

**Scottish Studies Award**

**Centre Starter Pack**

**For**

**Scotland in Focus SCQF level 3**

**This pack contains templates and guidance materials which could assist centres in introducing the Scottish Studies Awards across all levels:**

**Part 1 – templates specific to the Scotland in Focus Unit at level 3**

* Candidate brief
* Candidate evidence checklist
* Assessor evidence checklist

**Part 2 – generic templates/materials for the Scottish Studies Awards at all levels:**

* An overview of Scotland in Focus Unit at levels 2 - 6
* Guidance for tutors on topics, sources of information, resources, examples of aspects of Scotland; activities and possible types of evidence (Levels 2 – 6)
* Tutor appointment slips
* Group assessment checklist for the Scottish Studies Award
* Scottish Studies Award – SQA webpage links, details of support materials on both open and secure site

**Part 1 – templates specific to the Scotland in Focus Unit at SCQF level 3**

**Scottish Studies: Scotland in Focus (SCQF level 3)**

**Candidate Brief**

**Introduction**

For this Unit, you will need to plan and complete an activity that will help you to learn about an aspect of Scotland that is of interest to you. You will discuss and agree with your teacher which aspect of Scotland you will find out about and which activity you will complete.

The steps below will help you to complete everything you need to do for this Unit. Your teacher may also give you additional instructions at certain points to help you stay on track.

**Step 1:** Planning Your Activity

The first thing you will need to do is plan your activity. To do this you must talk with your teacher and agree:

* which aspect of Scotland you want to learn about - this will be your aim
* what you will do in order to learn about this aspect of Scotland and to communicate what you have learned – this will be the activity you need to complete
* the information eg website, magazines, books, television programmes
* the resources you will need to complete your activity eg access to computer, space to practice for a performance, access to art or craft materials etc.

**Step 2:** Completing Your Activity

Once you have agreed your aim, activity, information and resources, you can begin your activity.

Your teacher will give you support to help you to do this. If you are unsure what to do at any point, ask for advice.

**Step 3:** Identifying and Communicating Your Findings

Once you have completed your activity you will need to identify and communicate what you have learned about Scotland. There are many ways you can do this depending on the type of activity you have completed eg

You should also check that the evidence you have collected shows what you have learned about Scotland.

You can use the *Candidate Evidence Checklist* to check that you have all the evidence you need.

**Candidate Evidence Checklist**

**Scotland in Focus (SCQF level 3)**

**Name**

|  |  |
| --- | --- |
| **My evidence shows that I have:** | **** |
| Agreed an aspect of Scotland that I wanted to learn about - my aim |  |
| **My aim is:** |
| Agreed an activity that has helped me to achieve this aim |  |
| **My activity is:** |
| Agreed the specific information I needed to complete the activity  |  |
| **The information I need is:** |
| Agreed the resources I needed to complete the activity |  |
| **My resources are:** |

|  |  |
| --- | --- |
| Completed my activity in a way that has helped me to learn about my chosen aspect of Scotland |  |
| Identified what I have learned about my chosen aspect of Scotland  |  |
| Communicated what I have learned about my chosen aspect of Scotland in an appropriate way |  |

Candidate Signature Date

**Assessor Checklist**

**Scottish Studies: Scotland in Focus (SCQF level 3)**

**Candidate Name** **Group/Class**

|  |
| --- |
| **Outcome 1:** Plan and complete an activity that has a Scottish Focus |
| **1.1/2/3** The candidate has agreed… |
| * an aim in relation to broadening their knowledge of Scotland
 |  |
| * an activity that will help them achieve their aim
 |  |
| * the specific information they will need to complete the activity
 |  |
| * the resources they will need to complete the activity
 |  |
| If any evidence was obtained through observation, please indicate date/s |  |
| **Comments (if relevant)** |
| **1.5** The candidate has…….. |
| * completed the activity
 |  |
| * used the agreed information in a way that helped to achieve their aim
 |  |
| * used the agreed resources in a way that helped to achieve their aim
 |  |
| If any evidence was obtained through observation, please indicate date/s |  |
| **Comments (if relevant)** |

|  |
| --- |
| **Outcome 2:** Reflect on what they have learned about their Scottish focus during the activity |
| **2.1** The candidate has …….. |
| * identified what they have learned about their Scottish focus
 |  |
| * and what they have identified is at a basic level, appropriate for a candidate working at SCQF level 3
 |  |
| If any evidence was obtained through observation, please indicate date/s |  |
| **Comments (if relevant)** |
| **2.2** The candidate has…. |
| * communicated what they have learned
 |  |
| * and in an appropriate way
 |  |
| If any evidence was obtained through observation, please indicate date/s |  |
| **Comments (if relevant)** |

**Confirmation**

I can confirm, to the best of my knowledge, that all the evidence produced by this candidate has been their own work.

**Name**

**Signature**

**Date**

**Part 2 – generic templates/materials for the Scottish Studies Awards at all levels**

**Overview – Scottish Studies: Scotland in Focus Unit (SCQF levels 2- 6)**

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| --- | --- | --- | --- | --- | --- |
| **Level** | **SCQF level 2** | **SCQF level 3** | **SCQF level 4** | **SCQF level 5** | **SCQF level 6**  |
| **Outcome 1** | **Prepare for an activity that will help them to learn about Scotland by**1.1 selecting an aspect of Scotland they want to learn about 1.2 selecting an activity that will help them to develop this knowledge 1.3 identifying the main steps they will need to follow to complete the activity | **Plan and complete an activity that has a Scottish focus by**1.1 agreeing a given aim in relation to broadening their knowledge of Scotland1.2 agreeing an activity that will help them to achieve this aim1.3 agreeing the specific information and resources required to complete the activity1.4 using the agreed information and resources to complete the activity in a way that helps them to achieve their aim  | **Plan and complete an activity that has a Scottish focus by**1.1 choosing an aim in relation to broadening their knowledge of Scotland from a range of potential aims1.2 choosing an activity that will help them to achieve this aim1.3 choosing sources of information and the resources required to complete the activity1.4 selecting information which is of relevance to their aim from their chosen sources 1.5 using this information and the resources to complete the activity in a way that helps them to achieve their aim  | **Plan and complete an activity that has a Scottish focus by**1.1 identifying aims in relation to broadening their knowledge of Scotland1.2 identifying an activity which will help them to achieve these aims1.3 identifying sources of information and the resources required to complete the activity1.4 researching and selecting information which is of relevance to their aim, using the sources they have identified 1.5 using this information and the resources to complete the activity in a way that helps them to achieve their aims | **Plan and complete an activity that has a Scottish focus by**1.1 identifying aims in relation to broadening, and adding depth to, their knowledge of Scotland 1.2 identifying an activity that will help them to achieve these aims 1.3 identifying detailed sources of information and the resources required to complete the activity 1.4 researching and selecting detailed information which is of relevance to their aim, using the sources they have identified 1.5 using this information and the resources to complete the activity in a way that helps them to achieve their aims 1.6 working independently throughout |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Outcome 2** | **Complete the activity while learning about Scotland by**2.1 following the main steps they have identified 2.2 identifying what they have learned about Scotland 2.3 communicating what they have learned about Scotland | **Reflect on what they have learned about their Scottish focus during the activity by**2.1 identifying what they have learned about their Scottish focus in basic terms2.2 communicating what they have learned in an appropriate way | **Reflect on what they have learned about their Scottish focus during the activity by**2.1 identifying what they have learned about their Scottish focus in some detail 2.2 communicating what they have learned clearly and in an appropriate way | **Reflect on what they have learned about their Scottish focus during the activity by**2.1 analysing what they have learned about their Scottish focus 2.2 communicating what they have learned effectively and in an appropriate way | **Reflect on what they have learned about their Scottish focus during the activity by**2.1 analysing in depth what they have learned about their Scottish focus 2.2 communicating what they have learned effectively and in detail 2.3 evaluating the process they have followed and the effectiveness of their chosen method of communication |
| **Support** | **Supportive Learning** - Teachers and lecturers should **support** learners throughout the Unit while they prepare for and complete their activities, and communicate their learning. | **Directive support -** Teachers and lecturers can give learners **explicit instructions** to help them agree aims, activities, information and resources. | **Support -** Teachers and lecturers can **offer advice** to learners to help them chose appropriate aims, activities, sources and resources. | **Minimal support –** Teachers and lecturers can **respond to direct questions** from learners to help them identify aims, activities, sources and resources. | **Non-directive supervision**Learners will take responsibility for their own learning throughout the Unit, working under **non-directive supervision**. However, teachers and lecturers can **provide feedback** on the learners’ aims and activities at the planning stage to ensure these are appropriate.  |
| **Aims** |  | **1** aim | **1** aim | **2** aims | **2** aims |
| **Sources / information** |  | Learners will agree the **specific information** they will use with their teacher or lecturer. They will **use** this information to help them achieve their aim.  | Learners will choose at least **2** sources from a selection offered by their teacher or lecturer. They will then **select** the information which is of relevance to their aim from these sources.  | Learners will identify at least **3** sources then **research and select** the information which is of relevance to their aims using these sources.  | Learners will identify at least **3** sources of information then **research and select** the information which is of relevance to their aims using these sources |

**GUIDANCE FOR TUTORS: Topics, sources of information, resources etc**

**SAMPLE TOPICS**

* a specific Scottish community/communities
* discoveries, inventions or innovations of Scottish origin
* 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 in not exhaustive, it provides an illustration of the extensive range of potential areas of study for this Unit.

**APPROPRIATE SOURCES might include:**

* relevant websites
* fiction or factual/reference books — in hard copy or electronic format
* a person or group
* brochures, journals, newspapers or information booklets
* seminars or presentations from external speakers
* television or radio programmes, or DVDs
* field trips or visits
* visual displays
* specialist catalogues and/or magazines

**APPROPRIATE RESOURCES**

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. However, other activities may require, for example, access to art or craft materials, space to rehearse for a performance, or specialist equipment to create a product.

**APPROPRIATE EVIDENCE might include:**

* 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

**Aspects of Scotland; activities and possible types of evidence (Levels 2 – 6)**

**SCQF LEVEL 2**

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

**SCQF LEVEL 3**

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| **Example 1**: Learner **A** has studied nutrition in the National 3 Health and Food Technology Course and has found out that many Scots today do not eat a healthy diet |
| **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 |
| 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 |
| **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. |
| **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 |
| 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 |
| **Example 3:** Learner **C** has watched excerpts from Gaelic television programmes in the National 3 Gaidhlig Course and has also enjoyed producing simple media content in the National 3 Media Course |
| **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 |
| In example **3**, 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 |
| **Other examples could include:** |
| **Example 4:** Learner **D** has studied the Highland Clearances in the National 3History Course and knows that many Scots moved abroad at that time |
| **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 |
| **Example 5:** Learner **E** has studied part of the National 3 English, Geography and Music Courses in a Scottish context but has also enjoyed the National 3 Fashion and Textile Technology Course |
| **Aim:** To find out about the Scottish textile industry today**Activity:** Produce a poster about the Scottish textile industry today |
| **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  |

**SCQF LEVEL 4**

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| **Example 1**: Learner **A** has enjoyed studying some poems in Scots as part of theNational 4 English Course |
| **Aim:** To find out about the use of the Scots language in Scotland today. **Activity:** Produce an information booklet on the use of the Scots language in Scotland today |
| In example **1**, the information booklet will provide evidence that the activity has been planned and completed. The content of the booklet will provide evidence that the learner has identified what she or he has learned and communicated this clearly. |
| **Example 2:** Learner **B** has enjoyed playing Scottish music as part of the National4 Music Course and also enjoyed seeing the play ‘Passing Places’ with theEnglish department |
| **Aim:** To learn about music that could be used to illustrate a journey within Scotland**Activity:** Plan and contribute to a musical performance which illustrates this journey |
| In example **2**, the performance, confirmed by the assessor, will provide evidence that the activity has been planned and completed, and the learner has communicated some of the learning. Notes, a logbook, blog or journal kept during the development process would also provide further evidence that the learner has identified and communicated their learning clearly. |
| **Example 3:** Learner **C** has studied the Jacobite Rebellion as part of the National 4 History Course and has learned in Art and Design how some Scottish artists have used inspiration from their own life experience to create their art works |
| **Aim:** To learn about what life was like for ordinary families at the time of the Jacobite Rebellion**Activity:** Create an art work which has been inspired by the life experienced by ordinary families at this time |
| In example **3**, the art work will provide evidence that the activity has been planned and completed, and that the learner has communicated some of the learning. An electronic or hardcopy annotated workbook, sketchbook or folio used to help develop ideas for the work would also provide further evidence that the learner has identified and communicated their learning clearly. |
| **Other examples could include:** |
| **Example 4:** Learner **D** has studied part of the National 4 English, Geography and Media Studies Courses in a Scottish context but has also enjoyed studying National 4 Chemistry |
| **Aim:** To find out about a Scottish chemist whose work has had a significant influence in this field**Activity:** Deliver a presentation about a famous Scottish chemist to the Chemistry class |
| **Example 5:** Learner **E** is taking the Unit on a free-standing basis and has an interest in religion |
| **Aim:** To find out about the different religions which are practised in Scotland today**Activity:** Produce a report on the religions which are practised in Scotland today |
| **Example 6**: Learner **F** has been finding out, as part of the Skills for Work Travel and Tourism Course at SCQF level 4, that many people come to Scotland to visit places of natural beauty and/or historic interest |
| **Aim:** To find out about a specific place of natural beauty and/or historic interest inScotland**Activity:** Go on a field trip to a specific place and produce a tourist guide about the area |

**SCQF LEVEL 5**

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| **Example 1**: Learner **A** studied the care sector in Scotland, as well as Scottish History and Literature, as part of the Scottish Studies Award at SCQF level 5 |
| **Aims:** To find out what differences there are between the care sector in Scotland and the rest of the UK and why these differences exist**Activity:** Produce a web page about the differences between the care sectors and the reasons for these differences |
| In example **1**, the web page will provide evidence that the activity has been planned and completed. The content on the page will provide evidence that the learner has identified and communicated what they have learned. |
| **Example 2:** Learner **B** has studied traditional Scottish music as part of the National 5 Music Course and is also in a rock band |
| **Aims:** To find out about modern Celtic rock music. To analyse how this modern music has been influenced by traditional Scottish music**Activity:** Arrange a Scottish tune in a Celtic rock style |
| In example **2**, the arrangement, confirmed by the assessor, will provide evidence that the activity has been planned and completed, and that the learner has communicated some of their learning. Notes, a logbook, blog or journal kept during the development process would also provide further evidence that the learner has identified and communicated what they have learned. |
| **Example 3:** Learner **C** has investigated the issue of racism towards immigrants in Scotland as part of the National 5 Modern Studies Course and wants to look at more positive impacts of immigration |
| **Aims:** To find out the impact of immigration on the food eaten in Scotland over the past century.To investigate the contribution a specific immigrant has made to an aspect of Scottish society**Activity:** Plan and create a collage illustrating the positive impacts of immigration on Scotland |
| In example **3**, the collage will provide evidence that the activity has been planned and completed, and that the learner has communicated some their learning. An electronic or hardcopy annotated workbook, sketchbook or folio used to help develop ideas for the collage would also provide further evidence that the learner has identified and communicated their learning. |
| **Other examples could include:** |
| **Example 4:** Learner **D** has studied the National 5 Economics Course and learned about the role Scotland plays in the UK economy. |
| **Aims:** To learn about a Scottish contribution to economic theory by researching the ideas of Adam Smith. To learn about the impact of his ideas outside Scotland**Activity:** Plan and deliver a presentation on Adam Smith’s ideas and their impact outside Scotland |
| **Example 5:** Learner **E,** who has a personal interest in comedy, has studied Scottish documentary as part of the National 5 Media Studies Course and has also looked at poetry in Scots as part of the National 5 English Course |
| **Aims:** To learn about a modern Scottish-produced comedy programme. To investigate the use and impact of the Scots language in this programme**Activity:** Create a short visual media report on the use and impact of Scots in the comedy programme |
| **Example 6:** Learner **F** is taking the Unit on a free-standing basis and is interested in finding out why the city of Glasgow was once famous for its international trade |
| **Aims:** To find out the origins of the main goods traded through Glasgow at the time it was famous for international tradeTo find out the impact that this trade had on the wealth of the people of Glasgow**Activity:** Produce a report on trade and its impact on the people of Glasgow |

**SCQF LEVEL 6**

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| **Example 1**: Learner **A** studied Politics, Geography and Scottish Literature, as part of the Scottish Studies Award at SCQF level 6. |
| **Aims:** To investigate the origins and development of the Cairngorm National Park To investigate the effect of the National Park in terms of employment and tourism in the surrounding area.  |
| In example **1**, the fieldwork logbook will provide evidence that the activity has been planned and completed. The contents of the logbook will provide evidence that the learner has identified what they have learned and communicated the findings in question.  |
| **Example 2:** Learner **B** has studied Drama, Scottish Literature and Business as part of the Scottish Studies Award at SCQF level 6.  |
| **Aims:** To learn about the National Theatre of Scotland through its manifesto. To analyse a range of productions to see if these have fulfilled its manifesto. **Activity:** Create a collage mapping performances across a number of years.  |
| In example **2**, the collage will provide evidence that the activity has been planned and completed, and that the learner has communicated some of his or her findings. An electronic or hardcopy annotated workbook, sketchbook or folio used to help develop ideas for the collage would also provide further evidence that the learner has identified and communicated the findings in question.  |
| **Example 3:** Learner **C** has studied Media Studies, Modern Studies and Business as part of the Scottish Studies Award at SCQF level 6.  |
| **Aims:** To compare how tabloid and broadsheet newspapers report on football violence. To examine a criminal case involving football violence in Scotland. **Activity:** Create a performance exploring football violence and how it is portrayed in the media.  |
| In example **3**, the performance, confirmed by the assessor, will provide evidence that the activity has been planned and completed, and that the learner has communicated some of his or her findings. Notes, a logbook, blog or journal kept during the development process would also provide further evidence that the learner has identified and communicated the findings in question.  |
| **Other examples could include:** |
| **Example 4:** Learner **D** has studied Music, History and Dance as part of the Scottish Studies Award at SCQF level 6.  |
| **Aims:** To learn about the origins and development of the Royal Conservatoire of Scotland to the present day. To investigate a famous person who studied there. **Activity:** Create a podcast which contains archived and present-day materials, using audio visual techniques.  |
| **Example 5:** Learner **E** has studied History, Art and Design and Travel and Tourism as part of the Scottish Studies Award at SCQF level 6.  |
| **Aims:** To investigate in depth the extent of Robert the Bruce’s involvement in the wars of independence. To analyse the impact of location on the outcomes of his military endeavours. **Activity:** Create a scripted tourist guide and route map around places of significance to Robert the Bruce’s involvement in the wars of independence.  |
| **Example 6:** Learner **F** is studying the Scottish Studies: Scotland in Focus (SCQF level 6) Unit on a free standing basis. He is intending to complete an HNC in Business Management at college after leaving school. |
| **Aims:** Investigate in depth the many products and services that Scotland exportsAnalyse the trend in exports over the past 300 years**Activity:** Create a documentary charting changing patterns of Scottish exports  |

**ASSESSMENT GUIDELINES**

**SCQF 2**

* Learners should be supported throughout the Unit
* Learners should, with support of the tutor, select an aspect of Scotland they want to learn more about and an activity that will help them.
* Learners should, with support of the tutor, identify the main steps they will need to follow to complete the activity
* Learners should , with support of the tutor, identify and communicate what they have learned about Scotland

**SCQF 3**

* learners can be directed towards a basic aim
* direct learners towards required sources and resources
* sources should be straightforward and directly relevant to their aims
* only require to use one source
* learners can be given explicit instructions/guided step by step through Unit

**SCQF 4**

* learners should be able to choose an aim but may require some advice to qualify it/add depth
* advice should be provided to learners to help them develop and then demonstrate their skills
* sources should be detailed enough to ensure selection of information relevant to their aim is required
* at least 2 sources are required
* advice can be given to learners to encourage them to work independently
* learners should be able to reflect on their learning/come to some conclusions

**SCQF 5**

* learners should work independently
* tutors can respond to direct questions to help learner identify appropriate aims, activities, sources and resources
* sources should be detailed and extensive
* at least 3 sources should be identified independently
* resources should be obtained independently
* learners should be able to reflect on their learning and evaluate their findings i.e. come to a reasoned conclusion

**SCQF 6**

* learners should work independently
* learners should take responsibility for their own learning throughout the Unit working under non-directive supervision
* tutors can provide feedback on the learners’ aims and activities at the planning stage to ensure they are appropriate.
* sources should be detailed and extensive
* at least 3 sources should be identified independently
* resources should be obtained independently
* learners should be able to reflect on their learning, analyse in depth and communicate effectively and in detail
* learners should evaluate the processes they have followed and the effectiveness of their chosen methods of communication.

# SCOTTISH STUDIES TUTOR APPOINTMENT MC900015873[1]

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_ Date/Time: \_\_\_\_\_\_\_\_\_\_ ![MC900326968[1]]()

Please allow the above pupil to attend their Scottish Studies Appointment with their Tutor at the given date/time. Thanks for your help and apologies for any inconvenience caused.

Named pupil should report to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# SCOTTISH STUDIES TUTOR APPOINTMENT MC900015873[1]

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_ Date/Time: \_\_\_\_\_\_\_\_\_\_ ![MC900326968[1]]()

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Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scottish Studies: Group Award – Group Record**

Unit title: *Scottish Studies: Scotland in Focus (SCQF level …….. )*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** |  | **Mandatory Unit** | **Optional Units (3 optional Units from at least 2 subject areas for levels 3,4,5 and 6)****Two optional Units required for level 2** | **Group Award** |
|  | **Candidate surname** | **Candidate forename** | **Candidate ID** | Achieved/Not Achieved | Optional Unit 1 | Optional Unit 2 | Optional Unit 3 | Achieved/Not Achieved |
| 1 |  |  |  | A N/A |  |  |  | A N/A |
| 2 |  |  |  | A N/A |  |  |  | A N/A |
| 3 |  |  |  | A N/A |  |  |  | A N/A |
| 4 |  |  |  | A N/A |  |  |  | A N/A |
| 5 |  |  |  | A N/A |  |  |  | A N/A |
| 6 |  |  |  | A N/A |  |  |  | A N/A |
| 7 |  |  |  | A N/A |  |  |  | A N/A |
| 8 |  |  |  | A N/A |  |  |  | A N/A |
| 9 |  |  |  | A N/A |  |  |  | A N/A |
| 10 |  |  |  | A N/A |  |  |  | A N/A |
| 11 |  |  |  | A N/A |  |  |  | A N/A |
| 12 |  |  |  | A N/A |  |  |  | A N/A |
| 13 |  |  |  | A N/A |  |  |  | A N/A |
| 14 |  |  |  | A N/A |  |  |  | A N/A |
| 15 |  |  |  | A N/A |  |  |  | A N/A |
| 16 |  |  |  | A N/A |  |  |  | A N/A |
| 17 |  |  |  | A N/A |  |  |  | A N/A |
| 18 |  |  |  | A N/A |  |  |  | A N/A |
| 19 |  |  |  | A N/A |  |  |  | A N/A |
| 20 |  |  |  | A N/A |  |  |  | A N/A |
| 21 |  |  |  | A N/A |  |  |  | A N/A |
| 22 |  |  |  | A N/A |  |  |  | A N/A |
| 23 |  |  |  | A N/A |  |  |  | A N/A |
| 24 |  |  |  | A N/A |  |  |  | A N/A |
| 25 |  |  |  | A N/A |  |  |  | A N/A |

\* A – Achieved N/A – Not Achieved (circle as appropriate)

**Scottish Studies Awards**

**SQA webpages and Support Materials**

**(a) In SQA’s main/open website:**

Link to Scottish Studies Award page: <http://www.sqa.org.uk/sqa/64329.html>

[And save as a favourite!]

Or go to SQA homepage: [www.sqa.org.uk](http://www.sqa.org.uk)

* Click on Qualifications tab
* Click on Awards
* Click on Wider Achievement
* Scroll down to Scottish Studies

Content of Scottish Studies Award open page:

* News and update letters
* Common questions
* Case Studies – pdfs and videos
* Support Network Events – documents and presentations from 2015 event to be added
* Verification Report – areas of good practice; development points etc
* Key Documents
* Structures
* Award Specifications: individual documents for each level and Gaelic version. Include information such as purpose of award; target audience; structures; wider skills development; grid of hierarchies across awards
* Unit Specifications: for each Unit and grouped by level

**NB:** Unit Support Notes and Unit Assessment Support can be found on the Scottish Studies page of the secure site

 **(b) SQA’s secure website:**

**This site is password protected so access is via your centre’s SQA co-oordinator.**

On SQA secure site home page:

* Click on Awards
* Scroll down to CfE Awards
* Click on Scottish Studies bullet

Key documents on Scottish Studies secure page:

* Award Support Notes: for Scottish Studies Award at all levels.
	+ Information includes approaches to teaching, learning and assessment; examples of Scottish contexts; hierarchies (where appropriate); development of wider skills.
* Unit Support Notes: for Mandatory Units of Scottish Studies Award at each level.
	+ Information includes general guidance; examples of Scotland in Focus /Learning about Scotland activities; approaches to teaching and learning; aims and activities; examples of possible evidence; information sources and research resources for candidates; approaches to assessment and gathering evidence
* Unit Assessment Support Packs: for Mandatory Unit of Scottish Studies Award at each level
	+ Covers assessment guidance for a wide range of different activities such as product-based; survey; investigation; performance-based etc.
	+ Includes Unit Outcomes; assessment conditions; assessor checklists; examples of a range of candidate evidence; centres’ approaches’ and tailored candidates briefs and workbooks etc

**NB:** As per all CfE Units, it is advised that you read support documents in conjunction with the following: Awards Specification; Unit Specification; Unit Support Notes and Unit Assessment Support Packs (UASPs).