



National 4  
Course  
Specification



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# National 4 People and Society Course Specification (C752 74)

**Valid from August 2013**

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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## Course outline

**Course title:** National 4 People and Society

**SCQF:** level 4 (24 SCQF credit points)

**Course code:** C752 74

### Mandatory Units

**H249 74 People and Society: Investigating Skills (National 4) 6 SCQF credit points**

Or

**H6NC 74 People and Society: Investigating Skills with a Scottish Context (National 4)\* 6 SCQF credit points**

And either

**H24A 74 People and Society: Comparing and Contrasting (National 4) 6 SCQF credit points**

Or

**H6ND 74 People and Society: Comparing and Contrasting with a Scottish Context (National 4)\* 6 SCQF credit points**

And either

**H24B 74 People and Society: Making Decisions (National 4) 6 SCQF credit points**

Or

**H6NE 74 People and Society: Making Decisions with a Scottish Context (National 4)\* 6 SCQF credit points**

and

**Added Value Unit:**

**H24C 74 People and Society: Assignment (National 4) 6 SCQF credit points**

This Course includes six SCQF credit points for the assessment of added value in the Added Value Unit. Further information on this Unit is provided in the Assessment section.

\*Scottish Studies Award contributing Unit: This Course Specification should be read in conjunction with the relevant Scottish Studies Unit Specification on the [Scottish Studies Award web page](#).

### Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or equivalent qualifications and/or experience:

- ◆ National 3 People and Society Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course. Further information on relevant experiences and outcomes is given in the *Course Support Notes*.

## **Progression**

This Course or its Units may provide progression to:

- ◆ other qualifications in social subjects and social science
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

## **Equality and inclusion**

This Course Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Course Support Notes*.

## **Rationale**

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

The People and Society Course builds on a wide range of experiences and outcomes and principles and practices from across several curriculum areas. Courses can be built on the foundation laid by the principles and practices and experiences and outcomes in the social studies curriculum area, as well as on aspects of health and wellbeing and religious and moral education curriculum areas.

This Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others, openness to new thinking and ideas, and a sense of responsibility and global citizenship.

Through this Course, learners are enabled to develop the four capacities in many respects. For example, learners' horizons are extended and they are challenged to look at the world in new ways. Their confidence can grow as they begin to understand more about their sense of identity and place in the world. Learners will build up a framework of knowledge and understanding from across the social subjects and social sciences which can help them develop a sense of responsible citizenship.

The investigative and critical thinking activities in this Course give learners important experience in contributing to group work and also working on their own. Learners will acquire attributes which will be important for their life and work. Through the skills and content of this Course, learners will be encouraged to develop positive attitudes to themselves and others. Learners will develop skills in working with others and in communicating, while the emphasis on using information and making decisions will develop thinking skills. Learners will have opportunities to develop skills in literacy.

## **Purpose and aims of the Course**

People and Society is a flexible and inter-disciplinary Course offering learners the opportunity to study themes, issues and topics<sup>1</sup> of interest and relevance to them. It develops a range of skills as well as knowledge and understanding of people and society from across subject disciplines, drawing on the social studies, health and wellbeing, and religious and moral education curriculum areas. Through the perspectives of inter-disciplinary study, motivating contexts for learning can span subject boundaries, allowing learners to make connections across subject disciplines. This purpose will be achieved through successful study of the Units of the Course.

Through the flexibility in this Course and its emphasis on skills development, opportunities are provided for learners to work as part of a team, take part in informed discussion, and thereby develop a respect and tolerance for the views of others as well as enhanced self-confidence. A deepening understanding of themselves and their society will help develop informed, confident and active learners, ready to make a positive contribution to society.

This Course is flexible and is designed to be appropriate and relevant to learners' needs. It offers significant opportunities for personalisation and choice. The approach taken and themes chosen for study in this Course can be drawn from a range of social subject/social science disciplines.

The main aims of this Course are to enable learners to develop:

- ◆ a range of skills which will enhance opportunities to engage positively in society
- ◆ knowledge and understanding of society and their place in it
- ◆ straightforward knowledge of key ideas from across social studies and social science disciplines
- ◆ an understanding of significant influences on society and individuals

## **Information about typical learners who might do the Course**

This Course is appropriate for a wide range of learners, from those returning to learning and wishing to achieve a broad understanding of society and their place in it, to learners who wish to progress to more specialised qualifications, training, further education or employment.

Entry to this Course is at the discretion of the centre. However, it may be beneficial for a learner studying the Course to have the skills and knowledge developed by relevant experiences and outcomes from the broad, general education or equivalent qualifications.

All Courses in this suite will take account of the needs of all learners and provide sufficient flexibility to enable learners to achieve in different ways and at a different pace.

Through the successful completion of this Course learners will develop a range of important and transferable skills including: investigating skills; using information to compare and contrast; and using information to make decisions or form judgements.

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<sup>1</sup> Throughout this document, the term 'theme' will be taken to include themes, issues and topics.

Throughout this Course they will use the perspective of different subject disciplines<sup>2</sup> to acquire a knowledge and understanding of people and society.

People and Society Units and Courses are offered from SCQF level 3 to SCQF level 4. Vertical and lateral progression is possible to more specialised study in other related qualifications, at higher SCQF levels, in the social studies, health and wellbeing, and religious and moral education suites of Courses.

The People and Society (National 4) Course provides an entry qualification for further study, employment and training. This Course is a preparation for a diverse range of occupations and careers.

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<sup>2</sup> A list of the subject disciplines which can be drawn on by People and Society Units and Courses will appear in the *Course Support Notes*.

# Course structure and conditions of award

## Course structure

The People and Society Course develops a range of cognitive skills. It encourages active learning in the process of developing an understanding of people and society. Learners will acquire and apply relevant knowledge and skills through an interdisciplinary social subjects/social sciences approach, at an appropriate level, in order to understand social themes.

This Course has four mandatory Units, including the Added Value Unit. Within each Unit there is a considerable degree of flexibility in themes which can be studied to allow personalisation and choice.

By undertaking this Course, learners will develop a range of important and transferable skills, including investigating skills; using information to compare and contrast; and using information to make decisions or form judgements. Throughout this Course they will use the perspective of different subject disciplines to acquire a knowledge and understanding of people and society.

This Course offers flexibility in which theme can be studied so that relevant contexts can provide motivating and engaging learning experiences. Themes will be studied on an inter-disciplinary basis and in relation to key ideas drawn from social subjects and social sciences. A full list of these key ideas is shown in the appendix.

Course design will be based on the following principles:

- ◆ The Course is skills-based and interdisciplinary in nature. The theme chosen in each Unit must be studied by adopting the approach of more than one social subject/social science discipline. The Course achieves coherence by adopting an overarching context or by being made up of linked Units.
- ◆ Units may be studied on a free standing basis and each (excluding the Added Value Unit) must be linked to three key ideas drawn from the social subjects/social sciences.
- ◆ When Units are taken as part of a Course, in order to provide coherence, one key idea must be common across all three Units of the Course. Two additional key ideas must be chosen for each Unit.
- ◆ The Added Value Unit must draw on at least one key idea.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

The principles above will be applied in the Units below:

### **People and Society: Investigating Skills (National 4)**

In this Unit, learners will develop a range of straightforward investigating skills, including choosing suitable sources of information for an investigation, collecting information from sources of different types, and organising information. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.

### **People and Society: Comparing and Contrasting (National 4)**

In this Unit, learners will develop straightforward skills of using information to compare and contrast. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.

### **People and Society: Making Decisions (National 4)**

In this Unit, learners will develop straightforward skills of using information to make decisions. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.

### **Added Value Unit: People and Society: Assignment (National 4)**

In this Unit, learners will choose an issue for personal study relating to at least one key idea of the Course. They will research their chosen issue and present their findings. Through this activity they will have opportunities to experience challenge and application as they further develop and apply the skills, knowledge and understanding acquired in the other three Units of the Course.

## **Conditions of award**

To achieve the National 4 People and Society Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section.

National 4 Courses are not graded.

## **Skills, knowledge and understanding**

Full skills, knowledge and understanding for the Course will be given in the *Course Support Notes*. A broad overview of the subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

This covers:

- ◆ developing and applying straightforward skills, knowledge and understanding drawn from key ideas of the Course in relation to a straightforward theme, issue or topic which learners have chosen to study, and presenting information in a range of straightforward and familiar ways
- ◆ using straightforward investigating skills, with guidance, by choosing a limited range of suitable sources of information, collecting information from a limited range of sources and organising a limited range of information
- ◆ using a limited range of sources of information to make straightforward comparisons and contrasts drawn from a familiar context
- ◆ using a limited range of sources of information to make a straightforward decision taking into account alternative viewpoints about a familiar issue or topic
- ◆ using straightforward knowledge and understanding of a range of related themes, issues and topics about people and society, to give straightforward, factual descriptions and brief explanations



Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level [www.sqa.org.uk/scqf](http://www.sqa.org.uk/scqf).

# Assessment

Further information about assessment for the Course is included in the *Course Support Notes*.

## Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on an individual Unit basis or by using other approaches which combine the assessment for more than one Unit.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

### **People and Society: Investigating Skills (National 4)**

In this Unit, the learner will be required to provide evidence of:

- ◆ ability to use a limited range of sources of information to demonstrate straightforward investigating skills by choosing suitable sources of information, collecting information from sources and organising information in a straightforward way
- ◆ using their knowledge and understanding of people and society to give straightforward, factual descriptions and brief explanations relating to a theme, issue or topic from the perspective of two social subject/social science disciplines

### **People and Society: Comparing and Contrasting (National 4)**

In this Unit, the learner will be required to provide evidence of:

- ◆ ability to use a limited range of sources of information to make straightforward comparisons and contrasts
- ◆ using their knowledge and understanding of people and society to give straightforward, factual descriptions and brief explanations relating to a theme, issue or topic from the perspective of two social subject/social science disciplines

### **People and Society: Making Decisions (National 4)**

In this Unit, the learner will be required to provide evidence of:

- ◆ ability to use a limited range of sources of information to make a straightforward decision taking into account alternative viewpoints
- ◆ using their knowledge and understanding of people and society to give straightforward, factual descriptions and brief explanations relating to a theme, issue or topic from the perspective of two social subject/social science disciplines

## Added Value Unit

Courses from National 4 to Advanced Higher include assessment of [added value](#)<sup>3</sup>. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the National 4 People and Society Course, the Added Value Unit will focus on:

- ◆ challenge
- ◆ application

The learner will extend and apply the knowledge and skills they have acquired during the Course. This will be assessed by an assignment, in which learners will research and present findings on a topic drawn from the key ideas of the Course. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

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<sup>3</sup> Definitions can be found here: [www.sqa.org.uk/sqa/58409.html](http://www.sqa.org.uk/sqa/58409.html)

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## **4 Employability, enterprise and citizenship**

- 4.6 Citizenship

## **5 Thinking skills**

- 5.2 Understanding
- 5.3 Applying

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

# Appendix

Key ideas	
behaviour	ethics
beliefs	heritage
cause	identity
change	interdependence
citizenship	need
conflict	power
consequence	responsibilities
co-operation	rights
culture	similarity
difference	society
diversity	technology
environment	values
equality	

# Administrative information

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Clarification of wording under 'Course structure' regarding how Units should be studied; changes made under 'Unit assessment' ('at least two' changed to 'a limited range of')	Qualifications Development Manager	June 2013
	1.2	Scottish Studies Award Unit contributing information added. No other changes made to document content.	Qualifications Manager	September 2014

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.

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