emerging Nation – China***

- a) Profile of the main regional and cultural features of China.
- b) Social and economic issues in China: inequalities in lifestyles in terms of wealth, housing, education, amenities. Rural reform and resultant issues; urban reform and resultant issues.
- c) Human rights issues in China: human rights issues and government and global responses.

An understanding of the political ideology and political system in China is implicit but will not be specifically assessed.

## National Course Specification: course details (cont)

**COURSE**                    Modern Studies (Intermediate 1)

### ***Study theme 9: Issues in an Emerging Nation – South Africa***

- a) Profile of the main regional and cultural features of South Africa.
- b) Social and economic issues in South Africa: inequalities in lifestyle and the legacy of apartheid – including health, housing, education and law and order issues; federal government responses to these issues.
- c) Political issues in South Africa: political structure since 1994; participation and representation; current political issues including the search for justice and the desire for autonomy by different groups.

An understanding of the conditions in South Africa during the apartheid period is implicit but will not be specifically assessed.

## **ASSESSMENT**

To gain the award of the course, the candidate must achieve all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

Course assessment will require candidates to:

- demonstrate the ability to retain and integrate the knowledge and understanding acquired in the units
- apply the knowledge and understanding acquired in the units to less familiar and more complex contexts
- evaluate unfamiliar information (ie to draw reasoned conclusions, detect bias, make comparisons, support a point of view)
- demonstrate a broader knowledge and understanding of the study themes

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment is provided in the paper *Assessment*, published by HSDU in May 1996.

## **DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT**

The external assessment will consist of a single question paper, lasting one and a half hours. It will be divided into three sections: Political Issues in the UK; Social Issues in the UK; International Issues.

Nine questions will be set in this paper – one on each study theme. Candidates will be required to answer three questions (one on each unit). Each section of the question paper will be awarded the same number of marks. Questions will relate to both knowledge and understanding and evaluating.

## **National Course Specification: course details (cont)**

**COURSE**            Modern Studies (Intermediate 1)

### **GRADE DESCRIPTIONS**

#### ***Grade C***

For a grade C the candidate will be able to:

- demonstrate knowledge and understanding by providing:
  - clear description(s) of the straightforward issue(s)
  - clear explanation(s) of the straightforward issue(s)
- demonstrate evaluating skills by:
  - accurately evaluating straightforward sources
  - selecting relevant evidence from straightforward sources with justification

#### ***Grade A***

For a grade A the candidate will be able to:

- demonstrate knowledge and understanding by providing:
  - clear and detailed description(s) of the straightforward issue(s)
  - clear and detailed explanation(s) of the straightforward issue(s)
- demonstrate evaluating skills by:
  - accurately evaluating straightforward sources
  - selecting relevant evidence from straightforward sources with detailed justification

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

Learning and teaching approaches should reflect the aims and rationale of the subject and build on the good practices adopted at Standard Grade. The learning experience should include a variety of approaches to the acquisition of knowledge and skills, centre around progression and encourage and support independent learning.

The following learning experiences are essential to the course, and the additional 40 hours allowed in the course can be used to develop the appropriate learning and teaching strategies.

Knowledge and skills enrichment should be encouraged through exposure to a wide range of resources: commercial products, newspapers and magazines, current affairs and educational programmes on television and radio. Many British newspapers can be accessed from CD ROM and the Internet. However, the language level of the above resources should be considered before deciding which are the most appropriate for Intermediate 1 candidates.

The media informs and shapes our understanding of issues and concepts central to the course. Candidates should have the opportunity to develop media awareness and enrich their evaluating skills. Among the evaluating skills are the use of evidence to:

- detect and explain a lack of objectivity
- make comparisons between sources, and draw and justify conclusions
- express support for a point of view with justification

## National Course Specification: course details (cont)

### COURSE                      Modern Studies (Intermediate 1)

Opportunities to engage in group discussions and decision making whereby candidates learn to follow rules of discussion and, through interaction, arrive at collective decisions are also appropriate. Role-playing exercises and simulations which offer candidates more direct and personal involvement in the study of an issue will motivate learning.

A variety of teaching approaches is crucial and candidates should have the opportunity to participate as members of the whole class, in group work and as individuals. Whole class teaching and exposition are appropriate within a cycle of flexible learning approaches. Use of the local community/environment resources including national agencies should be an essential part of the learning process.

The development of writing skills should be progressive and planned. In the early stages of the course, candidates should have the opportunity to revise and redraft their extended writing activities through critical review.

The course should encourage and support independent learning. Candidates should have a clear understanding of the targets and requirements of the course, eg course content, skills, proficiency and assessment points. Activities which are especially important include those which allow candidates to:

- set their own learning objectives
- assess the extent of their existing knowledge
- review their own progress
- seek support and reinforcement where necessary

### SPECIAL NEEDS

This course 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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

## **National Course Specification: course details (cont)**

**COURSE**            Modern Studies (Intermediate 1)

### **SUBJECT GUIDES**

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

## National Unit Specification: general information

<b>UNIT</b>	Political Issues in the United Kingdom (Intermediate 1)
<b>NUMBER</b>	D343 10
<b>COURSE</b>	Modern Studies (Intermediate 1)

### SUMMARY

This unit seeks to develop candidates' knowledge and understanding of straightforward political issues in the UK and the ability to evaluate and make judgements about political issues using relevant straightforward data.

### OUTCOMES

- 1 Demonstrate knowledge and understanding of straightforward political issues from the chosen study theme.
- 2 Evaluate straightforward sources relating to the political issues from the chosen study theme.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- a grade 5 or 6 in Modern Studies or another social subject at Standard Grade
- an Intermediate 1 course or component unit(s) in another social subject
- one or more units from Access provision in Social Subjects

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

**UNIT** Political Issues in the United Kingdom (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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

### **UNIT Political Issues in the United Kingdom (Intermediate 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.

#### **NOTE ON RANGE FOR THIS UNIT**

Choose one study theme from:

- Local Government in Scotland
- Power and Influence in Decision Making

#### **OUTCOME 1**

Demonstrate knowledge and understanding of straightforward political issues from the chosen study theme.

##### **Performance criteria**

- (a) The description(s) of a straightforward issue(s) is clear.
- (b) The explanation(s) of a straightforward issue(s) is clear.

#### **OUTCOME 2**

Evaluate straightforward sources relating to the political issues from the chosen study theme.

##### **Performance criteria**

- (a) The evaluation of straightforward sources is accurate.
- (b) The evidence is relevant and selected from straightforward sources.

##### **Evidence requirements**

To demonstrate satisfactory attainment in these outcomes the candidate should answer a series of structured questions testing knowledge and understanding and evaluating, completed during and/or at the end of the unit and under controlled conditions.

For Outcome 1, at least one description/explanation should be given. For Outcome 2 candidate responses should take account of one of the following skills of evaluating:

- detect and explain lack of objectivity
- make comparisons within and between sources, and draw and justify conclusions
- express support for a point of view with justification

While coverage of content will be on a sample basis, the assessment must cover all outcomes. Within the outcomes the evidence must demonstrate or imply satisfaction of all the performance criteria. The evidence provided will sample the chosen study theme. The outcomes must be fulfilled with reference to this sample. The evidence, which should be holistic in nature, should be sufficient to confirm judgements.

## **National Unit Specification: support notes**

### **UNIT Political Issues in the United Kingdom (Intermediate 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 CONTENT AND CONTEXT FOR THIS UNIT**

The content of this unit is detailed under Course Content in the Course Details.

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

Learning and teaching activities should include the range of evaluating skills covered in the course assessment.

The knowledge and skills of this unit, Political Issues in the United Kingdom, can be enriched through exposure to a wide range of resources including newspapers, both on paper and on CD ROM, current affairs and educational programmes on television and radio. Use of information technology should be encouraged. The language level will need to be considered before using such media resources. The local community/environment resources can be utilised especially when considering the case studies in each of the study themes. Visits can be arranged or speakers can be invited into the classroom. Further advice is given in the course details and in the Subject Guide.

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

The evidence of attainment of the unit outcomes should be provided in the form of answers to structured questions. Internal assessment for Outcome 2 should sample the range of evaluating skills covered in the course assessment.

The evidence can be gathered during and/or at the end of the unit and must be completed under controlled conditions, ie completed without collaboration, the assistance of notes or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. It is recommended that approximately 25 minutes is allowed for assessment of both outcomes. The evidence should be composed of assessments relating to each of the outcomes. The evidence should sample the different areas of the chosen study theme.

The marking scheme would reflect the standard embodied in the performance criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of the outcomes and, by inference, satisfactory coverage of all performance criteria.

If the evidence is gathered by means of a single assessment near the end of the unit, care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required. Candidates need only be reassessed in the outcome(s) where they have failed to demonstrate competence.

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

### **UNIT Political Issues in the United Kingdom (Intermediate 1)**

Where suitable tasks can be set which allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for internal unit assessment may also be used for grade prediction and for appeals for external course assessment. For details of the grade descriptions for grade C and grade A in the external course assessment, refer to the Modern Studies Intermediate 1 course specification.

#### **GUIDE TO ASSESSMENT TERMINOLOGY**

The outcomes refer to straightforward issues, situations and sources. A straightforward issue or situation would contain few distracters, little interaction and clear, relevant but limited factual information. A straightforward source would have a simple sentence structure with a readability level likely to be found in the popular press, magazines, pamphlets used in everyday life, or selected extracts from these. A straightforward graphical source would have a simplified representational form, such as a simple bar graph or piechart, and might contain only three or four main features all of which were relevant to the task.

The outcomes also refer to the extent of the explanation required. At Intermediate 1, it is expected that candidates will provide an explanation which is clearly related to the situation required, although there may be a tendency to describe, narrate, list or tabulate causes rather than to structure them and weigh them in order of importance.

#### **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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

## National Unit Specification: general information

<b>UNIT</b>	Social Issues in the United Kingdom (Intermediate 1)
<b>NUMBER</b>	D344 10
<b>COURSE</b>	Modern Studies (Intermediate 1)

### SUMMARY

This unit seeks to develop candidates' knowledge and understanding of straightforward social issues in the UK and the ability to evaluate and make judgements about social issues using relevant straightforward data.

### OUTCOMES

- 1 Demonstrate knowledge and understanding of straightforward social issues from the chosen study theme.
- 2 Select and evaluate straightforward sources relating to the social issues from the chosen study theme.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- a grade 5 or 6 in Modern Studies or another social subject at Standard Grade
- an Intermediate 1 course or component unit(s) in another social subject
- one or more units from Access provision in Social Subjects

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

**UNIT**        Social Issues in the United Kingdom (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1.

### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None
<b>Core skills components for the unit</b>	Critical Thinking Int 1

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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

### **UNIT        Social Issues in the United Kingdom (Intermediate 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.

#### **NOTE ON RANGE FOR THIS UNIT**

Choose one study theme from:

- Equality in Society: Gender and Race
- Equality in Society: Health and Wealth
- Crime and the Law in Society

#### **OUTCOME 1**

Demonstrate knowledge and understanding of straightforward social issues from the chosen study theme.

##### **Performance criteria**

- (a) The description(s) of a straightforward issue(s) is clear.
- (b) The explanation(s) of a straightforward issue(s) is clear.

#### **OUTCOME 2**

Select from and evaluate straightforward sources relating to the social issues from the chosen study theme.

##### **Performance criteria**

- (a) The evidence is relevant and selected from given straightforward sources.
- (b) The expression of support for a personal or given point of view can be justified by valid, detailed reasons derived from given straightforward sources.

##### **Evidence requirements**

To demonstrate satisfactory attainment in these outcomes the candidate should answer a series of structured questions testing knowledge and understanding and evaluating, completed during and/or at the end of the unit and under controlled conditions.

For Outcome 1, at least one description/explanation should be given. For Outcome 2, the candidate should select evidence from given source material and produce a response to a decision-making activity based on no more than three straightforward sources. In practice this means the candidate will:

- select a recommendation to deal with the social issue
- base the recommendation on the evidence in the given straightforward sources
- justify the recommendation with valid reasons derived from the sources

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

### **UNIT**      Social Issues in the United Kingdom (Intermediate 1)

While coverage of content will be on a sample basis, the assessment must cover all outcomes. Within the outcomes the evidence must demonstrate or imply satisfaction of all the performance criteria. The evidence provided will sample the chosen study theme. The outcomes must be fulfilled with reference to this sample. The evidence, which should be holistic in nature, should be sufficient to confirm judgements.

## **National Unit Specification: support notes**

### **UNIT        Social Issues in the United Kingdom (Intermediate 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 CONTENT AND CONTEXT FOR THIS UNIT**

The content of this unit is detailed under Course Content in the Course details.

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

Learning and teaching activities should include the range of evaluating skills covered in the course assessment.

The knowledge and skills for this unit, Social Issues in the United Kingdom, can be enriched through exposure to a wide range of resources: commercial products, newspapers and magazines both on paper and on CD ROM, appropriate television and radio programmes and the local community. Use of information technology should be encouraged. Language levels of resources should be considered before deciding which are appropriate to Intermediate 1 candidates. Further advice is given in the course details and the Subject Guide.

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

For unit assessment, a decision-making activity is required. The evidence of attainment of the unit outcomes should be provided in the form of answers to structured questions.

The evidence can be gathered during and/or at the end of the unit and must be completed under controlled conditions, ie under supervision, and without collaboration, the assistance of notes or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. It is recommended that approximately 25 minutes is allowed for assessment of both outcomes. The evidence should be composed of assessments relating to each of the outcomes. The evidence should sample the different areas of the chosen study theme.

The marking scheme would reflect the standard embodied in the performance criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of the outcomes and, by inference, satisfactory coverage of all performance criteria.

If the evidence is gathered by means of a single assessment near the end of the unit, care should be taken to ensure that sufficient time is allowed for support and re-assessment of candidates if required. Candidates need only be reassessed in the outcome(s) where they have failed to demonstrate competence.

Where suitable tasks can be set which allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for internal unit assessment may also be used for grade prediction and for appeals for external course assessment. For details of the grade descriptions for grade C and grade A in the external course assessment, refer to the Modern Studies Intermediate 1 course specification.

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

### **UNIT            Social Issues in the United Kingdom (Intermediate 1)**

#### **GUIDE TO ASSESSMENT TERMINOLOGY**

The outcomes refer to straightforward issues, situations and sources. A straightforward issue or situation would contain few distracters, little interaction and clear, relevant but limited factual information. A straightforward source would have a simple sentence structure with a readability level likely to be found in the popular press, magazines, pamphlets used in everyday life, or selected extracts from these. A straightforward graphical source would have a simplified representational form, such as a simple bar graph or pie chart, and might contain only three or four main features all of which were relevant to the task.

The outcomes also refer to the extent of the explanation required. At Intermediate 1, it is expected that candidates will provide an explanation which is clearly related to the situation required, although there may be a tendency to describe, narrate, list or tabulate causes rather than to structure them and weigh them in order of importance.

#### **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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

## National Unit Specification: general information

<b>UNIT</b>	International Issues (Intermediate 1)
<b>NUMBER</b>	D345 10
<b>COURSE</b>	Modern Studies (Intermediate 1)

### SUMMARY

This unit seeks to develop candidates' knowledge and understanding of straightforward international issues and the ability to evaluate and make judgements about international issues using relevant straightforward data.

### OUTCOMES

- 1 Demonstrate knowledge and understanding of straightforward international issues from the chosen study theme.
- 2 Evaluate straightforward sources relating to the international issues from the chosen study theme.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- a grade 5 or 6 in Modern Studies or another social subject at Standard Grade
- an Intermediate 1 course or component unit(s) in another social subject
- one or more units from Access provision in Social Subjects

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

**UNIT**      International Issues (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **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.

#### **NOTE ON RANGE FOR THIS UNIT**

Choose one study theme from:

- Issues in Europe
- Issues in an Emerging Nation – Brazil
- Issues in an Emerging Nation – China
- Issues in an Emerging Nation – South Africa

#### **OUTCOME 1**

Demonstrate knowledge and understanding of straightforward international issues from the chosen study theme.

##### **Performance criteria**

- (a) The description(s) of a straightforward issue(s) is clear.
- (b) The explanation(s) of a straightforward issue(s) is clear.

#### **OUTCOME 2**

Evaluate straightforward sources relating to the international issues from the chosen study theme.

##### **Performance criteria**

- (a) The evaluation of the straightforward sources is accurate.
- (b) The evidence is relevant and selected from straightforward sources.

##### **Evidence requirements**

To demonstrate satisfactory attainment in these outcomes the candidate should answer a series of structured questions testing knowledge and understanding and evaluating, completed during and/or at the end of the unit and under controlled conditions.

For Outcome 1, at least one description/explanation should be given. For Outcome 2, candidate responses should take account of one of the following skills of evaluating:

- detect and explain lack of objectivity
- make comparisons within and between sources, and draw and justify conclusion(s)
- express support for a point of view with justification

While coverage of content will be on a sample basis, the assessment must cover all outcomes. Within the outcomes the evidence must demonstrate or imply satisfaction of all the performance criteria. The evidence provided will sample the chosen study theme. The outcomes must be fulfilled with reference to this sample. The evidence, which should be holistic in nature, should be sufficient to confirm judgements.

## **National Unit Specification: support notes**

### **UNIT International Issues (Intermediate 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 CONTENT AND CONTEXT FOR THIS UNIT**

The content of this unit is detailed in the Course Content under Course details.

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

Learning and teaching activities should include the range of evaluating skills covered in the course assessment.

The knowledge and skills for this unit, International Issues can be enriched through exposure to a wide range of resources including commercial products, newspapers both on paper and on CD ROM, appropriate television and radio programmes. The use of information technology should be encouraged. The language level of these resources should be considered before deciding which are the most appropriate for Intermediate 1 candidates. Further advice is given in the course details and in the Subject Guide.

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

Internal assessment for Outcome 2 should sample the range of evaluating skills covered in the course assessment. The evidence of attainment of the unit outcomes should be provided in the form of structured questions.

The evidence can be gathered during or at the end of the unit and must be completed under controlled conditions, ie without collaboration, the assistance of notes or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. It is recommended that approximately 25 minutes is allowed for assessment of both outcomes. The evidence should be composed of assessments relating to each of the outcomes. The evidence should sample the different areas of the chosen study theme.

The marking scheme would reflect the standard embodied in the performance criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of the outcomes and, by inference, satisfactory coverage of all performance criteria.

If the evidence is gathered by means of a single assessment near the end of the unit, care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required. Candidates need only be reassessed in the outcome(s) where they have failed to demonstrate competence.

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

### **UNIT            International Issues (Intermediate 1)**

Where suitable tasks can be set which allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for internal unit assessment may also be used for grade prediction and for appeals for external course assessment. For details of the criteria for grade C and grade A in the external course assessment, refer to the Modern Studies Intermediate 1 course specification.

#### **GUIDE TO ASSESSMENT TERMINOLOGY**

The outcomes refer to straightforward issues, situations and sources. A straightforward issue or situation would contain few distracters, little interaction and clear, relevant but limited factual information. A straightforward source would have a simple sentence structure with a readability level likely to be found in the popular press, magazines, pamphlets used in everyday life, or selected extracts from these. A straightforward graphical source would have a simplified representational form, such as a simple bar graph or pie chart, and might contain only three or four main features all of which were relevant to the task.

The outcomes also refer to the extent of the explanation required. At Intermediate 1, it is expected that candidates will provide an explanation which is clearly related to the situation required, although there may be a tendency to describe, narrate, list or tabulate causes rather than to structure them and weigh them in order of importance.

#### **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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).