

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
Outcome 1	<p>Prepare for an activity that will help them to learn about Scotland by</p> <p>1.1 selecting an aspect of Scotland they want to learn about</p> <p>1.2 selecting an activity that will help them to develop this knowledge</p> <p>1.3 identifying the main steps they will need to follow to complete the activity</p>	<p>Plan and complete an activity that has a Scottish focus by</p> <p>1.1 agreeing a given aim in relation to broadening their knowledge of Scotland</p> <p>1.2 agreeing an activity that will help them to achieve this aim</p> <p>1.3 agreeing the specific information and resources required to complete the activity</p> <p>1.4 using the agreed information and resources to complete the activity in a way that helps them to achieve their aim</p>	<p>Plan and complete an activity that has a Scottish focus by</p> <p>1.1 choosing an aim in relation to broadening their knowledge of Scotland from a range of potential aims</p> <p>1.2 choosing an activity that will help them to achieve this aim</p> <p>1.3 choosing sources of information and the resources required to complete the activity</p> <p>1.4 selecting information which is of relevance to their aim from their chosen sources</p> <p>1.5 using this information and the resources to complete the activity in a way that helps them to achieve their aim</p>	<p>Plan and complete an activity that has a Scottish focus by</p> <p>1.1 identifying aims in relation to broadening their knowledge of Scotland</p> <p>1.2 identifying an activity which will help them to achieve these aims</p> <p>1.3 identifying sources of information and the resources required to complete the activity</p> <p>1.4 researching and selecting information which is of relevance to their aim, using the sources they have identified</p> <p>1.5 using this information and the resources to complete the activity in a way that helps them to achieve their aims</p>	<p>Plan and complete an activity that has a Scottish focus by</p> <p>1.1 identifying aims in relation to broadening, and adding depth to, their knowledge of Scotland</p> <p>1.2 identifying an activity that will help them to achieve these aims</p> <p>1.3 identifying detailed sources of information and the resources required to complete the activity</p> <p>1.4 researching and selecting detailed information which is of relevance to their aim, using the sources they have identified</p> <p>1.5 using this information and the resources to complete the activity in a way that helps them to achieve their aims</p> <p>1.6 working independently throughout</p>

<p>Outcome 2</p>	<p>Complete the activity while learning about Scotland by</p> <p>2.1 following the main steps they have identified</p> <p>2.2 identifying what they have learned about Scotland</p> <p>2.3 communicating what they have learned about Scotland</p>	<p>Reflect on what they have learned about their Scottish focus during the activity by</p> <p>2.1 identifying what they have learned about their Scottish focus in basic terms</p> <p>2.2 communicating what they have learned in an appropriate way</p>	<p>Reflect on what they have learned about their Scottish focus during the activity by</p> <p>2.1 identifying what they have learned about their Scottish focus in some detail</p> <p>2.2 communicating what they have learned clearly and in an appropriate way</p>	<p>Reflect on what they have learned about their Scottish focus during the activity by</p> <p>2.1 analysing what they have learned about their Scottish focus</p> <p>2.2 communicating what they have learned effectively and in an appropriate way</p>	<p>Reflect on what they have learned about their Scottish focus during the activity by</p> <p>2.1 analysing in depth what they have learned about their Scottish focus</p> <p>2.2 communicating what they have learned effectively and in detail</p> <p>2.3 evaluating the process they have followed and the effectiveness of their chosen method of communication</p>
<p>Support</p>	<p>Supportive Learning - Teachers and lecturers should support learners throughout the Unit while they prepare for and complete their activities, and communicate their learning.</p>	<p>Directive support - Teachers and lecturers can give learners explicit instructions to help them agree aims, activities, information and resources.</p>	<p>Support - Teachers and lecturers can offer advice to learners to help them chose appropriate aims, activities, sources and resources.</p>	<p>Minimal support – Teachers and lecturers can respond to direct questions from learners to help them identify aims, activities, sources and resources.</p>	<p>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.</p>
<p>Aims</p>		<p>1 aim</p>	<p>1 aim</p>	<p>2 aims</p>	<p>2 aims</p>
<p>Sources/information</p>		<p>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.</p>	<p>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.</p>	<p>Learners will identify at least 3 sources then research and select the information which is of relevance to their aims using these sources.</p>	<p>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</p>