

National 4 Modern Studies Course Support Notes



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

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 Modern Studies Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Added Value Unit Specification* and the *Unit Specifications* for the Units in the Course. These Support Notes incorporate support for the Added Value Unit.

General guidance on the Course

Aims

The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. This purpose will be achieved through successful study of the Course Units which focus on the democratic political system in Scotland and the UK, social issues in the UK and international issues.

Through the Modern Studies Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units. It will develop the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future.

Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multi-disciplinary approach.

Progression into this Course

Entry to this Course is at the discretion of the centre. Many learners will benefit from having completed this Course at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Course.

Experiences and outcomes

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.

The social studies principles and practices and relevant aspects of social studies: people in society, economy and business experiences and outcomes may provide an appropriate basis for entry to this Course.

When considering whether this Course is appropriate for a particular learner, you 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 Added Value *Unit 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.

Full skills and knowledge for the Course are provided in the *Course Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course includes:

Added value

- ◆ with guidance, research and use information collected from a limited range of sources about contemporary issues
- ◆ develop and apply skills, knowledge and understanding in straightforward political, social or international contexts

Skills

- ◆ use a limited range of sources of information to detect and explain bias and exaggeration, make and justify decisions and draw and support conclusions

Knowledge and understanding

- ◆ draw upon straightforward knowledge and understanding of:
 - the main democratic processes, institutions and organisations which make up political life in Scotland and the United Kingdom
 - social issues in Scotland and the United Kingdom
 - international issues

Progression from this Course

This Course may provide progression to Units or Courses in related social subjects or social science, as well as a range of careers. In particular this Course provides progression to National 5 Modern Studies.

Hierarchies

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

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

The Units have been written in a hierarchical format, to facilitate multi-level delivery, allow for learners to achieve at their highest level and allow for achievement at a lower level, if necessary. There is also considerable flexibility in topics and contexts for learning, to facilitate personalisation and choice for learners and centres. Throughout 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.

Learning should be progressive and not repetitive as learners progress through the levels. While Course planning may involve returning to concepts or themes developed at a lower level in order to develop knowledge and understanding and skills in greater depth, it is important that any content in a Course at one particular SCQF level is not repeated excessively as 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.

The hierarchical nature of Modern Studies Courses and Units allows the delivery of National 4 and National 5 together. The degree of choice 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.

Different learners develop at different speeds. Hence, it is important that the learner is given the opportunity to achieve at the highest level. The hierarchical nature of the Units and Courses means that individual learners can be assessed, within the same context, at the appropriate level for them at that time. Learners should be given the opportunity to be assessed at the highest level they are capable of. The profile of an individual learner may consist of Units achieved at more than one level, with some at a level higher than the overall Course.

The requirements of the National 4 Added Value Unit and the assignment at National 5 have been designed to facilitate flexible delivery. The activities undertaken in preparation for the National 5 assignment may generate evidence to meet the requirements of the National 4 Added Value Unit. If this approach is used, centres must ensure that the learner's evidence generated within the National 5 assignment is carefully measured against the appropriate standard of the National 4 Added Value Unit. The requirements of the National 5 assignment and the National 4 Added Value Unit are not differentiated solely by the level of the learner's response.

Approaches to learning, teaching and assessment

Detailed advice and exemplification of different approaches to generating evidence through teaching and learning can be found in the following *Unit Support Notes* for the National 4 Modern Studies Course:

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

The National 4 Modern Studies Course should be seen as a coherent study of aspects of contemporary society. There will be opportunities throughout the Course to reinforce and deepen learning by making links between aspects of knowledge and understanding across Units, depending on the particular topics and issues studied. For example:

- ♦ Understanding of the ways in which citizens in Scotland and the United Kingdom are able to participate in and influence the political system will be enhanced by comparison with another democratic society such as the United States of America or with a country which imposes greater limitations on political participation such as the People's Republic of China.
- ♦ Understanding of social issues may be enhanced by studying government responses to crime or inequalities in the United Kingdom and comparing this with government responses to these social issues in other countries.

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.

Each Unit has a specific skills focus for assessment purposes:

Modern Studies: Democracy in Scotland and the United Kingdom	Using sources of information to identify and explain bias and exaggeration.
Modern Studies: Social Issues in the United Kingdom	Using sources of information to make and justify a decision.
Modern Studies: International Issues	Using sources of information to draw and support conclusions.

It is important to stress that particular skills have been allocated to individual Units for assessment purposes only. This is to avoid over-assessment. The skills, however, are transferable to all three Units and the Added Value Unit.

The Course overall is intended to develop all the skills outlined in the Course Specification. The skills should be developed and practiced across all the Units.

They should not be taught in a narrow way, within one Unit only. It would be beneficial to develop decision making skills in a topic or issue from within the *Democracy in Scotland and the United Kingdom* Unit; for example 'should Scotland become an independent country?' or develop the skills of drawing conclusions in a social issues context; for example using numerical and/or graphical sources of information to draw conclusions about the extent of inequality and trends in inequality for a particular social group.

There is no recommended teaching order for the Units in this Course. Course planners may wish to consider how best to introduce the Modern Studies assignment; for example wait until learners have covered a range of topics before making a decision about the topic or issue to be studied. However, the development of skills should be a part of teaching and learning from the outset and learners will progressively build up the skills and retain evidence of these skills throughout the Course.

There are likely to be opportunities in the day-to-day delivery of the Units in a Course to generate evidence which satisfies completely or partially a Unit or Units. This is naturally occurring evidence and may be recorded as evidence for the Units or parts of the Units.

Considerable flexibility exists in the method and form of Unit assessment. For Unit assessment purposes, a variety of methods could be used to gather evidence such as limited written responses, use of sources, learner presentations, role play, research activities and creation of various media.

Assessment is an integral part of learning and teaching in Curriculum for Excellence. The National 4 Modern Studies Course should encourage and support independent learning as appropriate to the ability of the learner. Learners should have a clear understanding of the requirements of the Course. They should be encouraged to set their own learning objectives, assess the extent of their existing knowledge and be encouraged to review their own progress.

Learners learn best when they: understand clearly what they are trying to learn, and what is expected of them, are given feedback about the quality of their work, and what they can do to make it better, are given advice about how to make improvements and are fully involved in deciding what needs to be done next, and understand who can give them help if they need it. Teachers and lecturers should:

- ◆ share learning/assessment criteria
- ◆ deliver effective feedback
- ◆ encourage peer- and self-assessment
- ◆ question effectively using higher order questioning when appropriate

The use of assessment for formative purposes can provide an important role in raising attainment by:

- ◆ giving feedback
- ◆ detailing progress
- ◆ identifying learner strengths and areas for development

Group work approaches can be used within Units and across Courses where it is helpful to simulate real life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that the learner has met the required Assessment Standards for the Unit or Course.

Understanding the assessment standards and making assessment judgements

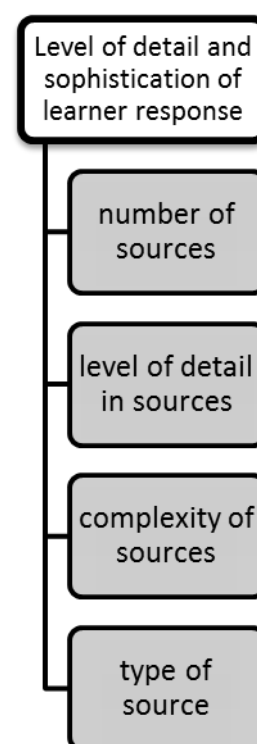
The following exemplification aims to provide advice and guidance to centres when developing activities which may be used to generate evidence that learners have achieved the Outcomes and Assessment Standards for the Units. These activities may be ones which allow the identification of naturally occurring 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 drawing out 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 may 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 centres refer to the appropriate *Unit Specifications* and the Outcomes and Assessment Standards for the Unit.

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

Level	Possible learner responses	Possible question types
Higher	<ul style="list-style-type: none"> ◆ Extended response ◆ Explanation and analysis required ◆ Clear and structured expression of complex ideas ◆ Extensive and sophisticated use of evidence ◆ Able to consider different perspectives on an issue ◆ Able to make judgements 	Discuss... To what extent ... How far ... Assess ... Critically examine... Comment on ...
National 5	<ul style="list-style-type: none"> ◆ Detailed response ◆ Description and explanation required with some analysis ◆ Clarity in expression of ideas ◆ Insightful use of evidence ◆ Use of appropriate exemplification 	Describe, in detail, ... Explain, in detail, ... To what extent ... How important ...
National 4	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆ Short response/outline ◆ Short descriptions ◆ Able to give an obvious reason ◆ Ability to make limited use of simple evidence 	Outline Give two reasons

Exemplification for National 4 (SCQF 4)

Possible question formats

The Scottish Parliament is responsible for devolved matters in Scotland.

Describe **two** devolved matters that are the responsibility of the Scottish Parliament.

- ◆ knowledge and understanding item
- ◆ two descriptions required
- ◆ identification of devolved matters and limited description
- ◆ with or without pictorial prompt
- ◆ short responses required

The Government provides help for families.

Government Help for Families (2010)

Image of Education Maintenance Allowance logo

Image of family

	A	B	C
1	Monthly Family Budget		
2			
3	Incomings	Outgoings	
4			
5	Pay - £800	Petrol - £160	
6	Child Benefit - £80	Supermarket - £400	
7	Tax Credit - £60	Phone/Broadband - £30	
8			
9			
10			
11			

- ◆ knowledge and understanding item
- ◆ picture prompts (optional) — knowledge
- ◆ explanation required — understanding
- ◆ short response required

Give **two ways** in which the Government provides help for families.

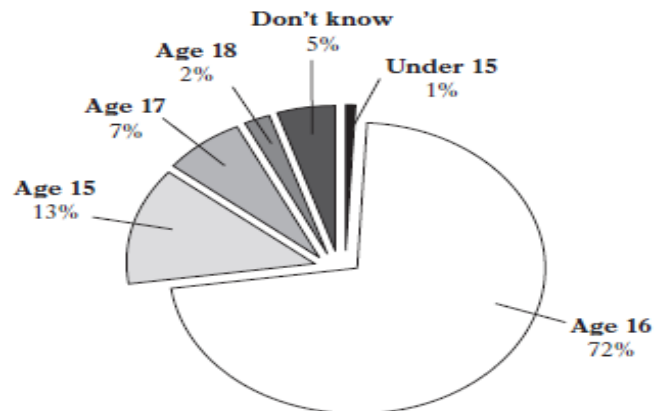
Choose **one** of these **ways** and explain why the Government gives this help.

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

Study Sources 1 and 2 below, then answer the question which follows.

SOURCE 1

Opinion Poll — At what age should Scots be allowed to vote?



SOURCE 2

Voting Age and Voter Turnout

Country	Minimum Voting Age	Voter Turnout
Austria	16	79%
Brazil	16	83%
Canada	18	60%
UK	18	61%
USA	18	57%

Write down **two** conclusions about voting age.

You should write **one** conclusion **with evidence** about **each** of the following.

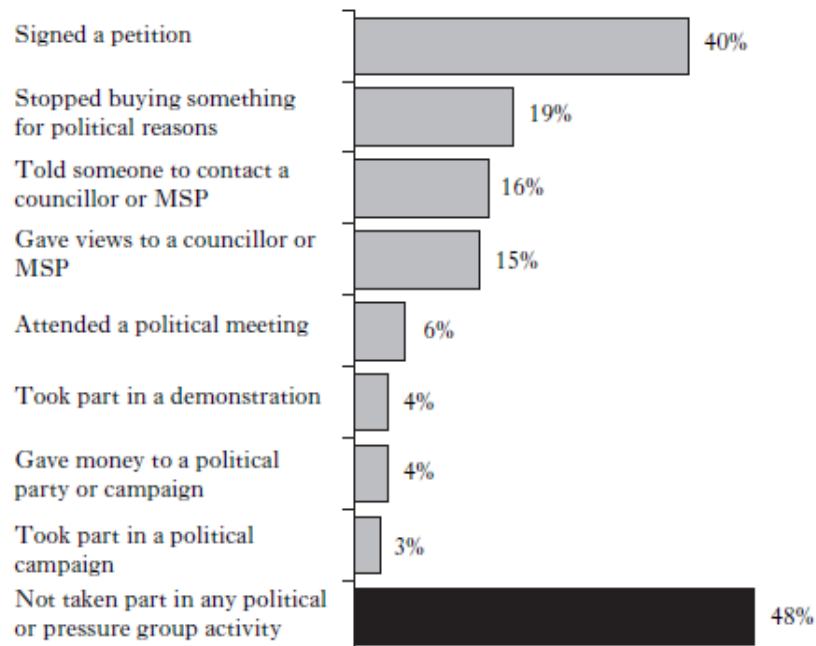
- The age that most people think Scots should be allowed to vote.
- The link between Minimum Voting Age and Voter Turnout.

Your answer **must** be based entirely on the Sources above.

- ♦ source-based item
- ♦ two sources
- ♦ range of source types
- ♦ pie chart — six data items, percentages (whole numbers)
- ♦ statistical table — 10 figures, mixed (whole numbers)
- ♦ straightforward sources
- ♦ directed conclusions required
- ♦ draw conclusions and give supporting evidence
- ♦ short responses required

(e) Study the information below, then answer the question which follows.

Survey showing the Percentage of People who have taken part in Selected Political and Pressure Group Activities



- ◆ source-based item
- ◆ one source
- ◆ bar chart — 9 data items
- ◆ straightforward source
- ◆ directed conclusions required
- ◆ draw conclusions and give supporting evidence
- ◆ short responses required

Using the information above, what **conclusion** can you reach about **each** of the following:

- the most popular form of pressure group activity
- the percentage of those who have not taken part in any political or pressure group activity compared with those who have?

Your answer must be based entirely on the information above.

(b) Study Sources 1 and 2 below, then answer the question which follows.

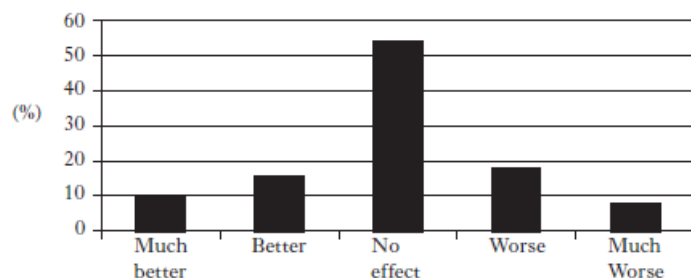
SOURCE 1

Between 2000 and 2010, the American people saw the biggest change in unemployment for many years. In 2000, the figure was 4.0% while in 2010, it was 10.0%. One of the effects of unemployment was that many Americans lost their houses as they could not afford to pay for them.

In 2009, President Obama signed the “American Recovery and Reinvestment Act”, which was a plan to spend \$539 billion to help the country recover. The government believes that these measures have already helped the economy to improve as the number of companies closing down has fallen.

SOURCE 2

Opinion Poll of American Citizens
Question: Have President Obama's policies made the USA economy better or worse?



Statements made by Paul Douglas

- The link between unemployment and losing your house is very strong.
- The majority of people agree that President Obama is doing a good job with the economy.
- A minority of people think that President Obama has made the economy much worse.
- The “American Recovery and Reinvestment Act” has not helped the economy.

Using **only** Sources 1 and 2 above, write down **two** statements made by Paul Douglas which are **exaggerated**.

Using the information in the Sources, give **one** reason why **each** of the statements you have chosen is **exaggerated**.

- ◆ source based item
- ◆ two sources
- ◆ range of source types
- ◆ written — 100 words (approx.)
- ◆ bar graph — 5 data items (vertical scale)
- ◆ straightforward sources
- ◆ identify exaggerated statements
- ◆ explain choice — short responses required

(d) Study the information below, then answer the question which follows.

You are the Sheriff at the trial of Sandy Hall. Sandy has been found guilty of knife possession. You must decide whether to give Sandy a suspended sentence or a prison sentence.

Sandy Hall's Factfile

- Sandy is 17 years old.
- Sandy has not been charged by the police before.
- Sandy admitted to carrying a knife at other times.
- Sandy was arrested after an increase in stabbings in the local area.
- Sandy has been offered an apprenticeship in a local factory.
- Sandy has a problem with anger management and often loses his temper.

Option 1

Sandy should be given a suspended sentence.

- Prison should only be used for repeat offenders.
- The Government is keen that young people do not get involved in the prison system.
- A prison record makes it difficult to get a full-time job after release.

Option 2

Sandy should be given a prison sentence.

- There has been a rise in the number of serious knife incidents in Scotland.
- Prison offers a chance for rehabilitation and classes in behaviour management.
- Victims of knife crime feel that prison is the most suitable punishment for people who repeatedly carry knives.

Using the information above, **state which option you would recommend** and give **two** reasons to support your choice.

In your answer **you must link the option you choose to the information in Sandy Hall's Factfile.**

Your answer must be based entirely on the information above.

- ◆ source based item
- ◆ three sources
- ◆ written sources; 60/40/50 words (approx)
- ◆ straightforward sources
- ◆ make decision — choose option
- ◆ justify choice — short responses required

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

Through the successful completion of this Course, important skills for learning, skills for life and skills for work are developed. A full list of these is contained in the *Course Specification*. Further advice of how these skills may be developed is included in the *Unit Support Notes*.

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

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

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

Modern Studies lends itself to the development of literacy skills, particularly reading and writing. Learners should be encouraged to read widely and from a range of texts. They should also undertake extended writing, where appropriate, in order to facilitate progression to the National 5 Modern Studies Course and the world of work.

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

Thinking skills will be developed in the Course. Learners will develop their knowledge and understanding of contemporary issues and events and will be able to apply their knowledge to real events and issues.

Reading and writing

Throughout the Course and while undertaking the assignment, learners will have the opportunity to develop many aspects of literacy. For example, they may read a variety of texts about the topic or issue they are studying, including a range of newspapers in print or electronic form. They may study these alongside research or government reports at an appropriate level. This means that they will also be able to consider many different types of text and consider their benefits and limitations in terms of providing information.

The Added Value assignment also allows for considerable scope for the development of writing skills. Although learners need not present the evidence for assessment in written form, it is likely that it will involve at least some written work. Learners may describe and summarise the research they have carried out,

assess and evaluate the value of different sources, and express opinions and viewpoints, as well as personally reflect upon what has been learned. The range of styles of written response to the topic or issue is very wide.

Information handling

In their study of political, social and international issues, learners will encounter and use a wide range of numerical, graphical and pictorial information. They will become familiar with statistical information in a range of formats, eg line graphs, pie charts, bar graphs. They should use this data to draw conclusions, detect bias and exaggeration, and make a decision.

Citizenship

Citizenship will be an important aspect of this Course due to the study of the political system in Scotland and the United Kingdom, the rights and responsibilities of individuals and opportunities for participation. Social issues and their impact on individuals and society will provide rich opportunities for learners to consider and reflect upon their attitudes towards society and the place of themselves and others within it. By studying international issues and other societies, learners will develop a wider and deeper perspective on significant international issues and aspects of life in other societies.

The Course will provide opportunities for learners to deepen their understanding of contemporary topics or issues facing society. Modern Studies provides many opportunities to develop political literacy and opportunities to understand how they can participate in, and influence, decision making at a local, national and international level. The study of social issues, which are relevant to their own lives and the lives of others, provides learners with the opportunity to deepen their understanding of the way society works and issues they will encounter in the future. The international aspect of Modern Studies allows learners to broaden their horizons and reflect upon political, social and economic issues in other countries, thereby deepening their understanding of issues within their own society.

Understanding and applying

The Course will involve learners in using different sources of information. Any piece of information, or source, is capable of yielding more or less relevant input to a study, depending on the skills of the learner. However, it is reasonable to expect teachers or tutors to direct more able learners to more complex, and potentially richer sources of information. This will be for the individual teacher or lecturer to judge. It will be important to maintain a balance between individual research and directing learners towards valuable sources that allow them to demonstrate and practise their individual skills.

Examples which demonstrate understanding and application likely to found within a National 4 Course may include the following:

- ◆ identifying bias or exaggeration within a written source, for example a description of a political issue in a range of press cuttings from different newspapers
- ◆ considering the usefulness of a particular research method, eg an interview versus a survey
- ◆ comparing the response to a social issue in different countries

Added value and gathering evidence

At National 4, the added value will be assessed in the Added Value Unit.

Information given in the *Course Specification* and the *Added Value Unit Specification* about the assessment of added value is mandatory.

The learner will draw upon, extend and apply the skills, knowledge and understanding they have learned during the Course. This will be assessed by a Modern Studies assignment.

The Modern Studies assignment will require the learner to demonstrate challenge and application related to a topic or issue drawn from the skills, knowledge and understanding of the Course. The learner will choose an appropriate topic or issue, collect and use information from a limited range of sources of information. The learner should use at least two methods of collecting information. The learner should use the information collected in order to demonstrate knowledge and understanding of the topic or issue studied.

Mentoring

The teacher/learner should engage in a mentoring process with the learner. This will involve offering advice and guidance on an appropriate choice of topic or issue, directing the learner to potential sources of information and helping the learner structure their work. The teacher/lecturer should offer guidance on an appropriate choice of topic or issue that allows the learner potential to extend and apply their skills, knowledge and understanding. For example, a learner may be interested in the topic of responses to crime but may need guidance to decide on an appropriate focus within the broad topic. Many issues will be relevant to more than one of the Course Units, and this is acceptable.

While the learner should choose the question to be researched, the teacher/lecturer will provide guidance on access to available resources. It would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and has resources available to enable the learner to more successfully meet the Assessment Standards.

The teacher/lecturer may also give learners advice and guidance on how to structure the Modern Studies assignment. This should involve advice on a range of factors, such as possible approaches to research and research questions and possible methods of presenting their findings.

Time allocation

The Modern Studies assignment need not be seen as an end-of-Course activity. It can be prepared for, carried out and assessed at any point within the National 4 Modern Studies Course. Learners should be given sufficient time to generate the required evidence to meet the Assessment Standards.

Each National 4 Course has 6 SCQF credit points to allow additional time for preparation for assessment. This time may be used throughout the Course for consolidation and support, preparation for Unit assessment, for further integration, enrichment and preparation for next steps.

Evidence

Learners should communicate their findings in a form that shows evidence of the skills they have used, demonstrates knowledge and understanding of the topic or issue studied and clearly communicates their findings. They may present their findings in a variety of ways. The aim of the presentation of findings is to assess the quality of the learner's research and understanding of the topic or issue.

Authentication

Assessment of the National 4 Added Value Unit may raise particular concerns about authentication of candidate work. However, the following advice is relevant to all Unit assessment.

Authenticating learner evidence is more challenging when the teacher/lecturer does not have the opportunity to observe the learner carrying out activities or producing evidence at first hand. When the teacher/lecturer does not have this *direct evidence*, he/she will need to take steps to confirm that the learner's evidence was genuinely produced by them. This process is often referred to as authentication. A rigorous authentication system can minimise the number of malpractice cases encountered.

Authentication can be achieved by using one or more of:

- ◆ use of personal logs
- ◆ questioning
- ◆ observation
- ◆ software programmes for detecting plagiarism
- ◆ producing evidence under controlled conditions

Personal logs

Where learners are producing evidence over an extended period of time, a diary or log of the activities they do in the course of the assessment can be maintained. The log can be used to record success and problems, and can provide the teacher/lecturer with a basis for questioning. The log can also be used for authentication. The log could include dates and times for the events described.

Questioning

When the teacher/lecturer has not been able to see the learner perform activities at first hand, it will be useful to ask questions about what they did and why they did it. This will help the teacher/lecturer to confirm that the learner has done the work presented as their own.

Observation

Where learners are producing evidence within a centre, teachers/lecturers can gather and authenticate evidence through direct observation of learners. Checklists can be a helpful resource in doing this. This method is a good way of

gathering naturally occurring evidence where learners are producing evidence orally.

Software programmes for detecting plagiarism

A range of commercially produced software programmes is available to detect plagiarism.

Producing evidence under controlled conditions

Producing evidence under controlled conditions may provide an appropriate way of authenticating learner evidence.

Re-assessment

Normally learners should be given one, or in exceptional cases, two re-assessment opportunities. Re-assessment should be carried out under the same conditions as the original assessment. It is also the centre's responsibility to decide the nature of the re-assessment which is most appropriate for each learner on each occasion.

While it is recommended that assessment should take place when the learner is ready, the teacher/lecturer is responsible for monitoring the learner's progress and in the majority of circumstances support should be provided so that the centre is confident that the learner is secure in their learning before they complete the assessment. It is the centre's responsibility to ensure appropriate learning and teaching, and to provide support for learners, including opportunities for appropriate consolidation and support for learning both before and, if necessary, after the assessment

Tasks should be created that allow for personalisation and choice. Learners should be given the opportunity to choose a topic that has interest for them and they should be encouraged to choose a variety of relevant sources for research. Learners should also choose a method of presentation that suits them.

Flexibility in the choice of topic and method of presenting evidence within Unit assessments allows learners to choose the method of study and form of assessment that allows them to best demonstrate their capabilities. This flexibility provides more opportunities to demonstrate attainment in a variety of ways for all learners and reduces barriers to achievement.

This flexibility can aid in the delivery of the National 4 Modern Studies Course as the teacher/lecturer could use personalisation and choice as a vehicle for differentiation in terms of the expected success criteria for each learner.

Combining assessment across Units

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

This can:

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

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

Learning and assessment may be improved by making explicit the links between Units. For example, it may deepen learners understanding of the extent of, and opportunities for, political participation if their study of aspects of the *Democracy in Scotland and the United Kingdom* Unit and the *International Issues* Unit are closely integrated. Links could be drawn between the contrast in opportunities to influence government in the United Kingdom and China. Approaches to crime and the law can be contrasted between the United Kingdom and the approach adopted in a country studied in the *International Issues* Unit.

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 assessment 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 of possible approaches to Unit assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. Alternative assessment arrangements and reasonable adjustments can be made to Course assessment requirements in order that the 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*](#)

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Modern Studies: Democracy in Scotland and The United Kingdom (National 4)



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

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Modern Studies: Democracy in Scotland and the United Kingdom (National 4) 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 *Added Value Unit Specification*
- ♦ the *Course Support Notes*
- ♦ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop a range of information handling skills. However, the specific skills focus for assessment purposes is the development of skills of detecting and explaining bias and exaggeration in political contexts. Learners will develop knowledge and understanding of democracy in Scotland and the United Kingdom.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, teachers/lecturers should refer to the skills, knowledge and understanding for the Course, 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 Unit

Information about skills, knowledge and understanding is given in the National 4 Modern Studies *Course Specification*.

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

Progression from this Unit

This Unit may provide progression to a range of qualifications in related social subjects and social science and in particular to the National 5 Modern Studies Course.

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 added value
- ♦ approaches to developing skills for learning, skills for life and skills for work

In this Unit, teachers can choose from two broad contexts; either Democracy in the UK or Democracy in Scotland. Whilst both topics are distinct, there are concepts they have in common and aspects of knowledge and understanding which overlap. It is necessary for the learner to have an overview of the UK constitutional arrangements; setting democracy in the context of the overall political structure of the UK. Both topics naturally build upon the knowledge already secured in third and fourth level experiences and outcomes and in particular:

- ♦ I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.
- ♦ I understand the arrangements for political decision making at different levels and the factors which shape these arrangements.
- ♦ I can debate the reasons why some people participate less than others in the electoral process and can express informed views about the importance of participating in a democracy.
- ♦ I can evaluate the role of the media in a democracy, assess its importance in informing and influencing citizens, and explain decisions made by those in power.

Introduction to Unit

For both contexts, teachers/lecturers may start with an overview of the UK constitutional arrangements.

Learning could start with finding out what learners already know and identify aspects they would like to know more about. Learners could write the information on post-it notes with the teacher collating them all.

A quick activity to get learners started could include a reminder about democracy and specifically representative democracy, eg the words 'Agree' and 'Disagree' could be posted at opposite ends of the classroom. The teacher/lecturer then reads out several opinions with learners moving to the one that best fits their own view. This will help remind learners about the variety of viewpoints in a democracy and why selecting representatives is necessary in large communities.

Suggested Unit outline/broad teaching approach

An overview of the UK's constitutional arrangement could be done by:

- ◆ An explanation or short written notes explaining role and function of various branches of the UK political system.
- ◆ A revision 'placement' exercise could be done on the interactive white board to check learners' understanding and place of each part.
- ◆ Learners could create an annotated poster of the overall structure with short notes added to each part explaining its main function/role.

This overview could:

Democracy in Scotland and the United Kingdom	
Describe the structure of the UK's political system, including the hierarchy of power and specifically: the role of the monarchy, UK Parliament (House of Lords and House of Commons), the Scottish Parliament, Government (Prime Minister, First Minister, UK Cabinet and Scottish Government Cabinet) and local councils.	
Explain the relationships between each part of the UK political system, namely the Scottish Parliament and the UK Parliament, First Minister and Prime Minister, and local councils and Scottish/UK Parliaments.	
Consider the ongoing discussions and debates about change in the UK constitutional arrangement — in particular the position of Scotland within the United Kingdom.	
Democracy in the UK	Democracy in Scotland
<p>Introduction. Prior learning should be established. Types of representatives and how people can participate in a democracy.</p> <p>Representation Main political representatives in the UK: Explain the role of MPs. Explain how a constituent makes contact with their representatives.</p> <p>Role/function and areas of responsibility of UK Parliament</p> <p>Describe how MPs represent their constituents in the UK Parliament. Learners should have a good knowledge and understanding of debates, Prime Minister's Question Time, voting, Question Time, committees and Private Members' Bills.</p> <p>Purpose/Function of the House of Lords. Describe how it is different from the House of Commons. Membership of House of Lords. Power of House of Lords. How the House of Lords can reflect/represent the views of people in the country.</p>	<p>Introduction. Prior learning should be established. Types of representatives and how people can participate in a democracy.</p> <p>Representation Main political representatives in Scotland. Explain the role of MSPs and/or local councillors. Explain how a constituent makes contact with their representatives.</p> <p>Role/function and areas of responsibility of Scottish Parliament</p> <p>Describe how MSPs represent their constituents in the Scottish Parliament. Learners should have a good knowledge and understanding of debates, First Minister's Question Time, voting, work in committees and Members' Bills.</p> <p>The work of a local councillor. Cover areas such as how they can help resolve local conflict, eg budgets, new road/by-pass. Describe how councillors can represent their area. Examples of matters that councillors can make</p>

<p>Participation Introduction to political parties. Learners should have a working knowledge of the main political parties in the UK: Conservative, Liberal Democrat and Labour. Describe the main policies of each of these political parties and purpose of political parties, to get votes in an election and represent views of their members. Standing as a candidate for election: personal qualities needed.</p> <p>Election campaigns Purpose, process and outcomes.</p> <p>Explain why it is important to use your right to vote.</p> <p>Look at how people vote in elections for the UK Parliament: First Pass The Post.</p> <p>Influence In this section, learners will make a choice of group which influences decision makers on a UK wide basis. They will choose either trades unions OR pressure groups OR the media. Prior learning should be established.</p> <p>Choice of:</p> <p>1) Trades unions</p> <ul style="list-style-type: none"> ◆ purpose ◆ aims ◆ methods used ◆ examples of trade union action <p>2) Pressure groups</p> <ul style="list-style-type: none"> ◆ purpose ◆ aims ◆ methods used ◆ examples of pressure group action <p>3) The media Definition, control and implications of ownership, impact of newspapers and television and impact of 'new' media.</p>	<p>decisions on.</p> <p>Participation Introduction to political parties. Learners should have a working knowledge of the main political parties in Scotland: SNP, Labour, Conservative and Liberal Democrat. Describe the main policies of each of these political parties and purpose of political parties, to get votes in an election and represent views of their members. Standing as a candidate for election: personal qualities needed.</p> <p>Election campaigns Purpose, process and outcomes.</p> <p>Explain why it is important to use your right to vote.</p> <p>Look at how people vote in elections for the Scottish Parliament and/or local councils: Additional Member System, and/or Single Transferable Vote.</p> <p>Influence In this section, learners will make a choice of group which influences decision makers on a Scottish basis. They will choose either trades unions OR pressure groups OR the media.</p> <p>Choice of:</p> <p>1) Trades unions</p> <ul style="list-style-type: none"> ◆ purpose ◆ aims ◆ methods used ◆ examples of trades union action <p>2) Pressure groups</p> <ul style="list-style-type: none"> ◆ purpose ◆ aims ◆ methods used ◆ examples of pressure group action <p>3) The media Definition, control and implications of ownership, impact of newspapers and television and impact of 'new' media.</p>
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To ensure personalisation and choice, teachers/lecturers should identify suitable opportunities for learners to decide on a focus for individual research. Personalisation and choice may also be demonstrated in the way learners present findings or the topics they choose to investigate.

Where appropriate, learners may carry out research on a particular area. For example, learners could select a pressure group or trade union to investigate. There is scope here for enhancing learners' choice; for example, learners could choose a method to present their findings which best allows them to demonstrate their skills, knowledge and understanding and meet the requirements of the Unit. This would further develop research skills and encourage independent working.

Use of resources

Sources of evidence

Learners should experience a wide range of relevant sources of evidence. Learners should develop an awareness of the advantages and disadvantages of different types of evidence. The Unit should provide opportunities for access to appropriate technology.

TV/ radio/newspapers

Access to TV and radio has become much easier with the use of the internet. Radio clips provide an alternative to video and often learners produce better quality notes than when watching video footage. There is a wealth of media clips on the internet that can be fully utilised for this Unit. Different media clips could be used for learners to take notes about the work of an MP/MSP.

Many newspapers can now be accessed online and political programmes such as Question Time and Panorama, as well as news channels coverage of First/Prime Minister's Question Time, can be found on sites such as BBC iPlayer. These can be used to improve literacy skills, detect bias and exaggeration and help formulate arguments for debates, for example, researching a pressure group and justifying a certain course of action.

Internet

Many relevant television programmes are now available on YouTube and other social media sites.

Many other online sites provide useful video clips or full programmes. Many websites provide a full range of information on political parties, trades union organisations and pressure groups.

Learners could use the internet to source different points of view about an issue where there is a lot of pressure group activity, as well as researching the political response to it.

Websites such as BBC News, BBC Learning Zone and About My Vote contain a variety of material that will be useful for many aspects of the Unit.

Library resources

School/college libraries and resource centres are valuable sources for books, journals, newspapers and magazines.

To further develop skills, it may be possible to invite the school/local librarian to help develop research skills such as sourcing and selecting relevant information, taking notes from a variety of sources and summarising findings.

Surveys

Learners may carry out surveys of the views of people in their community regarding attitudes to political participation and quality of representatives.

Learners may be able to access relevant survey information from those directly involved in the political process, eg political party members, voters and representatives. Surveys would also prove useful if a learner was carrying out research into the impact of pressure group action.

Outside speakers

There are a plethora of options available for guest speakers for this Unit. The Scottish Parliament has an extensive outreach programme that could be utilised. It may be possible to organise for a local constituency or list MSP to visit your school/college, and it may also be possible to invite a local councillor or the local MP. It might also be possible to arrange a visit to see representatives in their workplace, eg through the Scottish Parliament education service or by approaching a representative directly. Other organizations such as the STUC, Electoral Commission and many pressure groups have education programmes for schools which would enhance the quality of learners' experiences.

The skills focus in this Unit is to detect and explain bias and exaggeration. However, learners should experience the full range of Modern Studies information handling skills during the delivery of this Unit. Learners should have opportunities to use tables, graphs, charts and diagrams. There are many opportunities to incorporate skills into this Unit, eg:

- ◆ questioning and extracting information from newspaper/magazine articles, eg how a story about government action is actually reported in different newspapers
- ◆ examining political party campaign literature
- ◆ using statistics presented by pressure groups
- ◆ reading pressure group material and trade union material

Learning and teaching strategies could also include some of the following:

- ◆ constructing concept or theme maps, eg around the theme of representation
- ◆ research opportunities using class materials, library resources and the internet
- ◆ review of own progress, eg through a checklist or referring back to Course aims
- ◆ teacher/lecturer led discussion
- ◆ collaborative learning groups
- ◆ learner-led review sessions
- ◆ games, eg teaching about voting using 'X Factor' simulations or bands/popstars
- ◆ debates, eg 'Scotland should be an independent country?' or 'Strike action should be made illegal'
- ◆ case studies, eg effectiveness of a councillor at helping the local community

- ◆ use of thinking tools, eg 'transformers'
- ◆ simulate reality by role play, eg 'mock Parliament'
- ◆ 'parking lots'
- ◆ co-operative learning approaches — eg 'think, pair, share', round robin brainstorming, placemats, carousel, 'hot-seat', three step interview
- ◆ use of 'show me' boards

Concepts or theme maps could be used to establish prior learning or could be used to summarise key points after the delivery of a particular aspect has been completed. These could be created around a specific theme such as 'participation' or 'representation'.

Gathering evidence for assessment

Assessment is an integral part of learning and teaching in Curriculum for Excellence. This Course should encourage and support independent learning. Learners should have a clear understanding of the requirements of the Course. They should be encouraged to set their own learning objectives, assess the extent of their existing knowledge and be encouraged to review their own progress.

Learners should be aware of learning intentions and success criteria for the Unit as a whole and for tasks within the Unit. Learners should be able to track, and comment on, their own progress.

Teacher/lecturer-led class and group lessons remain important for such matters as the introduction of topics, revision, reinforcement, cohesion, speeding the pace of learning and ensuring its meaningfulness.

Teachers/lecturers should plan extension tasks and differentiate work as appropriate to each learner. Learners should be encouraged to seek support and reinforcement where necessary.

The Unit should promote participation in debate and discussion and encourage thinking skills. It should also enhance awareness of rights and responsibilities in a democratic society.

Self and peer assessment should be used as part of the learning experience.

It is important to stress that particular skills have been allocated to individual Units for assessment purposes only. This is to avoid over-assessment. The skills, however, are transferable to all three Units and can be developed across all the Units of the Course.

Learners learn best when they: understand clearly what they are trying to learn, and what is expected of them, are given feedback about the quality of their work, and what they can do to make it better, are given advice about how to make improvements and are fully involved in deciding what needs to be done next, and who can give them help if they need it. Teachers and lecturers should:

- ◆ share learning/assessment criteria
- ◆ deliver effective feedback
- ◆ encourage peer and self-assessment
- ◆ question effectively using higher order questioning when appropriate

Tasks should be created that allow for personalisation and choice. Learners should be given the opportunity to choose a topic that has interested them and they should be encouraged to choose a variety of relevant sources to research and also a method of presentation that suits them.

This flexibility can aid in the delivery because the teacher/lecturer can use personalisation and choice as a vehicle for differentiation in terms of the expected success criteria for each learner.

Learner log books could be created to record learner achievement in the Outcomes on a regular basis, in order to provide evidence which satisfies completely or partially a Unit or Units.

Teachers/lecturers should use inclusive approaches to assessment that take into account the specific needs of their learners. Teachers/lecturers should use appropriate content, resources and assessment materials that recognise the achievements and contributions of different groups.

A variety of methods should be used to gather evidence, such as extended writing, source evaluation, learner presentations, role play, investigation work and creation of various media. This will allow learners and teachers to establish their next steps.

Below are some suggested approaches to gathering evidence for assessment for specific aspects of the Course:

Example 1 — how an MSP/MP/Councillor can represent their constituents

Creating an information leaflet describing the duties and responsibilities of a MSP.

Prior knowledge of learners' awareness could be established by asking prompting questions which allow learners, through group activity, to demonstrate levels of awareness. Teachers/lecturers may in some cases have to direct responses by judicious questioning. Learners should arrive at a recognition that an MSP's role involves parliamentary duties such as debates, membership of committees, members' bills, formulating questions for the First Minister (or other government ministers) and also constituency responsibilities.

Each of these elements and their pathways could be investigated through use of resources, including textual material, official websites (such as the Scottish Parliament) and any other resource which the teacher/lecturer considers pertinent.

Learners would be expected to devise a pamphlet which clearly details the work of an MSP. This pamphlet should be accessible to the local electorate. Learners should be aware of the distinction between an objective text and one distributed by a political party or organisation which seeks to persuade or influence. Teachers/lecturers may find it useful to have examples of political literature to use as exemplars.

The completed pamphlet could be sent to the local MSP, other community facilities such as libraries, public halls and so on. There are opportunities for peer assessment in this task.

The success criteria for this task involves ensuring that all the relevant roles, duties and responsibilities are detailed with, where appropriate, examples from the local representative. Design elements such as layout and suitability of language and style will also be credited as appropriate when assessing each response.

Example 2 — researching the policies of a political party

Preparing a political party broadcast

Prior knowledge of learners' awareness could be established by asking prompting questions which allow learners, through group activity, to demonstrate levels of awareness. Teachers/lecturers may in some cases have to direct responses by judicious questioning.

One approach may be to divide the class into different groups. Each group will research a political party; the purpose of which is to inform the rest of the class about the main policies of the political party. Learners should be given access to resources, including ICT, which enables them to research the political parties.

Each group could then prepare a party political broadcast to be shown to other learners. This broadcast would be filmed and involve all learners in the group demonstrating their knowledge and understanding of their political party. A time limit could be applied to the assessment to enable learners to develop skills of clarity in communication. Learners would develop their knowledge of employing persuasive language techniques.

Success criteria would be agreed before completion of the task and could include having information on: education, health, tax, foreign affairs and benefits; the degree of detail expected would also be clear.

Example 3 — assessing influence of pressure group (methods and impact)

Podcasting/web page

Learners choose to research a pressure group, which has carried out recent activity in the UK. The outcome would be presented as either a web page or a podcast.

Success criteria should be established by means of class discussion at the early planning stage. Elements to be included: aims of pressure group, methods employed (with specific examples), and responses to the campaign of the pressure group by local/national governments, companies or international organisations (where relevant). Once the success criteria have been agreed, learners should be given a timescale in which to work. Learners should have access to an extensive range of resources and, where time allows, also have an opportunity for at least one piece of primary research.

Having researched the topic, drawn together and organised the information, the learner will create either a podcast or a web page which demonstrates understanding through the use of the information collected. Self-assessment pro-forma could be used to ensure learners have shown awareness of the success criteria. Peer assessment should be a natural process when a web page or podcast is created. Assessment for formative purposes is possible at either of these stages in order to allow learners to develop and improve their response.

The created podcasts can be placed online to serve as exemplars for assessment purposes and/or to be used in moderation exercises.

Example 4 — learning about functions of parliamentary procedures

Role play: Scottish Parliament — introducing a new law

Learners will demonstrate their understanding of parliamentary procedures by preparing roles to enable a 'mock Scottish Parliament'. The teachers/lecturer should allocate roles (randomly through cards or by explicit selection). Learners could be given the opportunity to decide what topic they would like to debate and be given the option to submit debate topics in advance, which could then be selected by the teacher/lecturer.

Each learner would then be given time to research their role, ie if given the role of First Minister or Presiding Officer they must prepare accordingly. Learners should research using a variety of resources including ICT in order to 'get into character' and prepare questions/answers and arguments to be determined in support of a given point of view in the debate. A visit to the Scottish Parliament or viewing proceedings online or by broadcast could help learners prepare their roles.

Success criteria should be established by entire class and would include: showing an understanding of parliamentary procedures (such as time allocations, how to respond to questions and so on), clear communication and reasoning skills, where appropriate, and knowledge of the issue debated.

The mock parliament could be filmed in order that self-assessment can occur after the event. Learners should be given appropriate self-assessment pro-forma after the mock parliament, then again after viewing the film. This will allow for a more objective assessment. Learners could then prepare a written evaluation.

Example 5 — exploring how trades unions represent their members

Writing: preparing a report

Learners should experience short essay writing and limited report writing across the Course. This may be in the form of a timed response in test conditions or a report based on research conducted over a short period of time.

If learners have carried out research on a trade union in order to assess its influence, learners could write up their findings in the form of a report. Success criteria would be agreed by all learners and would include details of the aims of the chosen trade union, who they represent, methods employed (with real examples), and an overall conclusion as to how well the trade union represents their members.

Clearly there are opportunities for self- and peer-assessment in this task. Assessment for formative purposes is possible at this stage in order to allow learners to develop and improve their skills. The main assessor for this task is likely to be the teacher/lecturer.

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

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

This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

Through the successful completion of this Unit, important skills for learning, life and work are developed. These skills include evaluating a range of sources of information.

Citizenship will be an important aspect of this Unit through an examination of the political system in Scotland and the United Kingdom, the rights and responsibilities of individuals, and opportunities for participation.

Thinking skills will be developed in this Unit. Learners will develop their knowledge and understanding of contemporary issues and events and will be able to apply their knowledge to real events and issues.

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. This should be for individual teachers and lecturers to decide.

1 Literacy

Learners should be encouraged to read as widely as possible and produce extended writing, where appropriate, in order to facilitate progression to National 5 and the world of work. The Unit should allow learners to carry out a wide variety of written tasks. They are likely to experience listening and talking skills during class discussions and debates.

1.1 Reading

Learners in Modern Studies develop their literacy skills in many significant ways by reading:

- ◆ newspapers (can also develop skills of identifying bias/exaggeration)
- ◆ campaign literature, eg political party/pressure group leaflets, posters, information on website
- ◆ blogs
- ◆ diaries, eg diary of an MP/MSP

1.2 Writing

- ◆ creating questionnaires/surveys
- ◆ creating interview questions, eg interviewing a local councillor
- ◆ letters to representatives
- ◆ creating political party manifestos

- ◆ develop note taking skills, eg selecting key points of information from Scottish Parliament website or relevant information from a variety of political literature
- ◆ draft and re-draft summaries from notes
- ◆ preparing notes for participation in discussion and debate
- ◆ developing skills in note taking by making notes from websites or from media clips/DVDs watched in class, eg watching a debate in the Scottish parliament
- ◆ organising thoughts by completing a concept map with detailed information for revision purposes, eg rationale for the House of Lords
- ◆ drafting and re-drafting materials for a report or essay on an issue
- ◆ refining thoughts by writing a review of their own work and noting plans for improvement
- ◆ communicate purposefully by writing a talk on a particular issue to be presented to the class, eg when evaluating the influence of the media

2 Numeracy

Skills of numeracy will be developed through the evaluation of a range of numerical, statistical and graphical sources of information during source-based tasks and through research opportunities.

The source handling experiences of Modern Studies will provide opportunities to tackle a range of graphs, tables and charts.

2.3 Information handling

There are many ways of developing this skill in this Unit, eg learners could be given the results of several election results (2003, 2007 and 2011) in tables or in bar graphs. Details could include the percentage of seats and percentage of votes a political party received or information could include the number/percentage of women or representatives from an ethnic minority background.

Learners would be expected to reach an overall conclusion in relation to:

- ◆ **under-representation** — learners could identify those groups which have not received a proportionate number of representatives to their number in the UK as a whole.
- ◆ **identify trends over time**, eg number of 'smaller' political parties. Has support increased/decreased? Learners could then use this as a vehicle to undertake more research and examine possible explanations for these trends

4 Employability, enterprise and citizenship

4.6 Citizenship

Modern Studies is an important way by which young people develop political literacy and explore key concepts such as participation in a political society; all central to the themes of citizenship. Learners can develop their political literacy/citizenship in the following ways:

- ◆ writing a letter to a local or national representative
- ◆ visiting a local representative at their surgery or office
- ◆ visiting local council chambers, the Scottish Parliament or the UK Parliament

- ◆ inviting an MSP/MP/local councillor/trade union representative in to speak to the class — questions for interview can be prepared by the learner in advance
- ◆ participating in debates
- ◆ participate in/lead whole school or class elections
- ◆ deliver speeches, eg as candidate in mock election
- ◆ work as part of a team, eg as a political party trying to get elected

5 Thinking skills

Thinking skills will be developed in this Unit. Learners will develop their knowledge and understanding of contemporary issues and events and will be able to apply their knowledge and skills to real events and issues. The Unit will encourage the remembering of information, the evaluation of different types of evidence and points of views and the analysing of information from sources and from acquired knowledge.

Learners will demonstrate these skills through class work and formally assessed tasks.

5.2 Understanding

Giving brief explanations and providing reasons will develop skills of understanding in a range of political contexts.

5.3 Applying

Useful verbs for compiling questions/activities for 'applying' type of thinking skills include: 'solve, show, use, illustrate, construct, complete, examine'.

Useful stems to thinking questions:

- ◆ 'From the information, can you give a set of instructions about...?'
- ◆ 'What questions would you ask of...?'
- ◆ 'Would this information be useful if...?'
- ◆ 'What factors would you change if...?'

Added Value

Courses from National 4 to Advanced Higher include assessment of added value. At National 4 the added value will be assessed in the Added Value Unit.

Information given in the Added Value *Unit Specification* about the assessment of added value is mandatory.

Learners would be able to undertake a piece of research involving primary and secondary resources on a chosen issue. Knowledge from other Units in the Course can be included here.

Learners should have access to sufficient resources throughout the Course and be encouraged to retain records of these sources. Learners will build on their literacy skills by selecting relevant information from a variety of sources. Topics might include:

- ◆ responses of governments to crime
- ◆ compare and contrast the work of representatives with those in another country
- ◆ evaluate the effectiveness of pressure groups nationally and in another country
- ◆ responses of governments to social inequality
- ◆ Limitations to the power of MSPs
- ◆ compare how citizens can participate in politics with those of another country
- ◆ evaluate the effectiveness of the media in the UK with that of another country

Combining assessment within Units

Information about combining assessment is given in the *Course Support Notes*.

Equality and inclusion

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

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

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

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 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.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 — Modern Studies: Social Issues in The United Kingdom (National 4)



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

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Modern Studies: Social Issues in the United Kingdom (National 4) 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 *Added Value Unit Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop a range of information handling skills. However, the specific skills for assessment purposes are the development of decision making skills in social contexts. Learners will develop knowledge and understanding of social inequality or crime and the law in the United Kingdom.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, teachers/lecturers should refer to the skills, knowledge and understanding for the Course, 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 Unit

Information about skills, knowledge and understanding is given in the National 4 Modern Studies *Course Specification*.

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

Progression from this Unit

This Unit may provide progression to a range of qualifications in related social subjects and social science and in particular to the National 5 Modern Studies Course.

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 added value
- ♦ approaches to developing skills for learning, skills for life and skills for work

In this Unit teachers can choose from two broad contexts; either 'social inequality' or 'crime and the law'. Both contexts naturally build upon the knowledge already secured at the third and fourth level of the experiences and outcomes and in particular:

- ♦ I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.
- ♦ I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual.
- ♦ Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.
- ♦ I can evaluate the role of the media in a democracy, assess its importance in informing and influencing citizens, and explain decisions made by those in power.
- ♦ I can evaluate the impact which decision making bodies have on the lives of people in Scotland or elsewhere.
- ♦ I can critically examine how some economic factors can influence individuals, businesses or communities.

There are many approaches which encompass the personalisation and choice that Curriculum for Excellence aims for. It is important to discuss with learners the requirements of the Course.

Learners should be encouraged to set their own learning objectives, assess the extent of their existing knowledge and be encouraged to review their own progress at regular intervals. Learners should be clear of what is expected of them and how to achieve this.

Introduction to Unit

Learners should be encouraged at an early stage to discuss their own understanding and knowledge of the topic to be addressed, for example social issues in the UK. Initially, the decision will have to be made about which option is to be studied, either social inequality or crime and the law. One way this could be explored is through the use of stimulating images and questions on the board or at desks around the classroom. These could be selected by the teacher and be deliberately designed to make learners think about the issue, eg headlines from newspapers, images of crime or examples of social inequality. This should be effective in generating whole class discussion on an issue.

Learners can then work in groups or pairs, depending on the class, to complete an activity designed to draw out what they know on the topic. This could be as simple as an oral/written questioning exercise or a brief written piece of work designed to show what they already know or giving their own opinions or thoughts on the issue. It would be up to the discretion of the class teacher to decide which method suits the particular group of learners.

For homework, learners should be advised to try and come up with some questions that they would like to see answered in the Unit. These questions from learners can be used to create a lesson structure for the Unit. This allows learners to have ownership over the learning process. For the next lesson the teacher would explain to the class that the purpose of the lesson is for each group to draw up and outline a plan for the topic which will be amalgamated by the teacher. The teacher must ensure that groups have coverage of all the knowledge and understanding. Skills work will be assessed throughout the Unit.

Each group is given a large sheet of paper and tasked with using what they already know and the questions they wrote for homework. Learners should then come up with a plan of what they would like to look at within the Unit with a degree of teacher guidance. Learners should be able to come up with most of the areas themselves but some groups will require more teacher input. Some of the questions teachers could suggest for guidance are as follows:

1. What is the title of your topic?
2. Why should we learn about this?
3. What do you already know about this topic?
4. Which questions do you intend to explore or look at?
5. How will you go about exploring these questions week by week?
6. What skills do you think you will develop through this topic?
7. How will you share what you have learnt from this topic with the teacher?
8. What will be the criteria for success?

The second lesson should conclude with a whole-class discussion on a single plan using a range of ideas. Learners should be aware that there will be only one plan for the whole class and that the final decision rests with the teacher. This strategy will encompass some of the aims of Curriculum for Excellence in that learners will be setting the classroom agenda and taking responsibility for their own learning. In turn, this should engage learners throughout the Unit as they will be clear on what the class hopes to learn.

Suggested Unit outline/broad teaching order

Social inequality	Crime and the law
<p>Poverty Introduction: What is 'poverty'? What do learners understand by poverty? Differences between relative and absolute poverty. What is social exclusion? Which groups may be at risk of social exclusion?</p> <p>What are the causes of poverty? An explanation of how the following factors can cause some individuals to experience poverty:</p> <ul style="list-style-type: none"> ◆ unemployment ◆ low pay ◆ benefits system ◆ family structure ◆ gender ◆ race <p>The consequences of poverty:</p> <ul style="list-style-type: none"> ◆ physical ◆ ill health: mental and physical ◆ inequality in education ◆ social exclusion ◆ poor housing ◆ addiction problems ◆ homelessness <p>Groups that can help to tackle poverty:</p> <p>Central government: benefits system; support for children in families; attracting jobs to the UK; training and education; welfare to work policies; the minimum wage; heating allowances, Big Society.</p> <p>Scottish Parliament: social inclusion; education; inclusion and equality policies.</p> <p>Local authorities: housing and council tax benefit.</p> <p>Voluntary sector: policies and</p>	<p>Introduction: What do learners understand by crime? Who is responsible for deciding what is criminal? What are the different types of crime?</p> <p>What are the different types of crime? White collar and blue collar; theft; fraud; damage to property; traffic crime; assault; rape; murder; public order: drug and alcohol related crimes.</p> <p>What are the causes of crime? An explanation of how the following factors can cause some individuals to become involved in crime:</p> <ul style="list-style-type: none"> ◆ poverty ◆ social exclusion ◆ lack of education ◆ geographical location ◆ peer pressure ◆ poor role models ◆ greed <p>The impact of crime on:</p> <ul style="list-style-type: none"> ◆ local communities ◆ individuals ◆ victims <p>Learners could carry out a survey in the local area on the effects and impact of crime in the local area.</p> <p>Efforts to tackle crime: The role of the police in maintaining law and order, detecting criminals, crime prevention and public protection. Ways in which the police implement initiatives.</p> <p>What are the laws regarding alcohol, drugs and road traffic offences? How successful are these laws?</p>

<p>strategies to prevent/alleviate child poverty.</p> <p>Private sector: Job creation, greater role for private sector.</p> <p>Health inequalities:</p> <ul style="list-style-type: none"> ◆ lifestyle ◆ social and economic disadvantages ◆ geography ◆ environment ◆ age ◆ gender ◆ race <p>Groups that try to tackle health inequalities:</p> <ul style="list-style-type: none"> ◆ the Scottish Parliament: National Health Service Scotland; health promotion and education ◆ the voluntary sector ◆ local authorities: free school meals; health programmes in schools ◆ the private sector: private health care sector and insurance; public private partnerships <p>NB: If the focus of the learning in this Unit is on social inequality, social inequality must be studied from the perspective of at least one of the following:</p> <ul style="list-style-type: none"> ◆ race ◆ gender ◆ social class ◆ age ◆ disability ◆ other recognised cause of inequality <p>TASK: Groups of learners could investigate the groups that tackle health/wealth inequalities. Each group of learners will investigate one group in class and at home and provide information explaining the ways in which they aim to tackle the chosen inequality. Learners will have to</p>	<p>The criminal justice system in Scotland:</p> <ul style="list-style-type: none"> ◆ High Court ◆ Sheriff Court ◆ District Court ◆ Court of Session <p>What are the differences in the above courts' procedures and the verdicts available to them?</p> <p>What are the types of sentences and maximum fines each court can give? Sentencing: custodial and non-custodial; appeals; evaluation of advantages and disadvantages of different forms of sentencing.</p> <p>Scottish juvenile justice system; Children's Hearings: strengths and criticisms. Procedures and actions.</p> <p>TASK: Learners would research the ways in which the police try to tackle either road traffic offences, or alcohol and drug offences.</p> <p>Each group will investigate one of the ways listed above in class and at home and provide information explaining the ways in which the crime is tackled. Learners will have to research and produce a two-minute television advert from the police explaining how they are trying to fight the type of crime and also give the serious effects of the crime. Learners will complete the advert in groups, however the research could be carried out individually or even as a more detailed homework task.</p> <p>Learners would take notes from the other group's presentations in order to develop thinking and literacy skills.</p>
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<p>research and produce a two-minute television advert explaining how they help to tackle the inequality. Learners will complete the advert in groups, however the research could be carried out individually or even as a more detailed homework task.</p> <p>Learners would take notes from the other group's presentations in order to develop thinking and literacy skills.</p>	
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To ensure personalisation and choice, teachers/lecturers should identify suitable opportunities for learners to decide on a focus for individual research. Personalisation and choice may also be demonstrated in the way learners present findings or the topics they choose to investigate.

Personalisation and choice can be shown in the following ways:

- ◆ setting personal targets
- ◆ flexibility
- ◆ research activities
- ◆ asking questions
- ◆ curricular choice
- ◆ varied learning and teaching methodologies

Tasks should be created that allow for personalisation and choice. Learners should be given the opportunity to choose a topic that interests and engages them. Learners should be encouraged to choose a variety of relevant sources to research and also to choose a method of presentation that suits them. This can aid in the delivery of the Course as the teacher/lecturer could use personalisation and choice as a vehicle for differentiation in terms of the expected success criteria for each learner.

Learner log books could be created to record learner achievement in the Outcomes on a regular basis, in order to provide evidence which satisfies a Unit or Units completely or partially.

Teachers/lecturers should use inclusive approaches to assessment that takes account of the specific needs of their learners. Teachers/lecturers should use appropriate content, resources and assessment materials that recognise the achievements and contributions of different groups.

A variety of methods should be used to gather evidence such as write-ups, source evaluation, learner presentations, role play, investigation work and creation of various media that will allow learners and teachers to establish their next steps.

Learners should also be given regular opportunities to evaluate their own progress.

ICT based assessment strategies could be used to motivate and engage learners.

1) Multi-media movie assessment

Learners choose a topic with the assistance of the teacher. The topic could be used to assess a number of areas, including the causes of crime, types of crime or methods of tackling crime, eg ASBOs. Learners will be responsible for sourcing images and information relating to the topic.

The learner's goal for making this movie will be to produce an informative based movie through the use of images, titles, and a song. Ask students what must happen before they start any of these projects. They should come up with brainstorming, planning or outlining — similar to preparing for a project or writing assignment.

Assessment will be predominantly to do with the content; however teachers could use a task such as this to assess group work contribution and ICT skills. Movies could be used as a revision tool for the class.

2) Podcasting assessment

Depending on the level of software available to the class teacher, an alternative task could be to carry out a similar sound-based task, eg create a podcast on the causes and effects of either social inequality or crime. Learners would be responsible for sourcing relevant information from the internet and presenting it in an informative and interesting way.

Assessment would be as an individual task or assessed through working with others. Both podcasts and media movie files (.wmv) can be uploaded to school servers and shared with peers.

3) Source assessments

One of the main components of the Course is skills development relating to source work. Learners should be able to make and justify decisions using a range of sources in familiar contexts.

Learners should be given a number of source assessments but under different conditions. Learners should be able to take part in decision making source work in pairs, groups and individually, and learners should be given effective feedback on each source task carried out.

Teachers could have a simple feedback sheet which learners fill in with marks/comments, with teacher comments to be added afterwards. Only with effective feedback can learners hope to make real and measurable improvements. If learners are comfortable with more complex sources, they may be allowed to attempt National 5 Outcomes as a preparation for next steps.

4) Knowledge and understanding assessment

Learners can carry out assessments for summative purposes to check for understanding of main issues. This form of assessment is still valid provided learners are challenged at the appropriate level but also given appropriate support to achieve Outcomes.

5) Research based learning

Learners could complete an investigation into social issues or crime and the law. The style of investigation could allow for interdisciplinary working. For example, an investigation where learners look at why some families are healthier than others would have natural links with PE, PSE and Health and Technology.

Learners could research healthy and unhealthy menus while creating their own menu for a family of four. Learners could then cost the healthy and unhealthy menus to see which is cheaper over the course of a week. This would introduce budgeting and financial skills as well as health and wellbeing Outcomes.

However, the main source of assessment for this Unit would be for learners to give reasons why some learners tend to eat unhealthy foods and what effect this would have on their lifestyles. Learners should be able to come to conclusions based on their work.

Learners may wish to look at reasons why some people are less likely to take exercise than others and come up with ideas for encouraging people to be more active. Or learners could look at why some groups may be more likely to smoke and take drugs and look at the reasons and effects of such behaviour. All of these methods could engage and motivate learners, allowing opportunities for personalisation and choice while also giving learners opportunities to demonstrate skills for life and work depending on the method of presentation chosen. At this level it would be good practice to give learners choice but also structure the task so that learners can show their learning. By setting learners challenges with clear parameters, it is hoped that it will help develop the skills necessary for success in the Added Value Unit.

6) Role play

Assessment is designed to include and engage all learners; drama and role play can often engage learners that would be traditionally less motivated. Learners could be tasked to write a script and perform a children's panel hearing. Learners should have three pieces of evidence throughout the role play and be able to evaluate what action would be most appropriate for the child, after all the evidence has been heard.

Assessment criteria for the task would be set by the class in conjunction with the teacher, however criteria points could be:

- a) I can work with others to produce a detailed and accurate role play
- b) I can work with others to decide the outcome of the hearing
- c) I can explain the reasons for and against Children's Hearings

Role play could be used in a number of ways in this Unit. Learners could be given a series of scenarios exemplifying youth crime. Learners would be asked to justify how the person is feeling and do a spotlighting task where other learners ask the person questions on why they got involved in crime. Literacy skills of listening and talking would be used as well as skills of working with others and relating to others.

7) Carrying out a survey

Learners could carry out a survey to examine an issue within the crime and law context with support of the teacher and present their findings using graphs and charts. Learners would be briefed on how to write an effective questionnaire, the differences between closed and open questions and then write questions on the issue.

Learners should then survey a sample of people and create a series of graphs to demonstrate their findings. Learners could also write brief conclusions for each graph, should the teacher wish. This could be a homework task whereby learners present their graphs using ICT or handwritten on line paper.

This task could be useful to provide learners with the knowledge to carry out a larger survey for the Added Value Unit. This method of assessment would also test learners' numeracy skills and skills in information handling.

8) Justifying a point of view

In order to fulfil the overall aims of the Unit, learners will need to be working on their skills of using evidence in order to justify and back up points of view. Tasks where the teacher requires learners to give their thoughts on an issue using their local area could be successful in motivating learners to think about how effective crime prevention measures or efforts to tackle inequalities may be in the local area or schools.

Source work throughout the Unit

Source work should be carried out throughout the Unit at appropriate intervals. Learners should be introduced to the skills of decision making through class discussion, questioning and demonstrating their knowledge on issues to do with crime and the law before addressing sources on the issues.

Learners should be introduced to a range of straightforward sources of information on an issue and should be asked to make a decision based on the information. Issues that learners could make and justify decisions could be as follows:

- ◆ making sentencing decisions given details about an offence and offender
- ◆ a decision on whether the police should be armed
- ◆ the fairness of sentences given to those involved in the August 2011 riots

Sources should be a variety of graphical, numerical, written and visual in order to engage learners in the decision making process.

Source work is an area where there will be natural overlap between Units. In order to evaluate complex sources at higher levels, learners may be required to assess levels of bias and exaggeration within the sources. At this level, learners will be expected to make and justify a decision based on straightforward sources. Learners will not at this level be expected to make detailed comparisons,

however they would be expected to be able to use the evidence to back up a point of view.

This could take the form of a decision making exercise style activity where learners would be expected to make a recommendation giving evidence for their choice. This would also give learners the advantage of building on skills they could take forward into National 5 and Higher Courses should this be their chosen progression pathway. At this level learners would not be expected to include background knowledge in their response; however this should not disadvantage the learner if it is valid and relevant to the recommendation.

Source work tasks will develop skills of literacy by learners reading and interpreting sources, talking through answers and writing down reasons.

Assessment is an integral part of learning and teaching in Curriculum for Excellence. The National 4 Modern Studies Course should encourage and support independent learning. Learners should have a clear understanding of the requirements of the Course. Learners should be encouraged to set their own learning objectives, assess the extent of their existing knowledge and be encouraged to review their own progress.

It is important to stress that particular skills have been allocated to individual Units for assessment purposes only. This is to avoid over-assessment. The skills, however, are transferable to all three Units and can be assessed in any section of the Course Assessment.

Learners learn best when they: understand clearly what they are trying to learn, and what is expected of them, are given feedback about the quality of their work, and what they can do to make it better, are given advice about how to make improvements and are fully involved in deciding what needs to be done next, and who can give them help if they need it. Teachers/lecturers should:

- ◆ share learning/assessment criteria
- ◆ deliver effective feedback
- ◆ encourage peer and self-assessment
- ◆ question effectively using higher order questioning when appropriate

Tasks should be created that allow for personalisation and choice. Learners should be given the opportunity to choose a topic that has interested them. They should be encouraged to choose a variety of relevant sources to research and also to choose a method of presentation that suits them.

This flexibility can aid in the delivery of this Course as the teacher/lecturer could use personalisation and choice as a vehicle for differentiation in terms of the expected success criteria for each learner.

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

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

This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

Through the successful completion of this Unit, important skills for learning, life and work are developed. These skills include evaluating a range of sources of information.

The Unit lends itself to the development of literacy skills, particularly reading and writing. Learners should be encouraged to read as widely as possible and carry out extended writing, where appropriate, in order to facilitate progression to National 5 Courses and the world of work. Skills of numeracy will be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

Citizenship will be an important aspect of this Unit as learners examine the effects of social problems and issues on individuals and the government methods of dealing with these problems. However, there will be opportunities for learners to undertake personal learning as learners should be actively engaged at all stages in the learning process and in tracking their progress throughout the Unit.

Thinking skills will be developed in this Unit. Learners will develop their knowledge and understanding of contemporary issues and events and will be able to apply their knowledge to real events and issues.

Throughout this Unit learners will be reading and researching newspapers, political cartoons and will be expected to identify bias and exaggeration in familiar contexts in either the issues of social inequality or crime and the law.

While the focus in this Unit remains on the making and justifying of decisions, there is also scope for the development of other skills throughout the Unit as appropriate.

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 decide.

Combining assessment within Units

Further information about combining assessment is given in the *Course Support Notes*.

Equality and inclusion

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

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

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

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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- ♦ [*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*
- ♦ *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 — Modern Studies: International Issues (National 4)



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

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Modern Studies: International Issues (National 4) 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 *Added Value Unit Specification*
- ♦ the *Course Support Notes*
- ♦ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop a range of information handling skills. However, the specific skills for assessment purposes are the development of skills of drawing and supporting conclusions in international contexts. Learners will develop knowledge and understanding of a major world power or significant world issue.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, teachers/lecturers should refer to the skills, knowledge and understanding for the Course, 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 Unit

Information about skills, knowledge and understanding is given in the National 4 Modern Studies *Course Specification*.

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

Progression from this Unit

This Unit may provide progression to a range of qualifications in related social subjects and social science and in particular to the National 5 Modern Studies Course.

Approaches to learning, teaching and assessment

This Unit is the most open-ended of the Modern Studies (National 4) Units. Teachers/lecturers could choose to look at any of the G20 members, excluding the UK (but including the European Union), as examples of world powers. Alternatively, schools could choose to focus on an area of conflict, such as Afghanistan, or a world issue, such as child soldiers or poverty in developing countries.

This allows centres substantial flexibility to explore a wide range of possible options. Many teachers/lecturers may wish to take advantage of this opportunity to focus on issues which they feel would best motivate and interest their learners.

Learners could be more involved in the process of shaping and defining what content they are interested in exploring. It may even be that in a solely National 4 class the learners themselves could decide what they, as a group, would like to study. This could be a free choice or the teacher/lecturer may give a limited choice on the basis of materials and resources available. Learners could then take a lead role in defining the precise content areas to be studied.

Suggested Unit outline/broad teaching order

World power	International issue
<p>G20 members — Argentina, Australia, Brazil, Canada, China, European Union (EU), France, Germany, India, Indonesia, Italy, Japan, Mexico, Russia, Saudi Arabia, South Africa, Republic of Korea, Turkey and USA.</p> <p>Course should start with a rationale for the chosen country or the EU — explaining why it is a global power and why is important to people in Scotland. Relevance should be demonstrated.</p> <p>Prior learning should be established. Common preconceptions about the country or the EU should be tackled:</p> <p>Political issues</p> <ul style="list-style-type: none"> ◆ type of government ◆ main institutions of government ◆ participation 	<p>Course should start with a rationale for the chosen issue — explaining why it is an important issue and dealing with why it is relevant to people living in Scotland.</p> <p>Prior learning should be established. Common preconceptions about the issue should be tackled.</p> <p>Causes or issues contributing toward the international issue, eg for child soldiers — cost, control, supply, modern light weapons.</p> <p>Consequence:</p> <ul style="list-style-type: none"> ◆ nature and extent of problems ◆ impact on children, eg death/injury, trained to kill, alienation from society and families, no education

<p>This section must cover the extent to which the country or the EU could be considered to be democratic.</p> <p>Socio/economic issues:</p> <ul style="list-style-type: none"> ◆ population issues (overpopulation, internal migration, immigration and distribution) ◆ employment ◆ wealth inequalities ◆ health ◆ education ◆ housing ◆ crime and law <p>(It would not be necessary to look at all of these areas.)</p> <p>Government reactions and responses to socio/economic issues.</p> <p>Rights and responsibilities of individuals within the focus country or the EU.</p>	<p>Attempts at resolution:</p> <ul style="list-style-type: none"> ◆ work of government organisations ◆ work of multi-lateral organisations ◆ work of interested organisations <p>(Non-Governmental Organisations (NGOs), Pressure Groups — Unit should highlight participation options for individuals in Scotland.)</p> <p>Learners should develop an awareness of some of the problems experienced in trying to resolve the issue. For child soldiers this would look at lack of rehabilitation programmes.</p> <p>Rights and responsibilities of individuals. How rights are impacted by the issue being studied. What rights people in developing countries may lack. This may be extended to looking at responsibilities as global citizens.</p>
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Learning experiences should be used as opportunities to generate and gather evidence towards Unit assessments.

Learners should have the opportunity to participate as members of the whole class, in group work and as individuals. Assessment evidence could be generated through group or individual accomplishments. Self- and peer-assessment should be used as part of the learning experience and as an opportunity to plan for assessment.

To ensure personalisation and choice, teachers/lecturers should identify suitable opportunities for learners to choose a focus for individual research. Learners could choose to investigate the issues in a specific country where child soldiers have been used. The presentation of this research, whether through digital means, a written report or talk, could then be used to gather evidence that learners have undertaken and achieved aspects of the Unit Assessment Standards. Evidence should be stored for moderation and verification purposes.

Resources

Learners should experience a range of relevant evidence. Learners should develop an awareness of the advantages and disadvantages of different types of evidence. The Unit should provide opportunities for access to technology.

TV/radio/newspapers/internet

Radio clips provide an alternative to video and often learners produce better quality notes than when watching video footage. This contributes to the development of learner's listening and note making skills.

Learners could be encouraged to access media resources and then select clips or articles to share with the rest of the class. Learners could be asked why they selected the particular clip which could then provide further evidence of source evaluation.

School linking

It may be possible to establish website links to schools in other countries in order to exchange ideas and life experiences which could add to learning experience. Links could be established in many ways, including through e-twinning or the British Council.

Library resources

Modern Studies staff can work with their school/college librarians to obtain resources. Learners should experience using the library as part of book-based research.

Official statistical data

UN figures will be of use for any international option. However, often UN statistics will not be available at the correct SCQF level. Teachers/lecturer should access such information and adapt it so it is in a suitable format for learners at this level. The CIA World Factbook has some good basic statistics on some key areas. The use of such statistics will contribute towards source handling and numeracy.

Surveys

Learners may carry out attitude surveys of the views of people in their community regarding a particular international issue. Learners may be able to access relevant survey information about the issue they are studying or their focus country.

Outside speakers

You may be able to find guest speakers who have lived and worked in the country you are studying. Some countries will have association/groups based in Scotland like the Indian Association of North East Scotland.

Certain focus countries could provide a basis for developing strong links with the Modern Languages department.

Many of the developmental charities and human rights groups will provide speakers for schools/colleges: The Red Cross speakers could tackle development, child soldiers and other human rights issues.

Outside speakers are likely to emphasise the relevance of the issue or country being studied as well as offering an additional source of information. Learners could also benefit from being involved in the planning and organisation process

and should be encouraged to structure questions to ask any visitor. They could organise for other classes to come and hear the guest speaker.

The source work assessment focus in this Unit is to draw and support valid conclusions. Learners are required to use straightforward sources of information. These could be a range of written, numerical, graphical and pictorial sources. Learners should have ample opportunity to develop their skills in this area. Assessment of this need not require a class assessment. This skill could be assessed through a write up of a piece of research where all the requirements had been met as well as through a more traditional class test of the skill. Information gathered from the suggested sources will contribute towards this.

Teachers/lecturers should provide opportunities for learners to practise the full range of Modern Studies information handling skills during the delivery of this Unit and not just drawing conclusions.

Approaches

Learning and teaching strategies could also include some of the following:

- ◆ constructing spider diagrams
- ◆ investigations
- ◆ hot seating
- ◆ stations approaches
- ◆ pyramid or diamond ranking
- ◆ corners/vote on your feet

Spider diagram

Learners could make a spider diagram about all the ways in which children are negatively impacted by war. They could compare their diagrams to their neighbours' to see if they want to add anything. They could then use the diagram as a template to write a short report on the topic which could form part of the Unit assessment.

Diamond ranking

Learners could use diamond ranking to prioritise the importance of particular issues. They could be given nine cards with causes of global poverty or responses to a humanitarian crisis and be asked to rank them, in order of importance, into a diamond pattern. Some of the cards at the bottom of diamond could be discarded and the remaining factors, which learners have selected as more important, could then be explored in greater depth. Alternatively, learners could come up with issues to place on cards themselves and then either prioritise their own cards or pass onto another group to prioritise. This could be used as revision prior to assessment.

Select a corner/vote with your feet

If learners were studying development, the teacher/lecturer could pin up details of each Millennium Development Goal (MDG) around the classroom. Learners could move around the class reading the information. Once they have looked at each of the eight MDGs they would be asked to select which one they personally think is the most important (select a corner/vote with your feet). Learners would

have to be prepared to give a reason for their choice. In reality, all the MDGs are important but this would give the learners an opportunity to explore the MDGs and share ideas about them. This exercise would contribute towards citizenship and learners could take this a stage further by raising awareness of MDGs within the school and local community.

Learners should be aware of learning intentions and success criteria for the Unit as a whole and for tasks within the Unit. Learners could be involved in the progress of setting and agreeing success criteria. Learners should be able to track and comment on their own progress. An electronic or paper log book would be a good way to do this, but the back of a jotter could also be used.

If a school/college is teaching about a country which many learners are unfamiliar, such as Indonesia or Argentina, there may be very little prior knowledge. Learners could identify key points and pieces of information they would want/need to know. They could be issued with a homework task to gather one specific piece of information each. Someone could print out a colour copy of the flag and someone else could print out a map. The learners may decide on other pictures such as a photograph of the head of state and the assembly buildings. Other learners could find factual pieces of information about currency, exports, employment, crime and health information. Learners could then collate the details onto a display in the classroom. This could be carried out as a whole class or group task. The information collected could act as inspiration for further research.

Simulations or creative writing

Learners could use simulations or creative writing to help them relate to the issues which people in other parts of the world experience. They could write a script in groups examining the thoughts of someone from their focus country suddenly arriving in Scotland or vice versa. What would they find different, what would surprise them, what would they like/dislike and what would worry them? It is possible that learners doing this task may present enough information to count towards part of the Unit assessment. The activity is likely to aid the retention of information.

Teacher/lecturer-led class and group lessons remain important for such matters as the introduction of topics, revision, reinforcement, cohesion, speeding the pace of learning and ensuring its meaningfulness.

Teachers/lecturers should plan extension tasks and differentiate work as appropriate to the learners they teach. Learners should be encouraged to seek support and reinforcement where necessary.

Assessment

Assessment is an integral part of learning and teaching in Curriculum for Excellence. This Course should encourage and support independent learning. Learners should have a clear understanding of the requirements of the Course. Learners should be encouraged to set their own learning objectives, assess the extent of their existing knowledge and be encouraged to review their own progress.

It is important to stress that particular skills have been allocated to individual Units for assessment purposes only. This is to avoid over-assessment. The skills, however, are transferable to all three Units and can be assessed in any section of the Course assessment.

Learners learn best when they: understand clearly what they are trying to learn (learning objectives), and what is expected of them (assessment criteria), are given feedback about the quality of their work, and what they can do to make it better, are given advice about how to make improvements and are fully involved in deciding what needs to be done next, and who can give them help if they need it.

Teachers/lecturers should encourage peer- and self-assessment and should question effectively using higher order questioning when appropriate.

Tasks should be created that allow for personalisation and choice. Learners should be given the opportunity to select a topic that has interested them and they should be encouraged to choose a variety of relevant sources to research as well as a suitable method of presentation.

This flexibility can aid in the delivery of National 5 Modern Studies and National 4 Modern Studies Courses within a class, as the teacher/lecturer could use personalisation and choice as a vehicle for differentiation in terms of the expected success criteria for each learner.

Learner log books could be created to record learner achievement in the Outcomes. Learners could use this to store some examples of work. This could then form part of the evidence for achievement of the Unit.

Teachers/lecturers should use inclusive approaches to assessment that takes into account the specific needs of their learners. Teachers/lecturers should use appropriate content, resources and assessment materials that recognise the achievements and contributions of different groups.

A variety of methods should be used to gather evidence such as extended writing, source evaluation, learner presentations, role play, investigation work and creation of various media that will allow learners and teachers to establish their next steps.

Across both levels it would be reasonable to allow learners opportunities to create their own success criteria at appropriate points. To help facilitate self-evaluation of progression, some form of personal learning logs should be used.

Schools should also give opportunities for learners to record information electronically. This could provide an opportunity for reflecting on strengths and development points for both teacher and learner. ICT based assessment strategies could be used to motivate and engage learners.

Extended writing

Although learners at this level are not required, for Unit assessment purposes, to produce extended writing, they should still gain some experience of this to prepare for next steps. This is mostly likely to occur through writing up the results of their investigation work. The experience of such investigation will help build the skills needed to carry out the Added Value assignment. Write ups of investigations can still contribute towards the Unit assessment. Learners may wish to investigate a topic which has only experienced a light touch in whole class teaching, such as the impact of illegal drugs on crime in their chosen country or the role of blood diamonds in civil wars.

Source work

Teachers/lecturers should set source-based tasks for learners to read and draw valid conclusions from using straightforward sources of information. Learning could be assessed by the quality of the conclusions reached and supported as part of the process of investigating and reporting on a relevant issue. Learners should be encouraged to plan investigations accordingly. Such investigations could count towards the source aspect of the Unit assessment. Learners should also practice these skills in pairs and in groups.

Assessment of presentations or role-play

Learners will be involved in presentations individually or as part of a group. Such presentations or role-play, using original scripts, could be videoed and used as evidence that part or all of the assessment standards have been achieved. Alternatively, or in addition to videoing, copies of the scripts or presentation notes and any assessment grid produced by the teacher and filled in during the presentation or role play could be used as evidence. Evidence could be stored digitally by staff.

If such activities are a group effort, there will need to be teacher and learner recording of the contributions made. Learners could annotate written materials to indicate who completed certain aspects or made particular contributions. Presentation slides could note the names of the individuals contributing to each individual slide. If a teacher has identified that a learner within a group is not making a contribution, this could be recorded by the teacher and the learner could be excluded from any group accreditation towards the Unit assessment.

Increased assessment flexibility in this Unit also comes from the fact that at National 4, learners, for the assessment of socioeconomic causes and consequences, need only demonstrate a knowledge and understanding of **one** socioeconomic issue for a world power. They will also have to demonstrate a political knowledge and understanding.

Teachers/lectures should ensure that evidence is a mix of independent work and collaboration. Assessment for summative purposes may still be used to prepare learners for progression to the National 5 Modern Studies Course.

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

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

This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

1 Literacy

1.1 Reading

1.2 Writing

The Unit lends itself to the development of literacy skills, particularly reading and writing. Learners should be encouraged to read as widely as possible and begin to develop extended writing, where appropriate, in order to facilitate progression to National 5 Courses and the world of work. The Unit should allow learners to carry out a variety of written tasks. They should also experience listening and talking skills during class discussions and debates.

Literacy contributions may include:

- ◆ producing country fact files with basic background information to familiarise themselves with the country they are studying
- ◆ developing the skill of making notes from websites or from video programmes watched in class, eg internet research on the most recent elections in Argentina
- ◆ organising thoughts by completing revision concept maps on a particular issue such as the caste system in India
- ◆ planning task organisation for personal or group research
- ◆ refining thoughts by reviewing their own work and noting plans for improvement
- ◆ communicating purposefully by presenting findings to the rest of the class, eg conclusions on research into a particular social or economic issue within the focus country

2 Numeracy

2.3 Information handling

Numeracy will be developed through the use of numerical and graphical sources of information during source-based tasks and through research opportunities. The source handling will include graphs, tables and charts.

For any world power there will be official statistical data which learners could access for research purposes. Learners could take data and transform it into another form, eg information in a pie chart changed into a bar graph or information from a survey of crime rates in Brazil

Teachers should use statistical sources to create appropriate sources.

4 Employability, enterprise and citizenship

4.6 Citizenship

Citizenship will be an important aspect of this Unit through an examination of the political system of the chosen world power. A country focus will also enable a study of the rights and responsibilities of individuals and participation in decision making within that country. Learners could discuss the similarities and difference with Scotland.

Whatever international issue is chosen, it should be possible to have a focus on rights. The United Nations Convention on Human Rights and the Convention on the Rights of the Child would be ideal documents to use here. Learners could be given specific articles from the UN Rights of the Child and asked which rights would be denied to child soldiers.

It should be possible to look at ways individuals can voice views about an international issue. This provides an opportunity for learners to see the coherence of the Course, as a whole, rather than viewing it as entirely separate Units. Learners may wish to actively involve themselves in an awareness raising or fund raising activity relevant to their issue. This would help consolidate their learning and they would gain valuable experience of real world participation.

The Unit should also promote active participation in debate and discussion and encourage attitudes of open-mindedness and tolerance.

5 Thinking skills

5.2 Understanding

5.3 Applying

Thinking skills

Learners will develop their knowledge and understanding of contemporary issues and events and will be able to apply their knowledge and skills. The Course will encourage the remembering of information, the use of different types of evidence and viewpoints. Learners should be able to draw informed conclusions on issues addressed within the Unit. Learners will demonstrate these skills through class work and more formally assessed tasks.

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. This should be for individual teachers and lecturers to decide.

Combining assessment within Units

Information about combining assessment across the Course is given in the relevant *Course Support Notes*.

Equality and inclusion

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

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

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

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ♦ [*Building the Curriculum 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.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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