

Route map through assessment

Course: People and Society

Level: National 4

This document is intended to assist teachers in planning and delivering the overall vision for Curriculum for Excellence.

The vision for the new national qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

This route map aims to signpost all of the relevant material that is available to support your subject. Your professional judgement is vital and the documents listed below are intended to support you in deciding the most appropriate ways to generate evidence and assess candidates.

People and Society is a completely new course which is offered at National 3 and National 4 only, although staff may find some similarities with Access 3 social subjects.

Education Scotland has produced a professional focus paper for people and society, and this is a good starting point as it provides support to help develop learning and teaching approaches that take forward the purposes and principles of Curriculum for Excellence through People and Society National 4.

http://www.educationscotland.gov.uk/resources/nq/p/nqresource_tcm4741318.asp

People and Society National 4 course content

The main SQA people and society page is found at <http://www.sqa.org.uk/sqa/45630.html>, with pages specifically related to National 4 at <http://www.sqa.org.uk/sqa/47444.html>. Staff should also regularly check the updates and announcements section of this page.

There is no mandatory course content for People and Society National 4. The course is skills based. It is interdisciplinary from social subjects, social sciences and RME. There is flexibility in choice of themes, and context should be relevant. The theme chosen in each unit must be studied by adopting the approach of more than one subject discipline.

The likely social subjects, social sciences and RME disciplines that could be drawn on are:

- geography
- history
- modern studies
- classical studies
- economics
- religious, moral and philosophical studies
- sociology
- economics
- psychology
- philosophy.



Whilst there is no mandatory content, there are 25 key ideas for people and society. At National 4 level **one** key idea should be common across all **three** units of the course. A further **two** key ideas must be selected per unit.

Each unit in the course must be linked to three key ideas from the list below.

behaviour	culture	interdependence
beliefs	difference	need
cause	diversity	power
change	environment	responsibilities
citizenship	equality	rights
conflict	ethics	similarity
consequence	heritage	society
co-operation	identity	technology
		values

The course specification can be found at

http://www.sqa.org.uk/files_ccc/CfE_CourseSpec_N4_SocialStudies_PeopleandSociety.pdf.

There are four units: People and Society: Investigating Skills, People and Society: Comparing and Contrasting, People and Society: Making Decisions and the Added Value Unit.

People and Society: Investigating Skills: Learners will develop these skills by collecting, selecting and gathering information.

People and Society: Comparing and Contrasting: Learners will use information to make straightforward comparisons and contrasts.

People and Society: Making Decisions: Learners will use information to make straightforward decisions on an issue.

Added Value Unit: An assignment will be based around one of the key ideas of people and society.

More detail on course coverage can be found in the course support notes.

http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_SocialStudies_PeopleandSociety.pdf

A course comparison between National 3 and National 4 is also available.

http://www.sqa.org.uk/sqa/files_ccc/People_and_Society_Course_comparison.pdf

Unit assessment

Units are mandatory when taken as part of the National 4 course but they can be taken independently. Unit support notes follow on from the course support notes.

http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_SocialStudies_PeopleandSociety.pdf

Each individual unit also has a National 4 unit specification.

Each unit specification gives details of the outcomes and assessment standards. There are **two** outcomes per unit: one based on skills and one based on knowledge and understanding in an interdisciplinary way.

People and Society: Investigating Skills

http://www.sqa.org.uk/files_ccc/CfE_Unit_People_and_Society_N4_People_and_Society_Investigating_Skills.pdf

People and Society: Comparing and Contrasting

http://www.sqa.org.uk/files_ccc/CfE_Unit_People_and_Society_N4_People_and_Society_Comparing_and_Contrasting.pdf

People and Society: Making Decisions

http://www.sqa.org.uk/files_ccc/CfE_Unit_People_and_Society_N4_People_and_Society_Making_Decisions.pdf

Learners must meet all outcome and assessment standards, and staff should read the relevant documentation carefully. Evidence should be generated through learning and teaching. Assessment evidence can be drawn from a variety of activities and presented in a variety of formats. All of the evidence does not have to be generated from one activity but can be from several tasks and assessments carried out throughout the course. Learners should have access to resources to complete the assessment task and no time restrictions should be imposed. Staff should use their professional judgment when looking at the assessment evidence and ensure that minimum competency is met. They should undertake quality assurance regularly.

Three different ways of gathering evidence have been suggested by SQA. The most traditional approach is unit by unit. A combined approach links knowledge and understanding from two units together. Because of the interdisciplinary nature of the subject and the natural overlap between all three units and the Added Value Unit, it is likely that a portfolio of evidence will be commonly used for People and Society National 4. Unit assessment support is kept on the SQA Secure website.

Added Value Assignment

http://www.sqa.org.uk/files_ccc/CfE_Unit_People_and_Society_N4_People_and_Society_Assignment.pdf

The Added Value Unit will focus on challenge and application. There is one outcome broken down into six assessment standards. The assignment will be set, marked and verified by schools. It will be conducted under some supervision and control. Learners will have an open choice of topic or issue to research but it must relate to **one** of the 25 key ideas. Learners will use **two** different methods of collecting evidence. There will be flexibility in the type of presentation used, for example a learning log or journal, a piece of writing, using digital media. The assessment has two stages: research and preparing for the presentation of findings. There are no restrictions on access to resources during either of the stages. The assessment should take place when the learners are ready to, avoid reassessment. Further information on conducting the Added Value Assignment is available on the SQA Secure website. This includes a judging the evidence table. Instructions for learners are also appended and these should be issued to learners. During the first **two** years of implementation (2013/2014 and 2014/2015) all schools **must** use the SQA-published Added Value Unit assessments.

Verification

The verification process is meant to be supportive and not onerous.

Internal verification is the process of ensuring standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools.

Quality assurance: <http://www.sqa.org.uk/sqa/58448.html>

Prior verification

http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf

Staff who devise their own assessments can send them to SQA for prior verification, free of charge. This is only necessary where significant changes have been made to the unit assessment provided. It gives departments confidence that their proposed assessment is fit for purpose and meets national standards.

Internal verification

http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf

As a matter of course staff should be quality assuring their assessments by carrying out activities that they have always done for NABs, for example double marking and blind marking. A sample of learners' work should be marked by more than one staff member in a department, and in single-person departments an arrangement should be made with another local authority school.

External verification

<http://www.sqa.org.uk/sqa/66856.html>

In people and society schools will submit a sample of learners' evidence for scrutiny by subject-specialist qualification verifiers. SQA intend that every school will be verified over the first few years. Verification will take place in November, February and May. Twelve samples will be asked for.

http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf

Schools must retain the evidence until 31 July of each academic year.

http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf

Key messages from verification will be put up on the SQA website.



Education Scotland support materials

Advice and support for new national qualifications (Glow password required):

<http://www.educationscotland.gov.uk/nqcoursematerials/subjects/peopleandsociety/coursematerials.asp>

<http://www.educationscotland.gov.uk/nqcoursematerials/subjects/peopleandsociety/learningandteaching.asp>

Other useful websites

A quick guide to finding vital information about Curriculum for Excellence:

<http://www.educationscotland.gov.uk/keycfesupport/index.asp>

This appears under three headings:

- the latest guidance, updates and plans for embedding Curriculum for Excellence
- information on assessment
- information on the new qualifications.

The BBC have pulled together all their learning content in a new Knowledge and Learning Beta site that includes Class Clips:

www.bbc.co.uk/education