

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

Level	SCQF level 2	SCQF level 3	SCQF level 4	SCQF level 5	SCQF level 6
<b>Outcome 1</b>	<b>Prepare for an activity that will help them to learn about Scotland by</b>  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	<b>Plan and complete an activity that has a Scottish focus by</b>  1.1 agreeing a given aim in relation to broadening their knowledge of Scotland 1.2 agreeing an activity that will help them to achieve this aim 1.3 agreeing the specific information and resources required to complete the activity 1.4 using the agreed information and resources to complete the activity in a way that helps them to achieve their aim	<b>Plan and complete an activity that has a Scottish focus by</b>  1.1 choosing an aim in relation to broadening their knowledge of Scotland from a range of potential aims 1.2 choosing an activity that will help them to achieve this aim 1.3 choosing sources of information and the resources required to complete the activity 1.4 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	<b>Plan and complete an activity that has a Scottish focus by</b>  1.1 identifying aims in relation to broadening their knowledge of Scotland 1.2 identifying an activity which will help them to achieve these aims 1.3 identifying sources of information and the resources required to complete the activity 1.4 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	<b>Plan and complete an activity that has a Scottish focus by</b>  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

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