

National 4 People and Society 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 People and Society Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, 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

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

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

Progression into this Course

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

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

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

Relevant aspects of the social studies, religious and moral education, and health and wellbeing principles and practices may also provide an appropriate basis for entry to this Course.

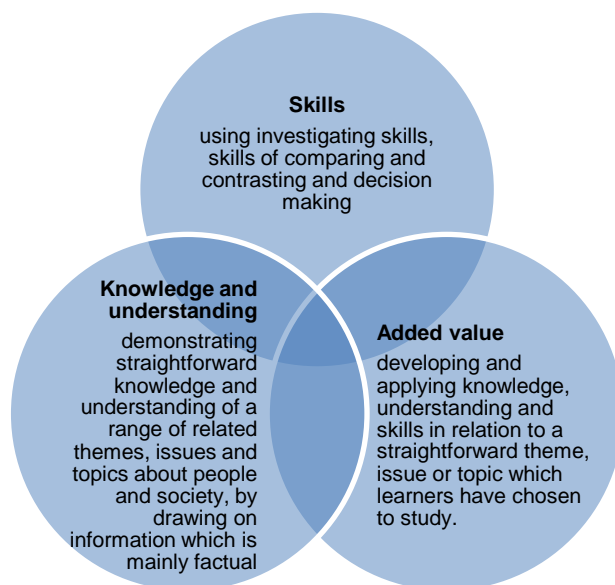
Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

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 *Added Value Unit Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course includes:



Progression from this Course

This Unit may provide progression to Units or qualifications in related social subjects, social science or RMPS. The National 4 People and Society Course may provide progression to further education, training or employment.

Hierarchies

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

People and Society Units and Courses are offered at SCQF level 3 and SCQF level 4. Vertical and lateral progression is possible through the levels of other social subjects, social science and RMPS qualifications.

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

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.

Different learners develop at different speeds. Hence, it is important that the learner is given the possibility to achieve at the highest level. The hierarchical nature of the Units and Course 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 at more than one level, with some at a level higher than the overall Course achieved.

The People and Society assignment (National 4) provides the opportunity to apply skills and develop knowledge and understanding in a range of activities in preparation for the production of evidence.

Learners will undertake a range of activities in preparation for the assignment. These activities may be spread across the Units of the Course or undertaken in a more concentrated block of work. Teachers and lecturers should refer to the *Added Value Unit Specification* for full information on the Outcome, Assessment Standards and evidence requirements. Flexibility exists in how learners can gather evidence for the Added Value Unit and centres may decide on the most appropriate way to demonstrate that learners have achieved the Unit.

Approaches to learning, teaching and assessment

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

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

The People and Society Course develops a range of cognitive skills in learners. It encourages active and experiential learning in order to develop an understanding of people and society through a high level of personalisation and choice. Learners need to acquire and apply relevant knowledge and skills through an interdisciplinary social subjects/social sciences approach, at an appropriate level, in order to understand social themes.

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

By taking this Course, learners will develop a wide range of important and transferable skills, including planning an investigation, collecting information from a range of sources, selecting information and reporting the results in a variety of ways; using information to compare and contrast; using information to make decisions or form judgements; and using the approach/perspective of different subject disciplines to acquire a deeper and more balanced understanding of people and society. Although each Unit has a clear skills focus for assessment purposes, these skills are transferrable and good teaching and learning will develop them across all the Units of the Course and practice them in a range of contexts.

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.

Centres have a great deal of flexibility in the design, content, focus of their Course in order to best meet the needs of particular cohorts of learners. The following advice is given to help centres in the design of their Courses

A number of principles have been established to assist in Course design.

The Course is skills-based.

Each Unit has a specific focus, for assessment purposes, on the following skills:

- ◆ investigating skills
- ◆ comparing and contrasting
- ◆ making decisions

When choosing contexts for each Unit, centres should consider the opportunities to develop these skills within the chosen context, for example:

- ◆ A context which focuses on aspects of the local environment may lend itself to the development of investigative skills allowing learners to engage in activities such as collecting information from the local area, planning fieldtrips, and carrying out interviews with local people or relatives.
- ◆ Comparing and contrasting can be developed in contexts where aspects of the past can be compared with present day, eg families in the past can be compared and contrasted with typical families today; comparative studies can be made between different societies around the world, eg compare a village in Scotland with a village in Africa.
- ◆ Making decisions can focus on a social policy decision, eg 'Should free school meals be introduced for all school learners?' or focus on a more personal aspect of decision making, eg 'Should I stay on at school or go to college?'

As stated earlier, specific skills should not be taught in a narrow way within one Unit only; there will be many opportunities to practice and develop these skills across all the Units, for example:

- ◆ Skills of interviewing to gain information may be developed in one context but used again to gain information for a decision making activity.

The Course is interdisciplinary in nature. The theme chosen in each Unit must be studied by adopting the approach of more than one subject discipline. The aim of this is to give learners a deeper and more coherent learning experience by looking at a theme, topic or issue from the perspective of more than one social subject/social science. It would not be necessary to make explicit the social subjects/social sciences being drawn upon nor to expect detailed specific subject knowledge, for example:

- ◆ A local study can draw upon approaches from Geography and History Courses to build up a picture of an area and some of the factors which have combined to make the area the way it is or to understand why it is a popular area with tourists and visitors.
- ◆ A Course which focuses on 'crime and the law' may have a Unit which looks at punishment — aspects of this may study how punishment has changed over the years thereby adopting a historical perspective while a consideration of the issues surrounding capital punishment may allow an examination, at an appropriate level, of issues of morality. An attempt to understand the causes of criminal behaviour can draw upon aspects of sociology and psychology, again at an appropriate level and with the use of suitable terminology and ideas for a Unit/Course at National 4.

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

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

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

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

In order to provide coherence, one key idea should be common across the three Units of the Course. A further two key ideas per Unit must be chosen across the Course. These key ideas have been chosen to provide rich contexts for study and the organisation of Units/Courses. They should not be interpreted in a narrow way. A Course planning grid is provided in Appendix 3 to assist centres in planning Courses.

The Course has four mandatory Units, including the Added Value Unit. The assignment is an opportunity for learners to demonstrate challenge and application by applying skills, knowledge and understanding to a topic or issue where they should have a degree of choice.

There is no recommended teaching order for the Units in this Course. Course planners may wish to consider how best to introduce the assignment, for example wait until learners have covered a number of topics or developed a range of skills 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 extended writing, source evaluation, learner presentations, role play, research activities and creation of various media that will allow learners and teachers to establish their next steps.

Assessment is an integral part of learning and teaching in Curriculum for Excellence. This 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. 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.

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. To this end:

- ◆ Teachers and lecturers should share learning/assessment criteria.
- ◆ Teachers and lecturers should deliver effective feedback.
- ◆ Teachers and lecturers should encourage peer and self-assessment.
- ◆ Teachers and lecturers should 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.

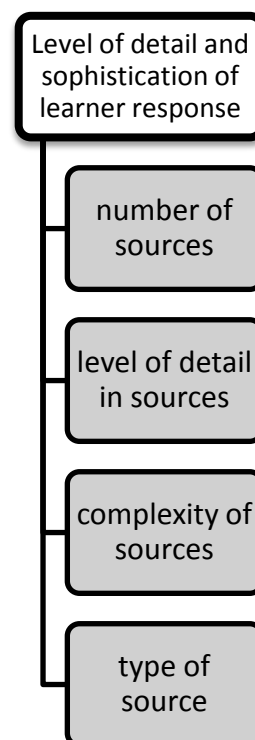
Centres should note that flexibility exists in creating assessment items and that a range of factors need to be considered in determining the level of demand. For example, while in general, increasing the number of sources used in a question may increase the level of demand upon the learner; increasing 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 a range of responses.

A learner operating at a lower SCQF level may be able to draw broad, general, relatively simple conclusions from a given source while another learner is capable of a more sophisticated level of analysis and be able to draw more insightful and detailed conclusions from the same source thereby demonstrating achievement of a higher SCQF level.

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

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



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

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.

Depending on the theme, topic or issue studied, this Course lends itself to the development of literacy skills. Learners should be encouraged to read a range of texts and use a range of forms of writing where appropriate in order to facilitate progression to Units or Courses at National 5 and the world of work. This Course should aim to encourage listening and talking through a range of collaborative activities and group work. Skills of numeracy may be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

Citizenship will be an important aspect of this Course and learners should be encouraged to consider their place in society through the topics, themes and issues studied during the Course.

Thinking skills will be developed in the Course. Learners will develop their knowledge and understanding of a range of 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 across centres depending on approaches being used to deliver the Unit in a centre and this should be for individual teachers and lecturers to decide.

Reading and writing

Throughout the Course, learners will have the opportunity to develop many aspects of literacy. For example, they may read a variety of texts about topic or issue they are studying, including a range of newspapers in print or electronic form. 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.

This Course 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 (although this is not essential). 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.

Citizenship

The Course will provide opportunities for learners to deepen their understanding of contemporary topics or issues facing society or consider how events in the past or in other societies impact on their lives and society today. This Course can provide many opportunities to develop citizenship by providing opportunities to reflect upon society and how they may be able, as individuals or in groups, to engage in society and contribute.

Understanding and applying

The Course will involve learners in activities which involve the use and interpretation of 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 tutor to judge. It will be important to maintain a balance between directing learners towards valuable sources that allow them to demonstrate and practice their skills, and remembering that the skill of self-direction is itself an integral aspect of the assignment.

Examples of thinking skills likely to be found within this Course may include the following:

- ◆ using evidence to make a decision about a personal, local or global matter
- ◆ using sources of information to identify similarities and differences

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 on, extend and apply the skills, knowledge and understanding they have learned during the Course. This will be assessed by an assignment.

Choice of topic

The assignment will require the learner to demonstrate challenge and application related to a topic or issue linked to the key ideas of the Course. The learner will research 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 the learner 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 a topic relating to their local area but may need guidance to decide on an appropriate focus within this 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, topic or issue to be researched in the assignment, 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 People and Society 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 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 Course. Learners should be given sufficient time to generate the required evidence to meet the Assessment Standards.

Each 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 will communicate their findings in a form that shows evidence of the skills they have used and clearly communicates the conclusions they arrive at. 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 into, 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 evidence and authenticate evidence through direct observation of learners. Checklists can be a helpful resource in doing this. Particularly where learners are producing evidence orally, this methodology can help in the gathering of naturally occurring evidence

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 People and Society 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 assessments to cover multiple Units, deliverers must ensure that they track and record where evidence of individual Units appears.

Equality and inclusion

The high degree of flexibility within this Course in terms 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*](#)

Appendix 2: Course planning grid

People and Society Course

Context or overarching theme		
Unit 1	Unit 2	Unit 3
Title	Title	Title
Common key idea	Common key idea	Common key idea
Key idea	Key idea	Key idea
Key idea	Key idea	Key idea
Interdisciplinary links	Interdisciplinary links	Interdisciplinary links
Application of skills	Application of skills	Application of skills
Possible context	Possible contexts	Possible contexts

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Course Support Notes

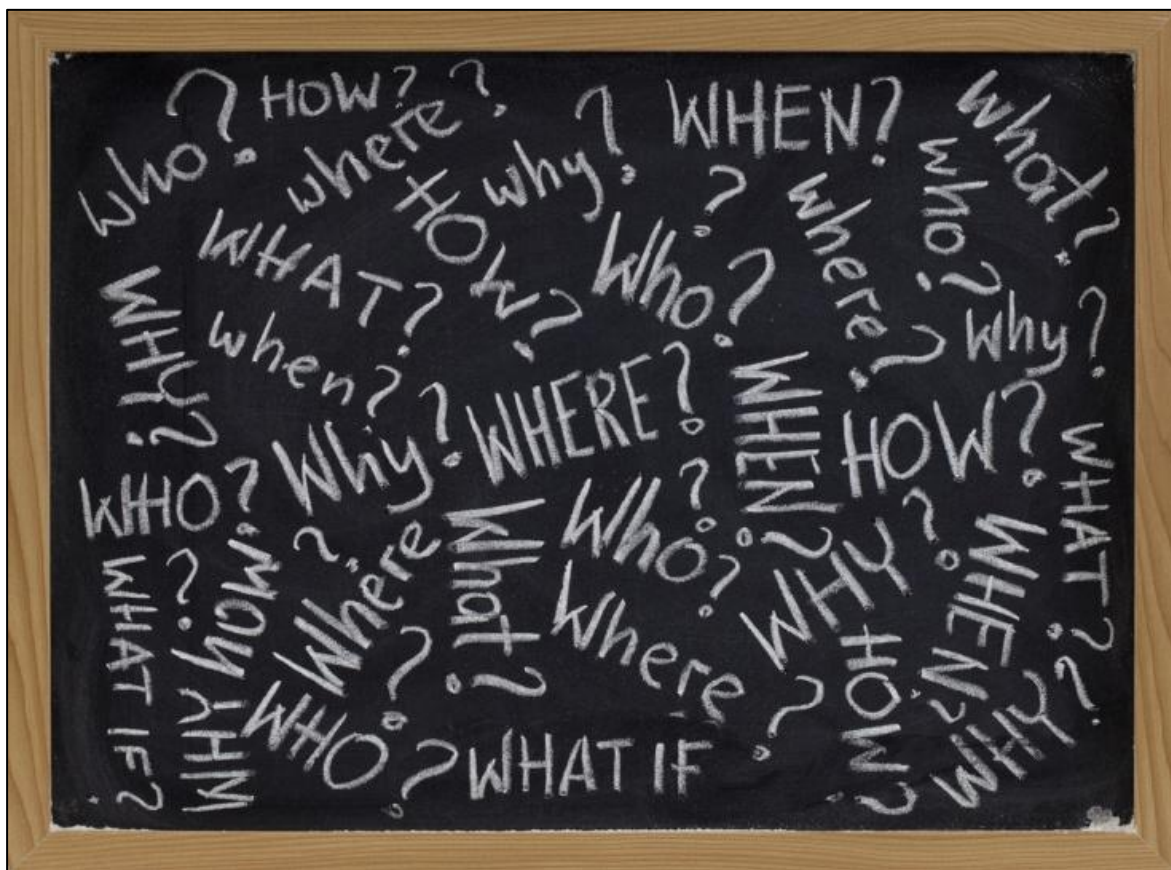
Course details	Version	Description of change	Authorised by	Date

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

Unit Support Notes — People and Society: Investigating Skills (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 People and Society: Investigating Skills (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 the learner's straightforward investigating skills by carrying out tasks which involve identifying sources of information, collecting information and organising information. Learners will use these skills and draw on their knowledge and understanding of an issue in an inter-disciplinary way, from the perspective of at least two of the social subject/social science disciplines.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. 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, you 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 People and Society *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 social subjects and social science.

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

This Unit encourages active and experiential learning in order to develop an understanding of people and society through a high level of personalisation and choice. Learners should be involved in choosing a study theme or issue to allow them to identify which subjects and key ideas they are drawing upon. Relevant contexts should provide motivating and engaging learning experiences. Learners should be allowed to create their own success criteria at regular intervals and evaluate their own progress throughout this Unit.

The Course is skills-based, with learners applying skills and knowledge to their chosen theme. Both Outcomes will therefore be completed together as the skills are unlikely to be developed in isolation from the topic or issue of the Unit.

Course and Unit planning

In designing this Unit, a theme should be chosen which allows opportunities to develop investigating skills. It should also be noted that the general design principles for Units within this Course also apply, namely:

- ◆ The Unit should be based on three key ideas drawn from the social subjects/social science disciplines (Appendix 2).
- ◆ If the Unit is part of a People and Society Course then one key idea should be common across all three Units of the Course.
- ◆ The Unit should adopt an interdisciplinary approach by using the perspective of two social subjects/social science disciplines (Appendix 3). It may be useful to use the example design grid to help plan the Course (Appendix 2 of *Course Support Notes*).

There is no specified assessment method given for this Unit nor is any particular approach to assessment specified. Centres can use this flexibility to generate evidence to show that learners have achieved the Outcomes and Assessment Standards in a variety of ways.

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

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

Topic or issue	Possible subjects	Possible key ideas
Olympic/Commonwealth Games	History Classical Studies Geography	Cause Change Citizenship Ethics Identity Values
Crime and punishment	History Modern Studies Sociology	Cause Consequence Behavior Equality Power Responsibilities Society
Slavery	History Sociology Psychology Modern Studies Classical Studies Religious and Moral Education	Behaviour Beliefs Cause Change Consequence Equality Ethics Heritage Power
Natural hazards	Geography Modern Studies	Cause Environment Difference Interdependence Need Society

Setting learning objectives and assessment

Once a topic or issue has been agreed, 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.

An example of how to involve learners in the process of creating a Unit is to complete a grid like the one below on the board/screen/large sheet of paper. The learners can then decide the route the Unit is going to take, depending on the topic and skills being introduced and assessed.

What do I already know?		What do I want to learn?
	TOPIC	
How do I want to learn it?		How do I want to be assessed?

A range of teaching and learning approaches should be used throughout this Unit; this will create different opportunities to gather evidence of learner's achievement of the Unit Outcomes and Assessment Standards.

Collecting information

There are many ways to teach and learn how and where to collect information. Learners will be expected to be able to collect information from a limited range of easily accessible sources. In doing this it will be important to introduce different types of sources to learners.

This could allow for opportunities of a visit or fieldtrip, for example to a library. The learners could be given a talk, including a question and answer session by the librarian about different types of sources, eg primary and secondary and then a tour of the library. This would allow learners to identify where to find sources within the library. Other possible fieldtrips could be made to museums or the workplace of a guest speaker, eg a police station.

Guest speakers may also visit the school/college of the learner. An interview may then be carried out to collect detailed information tailored towards each learner's personal interest. Another method of collecting information may be by completing a questionnaire or survey. This could be designed within class and once completed the results could be turned into graphical form. Audio and visual presentations, in the form of video or audio clips, may also be a useful source of information for the learner's chosen topic. The internet could also be used as a source of information, preferably with a list of suitable websites available for examination.

Selecting information

Once information has been collected, it is essential for learners to be able to select information from straightforward sources.

Activities which may be used to do this could be debates, discussion groups and role plays. It will be important for learners to be able to examine the reliability of sources. An example of how learners could become aware of bias and exaggeration is by looking at three newspaper articles about the same sports game — one written on behalf of each team and a neutral article. The learners can then discuss in groups or as a class which is the most useful and reliable.

Learners should become aware of different methods of selecting relevant information for their topic, eg through answering questions designed to pull out the important information or by using highlighter pens. It is possible to provide activities which are 'scaffolded' to help learners gain the basic skills and then withdraw these as they become more confident in the skills involved.

Debates and discussion groups could be used to highlight what different groups think is important from various sources and how reliable it is. Role plays or mysteries could be used to encourage learners to question information and encourage the selection of relevant information.

Organising information

Once information has been collected and selected it is essential for learners to be able to organise a limited range of information.

Learners should be encouraged to look for a logical order, eg the cause, effect and management of an issue. In its simplest form, this could be organising statements, processes or dates into the correct order. Debates and discussions could then be used to improve and progress the skills in organising information. Experiencing the processes involved in planning a personal investigation would be a good way for learners to identify and organise the different stages involved in completing this project from start until finish.

The skills focus of this Unit is the development of a range of investigating skills, it is not necessary to develop these skills in the context of one Investigation. It may be preferable to develop the skills over a series of short, linked activities in a

range of contexts. The Added Value Unit may provide a suitable vehicle to pull together the individual investigating skills combined with aspects of other skills developed throughout the Course in the context of an investigation into a topic of the learner's own choice. It is important for learners to be made aware throughout the Course of the skills and knowledge that has been gained and how these can be transferrable to other Units and Courses.

Assessment evidence

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

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

The folio should be gathered from between two and four different types of sources of information which are appropriate to the topic or issue studied, eg newspaper, video clip, speaker, book. It should be used to show learners can identify appropriate sources of information and how and where to collect these sources. For example, the evidence may be from a video clip of learners going to a library and selecting appropriate material for their topic, as well as written evidence of collecting and organising relevant information. Learners' presentations will show use of appropriate presentation methods and their selection of appropriate information. The assessment evidence may be written, oral, recorded, graphical, digital or recorded in any other appropriate medium.

Source assessments

One of the main components of the Course is on skills development relating to source work. This area is where there will be a natural overlap between all three Units and the Added Value Unit.

Activities such as identifying different types of sources and recognising the usefulness and reliability of sources can be undertaken individually, in pairs or as groups. Learners should be given effective feedback on each task completed to allow improvement.

Learners can demonstrate progression in their skills by using differing sources of evidence, in assessing its viability and reliability and applying these in everyday life and work. Progression can also be seen in learners' ability to use their knowledge and understanding to interpret evidence and present an informed view as well as applying this in unfamiliar contexts. Progress can be seen in their growing ability to understand complexity of issues with increasing maturity and empathy. Skills in supporting increasingly sophisticated views can be gained by referencing carefully considered evidence and sources.

Multimedia assessments

Learners will choose a topic which is multidisciplinary and covers three key ideas. The aim is for the learners to make a presentation with photos or video clips showing how they chose, collected and sorted information on their chosen topic. The learners must prepare a plan, possibly through brainstorming, of tasks that need to be completed and keep video or photo evidence of the activities involved. They must then present this to the class, who can peer assess what they did well and next steps for improvement.

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

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

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

The skills focus of this Unit is developing investigating skills which will allow learners to acquire knowledge and understanding of people and society. Learners will use skills including investigating, using information, and presenting information in a variety of ways. Learners will also develop skills in working with others, contributing to group work, and working on their own to make decisions which develop thinking skills.

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

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

Citizenship will be an important aspect of this Unit through developing an understanding of important attitudes, including: an open mind and respect for the values, beliefs and cultures of others, openness to new thinking and ideas, and a sense of responsibility and global citizenship. Through group work and discussions learners will begin to understand more about their sense of identity and place in the world.

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

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

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

Combining assessment within Units

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

Equality and inclusion

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

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in 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 that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ *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

Appendix 2: Key ideas

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

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

Appendix 3: Social subject/social science disciplines

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

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

Unit Support Notes — People and Society: Comparing and Contrasting (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 to support the delivery of the People and Society: Comparing and Contrasting (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 the learner's skills in using information in order to make straightforward comparisons and contrasts. Learners will use these skills and draw on their knowledge and understanding of an issue in an inter-disciplinary way, from the perspective of at least two of the social subject/social science disciplines.

Progression into this Unit

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

Information about skills, knowledge and understanding is given in the National 4 People and Society *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 social subjects and social science.

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

This Unit encourages active and experiential learning in order to develop an understanding of people and society through a high level of personalisation and choice. Learners should be involved in choosing a study theme or issue to allow them to identify which subjects and key ideas they are drawing upon. Relevant contexts should provide motivating and engaging learning experiences. Learners should be allowed to create their own success criteria at regular intervals and evaluate their own progress throughout this Unit.

The Course is skills-based, with learners applying skills and knowledge to their chosen theme. Both Outcomes will therefore be completed together as the skills are unlikely to be developed in isolation from the topic or issue of the Unit.

Course and Unit planning

In designing this Unit, a theme should be chosen which allows opportunities to develop the skills of comparing and contrasting. It should also be noted that the general design principles for Units within this Course also apply, namely:

- ◆ The Unit should be based on three key ideas drawn from the social subjects/social science disciplines (Appendix 2).
- ◆ If the Unit is part of a People and Society Course then one key idea should be common across all three Units of the Course.
- ◆ The Unit should adopt an interdisciplinary approach by using the perspective of two social subjects/social science disciplines (Appendix 3).

There is no specified assessment method given for this Unit nor is any particular approach to assessment specified. Centres can use this flexibility to generate evidence to show that learners have achieved the Outcomes and Assessment Standards in a variety of ways.

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

The skills focus of this Unit is comparing and contrasting. The following illustrations of contexts are suggestions only and do not represent any form of mandatory requirement. Centres may adopt a wide range of themes which allow learners to demonstrate the skills of comparing and contrasting.

Theme	Possible interdisciplinary approach
<p>Families: the Unit may focus on a comparative study of families in the past and the present. The role of the family, size and structure of the family, relative wealth, and roles within the families are all areas which could provide opportunities to identify differences between families past and present as well as similarities. An alternative approach could involve a study of different types of contemporary families, eg a comparison of a lone parent family with a nuclear family or a family in the UK with a family in Africa.</p>	<p>History Sociology Modern Studies</p>
<p>Crime and the law: the Unit could focus on how the approach to punishment has changed over time, eg the attitude to, and use of, capital or corporal punishment in the past in the UK compared with contemporary attitudes. The comparison could be of different methods of punishment today and in the past, contrasting moral attitudes to punishment, methods used and treatment of offenders. Alternatively, a comparison could be made between approaches to punishment in different societies in different parts of the world. A further comparative study could be of differing crime levels within different communities in Scotland and the possible reasons for this.</p>	<p>History Sociology Modern Studies Geography RMPS</p>
<p>Rich world — poor world: a comparative study of a wealthy, developed society with a poor, developing society can provide a wide range of comparisons and contrasts including; relative wealth, employment, education, health, housing, family size etc. Learners can use their own knowledge of familiar contexts within the UK and use this as a basis to find out about a different society in another part of the world.</p>	<p>Geography Modern Studies</p>
<p>Life in another country: the comparative study does not need to be between countries with substantially different levels of wealth. The comparison could be between the UK and the USA or a community in Scotland with a community in Poland. The comparison could be of different aspects of everyday life, different aspects of culture within the countries, differences in the physical environments or different approaches to religion.</p>	<p>Geography Modern Studies RMPS Sociology</p>

A range of teaching and learning approaches should be used throughout this Unit; this will create different opportunities to gather evidence of learner's achievement of the Unit Outcomes and Assessment Standards.

Suggested approaches to generating evidence for assessment purposes

The whole class may work together on a topic or issue within the Unit. A mixture of teacher-led lessons, individual learner research and group work may be used. A learner may use a range of straightforward information gained through the study of a topic, eg 'Punishment through the ages'. They may use this information to create a poster which draws on their knowledge of the issue, demonstrating a straightforward knowledge of what is meant by punishment, forms of punishment used in the past and forms of punishment likely to be used in the present day. The learner should use at least two sources of information which should be used to identify differences or similarities and use the sources of information to support the differences or similarities. The sources of information used may be written, graphical, numerical, and pictorial; it could include primary or secondary sources.

A range of key ideas could be demonstrated through the evidence generated such as difference, similarity, rights, and responsibilities. The poster could be the focus of class discussion or be a support for a brief talk by the learner. The poster should be retained as evidence that the learner has achieved the Unit Outcomes. Outcomes 1 and 2 do not need to be demonstrated at the same time or in the same activity.

Group and pair work

In this Unit there will be many opportunities for collaborative working in groups or pairs. There are many benefits from this approach for the learners involved, however it may make the gathering of evidence for assessment for individual learners more difficult. A class may work on an activity involving a comparison of different countries which could involve comparing various aspects of lifestyle in a range of countries.

Individually, learners could identify certain aspects of their own lifestyle in the UK. As a group, they could then choose countries outside the UK with each learner or pairs researching other countries. This research could be presented as a mini travelogue of the other country. Learners could share this information and use it to make comparisons between countries or between the UK and another country in order to decide where they would most like to live or visit. Each learner would be involved in generating information about a country, this information would be shared with the class and, each would make their own comparison between countries identifying differences and similarities. The information could be presented on slides, which could be retained to show achievement of the Outcomes.

Each member of a pair could present and put forward information about a contrasting aspect of an issue, eg living in a city versus living in the countryside. Each learner describes and explains the advantages and disadvantages of each of the alternatives to the other. The product of this could be a write up of the evidence by each individual learner.

Role play

Individuals or groups in the class could take on the different roles within a family from the past and families from the present day. The role play could be filmed and the evidence used to support achievement of particular Assessment Standards.

New technology will provide many opportunities to gather evidence in an innovative way without the need to retain large amounts of paper. Electronic log books and wikis can allow evidence to be collected both by individuals and groups. Wikis can be used to demonstrate individual contributions to a group task through identification of individual entries and contributions to group discussions.

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

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

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

The skills focus of this Unit is comparing and contrasting, this will involve learners in analysing and evaluating as they identify and explain similarities and differences across time, between countries and societies.

By comparing and contrasting other times with their own and other countries and communities with their own, they will both develop a greater understanding of others whose circumstances are different from their own and also develop a greater awareness of themselves and their own society. This understanding is important in developing a sense of citizenship.

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

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.

The skills, knowledge and understanding developed in this Unit will be transferable to the assignment. Through the learning, teaching and assessment in this Unit, learners will develop skills of using sources of information to identify and explain differences and similarities. These evaluative skills may be applied in a wide range of contexts and may be applicable to the assignment.

Depending upon the degree of individual learner personalisation possible in the choice of a topic or issue for the assignment, the learner may decide to explore further a topic or issue introduced in this Unit. They would be able to apply research skills from the *People and Society: Investigating Skills* Unit in order to deepen their knowledge and understanding of a topic or issue thereby demonstrating challenge and application.

Combining assessment within Units

While there is no requirement that all Outcomes and Assessment Standards are overtaken in a single assessment, there will be opportunities to devise activities which allow some or all of the Assessment Standards to be achieved at the same time. Such an approach may be helpful to reduce the overall assessment burden and provide more time for teaching and learning.

Equality and inclusion

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

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

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- ◆ *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

Appendix 2: Key ideas

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

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co-operation	responsibilities
culture	rights
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	values

Appendix 3: Social subject/social science disciplines

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

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

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — People and Society: Making Decisions (National 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 People and Society: Making Decisions (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 the learner's skills in using information in order to make straightforward decisions on an issue. Learners will use these skills and draw on their basic knowledge and understanding of an issue, in an inter-disciplinary way, from the perspective of at least two of the social subject/social science disciplines.

Progression into this Unit

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

Information about skills, knowledge and understanding is given in the National 4 People and Society *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 social subjects and social science.

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

This Unit encourages active and experiential learning in order to develop an understanding of people and society through a high level of personalisation and choice. Learners should be involved in choosing a study theme or issue to allow them to identify which subjects and key ideas they are drawing upon. Relevant contexts should provide motivating and engaging learning experiences. Learners should be allowed to create their own success criteria at regular intervals and evaluate their own progress throughout this Unit.

The Course is skills-based, with learners applying skills and knowledge to their chosen theme. Both Outcomes will therefore be completed together as the skills are unlikely to be developed in isolation from the topic or issue of the Unit.

Course and Unit planning

In designing this Unit, a theme should be chosen which allows opportunities to develop the skills of decision making. It should also be noted that the general design principles for Units within this Course also apply, namely:

- ◆ The Unit should be based on three key ideas drawn from the social subjects/social science disciplines (Appendix 1).
- ◆ If the Unit is part of a People and Society Course then one key idea should be common across all three Units of the Course.
- ◆ The Unit should adopt an interdisciplinary approach by using the perspective of two social subjects/social science disciplines (Appendix 2). It may be useful to use the example design grid to help plan the Course (Appendix 3).

There is no specified assessment method given for this Unit nor is any particular approach to assessment specified. Centres can use this flexibility to generate evidence to show that learners have achieved the Outcomes and Assessment Standards in a variety of ways.

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

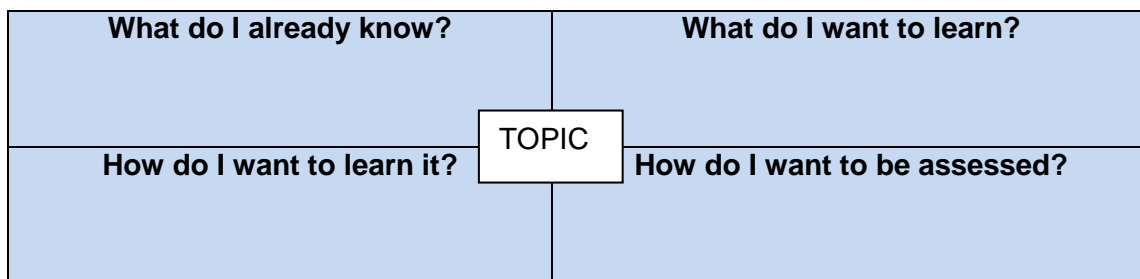
The skills focus of this Unit is making decisions. The following illustrations of contexts are suggestions only and do not represent any form of mandatory requirement. Centres may adopt a wide range of themes which allow learners to demonstrate the skills of decision making.

Topic or issue	Possible subjects	Possible key ideas
Crime and punishment Decisions could be made on issues such as: <ul style="list-style-type: none"> ◆ Jail sentences should be given to all young people who carry a knife. ◆ The death penalty should be brought back to Britain. 	History Modern Studies Sociology	Behaviour Cause Consequence Equality Power Responsibilities Society
Wars Decisions could be made on issues such as: <ul style="list-style-type: none"> ◆ WWII made Europe a safer place. ◆ Technology has made going to war more dangerous. 	Classical Studies History Modern Studies Geography Psychology	Behaviour Cause Change Conflict Consequence Co-operation Difference Identity Power Technology
Slavery Decisions could be made on issues such as: <ul style="list-style-type: none"> ◆ All slaves were treated badly. ◆ Slavery no longer exists. 	History Sociology Psychology Modern Studies Classical Studies Religious and Moral Education	Behaviour Beliefs Cause Change Consequence Equality Ethics Heritage Power
Europe Decisions could be made on issues such as: <ul style="list-style-type: none"> ◆ Britain should join the Euro. ◆ Britain benefits from being in the European Union. 	Classical Studies Geography History Modern Studies	Cause Citizenship Conflict Co-operation Culture Diversity Environment Identity Power Society

Setting learning objectives and assessment

Once a topic or issue has been agreed, 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.

An example of how to involve learners in the process of creating a Unit is to complete a grid like the one below on the board/screen/large sheet of paper. The learners can then decide the route the Unit is going to take, depending upon the topic and skills being introduced and assessed.



A range of teaching and learning approaches should be used throughout this Unit; this will create different opportunities to gather evidence of learner's achievement of the Unit Outcomes and Assessment Standards.

'Selecting information' activities

It is important for learners to be able to select relevant information from straightforward sources.

Learners should become aware of different methods of selecting relevant information for their topic, eg through answering questions designed to pull out the important information, by using highlighter pens, or taking notes and then organising them. It is possible to provide activities which are 'scaffolded' to help learners gain the basic skills and then withdraw these as they become more confident in the skills involved.

Other activities which may be used to do this could be debates, discussion groups and role plays. It will be important for learners to be able to examine the reliability of sources. An example of how learners could become aware of bias and exaggeration is by looking at two contrasting newspaper articles about the same event. The learners can then discuss in groups or as a class which is the most useful and reliable and reasons why.

Debates and discussion groups could also be used to highlight what different groups think is important from various sources and how reliable it is. Role plays or mysteries could be used to encourage learners to question information and encourage the selection of relevant information.

'Making decisions' activities

Learners will need to be made aware of how to make decisions and justify their decision. One way of doing this is to have several information sheets for a topic or issue. Once the learners have had time to read through this, a statement is put on the board and the learners have to decide their answer and justify why they have decided this by giving two reasons. For example, after studying information on crime and punishment the statement could be, 'The death penalty should be brought back to Britain'. An active way of making decisions and justifying them is to have four corners labeled around the room with: strongly agree, agree, disagree and strongly disagree. Statements are then given and learners have to move to a corner and then justify why they have chosen that corner.

These tasks can then be extended to include learners giving alternative evidence or viewpoints. They could also lead on to a debate or group discussions, followed by presenting the information in written form, eg as a poster or essay. The written piece success criteria could include: the decision taken, two sources of information to justify their choice, and at least one alternative viewpoint or source of evidence.

During the teaching and learning process, the teacher/lecturer can provide guidance and support, such as a list of suggested sources of information and advice on possible methods of structuring and organising assessment evidence. This should be withdrawn as learners become more confident in the skills and knowledge. Learners should be made aware throughout the Course of the skills and knowledge learned and how these can be transferred to other Units and Courses.

Assessment evidence

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

Evidence should be gathered from at least two different types of sources of information which are appropriate to the topic or issue studied. It should be used to show learners can use at least two sources to make a decision on a familiar topic or issue, giving at least two sources to support the decision and at least one source of information to show alternative evidence or viewpoints. Learners' presentations will show use of appropriate presentation methods and their selection of appropriate information. The assessment evidence may be written, oral, recorded, graphical, digital or recorded in any other appropriate medium.

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

Source assessments

One of the main components of the Course is on skills development relating to source work. This area is where there will be a natural overlap between all three Units and the Added Value Unit.

Activities such as identifying different types of sources and recognising the usefulness and reliability of sources can be undertaken individually, in pairs or as groups. Learners should be given effective feedback on each task completed to allow improvement.

Learners can demonstrate progression in their skills by using differing sources of evidence, in assessing its viability and reliability and applying these in everyday life and work. Progression can also be seen in learners' ability to use their knowledge and understanding to interpret evidence and present an informed view as well as applying this in unfamiliar contexts. Progress can be seen in their growing ability to understand complexity of issues with increasing maturity and empathy. Skills in supporting increasingly sophisticated views can be seen by referencing carefully considered evidence and sources.

Multimedia assessments

Learners will choose a topic which is multidisciplinary and covers three key ideas. The aim is for the learners to make a presentation or video on their chosen issue and provide evidence for, and against, a decision which is made. They must then present this to the class, who can peer assess what they did well and next steps for improvement.

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

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

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

The skills focus of this Unit is developing decision-making skills which will allow learners to acquire knowledge and understanding of people and society. Learners will use skills of evaluating information from a limited range of straightforward sources of information to make decisions which take account of alternative evidence and viewpoints. Learners will also develop skills in working with others, contributing to group work, and working on their own to make decisions which develop thinking skills.

The Unit lends itself to the development of literacy skills, particularly reading, writing and listening and talking. Learners should be encouraged to read a wide range of texts, eg books, newspaper articles, diary extracts to allow the value of different types of sources and differing viewpoints to be identified. Reading will also encourage greater knowledge of a topic so learners can make a more informed decision on a topic. Learners should undertake written exercises to allow them to clearly express their decision and give evidence to back up their argument as well as alternative evidence or viewpoints. Presentation of this information may be in a written form, eg as a discursive essay or poster so this should be practiced.

An essential skill this Unit lends itself to is the development of listening and talking. Learners should be involved in debates to allow both sides of the argument to be developed and in group discussions, eg on differing evidence and viewpoints to be identified before making a personal or group decision. Learners should have the opportunity to be introduced to oral sources of text, eg video/DVD clips or guest speakers, and taught how to extract information from these sources to back up their decision on their chosen topic. Presentations of their decision and evidence may be presented in oral form, so experience of giving and listening to verbal presentations is essential.

Citizenship will be an important aspect of this Unit through developing an understanding of important attitudes, including: an open mind and respect for the values, beliefs and cultures of others, an openness to new thinking and ideas, and a sense of responsibility and global citizenship. This is particularly important if the learner's chosen topic or issue is controversial. Through group work and discussions learners will begin to understand more about their sense of identity and place in the world.

Thinking skills will be developed in this Unit. Learners should be offered a wide range of opportunities to use questioning to build knowledge and understanding of skills and topics. Learners will develop their knowledge and understanding of issues which will allow them to apply their knowledge to analyse and evaluate sources of information, select differing viewpoints and evidence and justify their decision made.

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

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

Combining assessment within Units

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

Equality and inclusion

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

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in 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 that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ *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

Appendix 2: Key ideas

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

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

Appendix 3: Social subject/social science disciplines

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

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

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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