



Higher National unit specification

General information

Unit title: Social Anthropology: The Body and its Life Course
(SCQF level 7)

Unit code: HJ2V 34

Superclass: EE

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Unit purpose

The purpose of this unit is to introduce some of the work done by social anthropologists on the cultural variety and common features of the human body and its progress through life. While all human beings share basic biological features, these are defined and described in many different ways, and the body provides a superb canvas for expressing social difference within a society, and cultural differences between groups. Using body paint, tattoos, hair style, dress and any number of other modifications, age, status, wealth and cultural heritage are marked and changes demonstrated. This focus offers pathways to understanding anthropological approaches to gender and sexuality, personhood, including relations between humans and other animals, passage through life, and to real and imagined technological creations such as robots, avatars and characters created for computer games. Learners will begin to study some of the history and theory of social anthropological research.

Learners may come as beginners to this unit, but ideally this unit builds upon the Knowledge and Skills developed in the SCQF levels 5 and 6 units — HG1M 45 *Social Anthropology: Understanding Our Place in the World*, SCQF level 5 and HG55 33 *Social Anthropology: Who does it and how to do it*, SCQF level 6.

Learners may progress from this unit to *Social Anthropology: Ethnography of Scottish Peoples* at SCQF level 8.

Higher National unit Specification: General information (cont.)

Unit title: Social Anthropology: The Body and its Life Course
(SCQF level 7)

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Describe a range of ways that the idea of the body is constructed in different societies.
- 2 Explain anthropological interpretations of body modifications in different societies.
- 3 Explain what is meant by personhood and how this varies amongst different peoples.
- 4 Explain diverse ways in which passage through life is measured and marked.
- 5 Apply anthropological ideas to virtual bodies.

Credit points and level

1 Higher National unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the unit

While entry is at the discretion of the centre, and the unit can stand alone, learners would benefit from having achieved:

HG1M 45 *Social Anthropology: Understanding Our Place in the World* SCQF level 5

and/or

HG55 33 *Social Anthropology: Who does it and how to do it* SCQF level 6.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This is a stand-alone unit which may introduce some of the history and theory of the subject of social anthropology to those with no prior background in the field. Ideally it builds on one or both of *Social Anthropology: Understanding Our Place in the World*, SCQF level 5 and *Social Anthropology: Who does it and how to do it*, SCQF level 6.

It may also be offered as an optional unit to learners taking a Higher National Certificate, SCQF level 7 or Higher National Diploma, SCQF level 8 in Social Sciences or any other suitable group award.

Higher National unit Specification: General information (cont.)

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.html>).

Higher National unit Specification: General information (cont.)

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Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National unit specification: Statement of standards

Unit title: Social Anthropology: The Body and its Life Course
(SCQF level 7)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Describe a range of ways that the idea of the body is constructed in different societies.

Knowledge and/or Skills

- ◆ One or more anthropological theories about the place of the body in relation to society
- ◆ Contrasting classifications of gender and its expectations, including ideas of sexuality
- ◆ The way that words for parts of the body take on other metaphorical meanings

Outcome 2

Explain anthropological interpretations of body modifications in different societies.

Knowledge and/or Skills

- ◆ A range of ways in which people decorate their bodies for special occasions
- ◆ Social reasons why people make permanent modifications to their bodies
- ◆ One or more anthropological explanations for these practices

Outcome 3

Explain what is meant by personhood and how this varies amongst different peoples.

Knowledge and/or Skills

- ◆ Diverse concepts of the person in society, including relations with animals
- ◆ When and how a human being becomes a person
- ◆ How an anthropologist's own society may influence their interpretation of the concept of a person?

Outcome 4

Explain diverse ways in which passage through life is measured and marked.

Knowledge and/or Skills

- ◆ Diverse ways in which passage through life may be marked
- ◆ Anthropological theory about rites of passage
- ◆ Comparing the passage through life in more than one society

Higher National unit specification: Statement of standards (cont)

Unit title: Social Anthropology: The Body and its Life Course
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Outcome 5

Apply anthropological ideas to virtual bodies.

- ◆ Describing anthropological theories that can be applied to a virtual body
- ◆ Applying knowledge of anthropological ideas to analyse a virtual body
- ◆ Assessing whether anthropological theory is appropriate for considering virtual bodies

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can describe, explain and illustrate some of the theories proposed by social anthropologists about the way that the idea of the human body is constructed and used in various social contexts.

Outcome 1: Describe a range of ways that the idea of the body is constructed in different societies

The learner will explain clearly one or more anthropological theories about the way the body is understood differently in different societies.

The learner will look at two contrasting classifications of gender, including ideas of sexuality, from two different societies and will explain the differences clearly.

In addition, the learner will describe accurately examples of the way that words for parts of the body take on metaphorical meanings.

Evidence of achievement can be presented in any suitable form, oral and/or written.

The assessment will be undertaken in open-book conditions.

The centre should take steps to ensure the authenticity of the learner's work.

Outcome 2: Explain anthropological interpretations of body modifications in different societies.

The learner will describe accurately a range of ways in which people decorate their bodies for special occasions.

The learner will explain accurately the social reasons that people give for making permanent modifications to their bodies, citing at least two examples.

The learner will provide at least one accurate anthropological explanation for the examples cited.

Evidence of achievement can be presented in any suitable form, oral and/or written.

Higher National unit specification: Statement of standards (cont.)

Unit title: Social Anthropology: The Body and its Life Course
(SCQF level 7)

The assessment will be undertaken in open-book conditions.

The centre should take steps to ensure the authenticity of the learner's work.

Outcome 3: Explain what is meant by personhood and how this varies amongst different peoples

The learner will explain clearly two contrasting concepts of the person in different societies. The explanation may include relations with animals.

The learner will explain clearly, for these two different examples, when and how a human being becomes a person.

In addition, the learner will explain clearly/accurately how an anthropologist's own society may influence their interpretation of the concept of a person.

Evidence of achievement can be presented in any suitable form, oral and/or written.

The assessment will be undertaken in open-book conditions.

The centre should take steps to ensure the authenticity of the learner's work.

Outcome 4: Explain diverse ways in which passage through life is measured and marked

The learner will give examples in which the passage through life is marked in their own and one other society.

The learner will explain accurately anthropological theory about rites of passage.

To illustrate the theory, the learner will compare one type of rite of passage in at least two different societies.

Evidence of achievement can be presented in any suitable form, oral and/or written.

The assessment will be undertaken in open-book conditions.

The centre should take steps to ensure the authenticity of the learner's work.

Higher National unit specification: Statement of standards (cont.)

Unit title: Social Anthropology: The Body and its Life Course
(SCQF level 7)

Outcome 5: Apply anthropological ideas to virtual bodies

The learner will select one anthropological idea and apply this to a virtual body.

The learner will apply knowledge of this idea to analyse a virtual body.

The learner will assess accurately whether the anthropological idea is appropriate for considering the virtual body.

Evidence of achievement can be presented in any suitable form, oral and/or written.

The assessment will be undertaken in open-book conditions.

The centre should take steps to ensure the authenticity of the learner's work.



Higher National unit support notes

Unit title: Social Anthropology: The Body and its Life Course

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

For teaching Social Anthropology units, it is recommended that the instruction be interactive, drawing on the existing experience of the learners in their own social worlds, but also encouraging them to learn from each other, and from members of their local communities of various generations, as well as from writings, films and social media about peoples in other parts of the world. The aim is to discover different ways of thinking, and this is not a subject that can be memorised and learned by rote, nor can the findings be built on the testing of hypotheses. It needs to be an experience-based process in which engaging with people is an essential part of the learning. Thus, encouraging learners to carry out small field projects, and to share their findings in class, would be of benefit at any level.

This learning can involve any and all aspects of daily life, for example looking at the food people eat, when they eat it and with whom, and how these practises have changed over time. It can take into account the music people like, whether they play instruments, sing or perhaps dance, and how music influences their lives. Asking about objects that people value can introduce all sorts of ideas about relationships, about places, and about important occasions and ceremonies in their lives. Collecting a variety of examples is an excellent way to learn, and learners may be encouraged to take photographs, make video clips and record conversations, as well as writing notes, so that eventually they build up a portfolio of materials for assessment.

The learners can of course also learn by listening to lectures, by watching films and by visiting museums and other sites, as well as by reading and talking to people. This note is simply to add a bit of detail about the method of participant observation that social anthropologists characteristically use. The ability to do this can be absorbed gradually by developing an awareness of the way things work in social life, and encouraging learners to open their eyes and ears to what they experience every day is a great way to have them learn.

Guidance on the content and context for this unit

This unit is one of four units that aim to introduce social anthropology to schools and colleges. The unit builds on the knowledge, skills and experiences gained in unit HG1M 45 *Social Anthropology: Understanding Our Place in the World* at SCQF level 5 and unit HG55 33 *Social Anthropology: Who does it and how to do it* at SCQF level 6. In the SCQF level 5 unit, teachers/tutors are invited to introduce a range of social anthropological work. Learners investigate differences amongst themselves, and between their own lives and those of others, possibly in far-flung places. The SCQF level 6 unit introduces the distinctive features of social anthropology by examining the methods used in training to become anthropologists and a range of things that practising social anthropologists do.

Higher National unit support notes

Unit title: Social Anthropology: The Body and its Life Course (SCQF level 7)

Outcome 1

This unit introduces some of the discoveries made by social anthropologists about the way that the human body is constructed, represented, contained, embellished and modified in different societies, and how these differences may be explained in a local situation.

Outcome 2

The body provides a superb canvas for expressing social difference within a society, and cultural differences between groups, using body paint, tattoos, hair styles, dress and any number of other modifications. This focus also offers pathways to understanding anthropological approaches to gender and sexuality, themes which reverberate frequently through global discussions about scientific possibilities, and lend themselves to considerations of change and difference within society as well as between them.

Outcome 3

Personhood is another theme which enables learners to consider their own society in comparison with others, even to identify the way that an anthropologist's upbringing may influence their view of this concept, and the Scottish contribution to what has become known as the Enlightenment adds a possible local theme, especially if learners are also studying history or philosophy.

Outcome 4

The progress of the body through life, from childhood through to old age, is marked in many ways, including influential theories about features common to all human ritual and symbolic behaviour.

Outcome 5

Finally, the contemporary digital ability to create virtual persons, such as avatars, robots and computer-game characters, is raised as a subject to which the learner may be able to use their own imagination to demonstrate an understanding of the theories and history of the field to which they have been introduced.

All in all, the basic outcome of this unit is that the learner should be in a position to describe and discuss some of the most interesting theories that social anthropologists have put forward, while at the same time putting together a final piece of work — for example, a blog or a portfolio — that demonstrates to any interested bystander what a creative, cultural being a human can be. It also provides the learner with a strong grounding both for continuing in the field of social anthropology at a higher level, or for using the knowledge acquired in any number of careers and professions.

Higher National unit support notes (cont)

Unit title: Social Anthropology: The Body and its Life Course
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Guidance on approaches to delivery of this unit

Although this unit has been divided into five outcomes, there are areas of overlap between them, so that links may be made throughout the teaching, and they could be offered in a different order, if teachers/tutors preferred that, or perhaps to take advantage of local events. There is plenty of opportunity for learners to seek out examples of the issues being discussed in their own lives, and bring them to share with the class, perhaps by participating in family events, or by discussing some of the issues with friends and members of their families.

At the beginning of this unit, there could be some discussion about contrasting classifications of gender picked up from ethnography about at least two societies with different sets of classifications, or looking at changes over time in one society. Expectations of sexuality could be compared within at least two different societies.

Some recommendations for classroom activity would be to show (and perhaps hang up) photographs, films or short film clips to illustrate some of the exciting range of ways in which people use their bodies to demonstrate differences in society and between societies. One example of illustrating a third or in-between gender is the film *Kuma Hina*, set in a school, and quite short and accessible. This could be a trigger for learners to think of their own examples — face painting at football matches and other sporting events is an obvious one, but the use of make-up and the wearing of uniform and garments for special occasions, such as hats, are others which are temporary, and tattoos and piercings more permanent. To think of the meanings of examples from their own social groups would be a good topic for discussion, and could eventually lead into approaching some of the anthropological theories that have been put forward. An early volume edited by John Blacking has a lot of short articles which could be handed around, and other interesting theories have been put forward in response to it, many of which can be accessed online. Some of the anthropological textbooks include excellent photographs, and ask learners to think about the issues, and these might be found in local libraries, or perhaps be purchased by a school or college. At this stage it would be good to offer learners the opportunity to criticise the theories, or to propose alternatives to them, as they will ultimately be asked to identify a possible bias in the approach based on the upbringing of the anthropologist — or themselves, of course.

Outings to local museums could well be appropriate for a class because they usually have a range of items used to constrain or decorate the body, often ancient as well as exotic, and local ritual events might also offer an occasion for useful visits, even if the learners go with their families or friends. They could be asked to take photographs and/or make film clips, even to question people about the way they have embellished their bodies, and especially for learners who have learned some of the techniques of interviewing in unit HG55 33 *Social Anthropology: Who does it and how to do it* at SCQF level 6 this could also be a useful follow-up exercise. Interviewing parents and grandparents would offer an opportunity to discover changes over time in these practices, and how families might adjust to local circumstances if they move from one area to another.

Higher National unit support notes (cont)

Unit title: Social Anthropology: The Body and its Life Course
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The subject of personhood, required for Outcome 3, can be investigated in or outside the classroom by learners searching ethnography for examples. It would be a good idea for a teacher/tutor to introduce some examples from other societies because this is a subject which is less easy to observe. Learners can then search for their own examples in ethnography to provide their own required evidence. They may find it useful to compare their own situation with those of chosen ethnography, especially when they come to demonstrate how an anthropologist's own society may influence their interpretation.

An interesting discussion could be raised about the extent to which robots may be regarded as persons, and some recent films have focussed on precisely this issue.

Outcome 4 focuses on rites of passage, and there are again many ways in which the most influential theory of Arnold van Gennep has been explained and discussed in textbooks as well as ethnography. It would be important to discuss the basis of this theory in class so that learners can apply it for themselves when they consider their own ethnography, or events they have attended or been involved with in their personal lives. Acting out some rites of passage in class is a good way to demonstrate an understanding of the principles, and learners could be divided into groups to do this in front of each other.

Outcome 5 is best left until the end because although learners may have plenty of experience of characters they have seen in films or created in computer games, their best analysis of them would come after they have acquired an understanding of some basic anthropological theory. This is an opportunity for independent work, though the issues may be discussed in class, or perhaps shared within small groups.

Guidance on approaches to assessment of this unit

The standard for the level of achievement in this unit is more advanced than in the units at SCQF levels 5 and 6, where an understanding of the content of the field of social anthropology and its practice is all that is essential. Here learners need to assess theories as well as understand them, and eventually to apply the principles to a small virtual project of their own. Evidence of this knowledge and skill acquisition can be presented in a variety of formats, and suggestions for each outcome are offered below, but the final design is left to the assessors.

Evidence can be generated using different types of assessment methods. The following are suggestions only. There may be other methods that would be more suitable to learners.

Learners might wish to produce an illustrated portfolio, either in hard copy or as an e-portfolio, for the unit as a whole. An e-blog would also offer the possibility of including film clips, recordings of events and/or interviews. Learners could also be invited to submit both types of work, offering the chance to make sketches for the hard copy portfolio and to include collected items. Some of this work could be assessed in class, or by handing in parts of it during the teaching period, so that outcomes could also be assessed independently.

Higher National unit support notes (cont)

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Outcome 1

This outcome focuses on a range of ways that the idea of the body is constructed in different societies.

In terms of assessing this outcome, learners could be asked to compile their evidence of achievement within a portfolio of work for the unit as a whole. The learner could provide written and/or oral evidence.

Because an understanding of the anthropological theories would need to be checked for individual learners, a recommendation to assess this part of the evidence would be to issue questions to be completed in class, or ask learners to respond to an online questionnaire.

Outcome 2

This outcome can be assessed in the same way as for Outcome 1. The range of ways in which people decorate their bodies for special occasions and make permanent modifications lends itself to the inclusion of photographs and even video clips if an e-blog is the chosen format. The social explanations can be produced this way too and contrasting examples should be displayed.

Again, the ability to provide one or more anthropological explanations for these practices can be assessed in class or produced outside the class and handed in as a homework exercise.

Outcome 3

The learners could be assessed through an oral presentation, a poster presentation or a report. There might also be the opportunity to assess through short answer questions.

Outcome 4

A possibility for assessing the understanding of the principles of rites of passage would be to ask small groups of learners to choose and act out a rite of passage in front of the assessor and possibly the rest of the class.

Evidence for Outcome 4 can also be included in an e-blog or hard-copy portfolio, and again there is plenty of scope for photographs, video-clips and personal reports, which can illustrate the basic theory, and demonstrate the required level of understanding. The comparative exercise may use ethnography or it could be based on personal accounts of visits to rites marking the passage of friends from different backgrounds through life.

Outcome 5

Outcome 5 is an opportunity for a small independent study, where the learner needs to write up or recount how any of the theory they have encountered during this unit may be applied to virtual bodies found in literature, films or video games. The assessment could take place in the class, and it could even be a joint venture if the assessor can judge each learner from such work.

Higher National unit support notes (cont)

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Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

The suggestions above include opportunities for e-assessment, both in the final submitted work as an e-blog, and in online testing of an individual's own learning.

Opportunities for developing Core and other essential skills

There are many opportunities to develop the Core Skills of *Communication* and *Working with Others* naturally in various parts of this unit, indeed the sharing of information collected could be an important part of the learning process for all.

Working with Others involves the ability to plan, agree, and take responsibility for tasks; to support co-operative working in appropriate ways; and to review the effectiveness of one's own contribution. This would fit with a group task suitable for Outcome 4, although the report should then be produced individually for summative assessment of Outcome 4 of this unit. Learners can be encouraged to analyse the task and negotiate goals, roles, and responsibilities, anticipating and responding to needs of others, supporting co-operative working, and evaluating and drawing conclusions about the effectiveness of one's own contribution. This Core Skill could be developed without formal certification.

Developing the Core Skills associated with *Information and Communication Technology (ICT)* can also be developed in this unit, as learners are encouraged to find examples of the cases they are studying through Google and other search engines, as well as in social media. Some of the assessment may also be e-assessment, so making a further contribution to Core Skills.

Learners may be able to develop the *Communication* Core Skill through written and oral assessment. This could include essays, interviews and poster presentations.

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Essential Skills

Tutors should maximise opportunities to develop other essential and employability skills. The following list highlights skills that have been identified by employers as being essential for the workplace. These are not listed in order of priority.

Communication

Interpersonal

Creativity

Flexibility/ability to adapt to different situations and environments

ICT

Team work/group work

Working independently/self-management

Using initiative/being proactive

Problem solving, presenting ideas and making decisions

Investigation

Critically analysing and evaluating

Self-evaluating with a view to identifying strengths and weaknesses and setting objectives for improvement

Planning and organising

Setting goals and making action plans

Time management

Working effectively to meet deadlines

Negotiating/persuading

Positive attitude to work

Adopting professional standards and working practices

Paying attention to detail

Work experience/simulation

Applying numeracy skills

Developing an awareness of the global economy

Developing an awareness of international culture

Language skills

Knowledge of chosen job or career path

Citizenship

Citizenship is the exercise of rights and responsibilities within communities at local, national and global levels. It is about making informed decisions, and taking thoughtful and responsible action, locally and globally.

Higher National unit support notes (cont)

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Coverage of citizenship could include the following:

- ◆ Having concern for the environment and for others
- ◆ Being aware of rights and responsibilities
- ◆ Being aware of the democratic society
- ◆ Being outward-looking towards society
- ◆ Being able to recognise one's personal role in this context; and
- ◆ Being aware of global issues and understanding one's responsibilities within these, and of acting responsibly

Sustainability

There are three main interconnected strands to sustainable development. Each can be addressed in learning processes.

Social: This strand is about quality of life. Think about educational impacts in terms of citizenship, the ability of groups of people to work together, the impacts of cultural integration, or improving security through crime reduction.

Economic: This strand is about infrastructure. The costs and benefits of sustainability are becoming more prominent for all professions, with many groups now considering the impact of current and future environmental directives. Learners are going to be affected by changes in working practices as a consequence of the implementation of these directives.

Ecological: Animals and plants become endangered or extinct; pollution and emissions are changing the natural systems we all rely on for clean air, water and food. In this strand, the genetic resources, and the systems for food and timber production are considered side by side with metal ore sources, fresh water and clean air. Sustainability recognises that people, and all other living things, depend on these resources being maintained rather than depleted or destroyed.

It is important to recognise that these three strands are not independent of each other, but that they should be viewed as an integrated whole. What is critical to the concept of sustainability is the understanding that all aspects of our lives depend on everything else that exists on Earth: be it people, social systems, earth systems, living things or non-living things. What happens in one place at one time can affect what happens somewhere else immediately or in the future.

Opportunities should be sought within teaching and learning to engage with the principles of sustainable development. Some examples might include:

- ◆ Review buying policies: where materials come from, where they go (eco-friendly products; fair trade products; using sustainable materials; reducing energy and waste bills)
- ◆ Show an awareness of different alternatives for materials or services
- ◆ Consider working practices: use of electronic media to communicate rather than face-to-face meetings

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- ◆ Review working practices to ensure that they are environmentally sensitive; recycling, waste reduction; use of clean technologies
- ◆ Review and evaluate current reports or projects which address issues of sustainability
- ◆ Review strategies and recommendations from relevant professional bodies/review articles in current trade and professional journals
- ◆ Look at current environmental legislation and directives

Teaching, learning and assessment themselves can be used to provide evidence for sustainable development. Some work could be undertaken solely using electronic means. For example, electronic media could be used for discussion groups or dialogue between tutor and learner, and work could be submitted via electronic portfolios or blogs.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Social Anthropology: The Body and its Life Course
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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

The unit is a 1 credit unit. You will receive 40 hours of directed learning from your tutor and you will be expected to put in another 40 hours of self-study.

In this unit, you will be introduced to some of the work done by social anthropologists on the cultural variety and common features of the human body and its progress through life. You will work towards achieving five outcomes. You will look at a range of ways in which the idea of the body is constructed in different societies; examine anthropological interpretations of body modifications; consider what is meant by personhood and how this varies among people; look at diverse ways in which passage through life is measured and marked; apply anthropological ideas to robots and other virtual bodies.

You will be assessed in open-book conditions. Your assessor will decide on the best method of assessment for each outcome. Teaching and learning will be participative involving both independent work and group activities.

You will be given the opportunity to develop Core Skills through classroom activities and formative and summative assessment. In particular, this unit lends itself to the development of the Core Skills of *Communication, Working with Others* and *Information and Communication Technology (ICT)*.

You may also be given the opportunity to develop other essential skills depending on teaching and learning activities, for example, research skills.

This unit is a standalone unit but it would be beneficial if you had achieved the following:

HG1M 45 *Social Anthropology: Understanding Our Place in the World*

And/or

HG55 33 *Social Anthropology: Who does it and how to do it.*

On completion of this unit, you can progress to unit X *Social Anthropology: Ethnography of Scottish Peoples*.