



National 4
Unit
Specification



Modern Studies: Social Issues in the United Kingdom with a Scottish Context (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: H6NB 74

Unit outline

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

Learners who complete this Unit will be able to:

- 1 Use a limited 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 a straightforward 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 National 4 Modern Studies Course, an optional unit in the Scottish Studies Award at SCQF level 4 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 Added Value Unit Specification for the National 4 Modern Studies Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 4 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 3 Modern Studies 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 a limited 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 Making a decision using up to three sources of information
 - 1.2 Briefly justifying a decision using evidence from up to three sources of information

Outcome 2

The learner will:

- 2 Draw on a straightforward knowledge and understanding of social issues in the United Kingdom, focusing on either social inequality or crime and the law by:**
 - 2.1 Giving straightforward descriptions of the main features of a social issue which draw on a factual knowledge of either social inequality or crime and the law
 - 2.2 Giving straightforward explanations relating to a 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 and must have 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

2 Numeracy

2.3 Information handling

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: September 2014 (version 1.0)

Superclass: FB

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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.

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

© Scottish Qualifications Authority 2014