

SOCIAL SUBJECTS
Access 2

3rd edition – published November 2004

**NOTE OF CHANGES TO ACCESS 2 ARRANGEMENTS
THIRD EDITION - PUBLISHED NOVEMBER 2004**

CLUSTER TITLE: Social Subjects (Access 2)

CLUSTER NUMBER: C079 08

National Cluster Specification

Cluster Details No changes

National Unit Specification

D526 08 Deciding

Outcome 2 PC (b) amended

D527 08 Contrasting

Outcome 1 PC (b) amended

Outcome 2 PC (a) amended

All units

Tables at end of unit have been re-arranged

Please note that all units in this cluster are now *Version 04* (see Administrative Information at foot of first page of each unit)

National Cluster

SOCIAL SUBJECTS (ACCESS 2)

CLUSTER NUMBER C079 08

STRUCTURE

The cluster comprises three units:

<i>D526 08</i>	<i>Social Subjects: Deciding (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D527 08</i>	<i>Social Subjects: Contrasting (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D528 08</i>	<i>Social Subjects: Organising and Presenting Information (Acc 2)</i>	<i>1 credit (40 hours)</i>

Candidates will have the opportunity to achieve the outcomes of these units through the study of a range of contexts related to social subjects. The units may be taught concurrently or in the sequence indicated above.

In common with all courses, this programme of study includes a further 40 hours over and above the 120 hours of the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

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National Cluster of Units: general information (cont)

CLUSTER Social Subjects (Access 2)

CREDIT VALUE

The Access 2 Cluster in Social Subjects is allocated 18 SCQF credit points at SCQF level 2.

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.

CORE SKILLS

This cluster gives automatic certification of the following:

Complete core skills for the cluster	None	
Core skills components for the cluster	Critical Thinking	Acc 2
	Planning and Organising	Acc 2

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

National Cluster of Units: details

CLUSTER Social Subjects (Access 2)

RATIONALE

The main purposes of the cluster in the Social Subjects at Access 2 are to prepare candidates for their role as citizens in a democratic society and to enhance their self-esteem. In particular, the units are designed to help candidates to become confident and informed decision-makers, to understand contrasts and similarities by placing their own experience within wider contexts, to encourage exploration of these contexts and to develop the capacity to organise and use information they have acquired.

The design of the units is intended also to provide an opportunity for the study of social subjects issues, covering a range of places and times, which would be of interest to individual candidates. Through this study, candidates can become familiar with a range of basic concepts and skills relating to social subjects. The units are designed to complement each other.

The Access 2 Social Subjects cluster may provide progression to opportunities from Access 1 in Social Subjects. The cluster also provides progression to the cluster at Access 3 in Social Subjects.

CONTENT

Candidates should be given the opportunity to experience interesting contexts through which the outcomes of the units may be achieved. They are not required to study specified content. Further suggestions are made in the evidence requirements and the support notes for the specific units.

Undertaking the units as a cluster offers a number of benefits:

- together, the component units offer opportunities for delivery as a coherent, integrated experience
- balance and breadth of candidates' experiences and learning are promoted
- both specific and core skills may be explored and developed in a range of contexts
- skills and abilities developed through holistic and practical activity support learning as a whole
- a candidate's abilities to sustain effort and concentration and be involved in decision-making are developed
- candidates are involved in evaluating their own work

National Cluster of Units: details (cont)

CLUSTER Social Subjects (Access 2)

ASSESSMENT

Access differs from other levels in that there is no external assessment. However a cluster provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete units.

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of assessment are provided in the unit specification. Candidates will prepare for the outcomes of each unit, which will evolve through learning and teaching activities across the units.

Assessment instruments may be designed to cover more than one outcome. Further suggestions concerning this are made in the support notes for individual units.

APPROACHES TO LEARNING AND TEACHING

The following learning experiences are important for candidates undertaking the cluster. Candidates should:

- interpret and use information from a wide variety of sources
- take part in formal and informal discussion
- develop communication skills

The methodology used by teachers/lecturers will build on established good practice. Use should be made of a wide variety of resources, such as textbooks at an appropriate level, information sheets, audio-visual, graphical and other media. Information should be presented appropriately with the emphasis on brevity, variety and interactive learning.

Individuals and groups should experience extension work, access to primary sources and resource-based learning. Class and group discussions should take place. Effective learning experiences may also take place outwith the classroom, for instance through fieldwork and structured visits.

To maximise the educational value of the programme, class organisation must take full account of the varied needs of candidates, allow for the management of a variety of activities and provide support for individual candidates. There are opportunities for candidates to practise other skills for example those of working with others and using ICT skills when displaying their work.

The design of the cluster will enable candidates to work alongside others operating at Access 3, affording them opportunities to progress beyond those outcomes which can be achieved at Access 2. Similarly, candidates working at Access 1 may be able to work alongside candidates working at Access 2 and achieve individual learning targets at Access 1 or to have the opportunity to progress beyond that level.

National Cluster of Units: details (cont)

CLUSTER Social Subjects (Access 2)

The three units may be taught in any order and in a flexible manner to suit the needs of the candidates. The learning experiences in all three reinforce each other, and knowledge and understanding of the content and of general concepts will be developed along with increased competence in the skills listed in the outcomes.

Where a candidate does not achieve the outcomes of the first unit, it may be worthwhile for him/her to attempt to achieve them again once the second unit has been completed. By then the candidate will have had an opportunity to practise and develop further the required skills and competencies. Time should be allowed for additional support and revisiting outcomes which have not been achieved.

The additional 40 hours allowed for the programme may be used at the discretion of the teacher/lecturer to consolidate and vary the candidate's learning experiences, including those listed above. Time may be used near the start of the programme for introduction to concepts, methods and skills, at various points throughout for consolidation and additional support or for preparation for assessment, and near the end of the programme for enhancement and revision.

SPECIAL NEEDS

This 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 Arrangements* (SQA, September, 2003).

SOCIAL SUBJECTS IN A BROADER CONTEXT

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Courses by making connections beyond the subject boundaries and enrich the learning experience. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these themes.

National Unit Specification: general information

UNIT	Social Subjects: Deciding (Access 2)
NUMBER	D526 08
CLUSTER	Social Subjects (Access 2)

SUMMARY

The purpose of the unit is to make a decision about a chosen mini-topic in Social Subjects in order to develop knowledge and understanding across the Social Subjects. At this level, the candidate's chosen mini-topic can be part of a broader topic studied by a whole class or group.

OUTCOMES

- 1 Investigate a chosen mini-topic
- 2 Reach a decision about the chosen mini-topic

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2 (6 SCQF credit points at SCQF level 2*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework 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

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National Unit Specification: general information (cont)

UNIT Social Subjects: Deciding (Access 2)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None	
Core skills components for the unit	Critical Thinking	Acc 2

Additional information about core skills is published in *Catalogue of Core Skills in National Qualifications* (SQA, 2001/2002).

National Unit Specification: statement of standards

UNIT Social Subjects: Deciding (Access 2)

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

Investigate a chosen mini-topic

Performance criteria

- (a) The reasons for selecting the mini-topic are stated clearly.
- (b) Two key ideas are chosen in relation to the mini-topic.
- (c) Information is gathered which is relevant to the mini-topic.
- (d) Information is organised to allow a decision to be made about the mini-topic.

Evidence requirements

For PC (a) Two reasons should be stated for investigating the mini-topic. Each reason should and refer to a key idea, so two key ideas are required. The two key ideas should be chosen for PC (b) from across the Social Subjects (see Unit Summary).

For PC (c) The information gathered must be relevant to the mini-topic and should refer to the two key ideas.

For PC (d) The information may be organised in the form of written and/ or oral reports, individual or group displays, short responses to questions, group records or products.

Social Subject Areas		
Geography	History/Classical Studies	Modern Studies
Key ideas: change conflict co-operation diversity interdependence location spatial patterns sustainability technology environment	Key ideas: change conflict co-operation cause consequence continuity debate difference evidence similarity culture	Key ideas: change conflict co-operation equality ideology needs participation power representation rights & responsibilities government

Further advice on these evidence requirements is given in the support notes.

National Unit Specification: statement of standards (cont)

UNIT Social Subjects: Deciding (Access 2)

OUTCOME 2

Reach a decision about the chosen mini-topic.

Performance criteria

- (a) A clear decision is made about the mini-topic.
- (b) Gathered information is used to make the decision.

Evidence requirements

Evidence may take the form of written and/or oral reports, individual or group displays, short responses to questions, group records or products.

For PC (a) the decision made should be clear and relevant to the mini-topic

For PC (b) the information used to make the decision must be gathered by the candidate as evidence for Outcome 1.

National Unit Specification: support notes

UNIT Social Subjects: Deciding (Access 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact 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 key ideas identified in the evidence requirements. At this level, it will be necessary for teacher/lecturers to introduce the key ideas to their candidates and to explain how the candidates' work should relate to the key ideas. 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

There may be an advantage in selecting a mini-topic which is well illustrated in the candidate's local area.

Examples of candidates' mini-topics

Example 1

Broader topic studied by class or group:	Public Transport
Candidate's chosen mini-topic:	What would be my best way of getting to the city?
Two key ideas selected from lists:	Geography - location Modern Studies - needs

Example 2

Broader topic studied by class or group:	Leisure
Candidate's chosen mini-topic:	What would I like to do that I can afford?
Two key ideas selected from lists:	Geography - environment Modern Studies - needs

Example 3

Broader topic studied by class or group:	Local Government
Candidate's chosen mini-topic:	Are the emergency services up to scratch in my village?
Two key ideas selected from lists:	History - change Modern Studies - rights and responsibilities

Resources available in the centre and opportunities for fieldwork and structured visits may suggest other areas for investigation and decision-making.

National Unit Specification: support notes (cont)

UNIT Social Subjects: Deciding (Access 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit focuses on the development of the candidate's ability to become an informed decision-maker with appropriate support from teachers/lecturers. For example, at this level the key ideas should not be taught as abstract ideas, teachers/lecturers should introduce the key ideas to their candidates and explain how the candidate's work on his/her chosen mini-topic should relate to the key ideas.

Use should be made of the wider community where appropriate.

Materials may involve the provision of purpose-made commercially produced materials or candidates may tap local sources of information while studying their own community.

Candidates may enjoy using their ICT skills while gathering information and presenting their findings. There may be opportunities to deliver the following units alongside the mini-topic:

- D529 08 Using Computer Aided Learning (Access 2)
- D530 08 Using Technological Equipment (Access 2)
- D531 08 Using a Computer (Access 2)
- Access 1 units derived from the above units.

Candidates may work in groups, contributing their own mini-topics to the investigation of a broader topic by the whole group. Substantial support from teachers/lecturers may be required to assist candidates in organising group work.

Although the mini-topic is a small investigation it should cover an issue or aspect which spans the Social Subjects. The mini-topic may be part of a broader topic which is studied by a whole class or group.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for assessment can be gathered while the unit is in progress or at the end of the unit and should reflect the requirements set out in the unit specification.

Example of assessment material which is based on the National Assessment Bank material.

Candidate's Folio

The candidate gathers the following evidence in a folio which has a checklist in the front to help him/her collect all that is necessary.

National Unit Specification: support notes

UNIT Social Subjects: Deciding (Access 2)

Teacher/lecturer help notes to support the Candidate who is compiling assessment material in a Folio

Assessment for Outcome 1	<p>My mini-topic is:</p> <p><i>(Candidates may find it easier to make a decision if the title of the mini-topic is expressed as a question.)</i></p> <p>I chose this mini-topic because:</p> <p><i>Two reasons needed, teacher/lecturer may support candidate by suggesting a variety of possible reasons.</i></p> <p>The two key ideas I used to get information were:</p> <p><i>Teacher/lecturer may support candidate by:</i></p> <ul style="list-style-type: none">• <i>identifying possible key ideas, see table in Evidence Requirements</i>• <i>guiding the candidate towards choosing the two key ideas which he or she will use to gather information and make a decision</i>• <i>explaining how the candidate should refer to these two key ideas while working on the mini-topic.</i> <p>Where I found information:</p> <p><i>Teacher/lecturer may encourage candidates to practise skills in working with others and encourage them to use their ICT skills</i></p> <p>I found out these things about my mini-topic:</p> <p><i>Examples of presentation could be a wall display or A4 folio in comb-binding with interesting cover.</i></p>
Assessment for Outcome 2	<p>My decision is:</p> <p><i>Candidates may find it easier to make a decision if the title of the mini-topic is expressed as a question.</i></p> <p>Information which helped me make this decision:</p> <p>key idea 1 key idea 2</p> <p><i>Again, teacher/lecturer may need to guide candidate towards referring to the candidate's chosen two key ideas.</i></p>

Please note that the NAB material contains a section which the teacher/lecturer should complete to authenticate that the completed assessment record accurately portrays the work of the named candidate.

National Unit Specification: support notes

UNIT Social Subjects: Deciding (Access 2)

Evidence may be recorded in any form which 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. 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 each candidate's evidence separately.

Some of the work carried out may be used to assess other units in the Social Subjects cluster at Access 2.

Where a candidate has not achieved one or more of the outcomes, a further attempt may be made, after additional teacher/lecturer support and continued development of the skills related to the outcome.

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 Arrangements* (SQA, September, 2003).

National Unit Specification: general information

UNIT	Social Subjects: Contrasting (Access 2)
NUMBER	D527 08
CLUSTER	Social Subjects (Access 2)

SUMMARY

The purpose of this unit is to make a contrast between different features of a chosen mini-topic in one of the Social Subjects. The aim being to develop the candidate's knowledge and understanding of the Social Subject. At this level, the candidate's chosen mini-topic can be part of a broader topic studied by a whole class or group. Contrasts might be between town and country, rich and poor, before and after a significant historical event, or between the circumstances of the candidate and those of other places, times or societies.

OUTCOMES

1. Investigate a chosen mini-topic.
2. Make a contrast between different features of the mini-topic.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2 (6 SCQF credit points at SCQF level 2*)

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

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National Unit Specification: general information (cont)

UNIT Social Subjects: Contrasting (Access 2)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None	
Core skills components for the unit	Critical Thinking	Acc 2

Additional information about core skills is published in *Catalogue of Core Skills in National Qualifications* (SQA, 2001/2002).

National Unit Specification: statement of standards

UNIT Social Subjects: Contrasting (Access 2)

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

Investigate a chosen mini-topic.

Performance criteria

- (a) The reasons for selecting the mini-topic are explained clearly.
- (b) Two key ideas are chosen in relation to the mini-topic.
- (c) Information is gathered which is relevant to the mini-topic.
- (d) Information is organised to allow a contrast to be made between two features.

Evidence requirements

for PC (a) Two reasons should be given for investigating the mini-topic. Each reason should and refer to a key idea, so two key ideas are required. The summary for this Unit states for PC (b) that the mini-topic is chosen from one of the Social Subjects.

For PC (c) The information gathered must be relevant to the mini-topic and should refer to the two key ideas.

For PC (d) The information may be organised in the form of written and/or oral reports, individual or group displays, short responses to questions, group records or products.

Social Subject Areas		
Geography	History/Classical Studies	Modern Studies
Key ideas: change conflict co-operation diversity interdependence location spatial patterns sustainability technology environment	Key ideas: change conflict co-operation cause consequence continuity debate difference evidence similarity culture	Key ideas: change conflict co-operation equality ideology needs participation power representation rights & responsibilities government

Further advice on these evidence requirements is given in the support notes.

National Unit Specification: statement of standards (cont)

UNIT Social Subjects: Contrasting (Access 2)

OUTCOME 2

Make a contrast between different features of the mini-topic.

Performance criteria

- (a) A clear contrast is made between two features of the mini-topic.
- (b) Gathered information is used to make the contrast.

Evidence requirements

Evidence may take the form of written and/or oral reports, individual or displays, short responses to questions, group records or products.

For PC (a) the contrast should be clear and made between two features of the mini-topic.

For PC (b) the information used to make the contrast must be that gathered by the candidate as evidence for Outcome 1.

National Unit Specification: support notes

UNIT Social Subjects: Contrasting (Access 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact 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 key ideas included in the evidence requirements. At this level, it will be necessary for teacher/lecturers to introduce the key ideas to their candidates and to explain how the candidates' work should relate to the key ideas. 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

There may be an advantage in selecting a mini-topic which contrasts the candidate's own experience with a different place, time or society, for example by choosing a contrast that is well illustrated in the candidate's local area.

Examples of candidates' mini-topics

Example 1

Broader topic studied by class or group:	Public Transport
Candidate's chosen mini-topic:	Contrast between past and present transport in my town
Two key ideas selected from lists:	History - culture History - change

Example 2

Broader topic studied by class or group:	Leisure
Candidate's chosen mini-topic:	Contrast between my entertainment and that of people my age in (eg a <i>Third World inner city</i>)
Two key ideas selected from lists:	*Modern Studies - participation Modern Studies - equality

*Unit summary states mini topic is chosen from one of the Social subjects.

Example 3

Broader topic studied by class or group:	Local Government
Candidate's chosen mini-topic:	Contrast between past and present emergency services in my village
Two key ideas selected from lists:	Geography - location Geography - technology

Resources available in the centre and opportunities for fieldwork and structured visits may suggest other areas for study.

National Unit Specification: support notes (cont)

UNIT Social Subjects: Contrasting (Access 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit focuses on developing the candidate's ability to compare features of the world around him/her and so participate more effectively in society. For example, at this level the key ideas should not be taught as abstract ideas, teacher/lecturers should introduce the key ideas to their candidates and explain how the candidate's work on his/her mini-topic should relate to the key ideas.

Use should be made of the wider community where appropriate.

Materials may involve the provision of purpose-made or commercially produced materials, or candidates may tap local sources of information while studying their own community.

Candidates may enjoy using their ICT skills while gathering information and presenting their findings. There may be opportunities to deliver the following Access 2 units alongside the mini-topic:

- D529 08 Using Computer Aided Learning (Access 2)
- D530 08 Using Technological Equipment (Access 2)
- D531 08 Using a Computer (Access 2)
- Access 1 units derived from the above units.

Candidates may work in groups, contributing their own mini-topics to the investigation of a broader topic undertaken by the whole group. Substantial support from teachers/lecturers may be required to assist candidates in organising group work.

The mini-topic is a small investigation which should cover an issue or aspect of a Social Subject. The mini-topic may be part of a broader topic which is studied by a whole class or group. The mini-topic should provide an opportunity to make a contrast between two features, for example between town and country, rich and poor, before and after a significant event, or between the circumstances of the candidate and those of other places, times or societies

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for assessment can be gathered while the unit is in progress or towards the end of the unit, and should reflect the requirements set out in the unit specification.

Example of assessment material which is based on the National Assessment Bank material

Candidate's Folio

The candidate gathers the following evidence in a folio that has a checklist in the front to help him/her collect all that is necessary.

National Unit Specification: support notes (cont)

UNIT Social Subjects: Contrasting (Access 2)

Teacher/lecturer help notes to support the Candidate who is compiling assessment material in a Folio

Assessment for Outcome 1	<p>My mini-topic is:</p> <p>I chose this mini-topic because:</p> <p><i>Two reasons needed, teacher/lecturer may support candidate by suggesting a variety of possible reasons.</i></p> <p>The two key ideas I used to get information were:</p> <p><i>Teacher/lecturer may support candidate by:</i></p> <ul style="list-style-type: none">• <i>identifying possible key ideas, see table in Evidence Requirements</i>• <i>guiding the candidate towards choosing the two key ideas which he or she will use to gather information and make a contrast</i>• <i>explaining how the candidate should refer to these two key ideas while working on the mini-topic.</i> <p>Where I found information:</p> <p><i>(Teacher/lecturer may encourage candidates to practise skills in working with others and encourage them to use their ICT skills)</i></p> <p>I found out these things about my mini-topic:</p> <p><i>(Examples of presentation could be a wall display or A4 folio in comb-binding with interesting cover.</i></p>
Assessment for Outcome 2	<p>The contrast I made is:</p> <p>Information which helped me make this contrast using: key idea 1 key idea 2</p> <p><i>(Again, teacher/lecturer may need to guide candidate towards referring to the candidate's chosen two key ideas.)</i></p>

Please note that the NAB material contains a section which the teacher/lecturer should complete to authenticate that the completed assessment record accurately portrays the work of the named candidate.

National Unit Specification: support notes (cont)

UNIT Social Subjects: Contrasting (Access 2)

Evidence may be recorded in any form that demonstrates the achievement of the outcomes by individual candidates leading to an identified contrast, for example short answer questions, a group or individual written report, graphical display, presentation, audio or video taped material to show performance. 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 may be used to assess other units in the Social Subjects cluster at Access 2.

Where a candidate has not achieved one or more of the outcomes, further attempts may be undertaken, after additional teacher/lecturer support and continued development of the skills related to the outcome.

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 Arrangements* (SQA, September, 2003).

National Unit Specification: general information

UNIT	Social Subjects: Organising and Presenting Information (Access 2)
NUMBER	D528 08
CLUSTER	Social Subjects (Access 2)

SUMMARY

The purpose of this unit is to develop skills of organising and presenting information in relation to a mini-topic, chosen from one of the Social Subjects. The unit is intended to develop a sense of achievement from the creation of a presentation. At this level, the candidate's chosen mini-topic can be part of a broader topic studied by a whole class or group. It would be useful if the unit were to be integrated with one or both of the other two Social Subjects units.

OUTCOMES

- 1 Organise information which is relevant to a chosen mini-topic
- 2 Present information which is relevant to the chosen mini-topic

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2 (6 SCQF credit points at SCQF level 2*)

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

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National Unit Specification: general information (cont)

UNIT Social Subjects:
 Organising and Presenting Information (Access 2)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None	
Core skills components for the unit	Critical Thinking	Acc 2
	Planning and Organising	Acc 2

Additional information about core skills is published in *Catalogue of Core Skills in National Qualifications* (SQA, 2001/2002).

National Unit Specification: statement of standards

UNIT Social Subjects: Organising and Presenting Information (Access 2)

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

Organise information which is relevant to a chosen mini-topic

Performance criteria

- (a) A mini-topic is selected from one of the Social Subjects.
- (b) Information is gathered which is relevant to the chosen mini-topic.
- (c) The information is organised in a way which relates clearly to two key ideas.

Evidence requirements

The mini-topic is a small investigation which should cover an issue or aspect of one Social Subject. The mini-topic may be part of a broader topic being studied by a whole class or group

Evidence may be provided as a written and/or oral report, display, short response to questions, video or audio tape or equivalent. This end-product may be created individually or by a group; if by a group, the individual candidate's contribution should be distinguishable. The end-product in itself may provide evidence that the activities required have been successfully achieved, but it may be appropriate to use a checklist, related to the outcome and applied to a candidate's activities.

For PC (a) Information gathered will relate to the mini-topic and to two key ideas, (see table and below for key ideas).
for PC (b)

For PC (c) A plan identifying:

- the two chosen key ideas
- sources of gathered information
- where this information is stored
- whether or not an item of information is used.

Social Subject Areas		
Geography	History/Classical Studies	Modern Studies
Key ideas: change conflict co-operation diversity interdependence location spatial patterns sustainability technology environment	Key ideas: change conflict co-operation cause consequence continuity debate difference evidence similarity culture	Key ideas: change conflict co-operation equality ideology needs participation power representation rights & responsibilities government

Further advice on these evidence requirements is given in the support notes.

National Unit Specification: statement of standards (cont)

UNIT Social Subjects:
 Organising and Presenting Information (Access 2)

OUTCOME 2

Present information which is relevant to the chosen mini-topic.

Performance criteria

- (a) The information presented is relevant to the chosen mini-topic.
- (b) The presentation of the information is clear and relates accurately to two key ideas.

Evidence requirements

Evidence should be an end-product presenting information relevant to the mini-topic. The end-product may be a written and/or oral report, display, short response to questions, video or audio tape or equivalent. This end-product may be created individually or by a group, if by a group, the individual candidate's contribution should be distinguishable.

For PC (a) Information presented must be relevant to the mini-topic.

For PC (b) The presentation should provide clear information about the mini-topic and relate to the two key ideas selected.

National Unit Specification: support notes

UNIT Social Subjects: Organising and Presenting Information (Access 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact 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. It may be derived from the contexts studied in the Deciding or Contrasting Units. The mini-topic should be chosen with a view to:

- the interests and aptitudes of the candidates
- the availability of resources
- the effective delivery of the outcomes

There may be an advantage in selecting a mini-topic which the candidate can link to personal experience. One approach may be to choose a mini-topic that is well illustrated in the candidate's local area. This could include investigating local pressure groups, environmental issues or historical changes. Teachers/lecturers can decide whether to provide the necessary information or to allow a degree of investigative work. At this level the key ideas should not be taught as abstract ideas, teacher/lecturers should introduce the key ideas to their candidates and explain how the candidate's work on his/her mini-topic should relate to the key ideas.

Examples of candidates' mini-topics

Example 1: organisation and presentation of information gathered for the 'Contrasting Unit'

Broader topic studied by class or group:	Public Transport
Candidate's chosen mini-topic:	Contrast between past and present transport in my town
Two key ideas selected from lists:	History - culture History - change

Example 2: organisation and presentation of information

Broader topic studied by class or group:	Local Government
Candidate's chosen mini-topic:	Are the emergency services up to scratch in my village?
Two key ideas selected from lists:	Modern Studies - needs Modern Studies - equality

Example 3: organising and presenting information on an environmental hazard

Broader topic studied by class or group:	Environment
Candidate's chosen mini-topic:	<i>(Identified environmental hazard - ALERT!)</i>
Two key ideas selected from lists:	Geography - location Geography - technology

Resources available in the centre and opportunities for fieldwork or structured visits may suggest other areas for study.

National Unit Specification: support notes

UNIT Social Subjects:
 Organising and Presenting Information (Access 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The unit focuses on developing the candidate's self-esteem through participation in an activity and/or the creation of a product. The end-product should be a response to a set task. The end-product should clearly make use of the information provided to or acquired by the candidate. There should be realistic expectations of the candidate, with support, breaking down the tasks involved into manageable sub-tasks in order to produce an end-product.

Although materials can include purpose-made or commercially-produced materials, there may be an advantage to candidates at this stage of maturity in exploring their own environment.

Candidates may enjoy using their ICT skills while gathering information and presenting their findings. There may be opportunities to deliver the following Access 2 units alongside the mini-topic:

- D529 08 Using Computer Aided Learning (Access 2)
- D530 08 Using Technological Equipment (Access 2)
- D531 08 Using a Computer (Access 2)
- Access 1 units derived from the above units.

Candidates may work in groups, contributing to an end-product. Substantial support from teachers/lecturers may be required to assist candidates in organising group work. It is recommended that this unit be integrated with one or both of the other two Social Subjects units.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

With support, the candidate should organise and select materials and information relevant to the identified mini-topic. The candidate may do this as a member of a group or as an individual. Evidence may be recorded in any form that demonstrates the achievement of the outcomes by individual candidates, for example a group or individual written or oral report, graphical display, presentation, audio or video taped material. It may be appropriate to use a checklist to record evidence generated by the candidate during a practical activity.

Some of the work carried out may be used to assess more than one outcome, possibly an outcome in the 'Deciding' or 'Contrasting' unit.

Evidence for assessment will be gathered while the unit is in progress or towards or at the end of the unit.

Example of assessment material which is based on the National Assessment Bank material.

Candidate's Folio

The candidate gathers the following evidence in a folio that has a checklist in the front to help him/her collect all that is necessary.

National Unit Specification: support notes (cont)

UNIT Social Subjects: Organising and Presenting Information (Access 2)

Teacher/lecturer help notes to support the Candidate who is compiling assessment material in a Folio

Assessment for Outcome 1	My mini-topic is:
My Plan	<p>The two key ideas I used to get information were:</p> <p><i>Teachers/lecturers may support candidate by:</i></p> <ul style="list-style-type: none">• <i>identifying possible key ideas, see table in Evidence Requirements</i>• <i>guiding the candidate towards choosing the two key ideas which he or she will use to gather information</i>• <i>explaining how the candidate should refer to these two key ideas while working on the mini-topic</i> <p>Where I found information: Where I stored information: Whether or not I used the information:</p> <p><i>(This work on information handling could also be used to practise working with others and ICT skills)</i></p>
My Report Part 1	<p>Information I collected using key idea 1 using key idea 2</p> <p><i>(Again, teacher/lecturers may need to guide candidate towards referring to chosen two key ideas. Also, here is an opportunity for the candidate to link with information gathered for either the Deciding unit or Contrasting unit)</i></p>
Assessment for Outcome 2 My Report Part 2	<p>Presenting my information on the mini-topic:</p> <p><i>(Opportunity here to link with presenting information for the Deciding unit or Contrasting unit.)</i></p>

Please note that the NAB material contains a section which the teacher/lecturer should complete to authenticate that the completed assessment record accurately portrays the work of the named candidate.

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 may be used to assess other units in the Social Subjects cluster at Access 2, (see examples of mini-topics).

National Unit Specification: support notes (cont)

UNIT Social Subjects:
 Organising and Presenting Information (Access 2)

Where a candidate has not achieved one or more of the outcomes, a further attempt may be made, after additional teacher/lecturer support and continued development of the skills related to the outcome.

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 Arrangements* (SQA, September, 2003).