

## Unit Support Notes — Scottish Studies: Learning About Scotland (SCQF level 2)



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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 and teaching             | 4  |
| Approaches to assessment and gathering evidence | 7  |
| Equality and inclusion                          | 9  |
| Administrative information                      | 10 |

# Introduction

These *Unit Support Notes* are **not** mandatory. They provide advice and guidance on approaches to delivering and assessing the *Scottish Studies: Learning About Scotland (SCQF level 2) 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 develop their knowledge about Scotland in terms of its people, its languages, society, culture, natural or built environment or heritage. They will do this by preparing for, and completing, an activity and communicating what they have learned.

If this Unit is being delivered as part of the *Scottish Studies Award* at SCQF level 2, learners will already be studying - or will have studied - two different subject areas in a Scottish context. They can therefore use this Unit to develop their knowledge of Scotland further, with support, in a number of ways. For example, they could choose an aspect of Scotland relevant to a subject area which they have already studied in a Scottish context. Alternatively, the focus could be in a **new** subject area.

Whether the Unit is being delivered as part of the Award or as a free-standing Unit, learners must be given the opportunity to learn about an aspect of Scotland that is of interest to them.

## Skills, knowledge and understanding

Learners who achieve this Unit will develop important skills. They will learn how to:

- ◆ select a topic for study and an activity
- ◆ identify and follow main steps
- ◆ identify and communicate what they have learned.

This Unit is at SCQF level 2. It is therefore appropriate for teachers and lecturers to give learners support to help them to develop these skills.

Although the skills that learners need to demonstrate are specified, there is no mandatory knowledge or understanding for the Unit. Centres are free to choose any aspect of Scotland appropriate for their learners in light of the resources available and the context in which the Unit is being delivered. The focus for the Unit could be, **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
- ◆ Scottish literature, performing or visual arts, or crafts
- ◆ places of interest and/or importance in Scotland
- ◆ an aspect of the natural or built environment
- ◆ 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 develop knowledge about an aspect 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 select an appropriate aspect of Scotland and an appropriate activity. They will also need time and support to help them understand the nature of the skills involved.

Before learners begin the Unit, 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 select an appropriate aspect of Scotland to study and appropriate activities, 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

Appropriate activities will depend on learners' existing strengths and skills. Learners will need to use these strengths and skills to communicate what they have learned.

The following table gives examples of some potential aspects of Scotland 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.

|  |
|--|
| <b>Example 1:</b> Learner <b>A</b> enjoys creative work and learning new words.  |
| <p><b>Aspect of Scotland:</b> Scots dialects and phrases.</p> <p><b>Activity:</b> Explore Scots dialects and phrases through a number of media (eg comics, TV, writing) and create a short comic strip, phrase book or coaster.</p>            |
| <b>Example 2:</b> Learner <b>B</b> enjoys science-based activities.  |
| <p><b>Aspect of Scotland:</b> To find out about a Scottish invention that has influenced modern life.</p> <p><b>Activity:</b> Create a timeline showing the development of the telephone or television and how it has changed modern life.</p> |
| <b>Example 3:</b> Learner <b>C</b> enjoys stories, particular mystery stories.   |
| <p><b>Aspect of Scotland:</b> The Loch Ness Monster</p> <p><b>Activity:</b> Create an electronic presentation about the Loch Ness Monster with pictures and words.</p>   |
| <b>Example 4:</b> Learner <b>D</b> likes sport and enjoys art work.  |
| <p><b>Aspect of Scotland:</b> Find out about a famous Scottish sporting victory.</p> <p><b>Activity:</b> Create a poster about the famous Scottish sporting victory.</p>   |
| <b>Example 5:</b> Learner <b>E</b> enjoys cookery.   |
| <p><b>Aspect of Scotland:</b> Traditional Scottish food.</p> <p><b>Activity:</b> Create a booklet with recipes for traditional Scottish food and pictures</p>  |
| <b>Example 6:</b> Learner <b>F</b> enjoys music and dance.   |
| <p><b>Aspect of Scotland:</b> Scottish country dancing.</p> <p><b>Activity:</b> Prepare for and perform a Scottish country dance.</p>  |

Some activities may require only basic resources such as, for example, access to a computer and the materials required to present their findings. 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 helping learners select appropriate activities.

Learners can complete their activities on their own or as part of a group. 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 and learners should have access to any information and resources that they need. Teachers and lecturers can also give learners explicit instructions to help them remain focused on the aim of their activity.

## 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. Taking the examples of activities given in the table on page 4:

For learner **A**, the short comic strip, phrase book or poster, accompanied by an assessor observation checklist with commentary, would provide evidence for both Outcomes.

For learner **C**, the electronic presentation, accompanied by an assessor observation checklist with commentary, would provide evidence for both Outcomes.

For learner **F**, an assessor observation checklist with commentary on the performance, would provide evidence for both Outcomes.

Whichever form the evidence takes, centres must ensure that this evidence is each learner's own work.

## Judging the evidence

When making and verifying assessment decisions, teachers and lecturers must remember that the focus of assessment is on the aspect of Scotland the learner has selected 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: Learning About Scotland (SCQF level 2) Unit Specification*.

To achieve the Unit, learners must communicate at least **three** things about the selected aspect of Scotland. To do this, they can use any means of communication appropriate to their needs.

## **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.

# Candidate assessment record: Scottish Studies Award (SCQF level 2)

Candidate name: \_\_\_\_\_

Class/group: \_\_\_\_\_

Candidate number: \_\_\_\_\_

Centre: \_\_\_\_\_

In the case of assessment by observation or oral questioning, evidence should include assessors' comments and other relevant supporting evidence that shows clearly the basis on which assessment judgements have been made.

| Outcome | Assessment Standard | Description of evidence and date | Evidence reference | Assessor's comments | Result | Assessor and date |
|---------|---------------------|----------------------------------|--------------------|---------------------|--------|-------------------|
| 1       | 1.1                 |                                  |                    |                     |        |                   |
|         | 1.2                 |                                  |                    |                     |        |                   |
|         | 1.3                 |                                  |                    |                     |        |                   |
| 2       | 2.1                 |                                  |                    |                     |        |                   |
|         | 2.2                 |                                  |                    |                     |        |                   |
|         | 2.3                 |                                  |                    |                     |        |                   |

# Administrative information

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

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## History of changes to Unit Support Notes

| Unit details | Version | Description of change | Authorised by | Date |
|--------------|---------|-----------------------|---------------|------|
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