

Unit Support Notes — Scottish Studies: Scotland in Focus (SCQF level 3)



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

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Introduction

These *Unit Support Notes* are **not** mandatory. They provide advice and guidance on approaches to delivering and assessing the *Scottish Studies: Scotland in Focus (SCQF level 3)* Unit. They are intended for teachers and lecturers and should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Award Specification
- ◆ the Award Support Notes
- ◆ assessment support materials

General guidance on the Unit

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

The aim of this Unit is to allow learners to broaden their existing knowledge of Scotland in terms of its people, its languages, society, culture, natural and built environment and/or heritage. They will do this by planning and completing an activity with a Scottish focus and reflecting on what they have learned.

If this Unit is being delivered as part of the *Scottish Studies Award* at SCQF level 3, learners will already be studying — or will have studied — in a Scottish context across three different subject areas. They can therefore use this Unit to develop their knowledge of Scotland further, with directive support, in a number of ways. For example, they could choose a Scottish focus in a subject area, or across subject areas, which they have already studied in a Scottish context. Alternatively, the focus could be in a **new** subject area or areas.

Whether the Unit is being delivered as part of the Award or as a free-standing Unit, learners must be given the opportunity to broaden their knowledge in an area that is of interest to them. Therefore, centres must ensure that the focus for the activity will allow learners to broaden, not simply consolidate, their existing knowledge of Scotland.

Skills, knowledge and understanding

Learners who achieve this Unit will develop skills that are important for successful independent learning. They will learn how to:

- ◆ be involved in reaching agreements
- ◆ use information and resources to achieve an agreed aim
- ◆ reflect on their learning
- ◆ identify what they have learned in basic terms and communicate this appropriately

This Unit is at SCQF level 3. It is therefore appropriate for teachers and lecturers to give learners explicit instructions that will help them to develop, and then demonstrate, these skills. Instructions should be aimed at building learners' confidence as they plan and complete their activities, and reflect on their learning.

Although the skills learners need to demonstrate are specified, there is no mandatory knowledge or understanding for the Unit. Centres and learners are free to choose any Scottish focus for their activities in light of the resources available and the context in which the Unit is being delivered. The focus for an activity could be on, **for example**:

- ◆ Scots or Gaelic
- ◆ discoveries, inventions or innovations of Scottish origin

- ◆ a specific Scottish community/communities
- ◆ a historical event or development
- ◆ an aspect of Scottish culture, for example, food, traditions, sport, folklore
- ◆ an issue of historic and/or contemporary importance
- ◆ industry or commerce
- ◆ an aspect of life in rural and/or urban Scotland
- ◆ a Scot of influence at home or abroad
- ◆ external influences on Scotland and its culture
- ◆ Scottish literature, performing or visual arts, or crafts
- ◆ an aspect of religion/religious belief in Scotland
- ◆ places of interest and/or importance in Scotland, or to the Scots
- ◆ an aspect of the natural or built environment
- ◆ the Scottish diaspora
- ◆ immigration
- ◆ the representation of Scotland and/or the Scots in, for example, film, literature, the media, art and design
- ◆ facts and fictions about Scotland

This list is not exhaustive. It provides an illustration of the extensive range of potential areas of study for this Unit.

Approaches to learning and teaching

Planning activities

Appropriate learning and teaching approaches will depend upon the resources and expertise available in each centre. They will also depend on the prior experiences, strengths and interests of learners. However, in all centres, these approaches must provide opportunities for learners to broaden their existing knowledge of Scotland and to develop the skills required to achieve the Unit. Learners will therefore need time, as well as support from their teachers and lecturers, to help them reflect on their existing knowledge of Scotland and agree an aim for their activities. They will also need time and support to help them understand the nature of the skills involved.

Before learners begin to plan their activities, teachers and lecturers should help them to understand the skills and knowledge they will need to demonstrate in order to achieve the Unit. This could be through, for example:

- ◆ teacher or lecturer initiated discussion with opportunities for questioning and learner feedback
- ◆ the provision and discussion of a checklist that learners can then use to monitor their progress through the Unit
- ◆ group, paired or whole class discussion about the nature of the skills learners will need to develop and why these are important.

Teachers and lecturers could also use a variety of techniques to help learners identify their existing knowledge of Scotland, for example:

- ◆ structured paired, group or whole class discussions
- ◆ one-to-one discussion with individual learners
- ◆ mind-mapping, or another suitable technique, followed by peer and teacher or lecturer feedback, and discussion
- ◆ structured questions which learners can reflect on individually followed by teacher or lecturer feedback and advice
- ◆ review of a reflective journal which learners have kept while progressing through the Award

Aims and activities

Once learners have identified their existing knowledge, they will need to agree an aim to broaden this knowledge, and an activity, with their teacher or lecturer. Teachers and lecturers can direct learners towards suitable aims and activities based on what they know of their individual preferences, strengths and skills. This will be important to allow for personalisation and choice. It will also ensure

that each learner has the opportunity to explore an aspect of Scottish Studies that is of interest to them.

Appropriate activities will also depend on learners' existing strengths and skills. Learners will need to use these strengths and skills to communicate their findings clearly. For example, learners who choose to develop and deliver a performance will only be able to communicate through this medium if they already have the skills required for a performance.

The following are examples of appropriate aims and activities. These examples are for illustrative purposes only — centres are encouraged to provide different options as appropriate to the context in which they are delivering the Unit.

<p>Example 1: Learner A has studied nutrition in the SCQF level 3 Health and Food Technology Course and has found out that many Scots today do not eat a healthy diet.</p>
<p>Aim: To find out if Scottish people had a healthier diet in the past. Activity: Identify two recipes for traditional Scottish dishes and find out if these contained healthy ingredients.</p>
<p>Example 2: Learner B plays shinty for the local team and has learned from the PE teacher that it is also played in other countries but they don't all follow the same rules.</p>
<p>Aim: To find out what differences there are between the rules of shinty in Scotland and in other countries. Activity: Create an electronic fact-file on the rules of shinty in Scotland and at least two other countries showing where they are different.</p>
<p>Example 3: Learner C has studied the Highland Clearances in the SCQF level 3 History Course and knows that many Scots moved abroad at that time.</p>
<p>Aim: To find out about a community abroad where the descendants of these Scots still live today. Activity: Create and deliver a presentation on that community.</p>
<p>Example 4: Learner D has watched excerpts from Gaelic television programmes in the SCQF level 3 Gaidhlig Course and has also enjoyed producing simple media content in the SCQF level 3 Media Course.</p>
<p>Aim: To find out about the history of Gaelic television in Scotland. Activity: Produce simple media content about the role of Gaelic and Gaelic television in Scotland.</p>
<p>Example 5: Learner E has studied part of the SCQF level 3 English, Geography and Music Courses in a Scottish context but has also enjoyed the National 3 Fashion and Textile Technology Course.</p>
<p>Aim: To find out about the Scottish textile industry today. Activity: Produce a poster about the Scottish textile industry today.</p>

Example 6: Learner **F** is studying the Unit on a freestanding basis and is interested in the history of the local area.

Aim: To find out how employment in the local area has changed over the past 100 years.

Activity: Produce a report on employment in the area 100 years ago.

Further examples of potential aims and activities can be found in the *Support Notes* for the *Scottish Studies: Scotland in Focus Unit* at SCQF levels 4 and 5. These also help to illustrate potential options which could be adapted for SCQF level 3.

Sources and resources

Teachers and lecturers can direct learners towards the required information and resources. This information should be straightforward and directly relevant to their aims. Appropriate information could include, for example:

- ◆ an information sheet
- ◆ a specific section of a relevant website
- ◆ specific passages from fiction or factual/reference books — in hard copy or electronic format
- ◆ a newspaper article, brochure or information booklet
- ◆ a presentation from an external speaker
- ◆ extracts from television or radio programmes, or DVDs
- ◆ a guided field trip or visit
- ◆ a visual display

Some activities may require only basic resources such as, for example, access to a computer and the materials required to present their findings in hard copy. Other activities may require, for example, access to art or craft materials, space to practise for a performance, or specialist equipment to create a product. The number and type of resources required will therefore depend upon the activities chosen. This should be taken into account when agreeing appropriate aims and activities with learners.

Learners can complete their activities on their own or as part of a group. When they are doing this, teachers and lecturers should monitor progress, and provide support and feedback as required, as part of the learning and teaching process.

Approaches to assessment and gathering evidence

Timing and conditions

Assessment will take place throughout the Unit as learners plan and complete their activities, and reflect on their learning. Learners should have access to the information and the resources they have agreed. Teachers and lecturers can also give learners explicit instructions to help them remain focused on the aim of their activity. A closed-book assessment is therefore not appropriate for this Unit.

Gathering evidence

The nature of the evidence produced to demonstrate achievement will depend on the aims and activities learners have chosen. Evidence could be:

- ◆ written, oral or electronically recorded
- ◆ generated through the creation and delivery of a performance that is supported by an assessor observation checklist
- ◆ generated through the planning and creation of a product such as, for example, an art work, craft item or model
- ◆ generated through the planning and carrying out of a practical activity such as a Scottish focused event or field trip
- ◆ a combination of the above

It will be possible to generate evidence for both Outcomes in an integrated way. This is because, for learners who achieve the Unit, the preparation and the end product will contain evidence that they have planned and completed their activities, and reflected on their learning. For example, using the examples of activities given in the *Approaches to learning and teaching* section above:

- ◆ in example 1, the recipes and notes on the nature of the ingredients in relation to healthy eating will provide evidence that the activity has been planned and completed, and that the learner has communicated their learning.
- ◆ in example 2, the electronic fact-file will provide evidence that the activity has been planned and completed. The content of the fact-file will provide evidence that the learner has identified and communicated what they have learned.
- ◆ in example 4, the media content will provide evidence that the activity has been planned and completed, and that the learner has communicated some of their findings. An electronic or hardcopy annotated workbook, used to help develop ideas for the piece, would also provide further evidence that the learner has identified and communicated their learning.

Whichever form the evidence takes, centres must ensure that this evidence is each learner's own work. When learners are working under supervision, teachers or lecturers will be able to observe that this is the case. When learners are working independently, teachers and lecturers could use one-to-one interviews or on-going questioning about progress as ways of authenticating the evidence.

Judging the evidence

When making and verifying assessment decisions, teachers and lecturers must remember that the focus of assessment is on the learner's knowledge of their Scottish focus and on skills which are important for successful independent learning. All evidence must be judged against the Outcomes, Assessment Standards and Evidence Requirements in the *Scottish Studies: Scotland in Focus (SCQF level 3) Unit Specification*.

The focus of assessment is **not** on subject specific technical skills such as creative writing, technical drawing, using tools or performance skills. However, learners must communicate their learning appropriately. They are unlikely to be able to do this if they do not already have the skills required to express themselves through the medium they are using.

Equality and inclusion

It is recognised that centres have their own duties under equality 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.

Approaches to assessment should take account of the specific needs of learners. However, centres must ensure that the validity of the assessment is maintained and that all approaches to assessment have the potential to generate evidence of achievement covering both Outcomes and all Assessment Standards.

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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