

National 3 People and Society Course Support Notes



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Please refer to the note of changes at the end of this template 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 People and Society 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 enable learners to develop a greater understanding of society and their place in it. The Course will develop a range of evaluating and research skills. Learners will acquire a knowledge and understanding of relevant themes, issues or topics in an inter-disciplinary way.

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

Progression into this Course

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

Experiences and Outcomes

New National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

Learners who have completed 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, Health and Wellbeing and RME 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 People and Society *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	Investigating Skills	Comparing and Contrasting	Making Decisions
Use investigating skills	✓	✓	✓
Use skills to compare and contrast	✓	✓	✓
Use decision making skills	✓	✓	✓
knowledge and understanding of people and society	✓	✓	✓

- ✓ 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 or social science in school and further education contexts. In particular it provides progression to People and Society 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.

People and Society Units and Courses are offered at SCQF level 3 and SCQF level 4. Vertical and lateral progression is possible to other qualifications in the social studies or social science suites 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 themes 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 People and Society 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 People and Society:

- ◆ People and Society: Investigating Skills
- ◆ People and Society: Comparing and Contrasting
- ◆ People and Society: Making Decisions

National 3 People and Society 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. The inter-disciplinary nature of the Course allows centres to design Units and Courses which encourage deeper learning and the transferability of skills by exploring themes, topics and issues beyond narrow subject boundaries.

Since the People and Society Units and Course do not specify any mandatory content there is flexibility in which theme can be studied, to allow personalisation and choice. The Course offers flexibility so that relevant contexts can provide motivating and engaging learning experiences. Themes will be studied on an inter-disciplinary basis and in relation to key ideas drawn from social subjects and social sciences.

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. The local environment will provide a range of rich opportunities to develop and apply skills. 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 learner's learning experience and help them to develop the skills for learning, life and work they 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 do this.

Although Units are skills based, the course overall is intended to develop all the skills outlined in the Course Specification.

A list of the likely social subjects, social sciences and RME disciplines that could be drawn on are given below:

- ◆ Geography
- ◆ History
- ◆ Modern Studies
- ◆ Classical Studies
- ◆ Economics
- ◆ Religious, Moral and Philosophical Studies
- ◆ Sociology
- ◆ Economics
- ◆ Psychology
- ◆ Philosophy

The Course achieves coherence through adopting an overarching context or by being made up of linked Units. Each Unit in the Course must be linked to two key ideas drawn from the social subjects/social sciences. A full list of these key ideas is shown below.

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

In order to provide coherence, one key idea should be common across the three Units of the Course. A further key idea per Unit must be chosen across the Course. These key ideas have been chosen to provide rich contexts for study and the organisation of Units/Courses. They should not be interpreted in a narrow way. A Course planning grid is provided in Appendix 2 to assist centres in planning Courses.

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:

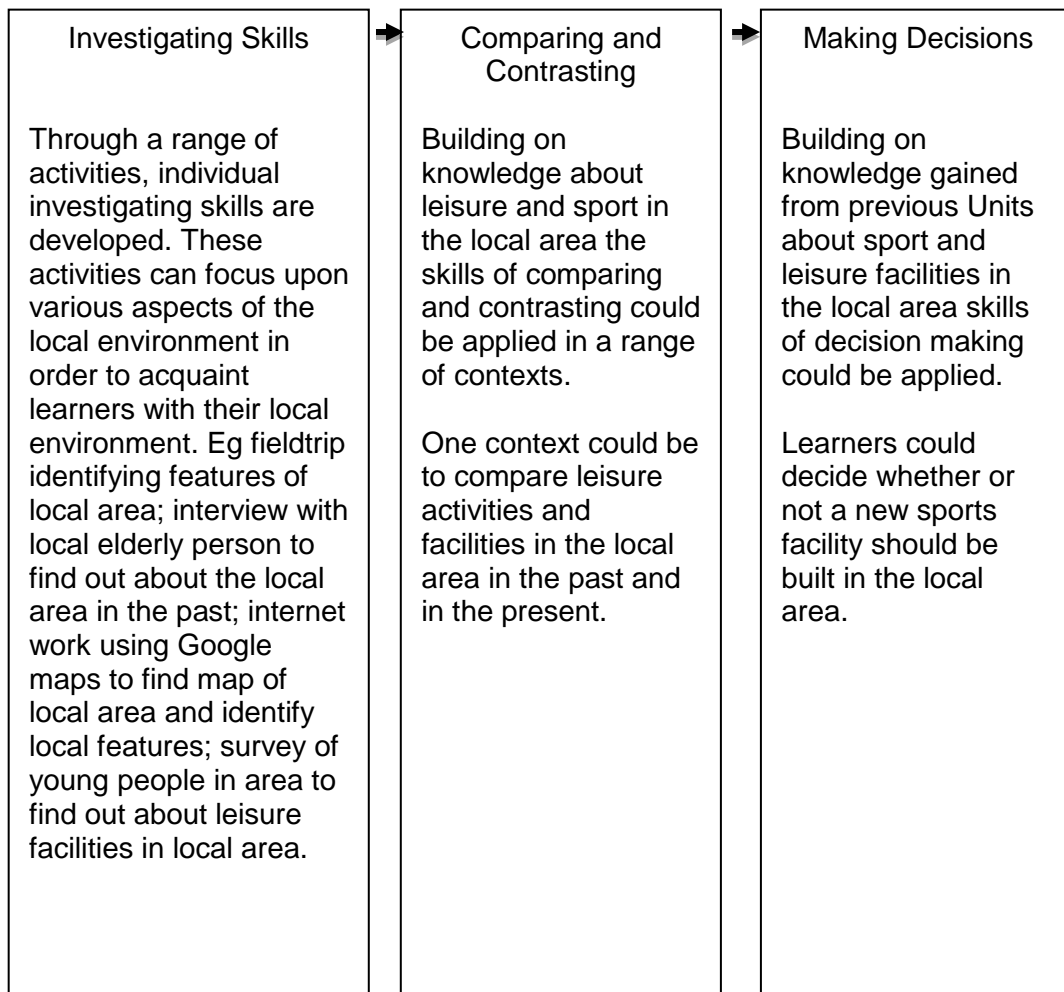
- ◆ sharing learning intentions/success criteria
- ◆ using assessment information to set learning targets and next steps
- ◆ adapting teaching and learning activities based on assessment information
- ◆ boosting learner confidence by providing supportive feedback

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

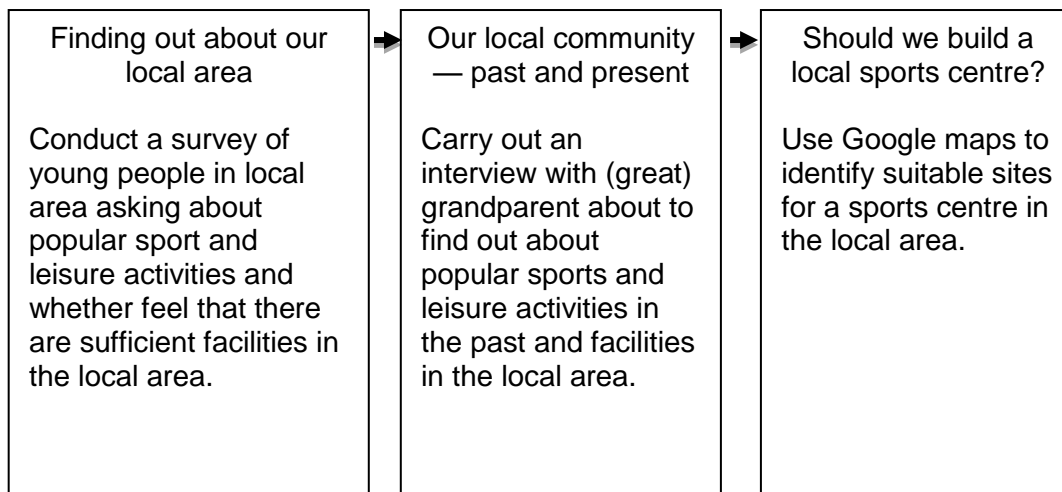
Sequence of delivery

There is no recommended sequence for 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 contexts and using the knowledge and understanding acquired in these contexts to develop skills, knowledge and understanding of other aspects of the topic/theme/issue throughout the Course. Alternatively, centres may decide that particular skills are best developed earlier in the Course with other skills being better developed later. In the following model the Local Environment is the broad context for the Course.



Thematic approach: Centres may wish to adopt a skills based approach where aspects of the skills are developed over two or more Units of the Course. More straightforward skills could be developed in early Units with more demanding skills being developed later in the Course. Such an approach may provide opportunities for combined assessment.



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 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, teaching and learning methods adopted and the design of the Course.

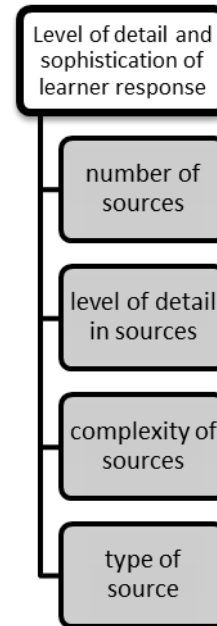
Understanding the Assessment Standards and making assessment judgements

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 Added Value Unit assessment support (National 4 only) and Unit Assessment Support (all levels).

Level	Possible learner responses	Possible question types
National 4	Limited response Brief descriptions and brief explanations Some clarity and structure in response Limited use of evidence Use of obvious exemplification	Describe Give reasons
National 3	Short response/outline Short descriptions Able to give an obvious reason Ability to make limited use of simple evidence	Outline Describe Give two reasons

Centres may also wish to refer to the advice and guidance to be found in the Course and Unit Support Notes for Geography, History, Modern Studies, Classical Studies and RMPS.

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

Through the successful completion of the National 3 People and Society 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 listed above will not be formally assessed within the Course Assessment. However Course planners should identify opportunities to enhance these skills throughout the Course. Formative assessment of these skills should be used to provide feedback to learners with advice on how they can be improved. 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.

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 an assessments to cover multiple Units, deliverers 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 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.

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.
- ◆ *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*

Appendix 2: Course planning grid

People and Society Course design grid

Context or overarching theme		
Unit 1	Intermediate 2	Unit 3
Title	Title	Title
Common Key Idea	Common Key Idea	Common Key Idea
Key Idea	Key Idea	Key Idea
Interdisciplinary Links	Interdisciplinary Links	Interdisciplinary Links
Application of Skills	Application of Skills	Application of Skills
Possible Contexts	Possible Contexts	Possible Contexts

Administrative information

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Superclass: to be advised

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) to ensure you are using the most up-to-date version.

Introduction

These support notes are not mandatory. They provide advice and guidance to support the delivery of the People and Society: Investigating Skills (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 investigating skills and develop a basic knowledge and understanding of aspects of people and society. Learners will use these skills and draw on their basic knowledge and understanding of an issue in an inter-disciplinary way, from the perspective of at least two of the social subject/social science disciplines.

Progression into this Unit

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

In terms of prior learning and experience, relevant aspects of the Social Studies, Health and Wellbeing and RME principles and practices and experiences and outcomes may also 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 People and Society *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 or social science in school or further education contexts. In particular it provides progression to National 4 People and Society.

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 People and Society: Investigating Skills Unit encourages active and experiential learning in order to develop an understanding of people and society through a high level of personalisation and choice. Learners should be involved in identifying a topic, theme or issue which allows them to demonstrate knowledge of two key ideas and use routine investigating skills. Relevant contexts should provide motivating and engaging learning experiences. Learners should be encouraged to create their own success criteria at regular intervals and evaluate their own progress throughout this Unit.

The course is skills-based, with learners applying skills and knowledge to their chosen theme. Outcome 1 will therefore be completed alongside Outcome 2 as the skills should not be developed in isolation from the topic or issue of the Unit.

Course and Unit planning

In designing this Unit a theme should be chosen through discussion between the teacher/lecturer and learners. The theme chosen should be one which allows rich opportunities to develop investigating skills. It should also be noted that the general design principles for Units within this Course also apply, namely:

- ◆ The Unit should be based on two key ideas drawn from the social subjects/social science disciplines (Appendix 1).
- ◆ If the Unit is part of a People and Society Course then one key idea should be common across all three Units of the Course.
- ◆ The Unit should adopt an interdisciplinary approach by using the perspective of two social subjects/social science disciplines (Appendix 2). It may be useful to use the example design grid to help plan the course (Course Support Notes).

There is no specified assessment method given for this Unit nor is any particular approach to assessment specified. Centres can use this flexibility to generate evidence to show that learners have achieved the Outcomes and Assessment Standards in a variety of ways. Learner involvement in the choice of assessment method may improve motivation and allow learners to demonstrate achievement in the way most suitable for them.

The flexible approach to gathering evidence for the achievement of Outcomes and Assessment Standards makes this Unit suitable for a wide range of learners and allows centres the opportunity to minimise potential barriers to achievement thereby ensuring equality of access for all learners.

The skills focus of this Unit is investigating skills. The following exemplification is a suggestion only and does not represent any form of mandatory requirement. Centres may adopt a wide range of themes which allow learners to demonstrate the skills of choosing sources of information, collecting information and organising information.

Context or overarching theme — my local community		
Unit 1	Unit 2	Unit 3
Title Broughty Ferry – Past and Present	Title	Title
Common Key Idea Environment	Common Key Idea Environment	Common Key Idea Environment
Key Idea Change	Key Idea	Key Idea
Interdisciplinary Links History and Geography	Interdisciplinary Links	Interdisciplinary Links
Application of Skills Investigating Skills	Application of Skills	Application of Skills
Possible Contexts In my local area (Broughty Ferry) I will find out about life in Broughty Ferry in the past and today. I will choose two ways of finding information about this topic. I will collect information from two sources. I will select useful and interesting information from the information I have collected.*	Possible Contexts	Possible Contexts

* It should be noted that it is not necessary to assess each of the investigating skills of choosing suitable sources, collecting information and selecting information in the context of a single investigation task. The skills may be practiced and successful completion of the assessment standards in a range of different and separate tasks.

The skills focus of this Unit is the development of a range of routine investigating skills, it is not necessary to develop these skills in the context of one Investigation. It may be preferable to develop the skills over a series of short, linked activities in a range of contexts. It is important for learners to be made aware throughout the course of the skills they are developing and how these can be transferrable to other Units and Courses.

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

The learner will:

- 1 Use routine investigating skills suitable for carrying out social subjects/social science investigations

Outcome 2

The learner will:

- 2 Draw on their basic knowledge and understanding of topics or issues in an interdisciplinary way

Example 1

Assessment Standard 1.1

Choosing two sources of information

In an introductory discussion between the teacher/lecturer and either an individual learner or a group of learners it is agreed that a suitable context in which to develop investigating skills would be to find out about their local area/community and what life was like in the past and what life is like now.

The group could suggest a variety of different ways to find out about and collect information in general. A list could be compiled by the teacher/lecturer of the suggestions made:

- ◆ books
- ◆ newspapers
- ◆ the internet
- ◆ talking to people (interview)
- ◆ questionnaire/survey
- ◆ recording observations on a visit or fieldtrip
- ◆ taking photographs
- ◆ writing a letter
- ◆ watching a television programme

Through group discussion the various suggestions could be considered with a basic consideration of the suitability of each for this specific investigation:

- ◆ watching a TV programme could be good because you could see the information but there are not any TV programmes that have been made about this community
- ◆ having an interview with an older person who has lived in this area all her life would be good because who will remember what it was like when she was

young and what it is like now that she is older but we will have to make up questions and it might be difficult because her hearing is poor.

Following a group or class discussion, learners would then choose two methods, from a given list, which would be suitable for the investigation. They could give a basic description of the method and why it would be a suitable one for this investigation. The learner could retain this information in their folio to demonstrate they had achieved Assessment Standard 1.1.

Example 2 (combined assessment)

Assessment Standard 1.2

Assessment Standard 2.2

- ◆ Collecting a limited range of basic information from two sources
- ◆ Briefly describing a topic or issue

In the context of their local areas the learner will use investigating skills in order to find out about an aspect of life in their local area. This activity may be carried out by individual learners although if learners are to carry out investigating activities, working with another or as part of a small group may provide greater confidence and allow more information to be collected.

I/we have decided to find out what young people did in their free time in the past and what young people do in their free time nowadays in Broughty Ferry.

I/we will find out what people did in the past by interviewing our grandparents and ask them questions.

I/we will find out what people do nowadays by making up a survey and we will ask pupils in the school about the kind of things they do at weekends and in the evenings.

Preparatory work

Interview:

- ◆ identify suitable grandparents/great grandparents in the right age range who could provide information about the area 50/60 years ago
- ◆ find out if grandparents would be prepared to answer a few questions about leisure activities when they were young
- ◆ arrange place and time for interview
- ◆ discuss and agree upon a list of questions to ask in interview
- ◆ discuss and decide on a method of recording interview, eg notes/video camera/audio recorder (this activity could develop investigating skills by considering the strengths and weaknesses of various methods or recording answers)

Survey

- ◆ decide how many young people to include in survey and age range to be asked
- ◆ discuss and agree on questions for survey
- ◆ consider best approach – open/closed questions

- ◆ consider method of collecting information – issue questionnaires or conduct survey in person ((this activity could develop investigating skills by considering the strengths and weaknesses of different approaches)
- ◆ prepare survey and produce sufficient copies for distribution if this method is chosen
- ◆ carry out survey at suitable time

I/we interviewed our gran and granddad and asked them questions about what they did in their free time when they were our age (in the 1960s). They told us lots of interesting information and we recorded it using our mobile phones so we could listen to what they said when we got back to the classroom and we could make notes. We found out lots of information about the sort of things that young people did in the past and that it was different from what young people do nowadays.

In our survey we decided to ask the questions ourselves. We asked 50 people (half boys and half girls). We asked people at interval and during lunchtime. We made the questions mostly yes/no questions so we could add up the results easily. We found out the sort of things that young people like to do in our area in their free time at weekends and in the evenings.

Retention of evidence

This activity has the potential to generate a considerable amount of information to demonstrate that the learner has achieved the assessment standards. In their folio the learner should retain copies of the questions asked in both the interview and the survey. A recording of the interview should be retained and a copy of a summary sheet of collated results from the survey should also be retained. Demonstration of assessment standard 2.1 could be through a poster with graphs/tables/diagrams showing the results of the survey and a brief report back to the class describing the main points found out during the interview.

When these activities are being undertaken in a pair or small group it is important that the teacher/lecturer is able to identify the individual contribution to the group effort. A range of approaches may be adopted to satisfy the need to show individual attainment of the assessment standards, including:

- ◆ teacher observation with the use of a checklist of group discussions
- ◆ allocation of specific preparatory tasks to individuals
- ◆ peer review following the activity
- ◆ use of recording of interview to identify individual contributions
- ◆ individual learners take responsibility for particular questions in the interview/survey
- ◆ individual 'write up'/presentation of results following group collection of information

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.

In the case of the Investigating Skills Unit, the use of a candidate folio may be particularly appropriate as a way of retaining evidence. 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 folio 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. It should be used to show candidates can identify appropriate sources of information and how and where to collect these sources. For example, the evidence may be from a video clip of learners going to a library and selecting appropriate material for their topic, as well as written evidence of collecting and organising relevant information. Learners' presentations will show use of appropriate presentation methods and their selection of appropriate information. 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 Specification. 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 made 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 skills focus of this Unit is developing investigating skills which will allow learners to acquire knowledge and understanding of people and society. Learners will use skills including investigating, using information, and presenting information in a variety of ways. Learners will also develop skills in working with others, contributing to group work, and working on their own to make decisions which develop thinking skills.

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, comic strips or books to allow them to develop skills in extracting relevant information suitable for their topic or issue. Learners should undertake limited written exercises to allow them to show the information they have extracted from sources and help them to organise their information. Presentation of this information could be in a written form, eg as a project, newspaper article or poster so this should be practiced.

An essential skill this Unit lends itself to is the development of listening and talking. Learners should have the opportunity to be introduced to oral sources, eg a guest speaker or video/DVD clips, and how to extract information from these sources for their chosen topic. Learners should also be involved in group discussions, eg on reliability of sources, debates and experience giving and listening to verbal presentations.

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, an openness to new thinking and ideas, and a sense of responsibility and global citizenship. Through group work and discussions candidates will begin to understand more about their sense of identity and place in the world.

Thinking skills will be developed throughout this Unit. Learners should be offered a wide range of opportunities to use questioning to build knowledge and understanding of skills and topics. Learners will develop their knowledge and understanding of issues and possibly events which will allow them to apply their knowledge to collect, analyse and evaluate sources of information, as well as organising the information into a presentable form.

Skills of numeracy may be developed through the evaluation of a range of numerical, statistical and graphical sources of information and could be used in presenting the 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 a 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 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 that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Key ideas

Each Unit in the Course must be linked to two key ideas drawn from the social subjects/social sciences. A full list of these key ideas is shown below.

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

Appendix 2: Social subject/social science disciplines

A list of the likely social subjects, social sciences and RME disciplines that could be drawn on are given below:

- ◆ Geography
- ◆ History
- ◆ Modern Studies
- ◆ Classical Studies
- ◆ Economics
- ◆ Religious, Moral and Philosophical Studies
- ◆ Sociology
- ◆ Economics
- ◆ Psychology
- ◆ Philosophy

Appendix 3: 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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Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — People and Society: Comparing and Contrasting (National 3)



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Please refer to the note of changes at the end of this template 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 People and Society: Comparing and Contrasting (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 of using information to compare and/or contrast and develop a basic knowledge and understanding of aspects of people and society. Learners will use these skills and draw on their basic knowledge and understanding of an issue in an inter-disciplinary way, from the perspective of at least two of the social subject/social science disciplines.

Progression into this Unit

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

In terms of prior learning and experience, relevant aspects of the Social Studies, Health and Wellbeing and RME principles and practices and experiences and outcomes may also 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 People and Society *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 or social science in school or further education contexts. In particular it provides progression to National 4 People and Society.

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 People and Society: Comparing and Contrasting Unit encourages active and experiential learning in order to develop an understanding of people and society through a high level of personalisation and choice. Learners should be involved in identifying a topic, theme or issue which allows them to demonstrate knowledge of two key ideas and use routine skills to compare and contrast basic information. Relevant contexts should provide motivating and engaging learning experiences. Learners should be encouraged to create their own success criteria at regular intervals and evaluate their own progress throughout this Unit.

The course is skills-based, with learners applying skills and knowledge to their chosen theme. Outcome 1 will therefore be completed alongside Outcome 2 as the skills should not be developed in isolation from the topic or issue of the Unit.

Course and Unit planning

In designing this Unit a theme should be chosen through discussion between the teacher/lecturer and learners. The theme chosen should be one which allows rich opportunities to develop comparing and contrasting skills. It should also be noted that the general design principles for Units within this Course also apply, namely:

- ◆ The Unit should be based on two key ideas drawn from the social subjects/social science disciplines (Appendix 1)
- ◆ If the Unit is part of a People and Society Course then one key idea should be common across all three Units of the Course
- ◆ The Unit should adopt an interdisciplinary approach by using the perspective of two social subjects/social science disciplines (Appendix 2). It may be useful to use the example design grid to help plan the course (Course Support Notes).

There is no specified assessment method given for this Unit nor is any particular approach to assessment specified. Centres can use this flexibility to generate evidence to show that learners have achieved the Outcomes and Assessment Standards in a variety of ways. Learner involvement in the choice of assessment method may improve motivation and allow learners to demonstrate achievement in the way most suitable for them.

The flexible approach to gathering evidence for the achievement of Outcomes and Assessment Standards makes this Unit suitable for a wide range of learners and allows centres the opportunity to minimise potential barriers to achievement thereby ensuring equality of access for all learners.

The skills focus of this Unit is in comparing and contrasting. The following exemplification is a suggestion only and does not represent any form of mandatory requirement. Centres may adopt a wide range of themes which allow learners to demonstrate these skills.

Context or overarching theme — fairness and inequality		
Unit 1	Unit 2	Unit 3
Title	Title Town and Country	Title
Common Key Idea Equality	Common Key Idea Equality	Common Key Idea Equality
Key Idea	Key Idea Difference	Key Idea
Interdisciplinary Links	Interdisciplinary Links Modern Studies Geography	Interdisciplinary Links
Application of Skills	Application of Skills Comparing and Contrasting	Application of Skills
Possible Contexts	Possible Contexts In our school, some of the pupils live in the town and some of the pupils live in the countryside. We will find out some of the differences between living in a town compared with living in the countryside. Our school has links with a school in Malawi. We will compare the lives of children in Malawi with Scotland.	Possible Contexts

The skills focus of this Unit is the development of the ability to make comparisons to show similarities and differences. It is important for learners to be made aware throughout the course of the skills they are developing and how these can be transferrable to other Units and Courses.

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

The learner will:

- 1 Use routine skills to compare and contrast information

Outcome 2

The learner will:

- 2 Draw on their basic knowledge and understanding of topics or issues in an interdisciplinary way

Example 1

Assessment Standard 1.1

Assessment Standard 1.2

- ◆ Using two sources of information to identify a difference or similarity
- ◆ Using evidence from two sources of information to describe a difference or similarity

In a preparatory discussion between the teacher/lecturer and the learners a number of differences could be identified between the lives of those learners who live in the town and those who live in the countryside. Two of these differences could be developed with information being provided from both the countryside and the town.

Learners from the town and country could each produce video diaries describing an aspect of their lives:

I live in the countryside, eight miles from school. I have to get up at 6.30 every morning to get ready for school because I have to catch the school bus every morning. I have to walk up the small road that my house is on which leads up to the main road where the bus stops for me and my sister. If I sleep in I will miss my bus and I will have to get a taxi to school or my mum will have to drive me to school. Sometimes in winter we do not get to school because the bus cannot reach where we live.

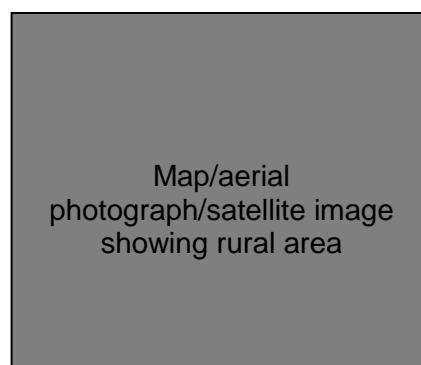
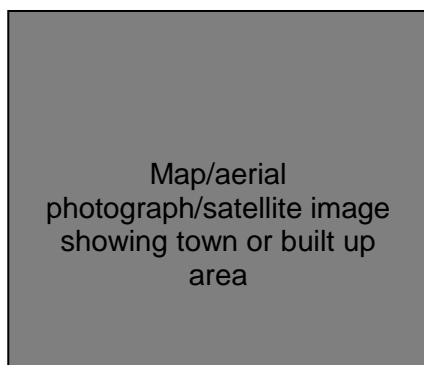
In the town I live very close to the school. I can get up at 8.00 in the morning and still have time to get washed and dressed and eat my breakfast. I can walk to school because it is not far. We hardly ever get a day off school because of the snow because it is so close.

Learners could show their video diaries to the whole class, answer questions from others in the class. Through this learners would develop a knowledge and understanding of differences between life in the country and the town. This could be presented by individual posters which could use a range of media to demonstrate the differences, eg written text, photographs, simple route maps.

Learners could use the internet to access Google maps. In pairs, learners could find a map showing their local town and the area in the countryside where a class mate lives. These maps could be printed off and studied by learners. They should be able to identify differences in features between the two maps, eg number of buildings, distance to school, types of buildings, road layout. Learners could annotate these maps indicating differences — these could be retained as evidence of the Assessment Standards. The interdisciplinary aspect of the Outcomes could be demonstrated by drawing upon skills, knowledge and understanding from Geography and their contemporary knowledge of their own lives and lives of others in the class.

Learners may annotate the maps and indicate where they live or where they go to school.

Sample layout



Town

In this map there are a lot of buildings and roads. Most of the buildings are houses because a lot of people live in the town. There are also a lot of roads which helps people get from one part of the town to the other.

Country

In this map there are only a few buildings and roads. Only a few people live in this part of the country. It will take longer to get to places in the country because there are not so many roads.

Example 2

Assessment Standard 1.1

Assessment Standard 1.2

Assessment Standard 2.1

Assessment Standard 2.2

- ◆ Using two sources of information to identify a difference or similarity
- ◆ Using evidence from two sources of information to describe a difference or similarity
- ◆ Identifying the main features of a topic or issue
- ◆ Describing, briefly, a topic or issue

The teacher/lecturer could provide a range of photographs illustrating aspects of life in Scotland with aspects of life in another society. Inter-school links may provide a rich source of visual material as well as personal experience through visits, video links, letter writing etc. Alternatively, with an appropriate level of guidance and support, learners could use investigating skills developed elsewhere in the Course to carry out an internet search to find photographs illustrating various aspects of life in Scotland and another country. Aspects of life could include housing, schooling, transport, climate, farming etc.

These photographs could be selected with the appropriate photographs organised and grouped according to which country they show and what aspects of life are represented. Learners could decide which aspect of life they wished to focus on and select the appropriate photographs to illustrate the differences between life in Scotland and another contrasting country. This information could be presented as a digital slide show presentation with oral or written commentary or an annotated poster and retained for purposes of verification.

Sample instructions:

The four photographs below show pictures of houses and shops in Scotland and Malawi.

- ◆ Write down beside each picture whether it is from Scotland or Malawi.
- ◆ Compare the two pictures of houses. On the pictures mark at least two differences between the Scottish house and the Malawi house.
- ◆ Compare the two pictures of shops. On the pictures mark at least two differences between the Scottish shop and the Malawi shop.
- ◆ Make up a poster or use the computer to make up a slide presentation describing differences in life between Scotland and Malawi.

Sample layout

Scottish house	Malawi house
Scottish shop	Malawi shop

Retention of evidence

This activity has the potential to generate a considerable amount of information to demonstrate that the learner has achieved the assessment standards.

Considerable flexibility exists in how the information may be presented and centres should use appropriate means to retain evidence for assessment purposes.

When these activities are being undertaken in a pair or small group it is important that the teacher/lecturer is able to identify the individual contribution to the group effort. A range of approaches may be adopted to satisfy the need to show individual attainment of the assessment standards, including:

- ◆ teacher observation with the use of a checklist of group discussions
- ◆ allocation of specific preparatory tasks to individuals
- ◆ peer review following the activity
- ◆ use of recording of interview to identify individual contributions
- ◆ individual learners take responsibility for particular questions in the interview/survey

- ◆ individual 'write up'/presentation of results following group collection of information

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.

Assessment evidence should be gathered as part of day-to-day learning as learners carry out a range of tasks. All of the evidence does not need to be from the one activity, but can be assembled from a variety of tasks and activities 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. It should be used to show candidates can compare and/or contrast in order to identify differences and similarities in sources of information. 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 Specification. 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 made 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 skills focus of this Unit is developing skills of comparing and contrasting which will allow learners to acquire knowledge and understanding of people and society. Learners will also use skills including investigating, using information, and presenting information in a variety of ways. Learners will also develop skills in working with others, contributing to group work, and working on their own to make decisions which develop thinking skills.

The Unit lends itself to the development of literacy skills particularly reading, writing, listening and talking in order to identify and describe differences and similarities.

Information handling skills will be developed throughout this Unit as learners use a range of written, numerical, graphical and pictorial sources of information to make comparisons and contrasts. Skills of numeracy may be developed through the evaluation of a range of numerical, statistical and graphical sources of information and could be used in presenting the information.

Citizenship will be an important aspect of this Unit as learners will be encouraged to compare and contrast their own lives and experiences with those of others. These comparisons may be with individuals, groups and societies in the past or with others who live very different lives from their own. This comparative aspect will widen their horizons and encourage them to reflect upon their own lives.

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

Appendix 1: Key ideas

Each Unit in the Course must be linked to two key ideas drawn from the social subjects/social sciences. A full list of these key ideas is shown below.

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

Appendix 2: Social subject/social science disciplines

A list of the likely social subjects, social sciences and RME disciplines that could be drawn on are given below:

- ◆ Geography
- ◆ History
- ◆ Modern Studies
- ◆ Classical Studies
- ◆ Economics
- ◆ Religious, Moral and Philosophical Studies
- ◆ Sociology
- ◆ Economics
- ◆ Psychology
- ◆ Philosophy

Appendix 3: 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 \(June 2008\)](#)
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- ◆ *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

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Unit Support Notes — People and Society: Making Decisions (National 3)



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Please refer to the note of changes at the end of this template 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 People and Society: Making Decisions (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 of using information to make decisions and develop a basic knowledge and understanding of aspects of people and society. Learners will use these skills and draw on their basic knowledge and understanding of an issue in an inter-disciplinary way, from the perspective of at least two of the social subject/social science disciplines.

Progression into this Unit

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

In terms of prior learning and experience, relevant aspects of the Social Studies, Health and Wellbeing and RME principles and practices and experiences and outcomes may also 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 People and Society *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 or social science in school or further education contexts. In particular it provides progression to National 4 People and Society.

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 People and Society: Making Decisions Unit encourages active and experiential learning in order to develop an understanding of people and society through a high level of personalisation and choice. Learners should be involved in identifying a topic, theme or issue which allows them to demonstrate knowledge of two key ideas and use routine skills to make decision using basic information. Relevant contexts should provide motivating and engaging learning experiences. Learners should be encouraged to create their own success criteria at regular intervals and evaluate their own progress throughout this Unit.

The course is skills-based, with learners applying skills and knowledge to their chosen theme. Outcome 1 will therefore be completed alongside Outcome 2 as the skills should not be developed in isolation from the topic or issue of the Unit.

Course and Unit planning

In designing this Unit a theme should be chosen through discussion between the teacher/lecturer and learners. The theme chosen should be one which allows rich opportunities to develop decision making skills. It should also be noted that the general design principles for Units within this Course also apply, namely:

- ◆ The Unit should be based on two key ideas drawn from the social subjects/social science disciplines (Appendix 1).
- ◆ If the Unit is part of a People and Society Course then one key idea should be common across all three Units of the Course.
- ◆ The Unit should adopt an interdisciplinary approach by using the perspective of two social subjects/social science disciplines (Appendix 2). It may be useful to use the example design grid to help plan the course (Course Support Notes).

There is no specified assessment method given for this Unit nor is any particular approach to assessment specified. Centres can use this flexibility to generate evidence to show that learners have achieved the Outcomes and Assessment Standards in a variety of ways. Learner involvement in the choice of assessment method may improve motivation and allow learners to demonstrate achievement in the way most suitable for them.

The flexible approach to gathering evidence for the achievement of Outcomes and Assessment Standards makes this Unit suitable for a wide range of learners and allows centres the opportunity to minimise potential barriers to achievement thereby ensuring equality of access for all learners.

The skills focus of this Unit is making decisions. The following exemplification is a suggestion only and does not represent any form of mandatory requirement. Centres may adopt a wide range of themes which allow learners to demonstrate these skills.

Context or overarching theme — my life and health		
Unit 1	Unit 2	Unit 3
Title	Title	Title Making my life better
Common Key Idea Need	Common Key Idea Need	Common Key Idea Need
Key Idea	Key Idea	Key Idea Change
Interdisciplinary Links	Interdisciplinary Links	Interdisciplinary Links Modern Studies, Psychology, Sociology
Application of Skills	Application of Skills	Application of Skills Making Decisions
Possible Contexts	Possible Contexts	Possible Contexts I have to make a decision when I am 16 about whether I will stay in school, go to college or try and get a job. I need to decide what would be best for my life. The government has to make a decision about whether to give everyone at school a healthy free school meal. They have to decide if this is a good decision to improve Scotland's health

The skills focus of this Unit is the development of the ability to make decisions based upon evidence. It is important for learners to be made aware throughout the course of the skills they are developing and how these can be transferrable to other Units and Courses.

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

The learner will:

- 1 Use routine skills to make decisions using information

Outcome 2

The learner will:

- 2 Draw on their basic knowledge and understanding of topics or issues in an interdisciplinary way

The flexibility within this Unit/Course allows learners to develop skills of decision making in a wide range of contexts. Learners at National 3 may focus their decision making in issues which have a direct relevance to their own lives and about which they have direct experience. The advantage of this approach is that they should be able to find information readily since decisions should be made based upon evidence. In addition the personal relevance of these decisions could prove to be motivating for learners. The range of possible contexts is very wide and includes personal/individual decisions, decisions which will have an impact directly upon their own lives although could also include higher level decisions which would have an impact upon them, albeit not directly.

Example 1

Outcome 1

- ◆ Using two sources of information to make a decision
- ◆ Using evidence from two sources of information to support a decision

In a preparatory discussion between the teacher/lecturer and the learners significant stages in their lives could be identified where they need to make important decisions. Given the age of most learners and the stage that they are at in their education; decisions about whether or not they should stay on in school for further study, leave school to go to college or leave school to find employment would be important to them. Consideration for this issue, which would be particularly important for their own wellbeing, would provide an opportunity to consider many of the factors which could have an impact upon the decision and allow them to consider their choices in a structured and informed way.

What is the decision I have to make?

I will soon be 16 and I will be able to leave school. I have to decide if I should stay on at school and try and get more qualifications or leave school and go to college or try and get a job.

What do I have to think about before I decide?

There are lots of people who could help me to make the decision and different information I need to think about.

What do my mum and dad think about it?

Will I get EMA?

Are there any jobs in this area?

Am I mature enough to leave school?

What are my friends doing?

Do my teachers think I should stay on or leave?

<p>Will I like college better than school? What courses can I do at the local college? What job do I want to have in the future?</p>
<p>What is the most important thing I need to think about when making this decision?</p> <p>The most important thing to think about is what is going to be best for me in the future and not just to copy what my friends are doing or leave school because I get in trouble in school sometimes.</p>

Learners may consider the above questions as individuals, within friendship groups or as a whole class with input from the teacher/lecturer as appropriate. While successful achievement of the outcome only requires the learner to use two sources of information to make the decision, it is reasonable to assume that learners may identify and consider information from several sources in order to make their decision. A variety of approaches could be adopted to collect the information:

Home study	I will talk to my mum and dad about whether they think I should stay on at school or leave. I will record what they say on my mobile phone and write it up using the computers in class.
Interview	I will ask my guidance teacher (or careers adviser) for an interview to find out what would the advantages and disadvantages of staying on at school, or going to college or getting a job. My guidance teacher could tell me about fifth year in school and what subjects I could do. The careers adviser could tell me if there are jobs I can do in the local area.
Visit	I can go on a visit to my local college and find out what courses they have on offer, what qualifications I need to get in. I know some people who go to the college and I can ask them if they like it and if it is better than school.
Group discussion	I can talk with my friends and they can help me decide if I am mature enough to leave school. I get on well with my friends and we are honest with each other so I can trust what they say.
Internet	I will use the internet to find out about the EMA and whether I would be able to claim it at school or college, how much it is and what I have to do to receive it.

Once they have collected information from a range of sources, they should choose at least two sources of information that they believe to be the most significant. Learners could retain their information in a personal folio. They should draw upon this information to make the decision. Flexibility exists in the way in which this decision is presented, however, given the personal nature of the decision, a brief individual write up may be appropriate.

My Diary
My Decision
I have decided to leave school at the end of fourth year and go to college.
Reasons for my decision
<p>I went to my local college for a visit. They have courses which I would be interested in. I want to be a motor mechanic and I can do a course in this at the college. I can get the bus easily to college from my house. I spoke to a friend of mine who is doing the course and he says it is really good.</p> <p>I went on the internet and I found out that I will be able to get EMA if I go to college. This will give me £30 a week to help with bus fares and still have a bit left over. My mum and dad say I can still stay at home and they will give me £20 a week so I have some money to spend.</p>

Example 2 (combined assessment)

Outcomes 1 and 2

- ◆ Using two sources of information to make a decision
- ◆ Using evidence from two sources of information to support a decision
- ◆ Identifying the main features of a topic or issue
- ◆ Describing, briefly, a topic or issue
- ◆ Showing basic knowledge and understanding of two key ideas drawn from the social subjects/social science disciplines

An issue could be identified about which a decision could be made by government (local, national or international). It should be apparent that this issue would have a significant impact upon the lives and wellbeing of learners. Such issues could include:

- ◆ whether or not the government should provide a healthy free school meal for all school pupils
- ◆ whether prescriptions should be free for everyone
- ◆ whether a new road bridge be built over the River Forth
- ◆ whether a new sports centre should be built
- ◆ should minimum pricing be introduced for alcohol
- ◆ should EMA be paid to all school and college students

Learners could be presented with information relevant to the issue or could locate information themselves or a combination of the two. Information can be drawn from a variety of sources:

<p>Decision: Should the government provide a free school meal for all school pupils in Scotland?</p>
<p>Possible sources of information:</p> <ul style="list-style-type: none"> ◆ Statistical/graphical information showing opinion poll results ◆ Health statistics for Scotland ◆ Dietary information about school meals and other meals taken by students ◆ Survey of school pupils opinions ◆ Interview with school meals staff ◆ Letter to MP ◆ Internet search on campaigning groups ◆ Video programme/news reports
<p>Evidence of attainment:</p> <p>Learners should be presented with range of basic information which both supports and opposes the decision to be made.</p> <p>Learners should make a decision: either to support the decision to give free school meals or to oppose free school meals. The decision should be supported by using information drawn from two sources of information each of which clearly supports the decision reached.</p> <p>Learners could demonstrate knowledge and understanding of the issue around which the decision is to be made. Reference to the key ideas should be made, eg <i>need</i>. A free healthy school meal is important as everyone needs to be healthy to have a good life.</p>
<p>Presentation of evidence:</p> <p>Learners could have access to the evidence in digital form and produce a brief PowerPoint presentation to the class or produce a poster containing the information. This would contain the evidence they have used to make their decision and information demonstrating their knowledge and understanding of the issue. Classmates could ask questions or complete peer assessment sheets in order to assess the learner's presentation skills, decision making skills, knowledge of the issue.</p>
<p>Retention of evidence:</p> <p>A PowerPoint presentation or poster and peer assessment sheets as well as a teacher checklist could be retained to demonstrate achievement of the Outcomes and assessment standards.</p>

Retention of evidence

This activity has the potential to generate a considerable amount of information to demonstrate that the learner has achieved the assessment standards. Considerable flexibility exists in how the information may be presented and centres should use appropriate means to retain evidence for assessment purposes.

When these activities are being undertaken in a pair or small group it is important that the teacher/lecturer is able to identify the individual contribution to the group effort. A range of approaches may be adopted to satisfy the need to show individual attainment of the assessment standards, including:

- ◆ teacher observation with the use of a checklist of group discussions
- ◆ allocation of specific preparatory tasks to individuals
- ◆ peer review following the activity
- ◆ use of recording of interview to identify individual contributions
- ◆ individual learners take responsibility for particular questions in the interview/survey
- ◆ individual 'write up'/presentation of results following group collection of information

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 and simple digital presentations.

Assessment evidence should be gathered as part of day-to-day learning as learners carry out a range of tasks. All of the evidence does not need to be from the one activity, but can be assembled from a variety of tasks and activities 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. It should be used to show candidates can make decisions using a limited range of basic sources of information. 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 Specification. 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 made 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 skills focus of this Unit is developing skills of decision making which will allow learners to acquire knowledge and understanding of people and society. Learners will also use skills including investigating, using information, and presenting information in a variety of ways. Learners will also develop skills in working with others, contributing to group work, and working on their own to make decisions which develop thinking skills.

The Unit lends itself to the development of literacy skills particularly reading, writing, listening and talking in order to consider evidence on which decisions can be made.

Information handling skills will be developed throughout this Unit as learners use a range of written, numerical, graphical and pictorial sources of information to make decisions. Skills of numeracy may be developed through the evaluation of a range of numerical, statistical and graphical sources of information and could be used in presenting the information.

Citizenship will be an important aspect of this Unit as learners will be encouraged to consider factors in society that will affect decisions they will make in their personal lives and the impact of decisions made by government at various levels on themselves and others. This Unit may provide many opportunities for personal reflection.

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

Appendix 1: Key ideas

Each Unit in the Course must be linked to two key ideas drawn from the social subjects/social sciences. A full list of these key ideas is shown below.

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

Appendix 2: Social subject/social science disciplines

A list of the likely social subjects, social sciences and RME disciplines that could be drawn on are given below:

- ◆ Geography
- ◆ History
- ◆ Modern Studies
- ◆ Classical Studies
- ◆ Economics
- ◆ Religious, Moral and Philosophical Studies
- ◆ Sociology
- ◆ Economics
- ◆ Psychology
- ◆ Philosophy

Appendix 3: 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*](#)
- ◆ *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

Administrative information

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Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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