National 2 Social Subjects Course Support Notes

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 2 Social Subjects Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification* and the *Unit Specifications* for the Units in the Course.

General guidance on the Course

Aims

The aims of the Course are to enable learners to develop skills in:

♦ making a decision
♦ making a contrast
♦ collecting and using information
♦ organising and communicating information
♦ showing knowledge and understanding of contexts from the social subjects and/or religious and moral education curriculum areas

The Course also develops a range of skills for learning, skills for life and skills for work. These skills could include the development of numeracy, language and communication, problem solving, reflective skills and ICT skills.

Progression into this Course

Entry to this Course is at the discretion of the centre.

Experiences and outcomes

Experiences and outcomes from the early and first level of the Social Studies and Religious and Moral Education curriculum areas may provide an appropriate basis for undertaking this Course.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course. Some Units may offer more opportunities than others for the development of skills, knowledge and understanding. The table below shows where there are opportunities to develop these within the individual Units.

Mandatory skills and knowledge	Making a Decision	Making a Contrast	Organising and Communicating Information
Making a decision	✔	✓	✓
Making a contrast	✓	✔	
Collecting and using different sources of information	✔	✔	✔
Organising information	✓	✓	✔
Communicating information	✓	✓	✔
Developing basic knowledge and understanding within the context of social subjects (Geography, History, Modern Studies, Classical Studies) and/or religious and moral education	✔	✔	✓

✔ Main focus of Unit
✓ Opportunity to reinforce skills, knowledge and understanding

Progression from this Course

This Course may provide progression to:

♦ Social Subjects Courses at National 3
♦ Religion, Belief and Values Award at National 3
♦ Personal Achievement Award at National 2
♦ further study, employment and/or training

Progression to Social Subjects Courses at National 3 is likely to depend to a large extent on the contexts studied by learners when undertaking the Social Subjects Course at National 2. Consequently, centres are encouraged to consider the progression routes available to their learners within their respective centres before planning the Social Subjects Course at National 2.

The diagram below shows the Social Subjects Courses and the Religion, Belief and Values Award at National 3 which could provide opportunities for progression.
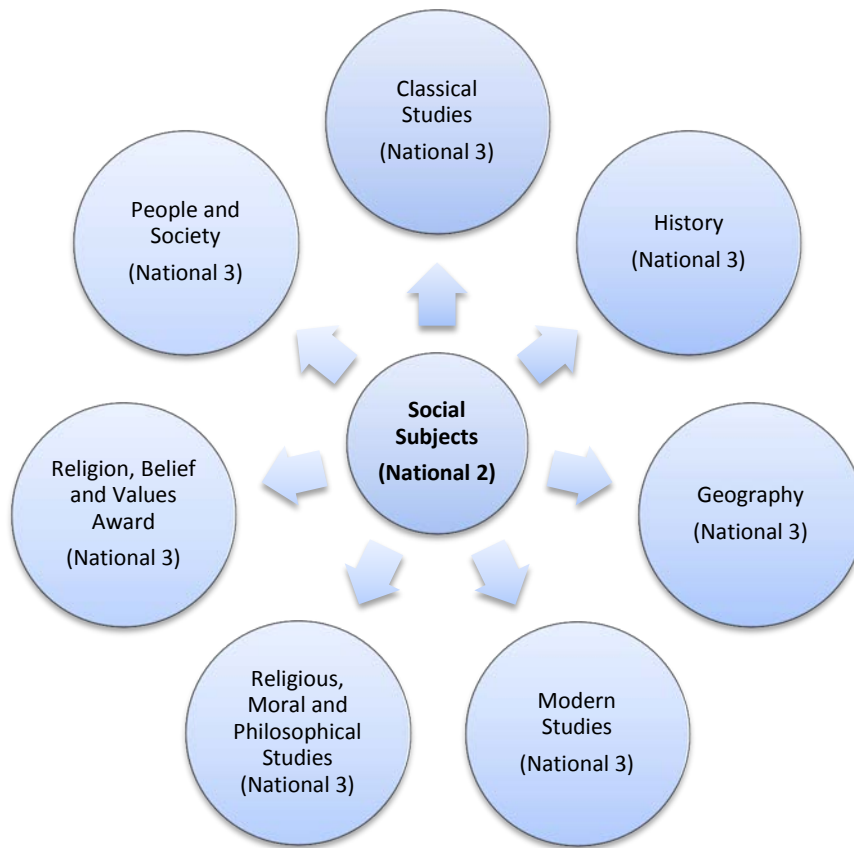
Further details about these Courses, the National 3 Religion, Belief and Values Award and the National 2 Personal Achievement Award can be found on the SQA website.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

Relationships between National 3 and National 2 Units
Some National 3 Units can substitute for the National 2 Units and so contribute to the Course Award.

The following table shows the relationships between these National 3 and National 2 Units.

National 2 Unit Title	Substitute Unit from National 3
Making a Decision	People and Society: Making Decisions
Making a Contrast	People and Society: Comparing and Contrasting

Alternatively, a National 3 Unit may provide some evidence which can be used for a National 2 Unit but cannot be a substitute for it. Where this occurs, teachers /lecturers should refer to the Outcomes and Assessment Standards of the National 2 Unit to determine what additional evidence is required.

Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching which can be used for any of the component Units within the Course.

Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

The skills-based focus of the Course readily lends itself to a variety of approaches to learning and teaching which reflect those used within broad general education and the values and principles of Curriculum for Excellence.

Learning should, where possible, be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

The distribution of time between the various Units is a matter of professional judgement and is entirely at the discretion of the centre. Each Unit is likely to require an approximately equal time allocation, although this may depend on the learners' prior learning in the different topic areas, learning and teaching methods adopted and the design of the Course.

Sequencing and integration of Units
The three mandatory Units can be taught individually in any order or integrated to form different types of Courses.

Sequencing and integration of the delivery and assessment of the Units within the Course is at the discretion of the centre.

Examples of ways in which these Units can be developed within each single social subject or integrated across social subjects by studying a theme or topic are shown in the following tables.

Example 1: single social subject approach

Single social subject approach	Units		
	Making a Decision	**Making a Contrast**	**Organising and Communicating Information**
Geography	Learners find out about the climate where they live and the climate of a Mediterranean country. They are asked to make a decision identifying the climate in which they would prefer to live.	Learners find out about water in the developed and developing world. They are asked to make a contrast about the use of water in the developed and in the developing world.	For any of these Courses, learners are asked to organise and communicate information from one or both of the other Units. Or alternatively, they can organise and communicate information about another area of study within the chosen Social Subject.
History	Learners find out about the Highland Clearances. They make a decision about whether or not it was right for landowners to evict tenants.	Learners learn about the Highland Clearances. They make a contrast between what it may have been like to have been a crofter during those times and with being a crofter in the present day.	
Modern Studies	Learners find out about care provision for the elderly. They make a decision about whether sheltered housing or a residential care home is more appropriate for an elderly person.	Learners investigate the role of a housing association in improving a community and contrast 'before and after' improvements such as new/renovated houses and leisure facilities.	

	Making a Decision	Making a Contrast
Classical Studies	Learners find out about Hadrian's Wall (mainly made from stone) and the Antonine Wall (mainly made from turf). They are asked to make a decision about why one wall lasted longer and also to explain why.	Learners find out about Hadrian's Wall and the Antonine Wall. They are asked to make a contrast between the two walls.
RME	Learners find out about religious festivals. They are asked to make a decision about a religious festival which they would like to attend and to explain why.	Learners find out about an aspect of two quite different world religions eg religious ceremonies or beliefs about the after-life. They are asked to make a contrast between the chosen aspect of the two religions.

Example 2: themed approach

Theme approach — my local community		
Making a Decision	**Making a Contrast**	**Organising and Communicating Information**
Learners find out basic knowledge about their local community. They are asked to make a decision about one thing which they would like to change.	Learners find out basic knowledge about their local community in the past. They examine the changes that have taken place and make a contrast between life in their community now and with a time in the past.	Learners organise and communicate this information.
Theme approach — the Second World War and how it affected my local community		
Making a Decision	**Making a Contrast**	**Organising and Communicating Information**
Learners choose to study the impact that war had on their local community. They choose a local person who has a connection with the War and research their connection to it. Learners make a decision about one aspect of the war.	Learners contrast the lives of ordinary people before, during and after the War. They examine the changes that took place and make a contrast between life in their community before, during and after the War.	Learners collate information & present this information through various media to members of their community.

Another approach would be to use each Unit for the teaching of a different social subject, as shown below. This approach could be used by centres that prefer to organise their Courses on a block study pattern.

Using a different social subjects context for each Unit		
Making a Decision	**Making a Contrast**	**Organising and Communicating Information**
Geography Context	**History Context**	**Classical Studies Context**
Learners find out about the climate where they live and the climate of a Mediterranean country. They are asked to make a decision identifying the climate in which they would prefer to live.	Learners find out about the social history of their community by meeting and talking to older people from within their community. They make a contrast between what it is like to be a teenager in present times and what it would have been like to have been a teenager 60/70 years ago.	Learners find out about Roman times and organise and communicate this information.

Possible approaches to learning and teaching

As far as possible, teachers/lecturers should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating. Learners will be motivated by, for example, making personal choices about different contexts and choosing how to communicate information which they have collected and organised.

Teachers/lecturers should familiarise themselves with the Outcomes and share these and the Assessment Standards with learners.

When developing learning and teaching activities, teachers/lecturers should consider the range of resources and staff expertise available within the centre together with the range of possible contexts for learning.

Approaches adopted to deliver the Course and the Units should provide a supportive learning environment to enable the learner to achieve their potential. This supportive environment could, for example, include learning and teaching approaches which are appropriately paced and which actively involve learners in their own learning. Wherever possible, learning should be contextualised and connected in order to optimise successful learning outcomes. Assessment should support learning.

To support learning and teaching approaches, teachers/lecturers should also consider the use of resources and activities which help to enhance the learning experience. These might include, for example:

♦ the use of visual recording and photographing to record learning
♦ the use of DVDs, television, guest speakers and external visits to develop learners' knowledge and understanding of a range of contexts
♦ e-resources and ICT to support learning (eg predictive text and spell checkers to support writing, read-out-loud tools, worldwide web, computer games, live cam and internet voice calls)
♦ drama/role playing to develop learners' understanding
♦ learner journals to record progress and evidence
♦ newspapers, posters and wall displays created by learners to demonstrate their knowledge and understanding

♦ presentation at assembly or to peers to demonstrate learner's knowledge and understanding and to develop their confidence and resilience

Specific examples of learning and teaching contexts that could be used for the Units within this Course can be found in the *Unit Support Notes*.

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

For this Course, it is expected that the following skills for learning, skills for life and skills for work will be developed.

Skills for learning, skills for life and skills for work	
1 Literacy	
1.1 Reading By 'reading' we mean the ability to understand and interpret ideas, opinions and information presented in texts, for a purpose and within a context. It includes handling information to make reasoned and informed decisions.	Wherever possible, learners should be given an opportunity to interpret ideas, opinions and information presented in texts and to organise that information. For example, interpreting time lines and reading propaganda used during World Wars I and II in History, graphs in Geography, basic statistics in Modern Studies.
5 Thinking skills	
5.3 Applying Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.	Learners should be given an opportunity to apply the skills, knowledge and understanding they have developed by making decisions, making contrasts and by organising information.

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There may also be further opportunities for the development of additional skills for learning, skills for life and skills for work in the delivery of this Course, for example, 'listening and talking', which would provide learners with opportunities to develop further their communication skills. Understandably the development of additional skills may vary across centres depending on approaches being used to deliver the Course. Decisions regarding development opportunities will be made by teachers and Centres.

Approaches to assessment

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

Assessment strategies and methods
The purpose of this section is to give Course-specific advice on approaches to assessment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the Unit Specifications. To achieve the National 2 Social Subjects Course, learners must pass all of the required Units.

At SCQF level 2, it is anticipated that most evidence for assessment purposes will be gathered on a naturally occurring, on-going basis, rather than from more formal assessment methods. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation. Consequently, it is anticipated that assessments will be integrated with the approaches to learning and teaching adopted for the complete Course. Centres are encouraged to consider at the outset the approaches to be adopted for the gathering of evidence for each Outcome.

Naturally occurring evidence can be gathered in a variety of ways. Examples might include:

♦ observation during an activity (using an observation checklist, visual recording, photography or equivalent)
♦ peer assessment during and after preparing for an activity (this could include peer review and peer moderation)
♦ oral questioning during and on completion of an activity (for example, using a recording or transcript as evidence)
♦ learning and teaching activities which provide naturally occurring opportunities for assessment (for example, demonstration of skills, knowledge and understanding during the learning process)
♦ visual recording or photographing the learner's activities (both within and outwith the centre)
♦ self-assessment by using 'Assessment is for Learning' strategies
♦ learner diary or journal that enables the learner to record evidence as it occurs naturally

Examples of naturally occurring evidence for each Assessment Standard are provided in the following table.

Outcomes	Assessment Standards	Examples of Evidence
The learner will collect information about a context which allows a contrast to be made by:	collecting information from two different sources	Evidence is required of two different sources of information. This information could be from written texts, recorded oral evidence or sourced from the internet. Examples of evidence could include: checklist, retained folio work or their equivalent.
	selecting two important pieces of information from each source	
The learner will make a contrast based on the important pieces of information selected by:	identifying one significant feature from each important piece of information	Examples of evidence could include: a table (to support the learner in identifying similarities and differences in order to make a contrast), a checklist, retained folio work or their equivalent.
	identifying any similarities between these features	
	identifying any differences between these features in order to make a contrast	
The learner will collect information about a context in order to make a decision by:	collecting information from two different sources	Examples could include: evidence within a folio or learning journal or their equivalent. The key pieces of information could be from timelines or graphs.
	selecting two key pieces or important pieces of information from each source	
The learner will make a decision using the key or important pieces of information linked to the chosen context by:	describing the decision which has to be made	The learner could provide a short written response. Alternatively, evidence could be selected from work undertaken during study.
	Identifying information which will help make the decision	Evidence could take the form of retained folio work, short written responses, recorded responses, checklists or their equivalent.
	making the decision	
The learner will organise information by:	gathering information about a context	Examples of evidence of gathering, organising and selecting information could include: a checklist, retained folio work, short written responses or their equivalent.
	organising key information about the context	
The learner will communicate information by:	selecting a method to communicate the key information	

	giving a reason for selecting this method	Evidence of communicating information could take the form of an audio recording, poster, short ICT presentation, short talk or their equivalent.
	communicating the key information about the context	

Centres are encouraged to develop criteria for success which focus on small, well defined steps in learning. In this way, the learner is more likely to achieve success in the Course and in any subsequent learning.

Authentication

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher / lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment.*

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

♦ inform learners of their progress
♦ identify where further consolidation is required
♦ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials which reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels, and learners should be given as much support as they need to engage with learning, teaching and assessment activities while maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

♦ allowing extra time to complete activities
♦ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader or scribe as appropriate)
♦ the use of specialised and adapted equipment
♦ the use of ICT and other assistive technologies

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Some suggested resources

Suggested organisation (all available via the internet)	Possible resources or support materials
Education Scotland	Wide range of curricular materials. Assessment for Learning information.
News from the Scottish government	Wide range of material — mainly relating to modern studies
Holocaust Education — School and Homework	World War information and activity packs — information free
Glasgow Life	Wide range of materials about life in Glasgow
Citizenship Foundation	Wide range of materials about citizenship
National Library of Scotland	Wide range of historical material
SCRAN	Wide range of historical material
BBC Education	Range of resources
BBC Weather Centre Met Office Climate information World climate/satellite images	Information about UK and world's weather
Christian Aid Oxfam Tearfund Unicef	Information about the work of a range of charities
WWF Global Network	Information about the environment.
Visit Scotland Virtual Edinburgh Virtual Glasgow	Tourist information about Scotland

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
♦ Building the Curriculum 4: Skills for learning, skills for life and skills for work
♦ Building the Curriculum 5: A framework for assessment
♦ Course Specifications
♦ Design Principles for National Courses
♦ Guide to Assessment (June 2008)
♦ Overview of Qualification Reports
♦ Principles and practice papers for curriculum areas
♦ SCQF Handbook: User Guide (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
♦ SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work
♦ Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

Unit Support Notes — Social Subjects: Making a Decision (National 2)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Social Subjects: Making a Decision (*National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the Unit Specification
♦ the Course Specification
♦ the Course Support Notes
♦ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to enable the learner to make a decision about a context within the social subjects (Geography, History, Modern Studies, Classical Studies) and/or religious and moral education curriculum areas. The learner will make a decision based on the context studied. This might, for example, be whether or not they would like to have lived in Roman times. Throughout the decision making process, learners will develop an understanding about collecting information from a variety of sources.

In addition the following skills for learning, skills for life and skills for work will be developed in this Unit: literacy and thinking skills.

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

This Unit may also be appropriate for learners who have successfully completed RMPS Units and/or Personal Achievement Units at SCQF level 1. Entry to this Unit is at the discretion of the centre.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Social Subjects *Course Support Notes.*

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Content and contexts which are used in the teaching of this Unit are at the discretion of the centre. Contents and contexts, should, however provide evidence of all Outcomes and Assessment Standards contained within the Unit.

Progression from this Unit

This Unit may provide progression to:

♦ People and Society: Making Decisions (National 3) Unit
♦ further study, employment and/or training

Further information about this Unit can be found on SQA's website.

Further study, employment and/or training
Learners may progress to other Courses at the same or higher levels in further education. The nature of this progression will depend on the individual needs of the learner.

Other learners may progress into training or employment where they may have opportunities to develop further their skills for learning, skills for life and skills for work through the completion of other related Courses and their associated Units.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment.

The *Course Support Notes* provide generic advice on approaches to learning, teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is recommended that the *Course Support Notes* are read before delivering this Unit.

The Making a Decision Unit consists of two Outcomes which are integrated. Outcome 2 builds on Outcome 1.

There is no specific amount of time set aside for the delivery of each Outcome. The timing of the Unit is likely to depend on the needs of the learners and their prior skills, knowledge and understanding.

A variety of learning and teaching approaches may be used to deliver the Unit. For example, photo discussions, visits to museums and role play workshops.

Two examples of ways in which this Unit could be developed are provided in the following tables. These are just examples and centres are encouraged to personalise the Unit for their own particular group or groups of learners.

Example 1: Women's lives in two different countries	
Outcomes and Assessment Standards	**Suggested learning and teaching approaches**
Outcome 1 *The learner will collect information about a context in order to make a decision by:* ♦ collecting information from two different sources ♦ selecting two key pieces or important pieces of information from each source	Learners study a series of photographs showing women's lives in two different countries. Learners read short adapted texts about women's lives in two different countries. Learners select information about women's work and fashion in the two different countries from the two sources provided.
Outcome 2 *The learner will make a decision using the key pieces or important pieces of information linked to the chosen context by:* ♦ describing the decision which has to be made ♦ identifying information which will help make the decision ♦ making the decision	Learners describe the decision which has to be made, eg which women's fashion they prefer. Learners list or discuss with a peer the information which will help them to make this decision. Learners make the decision and record the decision for evidence purposes.

Example 2: China	
Outcomes and Assessment Standards	**Suggested learning and teaching approaches**
Outcome 1 *The learner will collect information about a context in order to make a decision by:* ♦ collecting information from two different sources ♦ selecting two key pieces or important pieces of information from each source	Learners are divided into two groups. Group A learn about village life for Chinese peasants and how their life is changing. Group B learn about life in Chinese cities for Chinese migrant workers. Learners from both groups share their information. Information could be sourced from short video online clips (BBC China Stories), adapted texts, photo discussions, basic statistics (eg one or two graphs or tables) or a guest speaker.
Outcome 2 *The learner will make a decision using the key pieces or important pieces of information linked to the chosen context by:* ♦ describing the decision which has to be made ♦ identifying information which will help make the decision ♦ making the decision	A decision could be whether or not a Chinese family should leave their village to live and work in a city. The advantages and disadvantages could also be discussed in groups.

To support learning and teaching approaches, teachers/lecturers should also consider the use of resources and activities which could enhance the learning experience. These might include, for example:

♦ the use of visual recordings and cameras to record learning
♦ the use of DVDs, television, guest speakers and external visits to develop learners' knowledge and understanding of a range of contexts
♦ e-resources and ICT to support learning (eg predictive text and spell checkers to support writing, read out loud tools, worldwide web and computer games)
♦ drama/role playing to develop learners' understanding
♦ learner journals to record progress and evidence
♦ newspapers, posters and wall displays created by learners to demonstrate their knowledge and understanding
♦ presentation at assembly or to peers to demonstrate learner's knowledge and understanding and to develop their confidence and resilience

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements shown in the Unit Specification.

To achieve the National 2 Making a Decision Unit, learners must pass the two required Outcomes.

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting either completely or partially the learning Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation.

Examples of evidence for each Assessment Standard are provided in the following table. Evidence can be in the form of logs, checklists, written or oral responses or their equivalent.

Outcomes	Assessment Standards	Evidence
The learner will collect information about a chosen context by:	collecting information from two different sources	Evidence contained within folio or learning journal and showing information collected as well as key pieces of information selected from two different sources. The key pieces of information could be from timelines, graphs, photos, short texts, websites, tables, video clips, interviews or a questionnaire.
	selecting two key pieces or important pieces of information from each source	
The learner will make a decision using the key pieces or important pieces of information linked to the chosen context by:	describing the decision which has to be made	Simple statement identifying decision to be made.
	identifying information which will help make the decision	Evidence of a learner identifying information to help make a decision and of the decision which has been made. Evidence could take the form of retained folio work, short written responses, recorded responses, checklists or their equivalent.
	making the decision	

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment.*

It is important that teachers/lecturers track and keep accurate records of their assessment evidence in order to:

♦ inform learners of their progress
♦ identify where further consolidation is required
♦ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant Course Support Notes.

There may also be further opportunities for the development of additional skills for learning, skills for life and skills for work in the delivery of this Unit. For example, "Listening and Talking" which would provide learners with opportunities to develop further their communication skills.

Equality and inclusion

It is expected that learners will initially require to be provided with a high degree of teacher/lecturer assistance. At the same time, however, in order for learners to develop confidence and independence it is important that teachers and/or lecturers routinely review this assistance.

The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of reasonable adjustments for this Unit might include:

♦ extra time
♦ reader
♦ scribe
♦ transcription with/without correction
♦ use of ICT (assistive technologies) and use of adapted equipment
♦ prompts

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: http://www.sqa.org.uk/sqa/14976.html
♦ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
♦ *Building the Curriculum 5: A framework for assessment*
♦ Course Specifications
♦ Design Principles for National Courses
♦ *Guide to Assessment* (June 2008)
♦ Overview of Qualification Reports
♦ *Overview of Qualification Reports*
♦ *Principles and practice papers for curriculum areas*
♦ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
♦ *Coursework Authenticity — a Guide for Teachers and Lecturers*
♦ *SCQF Handbook: User Guide* (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
♦ SQA Guidelines on e-assessment for Schools
♦ SQA Guidelines on Online Assessment for Further Education
♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

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History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website (**www.sqa.org.uk**) to ensure you are using the most up-to-date version.

Unit Support Notes — Social Subjects: Making a Contrast (National 2)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Social Subjects: Making a Contrast* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the *Unit Specification*
♦ the *Course Specification*
♦ the *Course Support Notes*
♦ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to enable learners to make a contrast between different features of a context within the social subjects (Geography, History, Modern Studies, Classical Studies) and/or religious and moral education curriculum areas. For example, contrasts might be between town and country, rich and poor, religious festivals, and past and present day comparisons.

In addition the following skills for learning, skills for life and skills for work will be developed in this Unit: literacy and thinking skills**.**

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

This Unit may also be appropriate for learners who have successfully completed RMPS Units and/or Personal Achievement Units at SCQF level 1. Entry to this Unit is at the discretion of the centre.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Social Subjects Course Support Notes.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Content and contexts which are used in the teaching of this Unit are at the discretion of the centre. Contents and contexts, should, however provide evidence of all Outcomes and Assessment Standards contained within the Unit.

Progression from this Unit

This Unit may provide progression to:

♦ People and Society: Comparing and Contrasting Unit at National 3
♦ further study, employment and/or training

Further information about this Unit can be found on SQA's website.

Further study, employment and/or training
Learners may progress to other Courses at the same or higher levels in further education. The nature of this progression will depend on the individual needs of the learner.

Other learners may progress into training or employment where they may have opportunities to develop further their skills for learning, skills for life and skills for work through the completion of Courses and their associated Units.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment.

The *Course Support Notes* provide generic advice on approaches to learning, teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is recommended that the *Course Support Notes* are read before delivering this Unit.

The Making a Contrast Unit consists of two Outcomes which are integrated. Outcome 2 builds on Outcome 1.

There is no specific amount of time set aside for the delivery of each Outcome. The timing of the Unit is likely to depend on the needs of the learners and their prior skills, knowledge and understanding.

A variety of learning and teaching approaches may be used to deliver the Unit. For example, photo discussions, visits to museums, role play or workshops.

Two examples of ways in which this Unit could be developed are provided in the following tables. These are just examples and centres are encouraged to personalise the Unit for their own particular group or groups of learners.

Example 1: A young asylum seeker	
Outcomes and Assessment Standards	**Suggested learning and teaching approaches**
Outcome 1 *The learner will collect information about a chosen context which allows a contrast to be made by:* ♦ collecting information from two different sources ♦ selecting two important pieces of information from each source	Learners find out about the life of a young asylum seeker living in Scotland. Learners are asked to find out about the life of the young person before moving to Scotland and to make a contrast between the young person's former life and with their present life in their new homeland. Sources of information to support learners could include: short video online clips, adapted texts, photo discussions, witness testimony or a guest speaker.
Outcome 2 *The learner will make a contrast based on the important pieces of information selected by:* ♦ identifying one significant feature from each important piece of information ♦ identifying any	Clear contrasts could be made between the security, poverty, freedoms and education experienced by the young person in his former homeland with his present life in Scotland.

Example 2: Living in Scotland	
Outcomes and Assessment Standards	**Suggested learning and teaching approaches**
Outcome 1 *The learner will collect information about a chosen context which allows a contrast to be made by:* ♦ collecting information from two different sources ♦ selecting two important pieces of information from each source	Learners find out about living in another area of Scotland and contrast it with their own. For example, contrasting living in one of Scotland's cities with living in a remote location on an island or in the Scottish highlands. Sources of information to support learners could include: short video online clips, adapted texts, photo discussions, witness testimony, visits to museums or guest speakers. Clear contrasts could be made between weather, transport links, work opportunities, things to do or history.
Outcome 2 *The learner will make a contrast based on the important pieces of information selected by:* ♦ identifying one significant feature from each important piece of information ♦ identifying any similarities between these features ♦ identifying any differences between these features in order to make a contrast	

similarities between these features ♦ identifying any differences between these features in order to make a contrast	

To support learning and teaching approaches, teachers/lecturers should also consider the use of resources and activities which could enhance the learning experience. These might include, for example:

♦ the use of visual recordings and cameras to record learning
♦ the use of DVDs, television, guest speakers and external visits to develop learners' knowledge and understanding of a range of contexts
♦ e-resources and ICT to support learning (eg predictive text and spell checkers to support writing, read out loud tools, worldwide web and computer games)
♦ drama/role playing to develop learners' understanding

- learner journals to record progress and evidence
- newspapers, posters and wall displays created by learners to demonstrate their knowledge and understanding
- presentation at assembly or to peers to demonstrate learner's knowledge and understanding and to develop their confidence and resilience

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements shown in the Unit Specification.

To achieve the Making a Contrast (National 2) Unit, learners must pass all of the required Outcomes.

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting either completely or partially the learning Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation.

Examples of evidence for each Assessment Standard are provided in the following table. Evidence can be in the form of logs, checklists, written or oral responses or their equivalent.

Outcomes	Assessment Standards	Examples of evidence
The learner will collect information about a chosen context which allows a contrast to be made by:	collecting information from two different sources	Evidence contained within folio or learning journal and showing information collected as well as important pieces of information selected from a chosen context. The important pieces of information could be from timelines, graphs, photos, short texts, websites, tables, video clips, interviews or a questionnaire. A checklist could also be used.
	selecting two important pieces of information from each source	
The learner will make a contrast based on the important pieces of information selected by:	identifying one significant feature from each important piece of information	Simple statement identifying one significant feature from each important piece of information. This could be in the form of a written or oral response, a videoed conversation or their equivalent.
	identifying any similarities between these features	Evidence of learner identifying similarities and identifying any differences in order to make a contrast. Evidence should also show the contrast which has been made. Evidence could take the form of short written responses, recorded oral responses, poster or their equivalent.
	identifying any differences between these features in order to make a contrast	

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher / lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment.*

It is important that teachers/lecturers track and keep accurate records of their assessment evidence in order to:

♦ inform learners of their progress
♦ identify where further consolidation is required
♦ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant Course Support Notes.

There may also be further opportunities for the development of additional skills for learning, skills for life and skills for work in the delivery of this Unit — for example, 'listening and talking', which would provide learners with opportunities to develop further their communication skills.

Equality and inclusion

It is expected that learners will initially require to be provided with a high degree of teacher/lecturer assistance. At the same time, however, in order for learners to develop confidence and independence it is important that teachers and/or lecturers routinely review this assistance.

The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of reasonable adjustments for this Unit might include:

♦ extra time
♦ reader
♦ scribe
♦ transcription with/without correction
♦ use of ICT (assistive technologies) and use of adapted equipment
♦ prompts

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: http://www.sqa.org.uk/sqa/14976.html
- *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
- *Building the Curriculum 5: A framework for assessment*
- Course Specifications
- Design Principles for National Courses
- *Guide to Assessment* (June 2008)
- Overview of Qualification Reports
- *Overview of Qualification Reports*
- *Principles and practice papers for curriculum areas*
- *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- *Coursework Authenticity — a Guide for Teachers and Lecturers*
- *SCQF Handbook: User Guide* (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
- *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
- SQA Guidelines on e-assessment for Schools
- SQA Guidelines on Online Assessment for Further Education
- SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

Unit Support Notes — Social Subjects: Organising and Communicating Information (National 2)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Social Subjects: Organising and Communicating Information* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- the *Unit Specification*
- the *Course Specification*
- the *Course Support Notes*
- appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to enable learners to organise and communicate information about a context they have studied within the social subjects (Geography, History, Modern Studies, and Classical Studies) and/or religious and moral education curriculum areas. The form of communication used may vary according to personal choice and the availability of resources. Examples of forms of communication may include: a poster, a sequence of photographs, a wall display, an aural recording or short film.

In addition the following skills for learning, skills for life and skills for work will be developed in this Unit: literacy and thinking skills**.**

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Social Subjects *Course Support Notes.*

Content and contexts which are used in the teaching of this Unit are at the discretion of the centre. Contents and contexts, must, however provide evidence of all Outcomes and the Assessment Standards in the Unit.

Progression from this Unit

This Unit may provide progression to:

♦ Multimedia Applications at National 2
♦ Working with Digital Images at National 2
♦ further study, employment and/or training

Further information about these Units can be found on SQA's website.

Further study, employment and/or training
Learners may progress to other Courses at the same or higher levels in further education. The nature of this progression will depend on the individual needs of the learner.

Other learners may progress into training or employment where they may have opportunities to develop further their skills for learning, skills for life and skills for work through the completion of Courses and their associated Units.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment.

The *Course Support Notes* provide generic advice on approaches to learning, teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is recommended that the *Course Support Notes* are read before delivering this Unit.

The Organising and Communicating Information Unit consists of two Outcomes which are integrated. Outcome 2 builds on Outcome 1.

There is no specific amount of time set aside for the delivery of each Outcome. The timing of the Unit is likely to depend on the needs of the learners and their prior skills, knowledge and understanding.

A variety of learning and teaching approaches may be used to deliver the Unit.

An example of how this Unit could be developed is provided in the following table. Centres are encouraged to personalise the Unit for their own particular group or groups of learners.

Example of learning and teaching approaches	
Outcomes and Assessment Standards	**Suggested learning and teaching approaches**
Outcome 1 *The learner will organise information by:* ♦ gathering information about a context ♦ organising key information about the context	Learners brainstorm possible sources of information about a given topic and make a mind map briefly describing these possible sources. Learners choose a limited number of methods of gathering information (eg from websites; making a visit where visual recordings/ photographs can be taken; viewing a relevant documentary or interviewing a person in the community). Learners organise key information about the context. A folio could be kept online and/or in a paper version in order to organise these activities.
Outcome 2 *The learner will communicate information by:* ♦ selecting a method to communicate the key information ♦ giving a reason for selecting this method ♦ communicating the key information about the context	Through demonstration and discussion learners consider a method to communicate key information (eg a short talk, poster display, presentation on computer). Learners select a method of communicating key information by considering the advantages and disadvantages of different methods. Learners give a reason for selecting a particular method and communicate the key information about a context by using the method chosen.

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements shown in the Unit Specification.

To achieve the National 2 Organising and Communicating Information Unit, learners must pass the two required Outcomes.

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting either completely or partially the learning Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation.

Examples of naturally occurring evidence for each Assessment Standard are provided in the following table.

Evidence of organising information can be in the form of logs, checklists or their equivalent. Evidence of communicating information may include: a poster, a sequence of photographs, a wall display, an oral recording, a very short film, or their equivalent.

Outcomes	Assessment Standards	Examples of evidence
The learner will organise information by:	gathering information about a context	Photos, video footage, cartoons, pages from websites, interview (audio/ transcript). A checklist or its equivalent could be used to keep track of information gathered/organised and provided as evidence.
	organising key information about the context	
The learner will communicate information by:	selecting a method to communicate the key information	Short written/scribed statement perhaps in a grid format providing evidence of method selected and reason for selecting this method.
	giving a reason for selecting this method	
	communicating the key information about the context	Short production in form of video, poster, computer presentation or their equivalent.

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment.*

It is important that teachers/lecturers track and keep accurate records of their assessment evidence in order to:

♦ inform learners of their progress
♦ identify where further consolidation is required
♦ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant Course Support Notes.

There may also be further opportunities for the development of additional skills for learning, skills for life and skills for work in the delivery of this Unit — for example, 'listening and talking', which would provide learners with opportunities to develop further their communication skills.

Equality and inclusion

It is expected that learners will initially require to be provided with a high degree of teacher/lecturer assistance. At the same time, however, in order for learners to develop confidence and independence it is important that teachers and/or lecturers routinely review this assistance.

The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of reasonable adjustments for this Unit might include:

♦ extra time
♦ reader
♦ scribe
♦ transcription with/without correction
♦ use of ICT (assistive technologies) and use of adapted equipment
♦ practical help
♦ prompts
♦ use of audio equipment
♦ braille texts if required
♦ larger text if required

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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- Course Specifications
- Design Principles for National Courses
- *Guide to Assessment* (June 2008)
- Overview of Qualification Reports
- *Overview of Qualification Reports*
- *Principles and practice papers for curriculum areas*
- *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- *Coursework Authenticity — a Guide for Teachers and Lecturers*
- *SCQF Handbook: User Guide* (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
- *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
- SQA Guidelines on e-assessment for Schools
- SQA Guidelines on Online Assessment for Further Education
- SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date