

## H702 71 Social Subjects: People and Society (National 1)



This document 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 these *Unit Support Notes* can be downloaded from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

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

# Contents

Introduction	1
General guidance on the Unit	2
Approaches to learning, teaching and assessment	3
Equality and inclusion	9
Appendix 1: Reference documents	10
Administrative information	11

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Social Subjects: People and Society* Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support pack*

# General guidance on the Unit

## Aims

The aim of this Unit is to provide learners with opportunities to find out about a social subjects topic relating to people and society.

The Unit also provides a framework for learners to develop knowledge and skills for learning, skills for life and skills for work.

## Progression into this Unit

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

This Unit has been designed to draw on and build on Curriculum for Excellence experiences and outcomes.

This Unit would be suitable for learners who have successfully completed qualifications in related areas at SCQF level 1. Relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

## Skills, knowledge and understanding covered in this Unit

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.

Learners who complete this Unit will be able to find out about a social subjects topic relating to people and society.

## Progression from this Unit

This Unit may provide progression to:

- ◆ the *Social Subjects: The Natural World* Unit at SCQF level 1
- ◆ the *Social Subjects: Cultural Celebrations and Festivals* Unit at SCQF level 1
- ◆ Units of the Social Subjects Course at SCQF level 2
- ◆ further study, employment and/or training

Further details about these Units can be found on SQA's website.

Learners may progress to other Units at the same level or Units and Courses at higher levels. The nature of this progression will depend on the individual needs of the learner.

# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment which can be used for the delivery of this Unit.

Learners undertaking qualifications at SCQF level 1 will take part in the Unit at different levels of participation and with varying degrees of support, all of which meet the Assessment Standards. Some learners may take part at an experiential or sensory level requiring full support. Some may require frequent direction and support to enable them to take part, while others may take part independently or with intermittent support.

Learners should be given as much support as they need to engage with learning, teaching and assessment activities whilst maintaining the integrity of the Outcome and Assessment Standards.

The level of support required, and any support framework used, is at the discretion of individual centres.

The skills-based focus of the Unit lends itself to the use of a variety of learning and teaching approaches, reflecting the values and principles of the curriculum. Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

Learning should be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

Examples of learning and teaching approaches and ways of recording evidence are provided in the table on the next page.

**Social Subjects: People and Society (National 1)**

**Outcome 1**

With the appropriate level of support and resources, the learner will find out about a social subjects topic relating to people and society by:

**Assessment Standards**

**Guidance and suggested learning and teaching approaches**

1.1 Choosing a topic

1.2 Selecting information about the chosen topic

1.3 Carrying out an individual task using the selected information

This Unit provides learners with opportunities to find out about a social subjects topic relating to people and society. Social subjects could include: history, modern studies, religious and moral education.

Learners should choose a topic. Teachers/lecturers could provide a list of options in oral, pictorial or physical form, and learners asked to pick one. Alternatively, learners could choose one of two options from a given range. Teachers/lecturers could assist learners to choose an appropriate topic.

Examples of possible topics are provided in the table below:

History	Events/people/places in Scottish history Local historical landmarks/people Events/people/places in UK/world history
Modern Studies	Changes in society through the ages (eg travel, fashion) Culture (eg customs, events, activities) Sports and recreation Media studies and entertainment
Religious and moral education	Personal relationships Faith and beliefs Ethics and morality

Learners should select information about the chosen topic. Examples of resources which teachers/lecturers could use to help learners select appropriate information could include:

- ◆ watching a television programme, DVD, play

- ◆ listening to a CD, audiobook, narrated story
- ◆ listening to a guest speaker
- ◆ making a visit(s)
- ◆ using photographs and/or drawings of people, places, events
- ◆ using a recording of a guest speaker's talk and/or their responses to questions
- ◆ clippings from magazines and/or newspapers
- ◆ information downloaded from a website
- ◆ providing physical objects (eg items of clothing)

Examples of how the information might be selected could include:

- ◆ choosing appropriate items (eg photographs, drawings, clippings) from a given range
- ◆ matching objects and items (eg photographs and items of clothing)
- ◆ responding to prompt questions (eg what shows...?)

Examples of types of information which could be selected include:

- ◆ the name(s) of the person/event
- ◆ the nationality of the person/people involved
- ◆ the country where the event(s) took place
- ◆ key aspects of: a person, eg age, appearance, actions; an event, eg date, outcome
- ◆ key developments along a timeline, eg changing trends in fashion — long skirts, mini skirts, trousers for women

Learners should carry out an individual task using the selected information in a way which clearly relates to the chosen topic and the nature of the information selected. Examples could include:

- ◆ arranging photographs/drawings in an appropriate order (eg by date, sequence)
- ◆ creating a storyboard and/or newsboard
- ◆ presenting a recorded interview with a guest speaker
- ◆ creating a drawing and/or text
- ◆ responses to prompt questions about the information selected
- ◆ creating a multimedia product

Examples of possible learner responses are shown below:

Topic	Information selected	Individual task:
Modern Studies — transport through the ages	<ul style="list-style-type: none"> <li>◆ Photograph of horse and cart</li> <li>◆ Magazine clipping of a sports car</li> </ul>	Arranging the selected images along a pre-prepared timeline
OR		
History — Robert Burns	<ul style="list-style-type: none"> <li>◆ Wrote <i>Tam O'Shanter</i></li> <li>◆ In the poem the witch steals the horse's tail</li> </ul>	Adding drawings to a downloaded copy of the poem, <i>Tam O'Shanter</i>
OR		
Society — tribes of the Amazon	<ul style="list-style-type: none"> <li>◆ Traditional lands being lost</li> <li>◆ Adopting elements of western culture, eg using mobile phones</li> </ul>	Creating a poster showing tribes' traditional habitat and lifestyle

This Unit could be linked with activities in other Social Subjects Units, eg *Social Subjects: The Natural World (National 1)* and *Social Subjects: Cultural Celebrations and Festivals (National 1)*.

This Unit could also be linked with activities in other National 1 Units and appropriate Units in the Personal Achievement Award at National 1.



## **Assessment**

There is no external assessment for National 1 Units. All Units are internally assessed against the requirements outlined and described in the *Unit Specification* and the Unit assessment support pack.

To achieve the Unit, learners must pass the Unit Outcome.

At SCQF level 1, it is anticipated that most evidence for assessment purposes will be gathered on a naturally occurring, ongoing basis, rather than from more formal assessment methods. There are many contexts that might be used for gathering of evidence. These might include, for example, extra-curricular and/or outdoor learning.

Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be gathered for assessment purposes in a variety of ways. Examples of how this evidence might be gathered include:

- ◆ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ oral questioning before, during and on completion of an activity (recorded using an audio-visual or audio recording or using detailed written assessor notes as evidence)
- ◆ learning and teaching activities which generate physical evidence for assessment
- ◆ identifying opportunities to record evidence within out-of-centre activities

Centres are encouraged to develop criteria for success which focus on small, well-defined steps in learning. In this way the learner is more likely to achieve success in the Unit and in any subsequent learning.

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

## **Authentication**

For guidance on authentication of evidence that is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for verification purposes

It is anticipated that learners will need a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

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

The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop in this Unit. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

Skills for learning, skills for life and skills for work	Examples of learning and teaching approaches
<b>1 Literacy</b>	
<p>1.3 Listening and talking</p> <p>Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.</p>	<p>Where appropriate, learners could use their normal mode of communication during learning and teaching activities to:</p> <ul style="list-style-type: none"> <li>◆ communicate, eg information selected for the chosen topic</li> <li>◆ respond, eg to a question about the information selected for the chosen topic</li> </ul>

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Unit. These will vary from centre to centre depending on the approaches being used to deliver the Unit.

# Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials that reflect an inclusive view.

Learners undertaking qualifications at SCQF level 1 are likely to require more support with their learning than at other levels, and learners should be given as much support as they need to engage with learning, teaching and assessment activities whilst maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ support ranging from prompting to full support from a responsible person
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT and other assistive technologies
- ◆ visual prompts

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 how 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 ([www.sqa.org.uk](http://www.sqa.org.uk))
- ◆ Building the Curriculum 4: Skills for learning, skills for life and skills for work ([www.educationscotland.gov.uk](http://www.educationscotland.gov.uk))
- ◆ Building the Curriculum 5: A framework for assessment ([www.educationscotland.gov.uk](http://www.educationscotland.gov.uk))
- ◆ Design Principles for National Courses ([www.sqa.org.uk](http://www.sqa.org.uk))
- ◆ *Guide to Assessment* June 2008 ([www.sqa.org.uk](http://www.sqa.org.uk))
- ◆ Overview of Qualification Reports ([www.sqa.org.uk](http://www.sqa.org.uk))
- ◆ *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 ([www.scqf.org.uk](http://www.scqf.org.uk)) and SCQF level descriptors ([www.sqa.org.uk](http://www.sqa.org.uk))
- ◆ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work* ([www.sqa.org.uk](http://www.sqa.org.uk))
- ◆ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool* ([www.sqa.org.uk](http://www.sqa.org.uk))
- ◆ SQA Guidelines on e-assessment for Schools ([www.sqa.org.uk](http://www.sqa.org.uk))
- ◆ SQA Guidelines on Online Assessment for Further Education ([www.sqa.org.uk](http://www.sqa.org.uk))
- ◆ SQA e-assessment web page ([www.sqa.org.uk](http://www.sqa.org.uk))

# Administrative information

---

**Published:** May 2014 (version 1.0)

---

## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

This document 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 can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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

© Scottish Qualifications Authority 2014