

A thick black L-shaped frame surrounds the text. The top-left corner is a horizontal bar extending to the right, and the bottom-right corner is a vertical bar extending upwards. The text is centered within the frame.

SCOTTISH STUDIES SCOTLAND IN FOCUS UNIT

This can be completed by all pupils while school is closed. It is an SQA award when completed fully , gw20scottishstudies@glow.sch.uk

Scotland in Focus Research activity

The aim of this task is to allow pupils to broaden their existing knowledge of Scotland in terms of its people, its languages, society, culture, natural and built environment and/or heritage.

They will do this by planning and completing an activity with a Scottish focus and reflecting /drawing conclusions abouton what they have learned.

Scotland in focus

- You can choose a topic as long as it is about Scotland there are some ideas on slide 4 and 5.
- Then research your chosen topic
- Send the finished work to the email, gw20scottishstudies@glow.sch.uk

Or handed in when we return to school.

- You can research using different sources of information. Some are listed on slide 7.
- There are some examples to give ideas to get you started on slide 6 and 7. But there are many more examples on the Support notes available on the SQA website. (Search SCOTTISH STUDIES AWARD UNIT SUPPORT
- Use the Scottish Studies ,Learner pack on the school website to help you complete this and plan your learning.
- This should take a few weeks to complete properly, around 40 hours in total.

Some possible areas of research

- 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 historical and/or contemporary importance
- ♦ business, 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

Some more ideas

- 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, ffor 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

SOME EXAMPLES.

- **Example 1**: pupil has enjoyed studying some poems in Scots as part of their 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.

- **Example 2**: Pupil has studied the First world war as part of their 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 First world war.

Activity: Create an art work which has been inspired by the life experienced by people at this time.

Many more examples are available on the SQA website: Scottish studies unit support .

■ Example 3

Pupil knows 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 in

Scotland.

Activity: research a Specific place and produce a tourist guide about the area.

Sources of information

pupils must identify at least three sources of information, and list them.

- relevant websites up to three different relevant websites.
- fiction or factual/reference books – in hard-copy or electronic format
- brochures, journals, newspapers or magazines
- television or radio programmes, or DVDs

Checklist for pupils

The checklist is available on the school website

Submitted to , gw20scottishstudies@glow.sch.uk