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## Modern Studies: Social Issues in the United Kingdom with a Scottish Context (Higher) Unit

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

**Unit code:** H6NB 76

### Unit outline

The general aim of this Unit is to develop skills by using a range of sources of information in order to make and justify decisions and develop factual and theoretical knowledge and understanding of social issues in Scotland drawn from **either** a study of social inequality **or** crime and the law.

Learners who complete this Unit will be able to:

- 1 Research and use a range of sources of information to make and justify decisions about social issues in the United Kingdom, focusing on **either** social inequality **or** crime and the law
- 2 Draw on factual and theoretical knowledge and understanding of social issues in the United Kingdom, focusing on **either** social inequality **or** crime and the law

This Unit is an alternative mandatory Unit of the Higher Modern Studies Course, an optional Unit in the Scottish Studies Award at SCQF level 6 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.

The *Course Assessment Specification* for the Higher Modern Studies Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Modern Studies 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 5 Modern Studies Course or relevant component Units

## **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 Research and use a range of sources of information to make and justify decisions about social issues in the United Kingdom, focusing on either social inequality or crime and the law by:**
  - 1.1 Identifying and collecting at least two sources of information related to a social issue in the United Kingdom
  - 1.2 Synthesising and evaluating information, using between two and four sources of information in order to make and justify a decision about a social issue in the United Kingdom
  - 1.3 Evaluating evidence which may be used to support an alternative decision

### Outcome 2

The learner will:

- 2 Draw on factual and theoretical knowledge and understanding of social issues in the United Kingdom, focusing on either social inequality or crime and the law by:**
  - 2.1 Giving detailed descriptions and detailed explanations which draw on a factual and theoretical knowledge and understanding of a complex social issue in the United Kingdom
  - 2.2 Analysing a complex social issue in the United Kingdom

## 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 or oral.

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 the one activity, but can be assembled from a variety of tasks and assessments carried out during the duration of the Course.

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

If the focus of the learning in this Unit is on social inequality, social inequality must be studied from the perspective of at least one of the following: race, gender, social class, age, disability or other recognised cause of inequality with a Scottish Context.

# 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

## **2 Numeracy**

- 2.3 Information handling

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

- 4.6 Citizenship

## **5 Thinking skills**

- 5.3 Applying
- 5.4 Analysing and evaluating

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

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

**Superclass:** FB

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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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.

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