

# **National 3 Modern Studies Course Support Notes**



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

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 3 Modern Studies 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 purpose of this Course is to develop knowledge and understanding of contemporary political, social and international issues. The Course will develop a range of evaluating and research skills. Learners will acquire an understanding and respect for human rights and responsibilities, democracy and the role of government, social issues and the ways in which societies deal with conflict.

The Course contributes to general education and the wider curriculum. It will help create informed and active citizens by helping learners to develop a greater understanding of democratic political and social institutions and processes. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life

## **Progression into this Course**

Entry to this Course is at the discretion of the centre. Learners will require appropriate literacy and numeracy skills in order to undertake the requirements of this Course.

Learners who have completed relevant Curriculum for Excellence experiences and outcomes will find these an appropriate basis for doing the Course.

In this Course the experiences and outcomes for Social Studies: People in society, economy and business may provide an appropriate basis for entry to the Course. It should be noted that, although these experiences and outcomes provide a general background which is relevant to this Course, there is no direct match between the experiences and outcomes and the requirements of this Course.

Learners may also have relevant skills and knowledge gained through other education systems or from their own interests and informal learning. When considering whether this Course is appropriate for a particular learner teachers/lecturers should refer to the skills, knowledge and understanding described below, and the Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

## 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.

Teachers and lecturers should refer to the National 3 Modern Studies *Course Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

Within this mandatory specification, Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their learners, offering both breadth and depth.

The mandatory skills and knowledge will be developed throughout the Course. The table below shows where there are significant opportunities to develop these in the individual Units.

Mandatory Skills and Knowledge	Democracy in Scotland and the UK	Social Issues in the UK	International Issues
identify and explain accuracy and bias	✓	✓	✓
make and justify decisions	✓	✓	✓
draw and support valid conclusions	✓	✓	✓
knowledge and understanding of the main features of democracy	✓		✓
knowledge and understanding of the main features of a major social issue		✓	✓
knowledge and understanding of the main features of an international issue	✓	✓	✓

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

## Progression from this Course

This Course may provide progression to Units or Courses in related social subjects in school and further education contexts. In particular it provides progression to Modern Studies at National 4.

# Hierarchies

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

Modern Studies Units and Courses are offered from SCQF level 3 to SCQF level 7. Vertical progression is possible through the levels of Modern Studies qualifications and lateral progression is possible to other qualifications in the Social Studies suite of Courses.

The Units have been written in a hierarchical format, to facilitate multi-level delivery, allow for learners to achieve at their highest level and allow for achievement at a lower level, if necessary. This has been accompanied with considerable flexibility in topics and contexts for learning, to facilitate personalisation and choice for learners and centres. Through all of the Units of the Course there are options and choices of contexts for learning to allow for new and stimulating contexts for learning to be built into Courses.

The hierarchical nature of Modern Studies Courses and Units allows the delivery of National 3 and National 4 together. Teachers/lecturers will wish to consider how best to ensure all learners are able to work to their full potential. The choice of appropriate case studies and examples, the use of group work, the use of language and terminology appropriate to the level and flexibility in the method of presentation are all approaches which may differentiate tasks. The degree of choice and flexibility within the Course allows for new areas of study for learners who progress from one level to another and ensures that learners are not required to repeat content from one level to the next. Differentiation can be achieved through the use of more complex sources of evidence and greater depth of treatment of common issues or topics.

Learning should be progressive and not repetitive as learners progress through the levels. It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated excessively 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.

# Approaches to learning, teaching and assessment

Detailed advice and exemplification of approaches to generating evidence through teaching and learning approaches can be found in the following *Unit Support Notes* for National 3 Modern Studies:

- ♦ Modern Studies: Democracy in Scotland and the United Kingdom
- ♦ Modern Studies: Social Issues in the United Kingdom
- ♦ Modern Studies: International Issues

National 3 Modern Studies has been developed to reflect Curriculum for Excellence values, purposes and principles. The approach to learning and teaching developed by individual centres should reflect these principles. Modern Studies provides rich opportunities for learning and teaching in the classroom to be related to real and relevant issues and events going on in the wider world. The focus of Modern Studies on understanding the contemporary world will provide many motivating contexts for learners as they are able to see the relevance of topics and issues to their own lives, both now and in the future. The diversity of sources of information available through the media, including newspapers, television and the Internet provides a window on contemporary issues and events. Learning outside the classroom can enhance knowledge and understanding and develop a range of skills. Visits can range from a local visit to a sheltered housing complex to a visit to the Scottish or United Kingdom Parliament with opportunities to meet and talk with residents and representatives.

Centres should design Courses to encourage active and experiential learning. A range of teaching and learning approaches should be adopted to meet the specific needs of individual learners. Individual work, group work and whole class activities should be used as appropriate. A range of assessment methods should be used to best reflect the abilities of learners and centres should use opportunities to collect naturally occurring evidence to demonstrate achievement of Unit Outcomes.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

The Course overall is intended to develop all the skills outlined in the *Course Specification*. For assessment purposes these have been allocated to individual Units. However, the skills should be developed and practiced across all the Units.



Assessment should be a natural part of all learning activities, continuing from the broad general education. Assessment activities should be blended with learning activities throughout the Course.

Assessment should be used to support learning by:

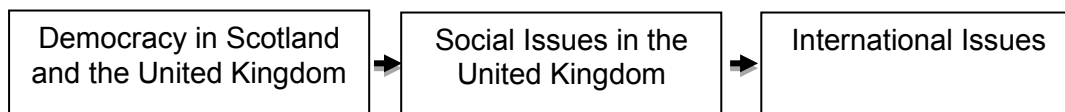
- ◆ sharing learning intentions/success criteria
- ◆ using assessment information to set learning targets and next steps
- ◆ adapting teaching and learning activities based on assessment information
- ◆ boosting learner confidence by providing supportive feedback

Self- and peer-assessment techniques should be encouraged wherever appropriate.

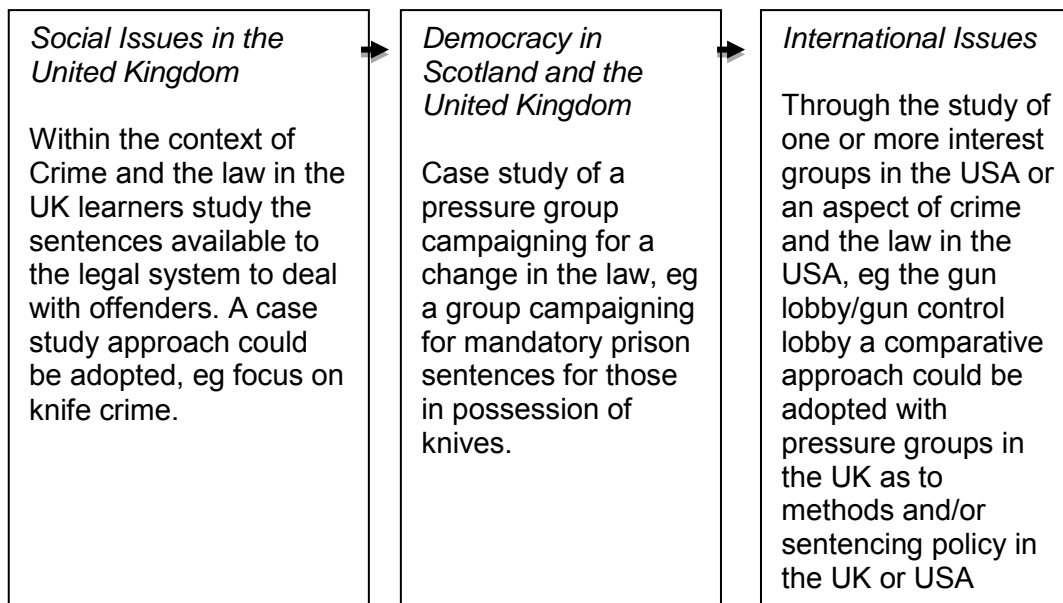
### **Sequence of delivery**

There is no recommended sequence of delivery of the Units. Delivery is at the discretion of the centre and the models below exemplify possible approaches.

**Sequential approach:** Centres may wish to adopt a sequential approach beginning with more familiar UK topics and using the knowledge and understanding acquired in Scotland/UK contexts to develop knowledge and understanding of international issues later in the Course.



**Thematic approach:** Centres may wish to adopt a thematic approach where a broad topic or theme is developed across two or more of the Units of the Course with knowledge and understanding developed in the context of one Unit being developed and deepened through studies in other Units. Such an approach may provide opportunities for combined assessment.



Whatever approach is adopted by the centre, opportunities should be taken to relate teaching and learning to relevant contemporary and ongoing case studies, topics, issues and debates.

#### **Advice on distribution of time**

The distribution of time between the various Units is a matter for professional judgement and is entirely at the discretion 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, teaching and learning methods adopted and the design of the Course.

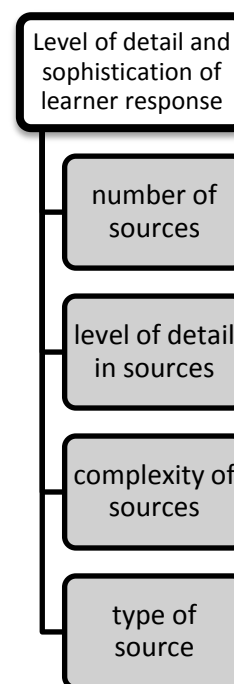
#### **Understanding the Assessment Standards and making assessment judgements**

The following exemplification aims to provide advice and guidance to centres when developing activities which may be used to generate evidence that learners have achieved the Outcomes and Assessment Standards for the Units. These activities may be ones which allow the identification of naturally occurring evidence as part of teaching and learning to determine whether the learner has achieved the Outcome or more formal occasions when centres use a specific assessment item.

The exemplification aims to provide greater detail and complement the terminology used in the Outcomes and Assessment Standards which are based upon the Scottish Credit and Qualifications Framework (SCQF). Centres should note that the Unit Outcomes and Assessment Standards describe a minimum level of competence for the achievement of the Unit and that learners will demonstrate a range of levels of ability within a particular SCQF level.

Centres should note that flexibility exists in creating assessment items and that a range of factors need to be considered in determining the level of demand. For example, while in general, increasing the number of Sources used in a question may increase the level of demand upon the learner; increasing the complexity of a single source will also have the effect of increasing the level of demand.

Greater complexity within a source may be achieved by increasing the amount of information, the level of detail, the method of presentation etc. It should also be noted that a relatively straightforward source may be capable of a range of responses. A learner operating at a lower SCQF level may be able to draw broad, general, relatively simple conclusions from a given source while another learner is capable of a more sophisticated level of analysis and be able to draw more insightful and detailed conclusions from the same source thereby demonstrating achievement of a higher SCQF level.



It is important that when using this guidance that centres refer to the appropriate *Unit Specifications* and the Outcomes and Assessment Standards for the Unit.

On making assessment judgements between levels the following guidance aims to provide high level advice on the characteristics of typical learner responses. Further advice and guidance will be provided in the Specimen Question paper and marking instructions (National 5 and Higher), Specimen Coursework and marking instructions (National 5 and Higher), Added Value Unit assessment support (National 4 only) and Unit Assessment Support (all levels).

Level	Possible learner responses	Possible question types
Higher	<ul style="list-style-type: none"> <li>♦ extended response</li> <li>♦ explanation and analysis required</li> <li>♦ clear and structured expression of complex ideas</li> <li>♦ extensive and sophisticated use of evidence</li> <li>♦ able to consider different perspectives on an issue</li> <li>♦ able to make judgements</li> </ul>	Discuss ... To what extent ... How far ... Assess ... Critically examine ... Comment on ...
National 5	<ul style="list-style-type: none"> <li>♦ detailed response</li> <li>♦ description and explanation required with some analysis</li> <li>♦ clarity in expression of ideas</li> <li>♦ insightful use of evidence</li> <li>♦ use of appropriate exemplification</li> </ul>	Describe, in detail, ... Explain, in detail, ... To what extent ... How important ...

National 4	<ul style="list-style-type: none"> <li>◆ limited response</li> <li>◆ brief descriptions and brief explanations</li> <li>◆ some clarity and structure in response</li> <li>◆ limited use of evidence</li> <li>◆ use of obvious exemplification</li> </ul>	Describe ... Give reasons ...
National 3	<ul style="list-style-type: none"> <li>◆ short response/outline</li> <li>◆ short descriptions</li> <li>◆ able to give an obvious reason</li> <li>◆ ability to make limited use of simple evidence</li> </ul>	Outline ... Describe ... Give two reasons ...

## Exemplification for National 3 (SCQF 3)

### Possible question formats

Study the table below, then answer the question which follows.

**Trade union membership in the UK as a (%) of the total workforce**

Country	1998	2008
England	28.4	26.1
Scotland	41.2	37.4
Wales	35.1	32.9
Northern Ireland	41.3	35.6
<b>UK Average</b>	<b>29.7</b>	<b>27.2</b>

- A. In 2008, Scotland had the highest % of people in a Trade Union.  
B. In 1998, both England and Wales were below the UK average.  
C. Northern Ireland had the second highest % in 1998.  
D. Between 1998 and 2008 no country had an increase in Trade Union membership.

Statements made by Scott Faulds

Using **only** the information from the table above, give **two** statements made by Scott Faulds that are **true** and **two** statements that are **false**.

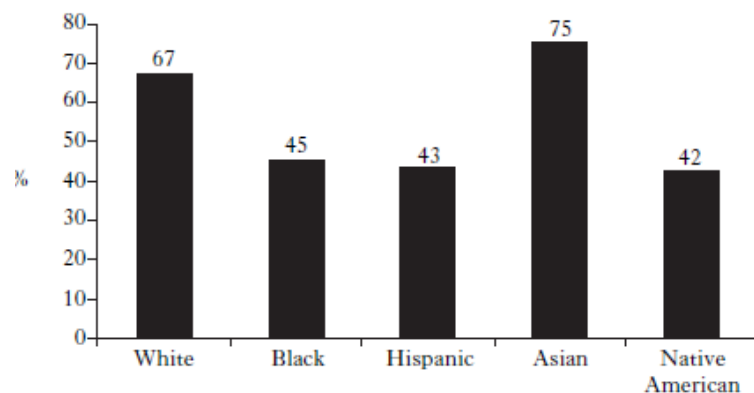
Write a letter in **each** of the boxes below.

Scott Faulds' <b>true</b> statements	Scott Faulds' <b>false</b> statements
<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

- ◆ evaluation item
- ◆ single source
- ◆ objective item
- ◆ statistical table
- ◆ 10 figures given in evidence/information
- ◆ one decimal point
- ◆ identify true/false
- ◆ straightforward language

The bar chart below gives information about the use of the Internet in the USA. Study the bar chart, then answer the question which follows.

**Internet use by different races in America (%)**



- A. Native Americans had the lowest percentage of Internet users.
- B. Hispanics made greater use of the Internet than Blacks.
- C. Asians made most use of the Internet.
- D. Whites made less use of the Internet than Hispanics.

Using **only** the information in the bar chart above, write down **two** statements which are **exaggerated**.

Statement 1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Statement 2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- ◆ evaluation item
- ◆ single source
- ◆ 5 figures given in evidence/information
- ◆ bar graph
- ◆ figures given on bars in graph
- ◆ no decimal points
- ◆ objective type item — copy correct statement or could write down correct letter
- ◆ two clearly correct answers
- ◆ straightforward language

Study the drawings below, then answer the question which follows.



A. Shop Steward asking employers about a pay rise for workers.



B. Shop Steward travelling to work.



C. Shop Steward writing a letter about a safety problem for a worker.



D. Shop Steward having a cup of tea in the workers' canteen.

- ◆ knowledge and understanding item
- ◆ graphic prompts
- ◆ objective type item
- ◆ only two correct responses

Which **two** drawings above show a Shop Steward **representing** workers?

Write a letter in **each** of the boxes.

☐ ☐

(b) The drawing below shows an elderly couple who are well off.



Give reasons why some elderly people are better off than others.

To answer this question, you should complete the paragraph below by using four of the words provided.

Choose from the following words.

low	savings	arthritis
private	well	debt

Some elderly people have a private pension and \_\_\_\_\_ in the bank.

This is because they had \_\_\_\_\_ paid jobs before retirement.

They are also in good health, and do not suffer from illnesses such as

\_\_\_\_\_ or dementia.

If they become ill, they will get treatment more quickly because they may have

\_\_\_\_\_ health care.

- ◆ knowledge and understanding item
- ◆ graphic prompt — not required for answer
- ◆ objective type item
- ◆ choice of six words, four correct, two distractors



Study the table below, then answer the question which follows.

**Life expectancy in selected countries (years)**

Countries	Male	Female
China	72	76
Russia	59	73
Thailand	71	76
USA	76	81

Using **only** the table above, decide which **two** of the following statements are **correct**.

Tick **two** boxes.

- A. American women have the longest life expectancy. ☐
- B. Chinese men live longer than women in Russia. ☐
- C. American men do not live as long as women in Thailand. ☐
- D. Women in China and Thailand live for the same length of time. ☐

- ◆ evaluation item
- ◆ single source
- ◆ objective item
- ◆ statistical table
- ◆ 8 figures given in evidence/information
- ◆ whole numbers only
- ◆ identify correct statements
- ◆ straightforward language

The drawing below shows some of the ways people in China take part in politics.



Give **two** ways in which people in China can **take part in politics**.

For **each** way, explain why they do it.

To answer this question, you may wish to use the drawing above.

Way 1 \_\_\_\_\_

People in China do this because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Way 2 \_\_\_\_\_

People in China do this because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- ◆ knowledge and understanding item
- ◆ graphic prompt — not required for answer
- ◆ short written response required
- ◆ prompts given to help structure answer

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

Through the successful completion of the National 3 Modern Studies Course, the following important skills for learning, skills for life and skills for work are developed. Further advice and exemplification of how these skills may be developed will be included in the *Unit Support Notes*.

The skills for learning, skills for life and skills for work will not be formally assessed within the Course assessment. However Course planners should identify opportunities to enhance these skills throughout the Course. Learners should be aware of the skills they are building and teachers/lecturers can provide advice on opportunities to practice and improve them.

These skills will be developed across all the Units of the Course. The *Unit Support Notes* for each Unit will provide further advice on how Units within the Course may provide opportunities to develop particular skills.

There may also be opportunities for other, additional skills for learning, skills for life and skills for work to be developed in the Unit. However, this could vary depending on approaches being used to deliver the Unit in each centre and this should be for individual teachers and lecturers to manage.

## Combining assessment across Units

If an integrated or thematic approach to Course delivery is chosen, then there may be opportunities for combining assessment across Units.

This can:

- ◆ enrich the assessment process for the learner by linking assessment more closely to teaching and learning
- ◆ make more sense to the learner and avoid duplication of assessment
- ◆ allow for evidence for particular Units to be drawn from a range of activities
- ◆ allow more time for time for learning

Within this Course, combined assessment could bring together aspects of content from across two or more Units. For example, it may help learner's understanding if a thematic approach is adopted.

Learning and assessment may be improved by making explicit the links between Units. For example, it may deepen learners' decision making skills by using opportunities which arise in the Democracy in Scotland and the United Kingdom Unit to use information to make a decision, eg which candidate should be chosen

by a political party to fight an election; should a trade union take strike action in order to achieve its aims.

Care should be taken when using combined assessment that those aspects of the assessment standard not achieved by the combined assessment are covered by a further assessment. Therefore, when designing assessments to cover multiple Units, teachers/lecturers must ensure that they track and record where evidence of individual Units appears.

# Equality and inclusion

The high degree of flexibility within this Course in terms of possible approaches to Unit assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. Alternative assessment arrangements and reasonable adjustments can be made to Course assessment requirements in order that this Course is accessible to all learners.

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

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: [www.sqa.org.uk/sqa//14977.html](http://www.sqa.org.uk/sqa//14977.html)

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# 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 are available on SQA's website at: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html)
- ◆ *Building the Curriculum 3: A framework for learning and teaching*
- ◆ *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](http://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

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**Published:** April 2012 (version 1.0)

**Superclass:** to be advised

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## History of changes to Course 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](http://www.sqa.org.uk)**) to ensure you are using the most up-to-date version.

## Unit Support Notes — Modern Studies: Democracy in Scotland and The United Kingdom (National 3)



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



# Introduction

These support notes are not mandatory. They provide advice and guidance to support the delivery of the Modern Studies: Democracy in Scotland and the United Kingdom (National 3) 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 develop routine skills by using sources of information to identify accuracy and bias and develop a basic knowledge and understanding of aspects of the political system and democracy in Scotland or the United Kingdom.

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

In terms of prior learning and experience, relevant aspects of the experiences and outcomes for Social Studies: People in society, economy and business may provide an appropriate basis for entry to this Unit.

It should be noted that, although these experiences and outcomes provide a general background which is relevant to this Unit, there is no direct match between the experiences and outcomes and the requirements of this Unit. Where learners have not completed Curriculum for Excellence experiences and outcomes this need not present a barrier to them completing this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills knowledge and understanding described in the *Course Specification*, and the Learning Outcomes and assessment standards in the *Unit Specification*. Taken together these provide an overall picture of the level of demand.

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Modern Studies *Course Specification* and *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the content and contexts which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification*, and must enable learners to meet the requirements of the Learning Outcomes and Assessment Standards.

## **Progression from this Unit**

This Unit may provide progression to Units or Courses in related social subjects in school or further education contexts. In particular it provides progression to National 4 Modern Studies.

# Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

- ♦ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
- ♦ approaches to developing skills for learning, skills for life and skills for work

The Outcomes and Assessment Standards below describe the level of attainment required by the learner to pass the Unit. The exemplification which follows demonstrates how evidence of achievement of specific assessment standards may be gathered as a natural part of teaching and learning. Centres may choose to design learning and teaching activities and experiences which allow learners to achieve Outcomes and Assessment Standards in a holistic way through combining assessments or in a more individual way. This is a matter for centres to decide, considering the nature of the topic, issue or theme being studied and the aptitudes of the individual or group of learners.

## Outcome 1

- ♦ use a limited range of sources of information to identify and comment on accuracy and bias relating to democracy in the Scottish or United Kingdom political systems

## Outcome 2

- ♦ draw on a basic knowledge and understanding of democracy in the Scottish or United Kingdom political systems

## Example 1

<b>Local Councils</b>
<ul style="list-style-type: none"><li>♦ investigating their areas of responsibility and how they are financed</li><li>♦ examining the relationship between local councils and Governments</li></ul>
<b>Possible teaching and learning approaches</b>
<ul style="list-style-type: none"><li>♦ Learners could research local area to see what projects/initiatives have been funded by local councils and what impact this has had on the local area for example: statues built in town centre, war memorials and new sport or education community projects.<ul style="list-style-type: none"><li>— This could involve internet research to create a fact-file of a project/initiative. Local newspapers could be used to find out information and collect pictures.</li><li>— Learners could carry out a survey in the local area to see what people think about the project; find out information about it which they could then</li></ul></li></ul>

<p>use to make poster/leaflet.</p> <ul style="list-style-type: none"> <li>— Opportunity to include a field trip to a particular area to learn more about it which they could then use to do a report write up upon their return.</li> <li>— Opportunity to invite local representatives into the centre or work with local groups to find out more about the project/initiative.</li> </ul> <ul style="list-style-type: none"> <li>◆ Learners could research areas where local councils and the Government have worked collaboratively and where there has been conflict. This could open up scope for class/group debate — different sides adopting the roles of local council and Government presenting their argument.</li> <li>◆ Representatives from local council and Government could be invited in to discuss initiatives and work with learners.</li> <li>◆ Scope for field trips to initiatives/projects run by local councils to gain insight into how they operate which could lead to a presentation of their findings.</li> </ul>
<p><b>Possible methods of collecting evidence of achievement of Outcomes and assessment standards</b></p> <ul style="list-style-type: none"> <li>◆ written responses to set questions/report</li> <li>◆ presenting information to other groups involving debate, printed leaflets, posters accompanied by a narrative</li> <li>◆ digital presentation, eg recording of a video diary, online blog, podcast to local council or government representatives</li> </ul>

## Example 2 (combined assessment)

<p><b>Role of the Media</b></p> <ul style="list-style-type: none"> <li>◆ investigating whether some forms of media are more important than others with the introduction of electronic forms of media</li> <li>◆ examining how different groups of people use the media on an everyday basis or for business</li> <li>◆ investigating how powerful the media is</li> <li>◆ identifying accuracy and/or bias in the media</li> </ul>
<p><b>Possible teaching and learning approaches</b></p> <ul style="list-style-type: none"> <li>◆ Learners could work in pairs or in groups to look at some forms of media used in the UK and for what purpose.</li> <li>◆ Learners could work in groups to research how different sectors use the media for example businesses to raise profile of company/product, Government to influence party policy, proposed legislation changes.</li> <li>◆ Learners could look at how political parties use the media in the run up to an election for example: looking at party election broadcasts, printed media such as leaflets, newspaper articles. <ul style="list-style-type: none"> <li>— Learners could decide what works best in helping people vote for a</li> </ul> </li> </ul>

<p>party; this could be linked to mock election activity to give learners the opportunity to see how accurate some forms of media are.</p> <ul style="list-style-type: none"> <li>— Learners could examine different types of newspapers for example: tabloid and quality to look at how they are different. Could issue them with different newspapers on a particular topic and ask them to identify what different opinions each have on the topic.</li> <li>— Learners could gather information relating to size, number of news stories, pictures and headlines to create their own newspaper front cover on a topical story or present findings in the form of charts.</li> <li>— Learners could carry out a survey of opinions amongst the class to see what forms of media people like best and collate findings onto graphs/spreadsheets which could then be used to create a wall display to describe/explain findings.</li> </ul> <ul style="list-style-type: none"> <li>◆ Learners could conduct a survey with the public to determine how powerful it is by showing them different opinions from people about the media and asking them to give reasons to support their answer.</li> <li>◆ Learners could record their own documentary/party election broadcast to test how popular it is with an audience internally or externally of centre.</li> </ul>
<p><b>Possible methods of collecting evidence of achievement of Outcomes and assessment standards</b></p> <ul style="list-style-type: none"> <li>◆ creating a podcast/documentary to present to a range of audiences</li> <li>◆ written response/report</li> <li>◆ wall poster showing the treatment of the same story in different newspapers or other media</li> <li>◆ digital presentation</li> </ul>

### **Understanding the Assessment Standards and making assessment judgements**

A range of teaching and learning approaches should be used in this Unit and will provide a range of different opportunities to generate evidence for assessment. A variety of sources of information and assessment methods should be used and may be presented in a variety of formats, including simple written responses to questions, participation in group tasks, presenting information to other groups, investigating activities and simple digital presentations.

Evidence could be collected throughout the Unit as a candidate folio and as a record of candidate responses demonstrating both skills and knowledge. Assessment evidence should be gathered as part of day-to-day learning as learners carry out the various tasks involved in investigating. All of the evidence does not need to be from the one activity, but can be assembled from a variety of tasks and assessments carried out during the Unit/Course. Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity. A personal learning log may be useful for providing evidence which satisfies completely or partially a

Unit or Units as learners can identify their strengths and developments or next steps.

The evidence should be gathered from a limited range of different types of sources of information which are appropriate to the topic or issue studied, eg newspaper, video clip, speaker, book etc. Centres should not over assess learners but should provide a variety of experiences to motivate learners and to allow different learners to demonstrate their achievements in the ways that suit their interests and abilities. The assessment evidence may be written, oral, recorded, graphical, digital, or recorded in any other appropriate medium.

Where evidence is generated as a part of group activities it is important to be able to identify and authenticate the work of individuals in attaining Unit Outcomes. This can be done in a variety of ways including teacher observation including the use of checklists, questioning and discussion with individual learners, peer review, identification of individual contributions to a group presentation, peer assessment and individual write up of findings.

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

Information about developing skills for learning, skills for life and skills for work across the Course, is given in the relevant *Course Support Notes*. This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

The skills for learning, skills for life and skills for work should be developed across all Units of the Course. Each Unit may have a particular role in developing certain skills. Due to the flexible nature of this Course, centres have a great deal of flexibility to build in activities and approaches which develop certain skills. Centres may also wish to consider the nature, interests and strengths of their cohort when deciding which skills to develop in particular Units. The teaching and learning approaches above make reference to group work, paired working, making class presentations and role play. Each of these could create significant opportunities to develop skills of listening and talking.

The Unit lends itself to the development of literacy skills particularly reading, writing, listening and talking. Learners should be encouraged to read a wide range of texts, eg newspaper articles, party political leaflets or books to allow them to develop skills in using relevant information suitable for their topic or issue. Learners should undertake limited written exercises to allow them to show their knowledge and understanding of the issue and skills. Presentation of this information could be in a written form, eg as a project, newspaper article or poster, so this should be practiced.

Citizenship will be an important aspect of this Unit through developing an understanding of the political system, political processes and opportunities to participate in politics. Visits to local council headquarters or the Scottish

Parliament; observation of meetings or debates (including webcasts or broadcasts); meeting and interviewing local representatives including Youth parliament members, local councillors, MSPs, MPs and MEPs. A study of a pressure group campaign will increase awareness of opportunities for citizens to engage in and influence the political process.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond.

Thinking skills will be developed throughout this Unit. Learners should be offered a wide range of opportunities to use information in order to identify accuracy and bias in political contexts.

Skills of numeracy may be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

The skills for learning, skills for life and skills for work which are developed through this Unit should not appear as an artificial 'bolt-on' but rather should occur as a natural part of the teaching and learning process.

## **Combining assessment within Units**

While there is not requirement that all Outcomes and Assessment Standards are overtaken in a single assessment, there will be opportunities to devise activities which allow some or all of the assessment standards to be achieved at the same time. Such an approach may be helpful to reduce the overall assessment burden and provide more time for teaching and learning.



# Equality and inclusion

The high degree of flexibility within this Unit in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

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 where 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>
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- ◆ *Course Specifications*
- ◆ Design Principles for National Courses
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- ◆ Overview of Qualification Reports
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- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
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[www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
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- ◆ *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](http://www.sqa.org.uk/sqa/5606.html)

# Administrative information

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**Superclass:** to be advised

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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## **Unit Support Notes — Modern Studies: International Issues (National 3)**



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

# Introduction

These support notes are not mandatory. They provide advice and guidance to support the delivery of the Modern Studies: International Issues (National 3) 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 develop routine skills by using sources to draw conclusions and develop a basic knowledge and understanding of aspects of international issues. Learners will have a choice to study socio-economic and political aspects of a significant world power or a recent world issue.

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

In terms of prior learning and experience, relevant aspects of the experiences and outcomes for Social Studies: People in society, economy and business may provide an appropriate basis for entry to this Unit.

It should be noted that, although these experiences and outcomes provide a general background which is relevant to this Unit, there is no direct match between the experiences and outcomes and the requirements of this Unit. Where learners have not completed Curriculum for Excellence experiences and outcomes this need not present a barrier to them completing this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills knowledge and understanding described in the *Course Specification*, and the Learning Outcomes and assessment standards in the *Unit Specification*. Taken together these provide an overall picture of the level of demand.

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Modern Studies *Course Specification* and *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the content and contexts which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification*, and must enable learners to meet the requirements of the Learning Outcomes and Assessment Standards.

## **Progression from this Unit**

This Unit may provide progression to Units or Courses in related social subjects in school or further education contexts. In particular it provides progression to National 4 Modern Studies.

# Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

- ♦ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
- ♦ approaches to developing skills for learning, skills for life and skills for work

The Outcomes and Assessment Standards below describe the level of attainment required by the learner to pass the Unit. The exemplification which follows demonstrates how evidence of achievement of specific assessment standards may be gathered as a natural part of teaching and learning. Centres may choose to design learning and teaching activities and experiences which allow learners to achieve Outcomes and Assessment Standards in a holistic way through combining assessments or in a more individual way. This is a matter for centres to decide, considering the nature of the topic, issue or theme being studied and the aptitudes of the individual or group of learners.

## Outcome 1

- ♦ Use a limited range of sources of information to draw and support conclusions about international issues

## Outcome 2

- ♦ Draw on a basic knowledge and understanding of international issues

## Example 1

<b>Development of Brazil</b> <ul style="list-style-type: none"><li>♦ changing economic status of Brazil</li><li>♦ development of the country socially/politically as an international power</li></ul>
<b>Possible teaching and learning approaches</b> <ul style="list-style-type: none"><li>♦ Learners could examine the role of the new President in raising the profile of the country looking at how it gets on with other powers such as China, India and Russia.</li><li>♦ In connection with the 2014 World Cup and 2016 Olympic games — what impact this has had/will have on development of the country.<ul style="list-style-type: none"><li>— Learners could use the internet to research information about Brazil to make a fact-file looking at the country's life expectancy, infant mortality, literacy rate, average income, access to sanitation. This information could also be used to make a poster or a leaflet.</li><li>— Learners could research conditions of the favelas and look at what the country is doing to improve these areas as a result of the World Cup and</li></ul></li></ul>



<p>the Olympic games coming to the country.</p> <ul style="list-style-type: none"> <li>— Learners could create a news report about Brazil being awarded/hosting the games.</li> <li>— Learners could look at newspapers from Brazil and the UK to describe the main features between Brazil and the UK and use this information to write a report or prepare a presentation.</li> </ul> <ul style="list-style-type: none"> <li>◆ Opportunities to set up online blogs to make links with schools/community projects in Brazil to share information.</li> <li>◆ Learners could explore the impact economic changes in Brazil have had on the UK and business enterprise in both countries.</li> <li>◆ Given Brazil's developing country status there is scope for debate regarding the amount of foreign aid given by the UK when Brazil rank higher as a global economy — learners could adopt the role of each country's government and roles allocated to other representatives, for example: Oxfam.</li> </ul>
<p><b>Possible methods of collecting evidence of achievement of Outcomes and assessment standards</b></p> <ul style="list-style-type: none"> <li>◆ digital presentations including media clips, graphical information</li> <li>◆ written response for example: newspaper article to convey conclusions</li> <li>◆ presenting information to other groups for example: from the perspective of other countries engaged in business with Brazil</li> </ul>

### **Example 2 (combined assessment)**

<p><b>Development of China as a global power</b></p> <ul style="list-style-type: none"> <li>◆ development of China's economy and international status</li> <li>◆ how the UK and Europe have changed to work with China in politics and business areas</li> <li>◆ how the country's human rights have changed to help improve China's relationship with other countries</li> </ul>
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### **Possible teaching and learning approaches**

- ◆ Learners could access newspaper reports/internet to create a fact-file of the country.
  - Learners could design a tourist brochure/leaflet about China using the internet to research basic facts about the country's history, people, geography and traditions.
  - Learners could create a storyboard to show what changes have taken in place in China over the last decade including role of internet, the Olympics and changes to the One Child Policy.
  - Learners could look at case studies of people living in rural/urban areas and explore the differences through discussion or pictures.
  - Learners could look at what has been done to improve areas using internet research and looking at Chinese newspapers online.
- ◆ Opportunity to build up links with schools in China linked to the BBC China stories website.
- ◆ Learners could research the political relations between the UK and China and prepare a report — opportunities for paired/group work to research different aspects for example: business interest between the two countries, the arrival of the Pandas and travel opportunities.
- ◆ Newspaper article comparison — reading stories from Chinese newspapers and UK newspapers and reporting on differences/similarities.
- ◆ Learners could investigate the impact that China has had on lifestyle in the UK and Europe for example: the development of Confucius Institute to promote educational, economic and cultural ties between countries, the focus of the US military in Asia and what this means for world relations.
- ◆ Opportunity for learners to research and debate whether we should build relations with a country that has a different political set-up to the rest of Western world.
- ◆ Learners could investigate what impact the 2008 Beijing Olympics had on reforming human rights issues within the country — for example: representatives from Amnesty International could be invited to centres to provide feedback.

### **Possible methods of collecting evidence of achievement of Outcomes and assessment standards**

- ◆ participation in paired/group tasks to prepare digital presentations
- ◆ organise a debate to include representatives from different groups working with China
- ◆ digital presentations
- ◆ written responses/report write-up/critical extended writing tasks

### **Understanding the Assessment Standards and making assessment judgements**

A range of teaching and learning approaches should be used in this Unit and will provide a range of different opportunities to generate evidence for assessment. A

variety of sources of information and assessment methods should be used and may be presented in a variety of formats, including simple written responses to questions, participation in group tasks, presenting information to other groups, investigating activities and simple digital presentations.

Evidence could be collected throughout the Unit as a candidate folio and as a record of candidate responses demonstrating both skills and knowledge. Assessment evidence should be gathered as part of day-to-day learning as learners carry out the various tasks involved in investigating. All of the evidence does not need to be from the one activity, but can be assembled from a variety of tasks and assessments carried out during the Unit/Course. Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity. A personal learning log may be useful for providing evidence which satisfies completely or partially a Unit or Units as learners can identify their strengths and developments or next steps.

The evidence should be gathered from a limited range of different types of sources of information which are appropriate to the topic or issue studied, eg newspaper, video clip, speaker, book etc. Centres should not over assess learners but should provide a variety of experiences to motivate learners and to allow different learners to demonstrate their achievements in the ways that suit their interests and abilities. The assessment evidence may be written, oral, recorded, graphical, digital or recorded in any other appropriate medium.

Where evidence is generated as a part of group activities it is important to be able to identify and authenticate the work of individuals in attaining Unit Outcomes. This can be done in a variety of ways including teacher observation including the use of checklists, questioning and discussion with individual learners, peer review, identification of individual contributions to a group presentation, peer assessment and individual write up of findings.

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

Information about developing skills for learning, skills for life and skills for work across the Course, is given in the relevant *Course Support Notes*. This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

The skills for learning, skills for life and skills for work should be developed across all Units of the Course. Each Unit may have a particular role in developing certain skills. Due to the flexible nature of this Course, centres have a great deal of flexibility to build in activities and approaches which develop certain skills. Centres may also wish to consider the nature, interests and strengths of their cohort when deciding which skills to develop in particular Units. The teaching and

learning approaches above make reference to group work, paired working, making class presentations and role play. Each of these could create significant opportunities to develop skills of listening and talking.

The Unit lends itself to the development of literacy skills particularly reading, writing, listening and talking. Learners should be encouraged to read a wide range of texts, eg newspaper articles or books to allow them to develop skills in using relevant information suitable for their topic or issue. Learners should undertake limited written exercises to allow them to show their knowledge and understanding of the issue and skills. Presentation of this information could be in a written form, eg as a project, newspaper article or poster so this should be practiced.

Citizenship will be an important aspect of this Unit through developing an understanding of important attitudes, including: an open mind and respect for the values, beliefs and cultures of others, openness to new thinking and ideas, with a sense of responsibility, tolerance and global citizenship. This can be developed through group work and discussions. The contexts studied should be contemporary and relevant to the learner. It may provide the opportunity to consider the impact of significant world issues upon themselves and others and compare their own lives and circumstances with those in other societies.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond.

Thinking skills will be developed throughout this Unit. Learners should be offered a wide range of opportunities to use information in order to reach conclusions in international contexts.

Skills of numeracy may be developed through the use of a range of numerical, statistical and graphical sources of information. Opportunities will be created for learners to handle statistics from a range of sources including websites, textbooks and newspaper articles to reach balanced conclusions. Learners should be offered opportunities to select information as evidence to support/oppose a point of view and enable them to organise this into a presentable form for example using graphs and simple spreadsheets. Learners should be encouraged to access a range of different sources by different authors/publications to help them apply judgement on a topic for example how successful China has been in building up links with other countries or will the Olympic games in Brazil be a positive or negative influence on the country? Drawing conclusions can also be addressed by giving learners the opportunity to consider different points of view about a topic. Watching media clips about a country or a project could prompt discussion to aid this evaluation. There may also be scope to interview/speak to representatives who have international links.

The skills for learning, skills for life and skills for work which are developed through this Unit should not appear as an artificial 'bolt-on' but rather should occur as a natural part of the teaching and learning process.

## **Combining assessment within Units**

While there is not requirement that all Outcomes and Assessment Standards are overtaken in a single assessment, there will be opportunities to devise activities which allow some or all of the assessment standards to be achieved at the same time. Such an approach may be helpful to reduce the overall assessment burden and provide more time for teaching and learning.

# Equality and inclusion

The high degree of flexibility within this Unit in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

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 where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

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# Administrative information

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**Published:** April 2012 (version 1.0)

**Superclass:** to be advised

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## History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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## **Unit Support Notes — Modern Studies: Social Issues in The United Kingdom (National 3)**



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# Introduction

These support notes are not mandatory. They provide advice and guidance to support the delivery of the Modern Studies: Social Issues in the United Kingdom (National 3) 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 develop routine skills by using sources of information to make decisions and develop a basic knowledge and understanding of aspects of social issues in the United Kingdom. Learners will have a choice to study aspects of social inequality or crime and the law.

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

In terms of prior learning and experience, relevant aspects of the experiences and outcomes for Social Studies: People in society, economy and business may provide an appropriate basis for entry to this Unit.

It should be noted that, although these experiences and outcomes provide a general background which is relevant to this Unit, there is no direct match between the experiences and outcomes and the requirements of this Unit. Where learners have not completed Curriculum for Excellence experiences and outcomes this need not present a barrier to them completing this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills knowledge and understanding described in the *Course Specification*, the Learning Outcomes and assessment standards in the *Unit Specification*. Taken together these provide an overall picture of the level of demand.

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Modern Studies *Course Specification* and *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the content and contexts which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification*, and must enable learners to meet the requirements of the Learning Outcomes and Assessment Standards.

## **Progression from this Unit**

This Unit may provide progression to Units or Courses in related social subjects in school or further education contexts. In particular it provides progression to National 4 Modern Studies.

# Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

- ♦ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
- ♦ approaches to developing skills for learning, skills for life and skills for work

The Outcomes and Assessment Standards below describe the level of attainment required by the learner to pass the Unit. The exemplification which follows demonstrates how evidence of achievement of specific assessment standards may be gathered as a natural part of teaching and learning. Centres may choose to design learning and teaching activities and experiences which allow learners to achieve Outcomes and Assessment Standards in a holistic way through combining assessments or in a more individual way. This is a matter for centres to decide, considering the nature of the topic, issue or theme being studied and the aptitudes of the individual or group of learners.

## Outcome 1

- ♦ Use a limited range of sources of information to make and justify decisions about social issues in the United Kingdom

## Outcome 2

- ♦ Draw on a basic knowledge and understanding of social issues in the United Kingdom

## Example 1

<b>Poverty in the UK</b> <ul style="list-style-type: none"><li>♦ identifying what groups experience poverty and find out why they are in poverty</li><li>♦ investigating child poverty in the UK and how it can affect a child's life</li></ul>
<b>Possible teaching and learning approaches</b> <ul style="list-style-type: none"><li>♦ Learners could compare poverty rates between the UK and other European countries to draw conclusions.</li><li>♦ There is scope for group/paired work to research what different sectors are doing to tackle poverty amongst vulnerable groups for example: voluntary, businesses and the Government.</li><li>♦ Opportunities for class/group debate about what is being done to help people in poverty and see if it is working.<ul style="list-style-type: none"><li>— Opportunity for learners to carry out internet research to find out more about the Child Poverty Target and whether it is being met; could</li></ul></li></ul>

<p>present findings in a graph or poster.</p> <ul style="list-style-type: none"> <li>— Group task looking at different newspapers to collate information on what is being done to help those in poverty. Could summarise findings in a review.</li> <li>— Opportunity to have a field trip to an initiative/project that works in connection with poverty — in local area or a recognised charity to research information that could lead to follow-up activities such as a brief written report describing work of group.</li> </ul> <p>◆ Opportunity for video diaries/documentary video material on the impact of poverty on health/lifestyle.</p>
<p><b>Possible methods of collecting evidence of achievement of Outcomes and assessment standards</b></p> <p>◆ filming of a video diary/podcast/webpage</p> <p>◆ written response/report</p> <p>◆ participation in group discussion/debate</p>

## Example 2

<p><b>UK Record of Health</b></p> <p>◆ exploring recent claims that UK health gap is widening</p> <p>◆ identifying what is being done to tackle health problems</p> <p>◆ making a decision about an approach to be adopted to improve health</p>
<p><b>Possible teaching and learning approaches</b></p> <p>◆ Learners could collate a limited range of health statistics and use them to draw conclusions providing graphs/tables as illustrations with scope to include focus on location, age, gender and ethnicity and how these affect a person's health.</p> <p>◆ Learners could work in pairs/groups to look at rates of heart disease, obesity, alcohol and drug related deaths, rates of STIs and teenage pregnancy in the UK to make a fact-file/case study.</p> <p>◆ Different health adverts could be shown to prompt discussion about how good they are with an opportunity to make own advert and test it with an audience.</p> <ul style="list-style-type: none"> <li>— Learners could examine Health Education Board of Scotland (HEBS) adverts online to look at different adverts created.</li> <li>— Learners could hold a survey within the class to see which people like most to lead onto discussion about what makes a good advert, what should and should not be included.</li> <li>— Opportunity to work with Drama and ICT departments to create a joint filming project creating own advert.</li> <li>— Learners could use the internet and newspapers to identify statistics</li> </ul>

about different rates of health for example: life expectancy, rates of heart disease, obesity, different rates of cancer. Information could be collated to create a poster/leaflet.

- ◆ Opportunity to invite a representative from health service to work with groups to design a new health initiative.

#### **Possible methods of collecting evidence of achievement of Outcomes and assessment standards**

- ◆ written response/report write-up
- ◆ presenting information to other groups using a range of digital media for example: video/DVD material, podcasts
- ◆ poster/information leaflet

### **Example 3**

#### **Different approaches to tackling crime in the UK**

- ◆ Who helps reduce crime in the UK?
- ◆ examining different approaches used by the Police to tackle/reduce crime
- ◆ alternatives used for those convicted of a crime

#### **Possible teaching methods**

- ◆ Learners could research the role of Police Officers 'on the beat' for example: a visit from a Police representative to help with research or opportunity to go out on patrol to make a video diary.
  - Learners could identify what the duties of a police officer are and what powers they have.
  - Explore the different types of policing we have and what they do in the community to help protect people.
  - Learners could design a poster to show what they do.
  - Opportunity to carry out a survey to ask if people are satisfied with the work of the police. Results could be collated and put into graphs or leaflets produced.
- ◆ Learners could compare approaches used in the UK to those Zero Tolerance approach used in New York and the different aspects of it adopted by the UK and its success rate for different crimes.
- ◆ Learners could research simple crime statistics to draw conclusions and make comparisons between different methods used to tackle crime.
- ◆ Opportunity to examine different approaches used by different political parties.
- ◆ Class/group debate on how successful some methods are used compared to others.
- ◆ Learners could research alternatives used by a number of courts/ Police forces such as Restorative Justice to respond to crimes of

housebreaking/rape — opportunity to work with representatives from Restorative Solutions to develop a policy outline to send to the Houses of Parliament.

**Possible methods of collecting evidence of achievement of Outcomes and assessment standards**

- ◆ presenting information to other groups for example: representatives from the Justice system to prompt a Question and Answer session where learners lead the discussion
- ◆ digital presentations for example: documentary video, podcast
- ◆ written responses to questions

**Example 4**

**Different sentencing approaches used in the UK**

- ◆ examining different approaches used by courts to deal with those found to be committing crimes
- ◆ investigating why different approaches are used when issuing sentences to some offenders

**Possible teaching and learning approaches**

- ◆ Learners could take part in a visit to a prison or invite representatives from the Prison service to record observations and question effectiveness.
- ◆ Opportunity to conduct a public/centre study about whether or not prison works and if it is cost effective.
- ◆ Paired/group work to research different approaches used for example: community service orders, electronic tagging, Restorative Justice and fines.
  - Learners could research why community service is often used as an alternative to prison and for what crimes it would be used for. This could be done through a field trip to the local Sheriff Court and through an interview with a Sheriff.
  - Learners could look into why electronic tagging is considered for some crimes and find out if there is support for using it more.
  - Learners could use the internet to research the idea behind Restorative Justice being introduced and in what situations it might be used.
- ◆ Learners could research what influences sentencing policy for example: public opinion, media campaigns.
- ◆ Debate opportunities about whether certain crimes should bring compulsory sentences or should sentencing be based more on the individual?
- ◆ Learners could look at what new sentencing laws have been introduced in recent years and for what crimes to prompt discussion.



### **Possible methods of collecting evidence of achievement of Outcomes and assessment standards**

- ◆ presenting information to other groups for example: representatives from the Justice system to prompt a Question and Answer session where learners lead the discussion
- ◆ digital presentations for example: documentary video, podcast
- ◆ written responses to questions

### **Understanding the Assessment Standards and making assessment judgements**

A range of teaching and learning approaches should be used in this Unit and will provide a range of different opportunities to generate evidence for assessment. A variety of sources of information and assessment methods should be used and may be presented in a variety of formats, including simple written responses to questions, participation in group tasks, presenting information to other groups, investigating activities and simple digital presentations.

Evidence could be collected throughout the Unit as a candidate folio and as a record of candidate responses demonstrating both skills and knowledge. Assessment evidence should be gathered as part of day-to-day learning as learners carry out the various tasks involved in investigating. All of the evidence does not need to be from the one activity, but can be assembled from a variety of tasks and assessments carried out during the Unit/Course. Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity. A personal learning log may be useful for providing evidence which satisfies completely or partially a Unit or Units as learners can identify their strengths and developments or next steps.

The evidence should be gathered from a limited range of different types of sources of information which are appropriate to the topic or issue studied, eg newspaper, video clip, speaker, book etc. Centres should not over assess learners but should provide a variety of experiences to motivate learners and to allow different learners to demonstrate their achievements in the ways that suit their interests and abilities. The assessment evidence may be written, oral, recorded, graphical, digital or recorded in any other appropriate medium.

Where evidence is generated as a part of group activities it is important to be able to identify and authenticate the work of individuals in attaining Unit Outcomes. This can be done in a variety of ways including teacher observation including the use of checklists, questioning and discussion with individual learners, peer review, identification of individual contributions to a group presentation, peer assessment and individual write up of findings.

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

Information about developing skills for learning, skills for life and skills for work across the Course, is given in the relevant *Course Support Notes*. This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

The skills for learning, skills for life and skills for work should be developed across all Units of the Course. Each Unit may have a particular role in developing certain skills. Due to the flexible nature of this Course, centres have a great deal of flexibility to build in activities and approaches which develop certain skills. Centres may also wish to consider the nature, interests and strengths of their cohort when deciding which skills to develop in particular Units. The teaching and learning approaches above make reference to group work, paired working, making class presentations and role play. Each of these could create significant opportunities to develop skills of listening and talking.

The Unit lends itself to the development of literacy skills particularly reading, writing, listening and talking. Learners should be encouraged to read a wide range of texts, eg newspaper articles, health publications, extracts from legal documents at an appropriate level to allow them to develop skills in using relevant information suitable for their topic or issue. Learners should undertake limited written exercises to allow them to show their knowledge and understanding of the issue and skills. Presentation of this information could be in a written form, eg as a project, newspaper article or poster so this should be practiced.

Citizenship will be an important aspect of this Unit through developing an understanding of important attitudes, including: an open mind and respect for the values, beliefs and cultures of others, openness to new thinking and ideas, with a sense of responsibility, tolerance and global citizenship. This can be developed through group work and discussions. Issues of fairness, equality, rights and responsibilities will feature throughout this Unit and allow learners to reflect on important questions for society.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond.

Thinking skills will be developed throughout this Unit. Learners should be offered opportunities to use information in order to identify accuracy and bias in social contexts. Learners will have the opportunity to make links with the Police and members of the Judiciary to raise awareness of their role in the community and the law making process through the Crime and Law section. Opportunities will be created to explore social issues in depth to identify how successful certain

approaches have been to tackle social issues such as poverty and consider alternatives to approaches. Within the social issues context learners could be involved in decision making through interaction with representatives from voluntary organisations to evaluate the success of different initiatives. They could be involved in writing letters, carrying out surveys to reach decisions. This could also be done through gathering information/data from a number of sources including government publications, newspaper articles, health statistics, crime figures and by reading relevant textbooks.

Skills of numeracy may be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

The skills for learning, skills for life and skills for work which are developed through this Unit should not appear as an artificial 'bolt-on' but rather should occur as a natural part of the teaching and learning process.

## **Combining assessment within Units**

While there is not requirement that all Outcomes and Assessment Standards are overtaken in a single assessment, there will be opportunities to devise activities which allow some or all of the assessment standards to be achieved at the same time. Such an approach may be helpful to reduce the overall assessment burden and provide more time for teaching and learning.

# Equality and inclusion

The high degree of flexibility within this Unit in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

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 where 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 3: A framework for learning and teaching*
- ◆ *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](http://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*
- ◆ *Template and Guidance for Unit Assessment Exemplification*
- ◆ 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.htm](http://www.sqa.org.uk/sqa/5606.htm)

# Administrative information

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**Superclass:** to be advised

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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