



## People and Society: Investigating Skills (National 4)

**SCQF:** level 4 (6 SCQF credit points)

**Unit code:** H249 74

### Unit outline

The general aim of this Unit is to develop straightforward investigating skills and develop straightforward knowledge and understanding of aspects of people and society. Learners will use these skills and draw on their straightforward knowledge and understanding of a topic or issue in an inter-disciplinary way, from the perspective of at least two of the social subject/social science disciplines.

Learners who complete this Unit will be able to:

- 1 Use straightforward investigating skills suitable for carrying out social subjects/social science investigations.
- 2 Draw on their straightforward knowledge and understanding of topics or issues in an interdisciplinary way.

This Unit is a mandatory Unit of the National 4 People and Society Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *Unit Assessment Support*.

The Added Value Unit Specification for the National 4 People and Society Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 4 People and Society Course.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 3 People and Society Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

- 1 Use straightforward investigating skills suitable for carrying out social subjects/social science investigations by:**
  - 1.1 Choosing two suitable sources of information for an investigation on a topic or issue
  - 1.2 Collecting a range of information from two sources of information of different types
  - 1.3 Organising a limited range of information from two sources of information

### Outcome 2

The learner will:

- 2 Draw on their straightforward knowledge and understanding of topics or issues in an interdisciplinary way by:**
  - 2.1 Giving brief factual descriptions of the main features of a topic or issue
  - 2.2 Giving brief explanations about a straightforward topic or issue
  - 2.3 Showing knowledge and understanding of three key ideas drawn from the social subject/science disciplines

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards.

The sources of information used may be written, numerical, graphical, pictorial, audio-visual, digital or oral. The methods of collection used should be drawn from those typically used in social subjects/social science investigations and may include use of the internet, surveys, questionnaires, visits, fieldtrips, interviews, printed media etc.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, posters, brief written responses to questions and participation in group tasks. All of the evidence does not need to be from one activity, but can be assembled from a variety of tasks and assessments carried out during the duration of the Course.

The teacher/lecturer can provide an appropriate level of support and guidance, such as a list of suggested sources of information, possible research methods and advice on possible methods of presenting assessment evidence.

Evidence may be collected as a candidate folio, including evidence gathered from two different types of sources of information which are appropriate to the topic or issue studied. The assessment evidence may be written, oral, recorded, graphical, digital or recorded in any other appropriate medium.

Assessment evidence must demonstrate that the learner is able to:

- ◆ use three key ideas drawn from social subjects/social science disciplines
- ◆ adopt an inter-disciplinary approach by using the perspective of two social subject/social science disciplines

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

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

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

Evidence may be presented for individual Outcomes or gathered for the Unit, Units or Course as a whole by combining assessment holistically.

Exemplification of assessment is provided in the *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## **4 Employability, enterprise and citizenship**

- 4.6 Citizenship

## **5 Thinking skills**

- 5.2 Understanding
- 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

---

**Published:** June 2013 (version 1.1)

**Superclass:** EE

---

## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Minor changes to Assessment Standards 1.1, 1.2 and 1.3 — 'at least' deleted from all and 'of different types' added to 1.3	Qualifications Development Manager	June 2013

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

© Scottish Qualifications Authority 2013