

SOCIOLOGY
Intermediate 2

1st edition — published March 2006

National Course Specification

COURSE Sociology (Intermediate 2)

COURSE CODE C228 11

COURSE STRUCTURE

This Course has three mandatory Units. The Units are:

DV3P 11	Studying Human Society: The Sociological Approach (Intermediate 2)	1 credit (40 hours)
DV3M 11	Social Stratification (Intermediate 2)	1 credit (40 hours)
DV3L 11	Socialisation (Intermediate 2)	1 credit (40 hours)

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Intermediate 1 Sociology Unit(s).
- ◆ A Standard Grade social subject at General level.
- ◆ Standard Grade English at General level or Intermediate 1 Communication.

Administrative Information

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National Course Specification course details (cont)

COURSE Sociology (Intermediate 2)

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Higher Sociology Course
- ◆ A programme of Highers in social science
- ◆ Training or employment

CREDIT VALUE

The Intermediate 2 Course in Sociology is allocated 24 SCQF credit points at SCQF level 5.

SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

CORE SKILLS

Achievement of this Course gives automatic certification of the following:

Complete Core Skill	None
Core Skills component	Critical Thinking at SCQF Level 5

National Course Specification: course details (cont)

COURSE Sociology (Intermediate 2)

RATIONALE

The purpose of the Course is to introduce the distinct features of the sociological approach to understanding and explaining human social behaviour. It is intended to establish the basic theoretical principles upon which sociology rests and to develop a knowledge and understanding of the ways in which evidence is produced when sociological research is being carried out.

The aim of the Intermediate 2 Sociology Course is to develop a basic sociological understanding and to provide candidates with the introductory analytical and evaluative skills that underpin sociology. Additionally, candidates should be able to apply the skills and understanding they develop to the world in which we live, by examining contemporary social issues from a sociological perspective. Three areas of content are used to develop these skills:

- ◆ an introduction to sociological theories and methods of sociological research
- ◆ the concept of social stratification
- ◆ the concept of socialisation

The Course at Intermediate 2 is designed to offer an introductory experience for candidates in schools and colleges, including adult returners and other candidates who may wish to progress to the Higher Sociology Course.

At Intermediate 2, while still at an introductory level, knowledge and understanding of sociological concepts, theories and methods are developed more fully than the Intermediate 1 Units, with more emphasis being placed on application, analysis and evaluation.

Aims

On completing the Course, candidates should be able to:

- ◆ use key sociological concepts and theories to understand human social behaviour
- ◆ recognise that sociology is based upon research evidence that is collected in a disciplined way
- ◆ understand and interpret simple sociological ideas and evidence
- ◆ develop awareness of the interdependence of individuals, groups, institutions and societies
- ◆ understand the extent to which social stratification can lead to social inequality
- ◆ understand different arguments in the nature versus nurture debate
- ◆ develop, at an introductory level, awareness of cultural and social diversity
- ◆ demonstrate simple evaluative skills
- ◆ take part in debate regarding the nature of sociology
- ◆ develop communication and other transferable core skills

COURSE CONTENT

The Course is made up of three Units that focus on:

- ◆ the relative advantages and disadvantages of the research methods used by sociologists to produce the evidence on which sociological knowledge is based
- ◆ the ways in which individuals and groups are classified by socially generated criteria
- ◆ the diversity of socially acquired behaviour

National Course Specification: course details (cont)

COURSE Sociology (Intermediate 2)

The contexts and content within the Units are described below. Although the Units may be attempted separately, they should be seen as complementary and serve together to provide a basic introduction to sociology. The Course assessment will reflect this integrated nature and will sample from the entire Course content.

Studying Human Society: The Sociological Approach (Intermediate 2)

All sociology rests upon concepts, theories and methods that characterise its distinctive approach in explaining human social behaviour. The Unit addresses the variety of sociological theories and the particular perspectives they give to the explanation of human social behaviour at an introductory level. It includes an introductory analysis of functionalist, Marxist, feminist and social action perspectives as explanations that seek to analyse, interpret and understand the social world. It also establishes, at an introductory level, the link between those theories and the actual research methods that may be adopted to provide evidence for sociologists. As all sociological knowledge is based upon evidence that is gathered by sociologists in a variety of ways, one of the aims of the Unit is to develop a basic knowledge of the methods and techniques employed by sociologists in their research and to understand the advantages and disadvantages of those different methods. It is intended to establish the foundations of critical understanding in relation to sociological information and to distinguish it from 'common sense' or personal opinion. Common sense tends to construct explanations of human behaviour in terms of naturalistic and individualistic assumptions. It is assumed that, if candidates understand the sociological approach, theories and methods, then this will help them understand the other aspects of sociology included in this Course.

The Unit should be approached in the following way:

- 1 Differences between common sense and sociological explanations:
 - ◆ naturalistic assumptions
 - ◆ individualistic assumptions
 - ◆ sociological explanations
- 2 Introduction to the main sociological theories:
 - ◆ functionalism, Marxism, feminism and social action
 - ◆ features, strengths, similarities and differences of these theories
 - ◆ relate theories to relevant examples — from *Social Stratification* and *Socialisation* Units
- 3 Primary and secondary research methods:
 - ◆ distinction between primary and secondary methods of research
- 4 Introduction to the main methods of research investigation used by sociologists.
 - ◆ primary methods: questionnaires, structured interviews, unstructured interviews, surveys, case studies, participant observation, non-participant observation
 - ◆ secondary methods of research: official statistics, written evidence, other visual evidence — eg film, video, television documentaries

The Unit will take account of the similarities and differences between theories, by describing their differing ways of explaining social life and methodological strategies. This will be applied to a range of examples from contemporary, historical, comparative and/or anthropological material. It is recommended that the concepts of social stratification and socialisation be used in an illustrative way for this purpose, in order to ease progression to the other Units.

National Course Specification: course details (cont)

COURSE Sociology (Intermediate 2)

Social Stratification (Intermediate 2)

The Unit seeks to explore the variety of ways in which individuals may be classified into different social groups using socially generated criteria. The **five** categories of social stratification have considerable impact upon the lives of individuals and social groups.

The Unit should be approached in the following way:

- 1 The concept of social stratification in modern society should be introduced through a definition and study of **three** of the following categories of social stratification — social class; gender; race and ethnicity; age; disability. Some indicative features of these categories are as follows:
 - (a) Social Class
 - ◆ distinction between wealth and income and their distribution in society
 - ◆ social mobility and the link between class and life chances
 - ◆ changing nature of class and its relationship to the economy and occupational structure
 - ◆ use of the United Kingdom as an example
 - (b) Gender
 - ◆ difference between biological notion of sex and the socially constructed notion of gender
 - ◆ nature and consequences of gender role socialisation
 - ◆ gender inequalities in terms of occupation, family and social roles and expectations
 - ◆ use of the United Kingdom as an example
 - (c) Race and Ethnicity
 - ◆ nature, size and distribution of different racial and ethnic groups in modern society
 - ◆ inequality relating to race and ethnicity; in particular, discrimination in education, employment and on life chances
 - ◆ role of the mass media in the formation of stereotypes and the consequences for ethnic groups
 - ◆ use of the United Kingdom as an example
 - (d) Age
 - ◆ social construction of the concept of age, including awareness of different notions of childhood, adolescence and old age in different societies
 - ◆ inequalities as a result of age, such as employment, unemployment, low pay, access to benefits and restrictions on social behaviour
 - ◆ implications of changes in the age structure of modern society
 - ◆ use of the United Kingdom as an example

National Course Specification: course details (cont)

COURSE Sociology (Intermediate 2)

- (e) Disability
- ◆ social construction of disability
 - ◆ inequality relating to disability; in particular, discrimination in education, employment and on life chances
 - ◆ role of the mass media in the formation of negative stereotypes and the consequences for disabled individuals and groups
 - ◆ use of the United Kingdom as an example
- 2 The sociological significance of social stratification:
- ◆ the hierarchical and unequal ways in which groups can be formed in society
 - ◆ effect this may have on individuals' or social groups' life chances
- 3 The effects of stratification upon the lives of individuals and groups in terms of inequality and opportunities for social mobility.

All of the above aspects of social stratification should be studied in order to explore the nature of social relationships, processes, structures and issues. Cross-cultural, contemporary, historical or anthropological examples could be used and candidates should be encouraged to apply sociological insights to current social issues or their own life experiences.

Socialisation (Intermediate 2)

Socialisation is a key concept in sociology because it accounts for the diversity of socially acquired behaviour and it demonstrates the ways in which the culture of a society is internalised by individuals through socialisation processes and agencies.

This Unit should be approached with reference to the following indicative features:

- 1 The relative nature of social norms, values and roles:
- ◆ the nature versus nurture debate
 - ◆ structural aspects of society that form its culture and influence human behaviour
 - ◆ comparison of **three** cultures, from cross-cultural, sub-cultural, anthropological, contemporary or historical examples
 - ◆ cultural variation within and between societies
 - ◆ social norms, values and roles relating to gender, age, family/marriage, religion, work and education
 - ◆ use of the United Kingdom as an example
- 2 The six main agents of socialisation:
- (a) Work
- ◆ definitions of work
 - ◆ individual's experience of work and the different values placed upon work as an activity by different social groups
 - ◆ impact of work on other life spheres, attitudes and behaviour
 - ◆ use of the United Kingdom as an example

National Course Specification: course details (cont)

COURSE Sociology (Intermediate 2)

- (b) The Family
 - ◆ nature of the family and the variety of forms it can take within and between societies
 - ◆ changing nature of roles within the family
 - ◆ family as an agency of social control
 - ◆ changing patterns of family life
 - ◆ use of the United Kingdom as an example

- (c) Mass Media
 - ◆ various forms of mass media and the process of mass communication
 - ◆ influence of mass media in the creation of stereotypes
 - ◆ influence of mass media in shaping values, attitudes and behaviour
 - ◆ bias in the media
 - ◆ use of the United Kingdom as an example

- (d) Education
 - ◆ formal and informal aspects of education
 - ◆ differences in educational provision, historically and cross-culturally
 - ◆ impact of educational experiences — school organisation, teacher attitudes and national political decisions — upon the individual and social groups
 - ◆ development of subcultures in the school environment and their impact upon educational performance
 - ◆ use of the United Kingdom as an example

- (e) Religion
 - ◆ definition of religion
 - ◆ relationship between beliefs and social values and norms
 - ◆ religion, social order and conflict
 - ◆ changing patterns of religious activity within and between societies
 - ◆ use of the United Kingdom as an example

- (f) Peer Groups
 - ◆ nature of peer groups
 - ◆ influence of peer groups in shaping values, attitudes and behaviour
 - ◆ relationship between peer groups and other agencies of socialisation
 - ◆ use of the United Kingdom as an example

Each of the above structural features should be studied in the context of the socialisation process and emphasis should be placed upon cultural differences and changes. Opportunities should be taken to discuss the nature/nurture debate and to elucidate the processes of primary and secondary socialisation. In particular, emphasis should be placed on the understanding of gender construction, such as the extent to which biological sex is translated into gender identities through the processes of the named socialisation agencies. The various ways in which the main agents of socialisation can interact should be examined, e.g. family and education, education and work. The extent to which the socialisation process contributes to the maintenance of social order must also be addressed.

National Course Specification: course details (cont)

COURSE Sociology (Intermediate 2)

ASSESSMENT

To achieve the Course award the candidate must pass the Unit assessment as well as the Course assessment. The candidate's grade is based on the Course assessment.

Assessment objectives

At Intermediate 2, the key elements of knowledge and understanding, analysis and evaluation are assessed in the following ways.

Knowledge and understanding

Candidates should demonstrate reasonably detailed knowledge of fundamental sociological concepts and theories and be able to select and use these concepts and theories to demonstrate understanding, by applying them to a range of social structures and by describing their relationships to each other and the wider culture. The relevance of culture in the explanation of human social behaviour should be demonstrated clearly and supported by examples drawn from different social contexts chosen by the candidate. One such cultural context should be the United Kingdom. These examples should be detailed (though **not** anecdotal) and while descriptive, should show the understanding of sociology by their appropriateness and recognition of their significance.

Candidates should also demonstrate more detailed knowledge of the methods of investigation that underpin all sociological knowledge and be able, albeit at a reasonably simplistic level, to recognise the relationship between methods used and conclusions reached. They should be able to select examples to illustrate their knowledge.

Analysis

Candidates should apply understanding of sociological concepts and theories with recognition of their relevance to the explanation of social situations. Consideration of the effects of social construction upon their own lives and the lives of others should help candidates to recognise the relevance of the sociological concepts and theories. Judgements about causation and some analysis of information should be explicit but made in a simple way. Illustration of points made should be selected by the candidate, though it is expected that responses at this level will be mainly descriptive in nature.

The review of methods used by sociologists should display some understanding of the importance of method in the creation of sociological knowledge. Candidates should be accurate in their selection of information when making comparisons between methods. They should also be able to consider the wider implications of research method choices.

An ability to use sociological terminology should be evident at this level.

Evaluation

Conclusions that draw on an understanding and analysis of sociological concepts and theories and their role and interrelationships should be in evidence. Ability to evaluate sociological evidence and draw conclusions regarding its value should be shown, albeit there will be limitations at this level.

While a mainly descriptive approach would be expected, the ability to generalise from this to suggesting implications for the discipline of sociology and the problematic nature of sociological knowledge should be evident.

National Course Specification: course details (cont)

COURSE Sociology (Intermediate 2)

Balance between knowledge and understanding and analysis and evaluation

The balance between knowledge and understanding and analysis and evaluation in Course and Unit assessment will be approximately:

Course — 60% knowledge and understanding, 40% analysis and evaluation

Units — 70% knowledge and understanding, 30% analysis and evaluation

Unit assessment

Studying Human Society: The Sociological Approach (Intermediate 2)

The Unit will be assessed by candidates demonstrating knowledge and understanding and an ability to provide simple analysis and evaluation of sociological theories and research methods. Candidates must cover all **four** theories, although only **two** require to be assessed for the Unit. Candidates must cover all **seven** primary methods and **three** secondary research methods, however only **three** primary methods and **one** secondary method is required for Unit assessment. The assessment will take the form of restricted response questions covering all Outcomes and Performance Criteria. This will take the form of an unseen, closed book, supervised assessment lasting one hour. Assessment for the whole Unit will take place in one sitting.

Social Stratification (Intermediate 2)

The Unit will be assessed by candidates demonstrating knowledge and understanding and an ability to provide simple analysis and evaluation of the categories of social stratification. Candidates will cover **three** out of the **five** categories of social stratification, although only **one** of those categories will be required for Unit assessment. The assessment will take the form of an essay question integrating all Outcomes and Performance Criteria. This will take the form of an unseen, closed book, supervised assessment lasting one hour. Assessment for the Unit will take place in one sitting.

Socialisation (Intermediate 2)

The Unit will be assessed by candidates demonstrating knowledge and understanding and an ability to provide simple analysis and evaluation of the areas of socialisation. Candidates will cover all **six** agents of socialisation, although only **three** of those categories will be required for Unit assessment. The assessment will take the form of restricted response questions covering all Outcomes and Performance Criteria. This will take the form of a closed book, supervised assessment lasting one hour. Assessment for the Unit will take place in one sitting.

Further details about Unit assessment can be found in the NAB materials and in the Unit Specifications.

Course assessment

The Intermediate 2 Course assessment will be a question paper that will last for two hours. The paper will be divided into three sections:

National Course Specification: course details (cont)

COURSE Sociology (Intermediate 2)

- ◆ Section A: Studying Human Society: The Sociological Approach
- ◆ Section B: Socialisation
- ◆ Section C: Social Stratification

In Sections A and B most questions will require restricted responses and each question will have a value of between 2 and 10 marks. Each of Sections A and B is worth 25 marks. In Section C candidates will answer one question, in the form of an essay worth 20 marks. The paper is worth a total of 70 marks.

Further details of the Course assessment are given in the Course Assessment Specification and in the Specimen Question Paper.

Link between Unit and Course assessment/added value

The Course consists of three Units plus an additional 40 hours study. The Course assessment tests the candidates' knowledge and understanding of the content covered in all three Units and their ability to demonstrate and integrate sociological skills acquired throughout the Course.

In the Units at Intermediate 2, candidates are required to demonstrate knowledge and understanding and the ability to describe, analyse and evaluate a range of sociological perspectives and sociological research in relation to a range of categories/areas within the *Social Stratification* and *Socialisation* Units. The Course assessment will require candidates to use their knowledge and understanding of sociology and to apply simple critical and analytical skills to answer questions drawn from the whole Course.

Unit and Course assessment complement each other. Unit assessment provides evidence of a specific level of achievement in separate sections of the Course. The Course assessment confirms this and provides evidence of a range of skills exceeding those required for Unit success, such as retention of knowledge. Course assessment at Intermediate 2 requires that candidates demonstrate the ability to:

- ◆ demonstrate retention of knowledge and understanding by responding to questions from across all three Units of the Course on a single occasion
- ◆ describe and analyse sociological theories and research methods
- ◆ describe, analyse and evaluate knowledge and understanding of the *Social Stratification* and *Socialisation* Units
- ◆ perform more complex analytical and evaluative tasks than required for the Unit assessment
- ◆ demonstrate the ability to integrate knowledge and understanding from across the Course

GRADE DESCRIPTIONS AT A AND C

The candidate's grade will be based on the total score obtained from the Course assessment. The descriptions below indicate the nature of achievement required for an award at Grade C and Grade A in the Course.

For an award at Grade C candidates should be able to recall and demonstrate clearly and reasonably accurate sociological knowledge and understanding. They should be able to describe sociological terms, concepts, theories and methods in their own words and to recognise their application in a variety of social situations and cultural contexts. Candidates should display relevant knowledge and understanding of given stimulus material, address questions on that material and reach conclusions.

National Course Specification: course details (cont)

COURSE Sociology (Intermediate 2)

For an award at Grade A candidates should be able to demonstrate accurate and comprehensive recall and detailed and accurate sociological knowledge by offering clear, structured and precise answers that are of a high quality and which use detailed and relevant illustrations and/or make elaborated points. Candidates should be able to describe and offer basic explanations of key sociological terms, concepts, theories and methods by putting them into their own words with reasonable accuracy, relating to knowledge and understanding gained from all three Units. Candidates should be able to manipulate and use information in a variety of ways to derive an appropriate meaning from a given stimulus and to express an opinion or construct an argument that leads to a conclusion supported by relevant evidence. Candidates attaining a Grade A would not simply reproduce Unit assessment type responses.

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence must take account of performance across the Course and must be judged against the Grade Descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

Appeals

Evidence used to support an appeal must show a sufficient breadth of coverage of the content of the Course and must relate to the Course Grade Descriptions. Centres should base their appeals on the following criteria:

- ◆ there should be evidence of retained knowledge and understanding from at least two Units
- ◆ there should be evidence of description, analysis and evaluation of sociological theories and research methods
- ◆ there should be evidence of description, analysis and evaluation of the *Social Stratification* and *Socialisation* Units
- ◆ there should be evidence that the candidate is able to perform more complex analytical and evaluative tasks than required for the Unit assessment

A preliminary exam can provide a good indication of how a candidate will perform with the combination of time pressure and retention of a broader knowledge base on a single occasion. The prelim should replicate the style, proportionate timing, level of difficulty, and proportionate mark of the external examination. The Specimen Question Paper will provide a good example of the type of demands that a prelim should make on candidates. A minimum of two Units worth of learning and teaching should be fully assessed by an unseen test, for example a prelim.

Questions from previous SQA question papers, including the Specimen Question Paper, may be adapted for use in a prelim. However, questions should not be drawn from a single source and adjustments to such questions should be made to ensure that candidates have not seen the same questions previously.

Some centres may set a prelim date prior to the completion of all of the Units when it would not be possible to assess all of the Unit content. In this case, additional evidence covering the last Unit (which could be from NAB materials) should be submitted along with any prelim.

National Course Specification: course details (cont)

COURSE Sociology (Intermediate 2)

Assessment evidence generated from the NAB materials may be used by centres to contribute towards an appeal. However, such evidence would be unlikely to be sufficient to satisfy the Course assessment requirements, as they do not test the candidates' ability to retain information over time or to manage time over a full examination. Use of a prelim should incorporate at least two thirds of the Course assessment requirements. In order to assist in the preparation for Course assessment, this could include a combination of any two of the following: restricted response questions testing the knowledge and understanding of *Studying Human Society: The Sociological Approach* (Intermediate 2), an essay question relating to *Social Stratification* (Intermediate 2), restricted response questions from *Socialisation* (Intermediate 2).

The achievement of the Outcomes and Performance Criteria that meet the minimum standards necessary to award a Unit pass **does not** demonstrate the level of performance required to achieve a minimum 'C' award. As stand alone assessments, a very well answered set of questions used for Unit assessment may provide some evidence for estimates, but the lack of breadth, evidence of retained knowledge and application of skills would not provide adequate evidence for a successful appeal.

QUALITY ASSURANCE

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards.

The Units of all Courses are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained marker in their own time, markers meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Moderator reports are published on SQA's website www.sqa.org.uk.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

Learning and teaching approaches should reflect the aims and rationale of the subject as outlined previously. The learning experience should be varied and interesting to encourage enthusiasm for the subject and to prepare candidates for independent study. For this reason, the introduction to sociological concepts and theories should be approached in a light, illustrative or descriptive way and as imaginatively as possible. Topics may be studied discretely or in an integrated way and in whatever order is appropriate to the candidate group.

The Units making up the Course have content areas which are common to Intermediate 1 Units. There are also some common content areas with the Higher Unit *Studying Human Society* and part of the *Social Stratification* Unit (ie. social class). However, each of the levels are differentiated by Outcomes, Performance Criteria and Evidence Requirements. This is intended to enable candidates to find their own level after entry to an Intermediate programme.

The Course should begin with *Studying Human Society: The Sociological Approach* (Intermediate 2), to allow for any movement between Intermediate 2 and Higher in the early stages of delivering the Courses. However, there is no recommended sequence for studying the content areas within each Unit.

National Course Specification: course details (cont)

COURSE Sociology (Intermediate 2)

The following learning experiences are essential to the Course and the additional 40 hours allowed in the Course should be used to develop the appropriate learning and teaching strategies.

Candidates should:

- ◆ use key sociological concepts and theories to understand cultural and social diversity
- ◆ recognise that sociology is based upon research evidence that is collected in a disciplined way
- ◆ understand and interpret simple sociological ideas and evidence
- ◆ develop awareness of the interdependence of individuals, groups, institutions and societies
- ◆ understand the extent to which social stratification can lead to social inequality
- ◆ develop, at an introductory level, awareness of cultural and social diversity
- ◆ demonstrate simple evaluative skills
- ◆ take part in debate regarding the nature of sociology
- ◆ develop communication and other transferable core skills

A variety of teaching approaches is critical and candidates should be given every opportunity to participate in whole-class activity, in small groups and as individuals. The approach should be candidate-centred and activity-based, but whole-class teaching should also play a part in a flexible programme, as a means of presenting information and establishing understanding.

In this process it will be essential to include a wide range of interesting stimulus materials and approaches, including audio-visual materials, invited speakers, visits, paper-based resources and IT resources. Care should be taken that material is interesting, accessible and manageable and reflects the experiences and interests of candidates working at this level.

Candidates should have a clear notion of targets and should experience ownership of the planned programme. Regular opportunities for remediation and review should be included in the programme. Opportunity should also be given to candidates to:

- ◆ set learning objectives
- ◆ review progress
- ◆ assess and develop existing knowledge
- ◆ seek and receive learning support

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

SOCIOLOGY IN A BROADER CONTEXT

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Courses by making connections beyond the subject boundaries and enrich the learning experience. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these themes.

National Unit Specification: general information

UNIT Studying Human Society: The Sociological Approach
(Intermediate 2)

CODE DV3P 11

COURSE Sociology (Intermediate 2)

SUMMARY

This Unit is designed to introduce candidates to the variety of sociological theories and methods of research that characterise the discipline of sociology. It enables candidates to describe, explain and provide simple analysis and evaluation to an understanding of the main features of some of the major sociological theories. The Unit also enables candidates to understand the methods applied by sociologists to their research. It provides a framework for understanding human behaviour from different sociological theories. By examining major theories candidates will be able to evaluate their own contribution to our understanding of the nature and development of human societies.

This is a mandatory Unit of the Intermediate 2 Sociology course. It can also be taken as a free-standing Unit by candidates who seek an introduction to the study of sociological theories and methods.

OUTCOMES

- 1 Explain the contribution of key sociological theories to an understanding of human social behaviour.
- 2 Analyse the main methods of sociological research.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Studying Human Society: The Sociological Approach (Intermediate 2)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Sociology Unit(s) at Intermediate 1
- ◆ A Standard Grade social subject at General level
- ◆ Standard Grade English at General level or Intermediate 1 Communication

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skills component	Critical Thinking at SCQF Level 5

National Unit Specification: statement of standards

UNIT Studying Human Society: The Sociological Approach (Intermediate 2)

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 the Scottish Qualifications Authority.

OUTCOME 1

Explain the contribution of key sociological theories to an understanding of human social behaviour.

Performance Criteria

- (a) Distinguish between common sense and sociological knowledge clearly and correctly.
- (b) Correctly describe key features and strengths of sociological theories, using relevant examples.
- (c) Analyse the relative similarities and differences between sociological theories.

OUTCOME 2

Analyse the main methods of sociological research.

Performance Criteria

- (a) Describe primary methods of research correctly.
- (b) Describe secondary methods of research correctly.
- (c) Analyse the relative advantages and disadvantages of primary and secondary research methods.

EVIDENCE REQUIREMENTS FOR THE UNIT

The mandatory content/context for this Unit is detailed in the Appendix to the Statement of Standards.

Evidence Requirements apply to the Unit as a whole and, therefore, apply holistically to all Outcomes of the Unit.

Candidates must produce written and/or oral evidence for all Outcomes and Performance Criteria to achieve the Unit. The assessment should take the form of an unseen, closed-book, supervised test that should be completed in one hour or less. It should be taken on a single occasion. The instrument of assessment should take the form of a range of restricted response-type questions, and should make use of stimulus material as a tool with which to help candidates focus on the question(s) posed.

All theories and research methods should be covered prior to candidates being asked to prepare for assessment. Candidates *should not* be informed prior to the Unit assessment which theories and methods they will be assessed on.

Evidence for this Unit must include:

- ◆ the distinction between common sense and sociological explanations which will *always* be assessed in Unit assessment

National Unit Specification: statement of standards (cont)

UNIT Studying Human Society: The Sociological Approach (Intermediate 2)

Theories

- ◆ Functionalism; Marxism, feminism; social action theories will be covered in the teaching and learning of this Unit, but only **two** of these theories will be assessed in Unit assessment.
- ◆ Candidates are required to:
 - correctly describe the key features of those theories using relevant examples
 - analyse the relative similarities and differences between these theories

Research methods

- ◆ Candidates must cover the **seven** primary and **three** secondary research methods (as listed in the Appendix to the Statement of Standards) as part of learning and teaching, although only **three** primary methods and **one** secondary method will be assessed in Unit assessment.
- ◆ Candidates are required to:
 - describe the main features of primary and secondary methods of research
 - analyse the relative advantages and disadvantages of primary and secondary research methods

Candidate responses will be largely descriptive, although some analysis and evaluation is required at this level. The split between knowledge and understanding and analysis and evaluation in Unit assessment is 70% knowledge and understanding and 30% analysis and evaluation.

Sampling

Assessment of the Unit should incorporate appropriate sampling of Unit content. For example, if a candidate demonstrates knowledge, understanding and analysis of two of the theories, she/he should also be able to demonstrate knowledge, understanding and analysis of the remaining theories.

Similarly, if the candidate demonstrates knowledge and understanding and provides an evaluation of the relative advantages and disadvantages of three examples of primary research methods, and one example of a secondary research method, it can be inferred that this can be done for the remaining research methods.

Any requirement for reassessment will be based upon a different sample from the range of content, where appropriate. Candidates must attempt a different instrument of assessment in its entirety.

Achievement will be decided by the use of a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of comparable standard.

National Unit Specification: support notes

UNIT Studying Human Society: The Sociological Approach (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THE UNIT

The Appendix to the Statement of Standards contains the mandatory requirements for this Unit.

The Unit has the same content as *Studying Human Society: The Sociological Approach* (Intermediate 1). However, the Units are differentiated by Outcomes, Performance Criteria and Evidence Requirements. There is common content with *Studying Human Society: The Sociological Approach* (Higher).

The Unit, like its Intermediate 1 counterpart, offers an introduction to sociological theory and research methods. The Unit is intended to introduce candidates to theories and methods by encouraging them to draw on their own life experiences, where possible, in order to help make what are rather abstract theories, more concrete.

All sociology rests on concepts, theories and methods, which characterise its distinctive approach in explaining human social behaviour. The Unit addresses the variety of sociological theories and the particular perspectives they give to the explanation of human social behaviour at an introductory level. It includes a description of functionalist, Marxist, feminist and social action theories as explanations that seek to understand, describe and analyse the social world. It also establishes, at an introductory level, the link between those theories and the actual research methods that may be adopted to provide evidence for sociological argument. This is important, as all sociological knowledge is based on evidence that is gathered by sociologists in a variety of ways. One of the aims of the Unit is to develop a basic knowledge of the methods employed by sociologists in their research and to understand the advantages and disadvantages of those different methods. It is intended to establish the foundations of critical understanding in relation to sociological information and to distinguish it from 'common sense' or personal opinion, both of which construct explanations of human behaviour in terms of naturalistic and/or individualistic assumptions. It is assumed that, if candidates understand the sociological approach, theories and methods, then this will help them understand most other aspects of sociology.

The Unit takes account of the similarities and differences between theories, a wide range of examples drawn from a range of sub-cultural, cross cultural, contemporary, historical or anthropological material. It is recommended that the concepts of social stratification and socialisation be used in an illustrative way for this purpose, in order to ease progression to further study.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THE UNIT

For candidates studying this Unit as part of the Intermediate 2 Sociology Course, general advice regarding approaches to learning and teaching for the Unit is contained in the Intermediate 2 Course Specification. It is proposed that the learning experience at this level should be varied, to encourage enthusiasm for the subject and to stimulate and prepare candidates for independent study.

National Unit Specification: support notes (cont)

UNIT Studying Human Society: The Sociological Approach (Intermediate 2)

As the Unit has the same content as *Studying Human Society: The Sociological Approach* (Intermediate 1), it follows that in a bi-level class, while candidates will cover the same content, they will not be expected to master it in the same way. The same depth of knowledge and understanding or the same level of skills development will not be expected of Intermediate 1 candidates.

The Unit should be approached using a wide range of stimulus materials and teaching approaches. Candidates should be encouraged to draw upon their own experiences, where appropriate, and should have access to resources such as audio-visual material, invited speakers, Internet, ICT and paper-based resources. Where appropriate, the material should be up to date and relevant to the Unit, the level of study and the interests of the candidates. For Intermediate 2 Sociology it is recognised that the theories and methods covered in the Unit should be approached in a largely descriptive way, though some analytical understanding of the value and limitations of the theories and methods is required at this level.

The emphasis throughout should be on interactive learning, whether through whole class, small group, or individual activity. The Unit may be delivered on a flexible basis and may also be suitable for open learning and on-line delivery.

Where the Unit is taken as part of the Intermediate 2 Sociology Course, teaching of the sequence of Units is at the discretion of centres. However, there are three possible approaches to the delivery of the Units.

- 1 This Unit may be taught prior to both the *Social Stratification* (Intermediate 2) Unit and the *Socialisation* (Intermediate 2) Unit. This would allow for an introduction to theories and research methods, which may then be more effectively applied to the *Social Stratification* (Intermediate 2) Unit and the *Socialisation* (Intermediate 2) Unit. This approach would also allow for movement between Intermediate 2 to Intermediate 1 in the first few months of the Course. As the Intermediate 2 *Studying Human Society: The Sociological Approach* Unit and the Intermediate 1 Unit of the same title have overlapping content, it is envisaged that assessors will be able to decide whether candidates should continue to be presented for the Course at Intermediate 2 or undertake the free standing Intermediate 1 Units.
- 2 An alternative model for introducing candidates to the discipline of sociology, may be to begin with *Socialisation* (Intermediate 2), then move on to *Social Stratification* (Intermediate 2), before finally moving on to the conceptually more complex content of *Studying Human Society: The Sociological Approach* Unit (Intermediate 2). This model would also allow for movement between Intermediate 2 and Intermediate 1.
- 3 For the purposes of progression to Higher or fallback from Higher in the first few months of the Course, the following model may be adopted. As the Intermediate 2 *Studying Human Society: The Sociological Approach* Unit and the Higher Unit of the same title have overlapping content, it is envisaged that assessors will be able to decide the appropriate level for each candidate. Due to the level of demand at Higher, bi-level delivery of Intermediate 2 and Higher for the Unit could be problematic. Beyond the common elements between the Intermediate 2 and Higher *Understanding Human Society: The Sociological Approach* Units, the Course content is substantially different.

National Unit Specification: support notes (cont)

UNIT Studying Human Society: The Sociological Approach (Intermediate 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THE UNIT

The Evidence Requirements provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence assessors should look for.

Outcomes and Performance Criteria should be assessed by means of a single holistic instrument of assessment lasting no more than one hour. The Unit assessment must ensure that *all* Outcomes and Performance Criteria are fully met.

Sampling of content in the Unit assessment is acceptable and should be adopted as a sign of good practice. In this Unit the sampling will be from all theories and research methods covered in learning and teaching. NAB materials provide assessment instruments and guidance on implementation. The questions in the NAB are restricted response in nature. Where centres wish to devise their own instruments of assessment, they should refer to the NAB to ensure a comparable standard. It is recommended that centre-devised instruments of assessment should be submitted to SQA for prior moderation.

Evidence should be gathered by means of a single assessment at the end of the Unit. Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (SQA, 2004)*.

National Unit Specification: Appendix to the statement of standards

UNIT Studying Human Society: The Sociological Approach (Intermediate 2)

NB: This Appendix is within the Statement of Standards, ie the mandatory requirements of the Unit.

The sociological approach: an introduction

The Unit should begin with an introduction to common sense explanations and how sociology provides a studied response to such views on human behaviour and social life. This will provide candidates with an appropriate introduction to what is meant by sociology. Differences between common sense and sociological explanations:

- ◆ naturalistic assumptions
- ◆ individualistic assumptions
- ◆ sociological explanations

Examples of common sense explanations can be drawn from the candidates' every day lives or from examples in the *Stratification* or *Socialisation* Units.

Theories: features, description and analysis

Candidates must cover the following theories as part of learning and teaching, though only **two** require to be assessed for the Unit, as knowledge and understanding of the other theories will be inferred from a correct description and analysis of the theories chosen for Unit assessment sampling.

Functionalism

A range of features strengths and analytical points, along with appropriate key theorists will be required.

Marxism

A range of features strengths and analytical points, along with appropriate key theorists will be required.

Feminism

A range of features strengths and analytical points, along with appropriate key theorists will be required.

Social action theory

A range of features strengths and analytical points, along with appropriate key theorists will be required. At this level, it is *not* important to distinguish between the different types of social action theory.

Some of the differences between the social action approach and other sociological approaches may be addressed, but this should not necessarily be done in a fashion that seeks to distinguish between structural and action theories. References may be made to the process of 'labelling', but only at a superficial level.

Research methods

Candidates must cover the following research methods as part of learning and teaching, though only **three** primary methods and **one** secondary method require to be assessed for the Unit, as knowledge and understanding of the other methods will be inferred from a correct description and analysis of the methods chosen for Unit assessment sampling. An analysis of the relative advantages and disadvantages of the same methods will also infer knowledge and understanding of the relative advantages and disadvantages of the other primary and secondary methods.

National Unit Specification: Appendix to the statement of standards (cont)

UNIT Studying Human Society: The Sociological Approach (Intermediate 2)

Primary research methods

The main features and relative advantages and disadvantages of the following primary research methods will be covered in learning and teaching for the Unit:

- ◆ postal questionnaires*
- ◆ structured interviews*
- ◆ unstructured interviews
- ◆ surveys*
- ◆ case studies
- ◆ participant observation
- ◆ non-participant observation

*NB: The term, survey, is often used instead of either postal questionnaires or structured interviews. It is appropriate to use the terms postal questionnaire and survey interchangeably. It is also possible to use the terms structured interview and survey interchangeably.

Secondary research methods

The main features and relative advantages and disadvantages of the following secondary research methods will be covered in learning and teaching for the Unit:

- ◆ official statistics
- ◆ written evidence
- ◆ other visual evidence — eg film, video, television documentaries

National Unit Specification: general information

UNIT Social Stratification (Intermediate 2)

CODE DV3M 11

COURSE Sociology (Intermediate 2)

SUMMARY

The Unit is designed to introduce candidates to sociology by introducing the concept of social stratification and developing knowledge of the ways individuals and groups are classified by socially generated criteria. Its focus is upon the variety and relative nature of the main systems of social stratification.

The Unit seeks to explore the variety of ways in which individuals may be classified into different social groups using socially generated criteria. The **five** categories of social stratification included in the Unit have considerable impact upon the lives of individuals and social groups.

This is a mandatory Unit of the Intermediate 2 Sociology Course. It can also be taken as a free-standing Unit by candidates who seek to gain introductory knowledge and understanding of categories of social stratification.

OUTCOMES

- 1 Describe the concept and categories of social stratification.
- 2 Evaluate the concept of social stratification.

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National Unit Specification: general information (cont)

UNIT Social Stratification (Intermediate 2)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Sociology Unit(s) at Intermediate 1
- ◆ A Standard Grade social subject at General level
- ◆ Standard Grade English at General level or Intermediate 1 Communication

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skills component	Critical Thinking at SCQF Level 5

National Unit Specification: statement of standards

UNIT Social Stratification (Intermediate 2)

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 the Scottish Qualifications Authority.

OUTCOME 1

Describe the concept and categories of social stratification.

Performance Criteria

- (a) Describe the concept of social stratification correctly.
- (b) Describe various categories of social stratification clearly.
- (c) Describe the sociological significance of social stratification in the UK and other societies.

OUTCOME 2

Evaluate the concept of social stratification.

Performance Criteria

- (a) Analyse the effects of social stratification on society and its members correctly.
- (b) Explain social mobility clearly.
- (c) Analyse and evaluate the relationship between social stratification, social mobility and social inequality in the UK.

EVIDENCE REQUIREMENTS FOR THE UNIT

The mandatory content/context for this Unit is detailed in the Appendix to the Statement of Standards.

Evidence Requirements apply to the Unit as a whole and, therefore, apply holistically to all Outcomes of the Unit.

Candidates must produce written and/or oral evidence for all Outcomes and Performance Criteria to achieve the Unit. The assessment should take the form of an unseen, closed-book, supervised test that should be completed in one hour or less. It should be taken on a single occasion. The instrument of assessment should take the form of an essay-type response, and should make use of stimulus material as a tool with which to help candidates focus on the question(s) posed. This instrument will provide evidence for both Outcomes.

Evidence for the Unit must include:

- ◆ the concept of social stratification will always be assessed as part of Unit assessment

Categories of social stratification

Three out of the five categories of social stratification and their contribution to social inequality should be covered. However, candidates will only be assessed on **one** of these categories in assessment. Candidates *should not* be informed prior to the Unit assessment which category of social stratification they will be assessed on.

National Unit Specification: statement of standards (cont)

UNIT Social Stratification (Intermediate 2)

Candidates are required to:

- ◆ describe the categories of social stratification and the social significance of social stratification in the UK
- ◆ analyse the effects of social stratification upon society and its members correctly and explain social mobility clearly
- ◆ analyse and evaluate the relationships between social stratification, social mobility and social inequality in the UK

Candidate responses will be largely descriptive, although some analysis and evaluation is required at this level. The split between knowledge and understanding, and analysis and evaluation in Unit assessment is 70% knowledge and understanding and 30% analysis and evaluation.

Sampling

Assessment of the Unit should incorporate appropriate sampling of Unit content. If a candidate correctly demonstrates knowledge, understanding and analysis of one of the three categories studied then it is inferred that she/he can do the same for the other two. If a candidate correctly identifies features of structured inequality in one of these categories, it is inferred that she/he can identify features of structured inequality in any other category of social stratification covered in learning and teaching. This would ensure that both Outcomes and all Performance Criteria pertaining to them are achieved.

Any requirement for reassessment will be based upon a different sample from the range of content, including a different category of social stratification, where appropriate. Candidates must attempt a different instrument of assessment in its entirety.

Achievement will be decided by the use of a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of comparable standard.

National Unit Specification: support notes

UNIT Social Stratification (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THE UNIT

The Appendix to the Statement of Standards contains mandatory requirements for this Unit.

The Unit has the same content as *Social Stratification* (Intermediate 1). However, the Units are differentiated by Outcomes, Performance Criteria and Evidence Requirements. There is very limited common content with *Understanding Human Society 1* (Higher), with the small amount there is relating to social class.

The Unit, like its Intermediate 1 counterpart, offers an introduction to categories of social stratification and the social inequality it causes. The Unit is intended to introduce candidates to social stratification by encouraging them to draw upon their own life experiences, where possible, in order to help make complicated explanations more concrete. Candidates should be given the opportunity to discover for themselves the variety of social behaviours within as wide a range of cultural contexts as possible, including the UK. These may include cross-cultural, sub-cultural, contemporary, anthropological and historical settings. Material resources should be made interesting and varied and sociological concepts should be approached in a comparative and descriptive way.

At this level, the introduction to the sociological perspective is achieved through the understanding of sociological concepts like social stratification. By using a contextual and illustrative approach, it is hoped that candidates will explore for themselves the nature of social order, diversity and change by reference to an introductory theoretical focus.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THE UNIT

For candidates studying this Unit as part of the Intermediate 2 Sociology Course, general advice regarding approaches to learning and teaching for the Unit is contained in the Intermediate 2 Course Specification. It is proposed that the learning experience at this level should be varied, to encourage enthusiasm for the subject and to stimulate and prepare candidates for independent study.

As the Unit has the same content as the Unit *Social Stratification* (Intermediate 1), it follows that in a bi-level class, while candidates will cover the same content, Intermediate 1 candidates will not be expected to master it in the same way. In other words, the same depth of knowledge and understanding or the same level of skills development will not be expected of Intermediate 1 candidates.

The Unit should be approached using a wide range of stimulus materials and teaching approaches. Candidates should be encouraged to draw on their own experiences, where appropriate, and should have access to resources such as audio-visual material, invited speakers, Internet, ICT and paper-based resources. Where appropriate, the material should be up to date and relevant to the Unit, the level of study and the interests of the candidates. For Intermediate 2 Sociology it is recognised that the concepts and explanations covered in the Unit should be approached in a largely descriptive way, though some critical understanding of the value and limitations of the concepts and explanations are required at this level.

National Unit Specification: support notes (cont)

UNIT Social Stratification (Intermediate 2)

Due to the overlapping nature of the Outcomes and Performance Criteria of this Unit, it would be appropriate to deliver the Outcomes and Performance Criteria in an integrative way, where possible.

The emphasis throughout should be on interactive learning, whether through whole class, small group, or individual activity.

Where the Unit is taken as part of the Intermediate 2 Sociology Course, teaching of the sequence of Units is at the discretion of centres. However, there are three possible approaches to the delivery of the Units in the Course.

- 1 This Unit may be taught after the *Studying Human Society: The Sociological Approach* (Intermediate 2) Unit and prior to the *Socialisation* (Intermediate 2) Unit. This approach would allow for movement between Intermediate 2 and Intermediate 1 in the first few months of the Course. As the *Social Stratification* (Intermediate 2) Unit and the Intermediate 1 Unit of the same title have overlapping content, it is envisaged that assessors will be able to decide whether candidates should continue to be presented for the Course at Intermediate 2 or undertake the free standing Intermediate 1 Units.
- 2 An alternative model for introducing candidates to the discipline of sociology may be to begin with *Socialisation* (Intermediate 2), then move on to *Social Stratification* (Intermediate 2), before finally moving on to the conceptually more complex content of *Studying Human Society: The Sociological Approach* (Intermediate 2) Unit. This model would also allow for movement between Intermediate 2 and Intermediate 1 Units.
- 3 For the purposes of progression to or fallback from Higher in the first few months of the Course, the following model may be adopted. As the *Studying Human Society: The Sociological Approach* (Intermediate 2) Unit and the Higher Unit of the same title have overlapping content, assessors will be able to decide the appropriate level for each candidate. Due to the level of demand at Higher, bi-level delivery of Intermediate 2 and Higher for the Unit may be problematic. Beyond the common elements between the Intermediate 2 and Higher *Understanding Human Society: The Sociological Approach* Units and class stratification, the Course content is substantially different.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THE UNIT

The Evidence Requirements provide specific requirements for Unit assessment.

Outcomes and Performance Criteria should be assessed by means of a single holistic instrument of assessment lasting no more than one hour. The Unit assessment must ensure that *all* Outcomes and Performance Criteria are fully met.

The concept of social stratification will always be assessed in the Unit assessment. Three out of the five categories of social stratification will be studied prior to assessment, but only one category will be assessed.

National Unit Specification: support notes (cont)

UNIT Social Stratification (Intermediate 2)

Sampling of content within the Unit assessment is acceptable. In the Unit the sampling will be from the categories of social stratification covered in learning and teaching. NAB materials provide assessment instruments and guidance on implementation. The question in the NAB requires an essay-type response. Where centres wish to devise their own instruments of assessment, they should refer to the NAB to ensure a comparable standard. It is recommended that centre-devised instruments of assessment should be submitted to SQA for prior moderation.

Evidence should be gathered by means of a single assessment at the end of the Unit. Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

National Unit Specification: Appendix to the statement of standards

UNIT Social Stratification (Intermediate 2)

NB: This Appendix is within the Statement of Standards, ie the mandatory requirements of the Unit.

The concept of social stratification

The Unit should begin with definitions of social stratification, such as it being a socially constructed concept, based on structured inequality. The inequality may be in the form of income and wealth, an individual's biological or ethnic make-up, or may be as a result of disability or age. Examples of common sense explanations can be drawn from candidates' every day lives to help illustrate the extent of social stratification.

The categories of social stratification

Three out of the **five** categories of social stratification should be covered in learning and teaching, though candidates will only be assessed in both Unit and Course assessment on **one** of these categories. Candidates should be made fully aware of the considerable impact the chosen categories of social stratification can have upon the lives of individuals and social groups.

The concept of social stratification in modern society should be introduced through a definition and study of **three** of the following categories of social stratification — social class; gender; race and ethnicity; age; disability. Some features of these categories are as follows:

- (a) **Social Class**
 - ◆ distinction between wealth and income and their distribution in society
 - ◆ social mobility and the link between class and life chances
 - ◆ changing nature of class and its relationship to the economy and occupational structure
 - ◆ use of the United Kingdom as an example
- (b) **Gender**
 - ◆ difference between biological notion of sex and the socially constructed notion of gender
 - ◆ nature and consequences of gender role socialisation
 - ◆ gender inequalities in terms of occupation; family; social roles; expectations
 - ◆ use of the United Kingdom as an example
- (c) **Race and Ethnicity**
 - ◆ nature, size and distribution of different racial and ethnic groups in modern society
 - ◆ inequality relating to race and ethnicity; in particular, discrimination in education, employment and on life chances
 - ◆ role of the mass media in the formation of stereotypes and the consequences for ethnic groups
 - ◆ use of the United Kingdom as an example
- (d) **Age**
 - ◆ social construction of the concept of age, including awareness of different notions of childhood, adolescence and old age in different societies
 - ◆ inequalities as a result of age, such as employment, unemployment, low pay, access to benefits and restrictions on social behaviour
 - ◆ implications of changes in the age structure of modern society
 - ◆ use of the United Kingdom as an example

National Unit Specification: Appendix to the statement of standards

UNIT Social Stratification (Intermediate 2)

(e) Disability

- ◆ social construction of disability
- ◆ inequality relating to disability; in particular, discrimination in education, employment and on life chances
- ◆ role of the mass media in the formation of negative stereotypes and the consequences for disabled individuals and groups
- ◆ use of the United Kingdom as an example

In all **five** categories of social stratification other relevant features may be used to supplement these features, providing they are widely recognised as being sociologically appropriate.

The sociological significance of social stratification

The hierarchical and unequal ways in which groups can be formed in society should be addressed, with the effect this may have on an individuals' or social groups' life chances. Basic links to relevant theories of social stratification should be used to demonstrate the sociological importance and social significance of social stratification.

The effects of stratification upon the lives of individuals and groups in terms of inequality and opportunities for social mobility

The above aspects of social stratification should be studied in order to explore the nature of social relationships, processes, structures and issues. Sub-cultural, cross-cultural, historical, contemporary or anthropological examples (including the UK) should be used wherever possible and candidates should be encouraged to apply sociological insights to current social issues or their own life experiences. Cross-cultural and/or anthropological examples may be drawn from the *Socialisation* (Intermediate 2) Unit.

National Unit Specification: general information

UNIT Socialisation (Intermediate 2)

CODE DV3L 11

COURSE Sociology (Intermediate 2)

SUMMARY

This Unit is designed to introduce candidates to sociology through developing knowledge and understanding of the sociological concepts associated with socially acquired behaviour and the cultural diversity of human social behaviour. Its focus is upon the relative nature of norms, values and roles and how socialisation processes operate to create and maintain social order.

Socialisation is a key concept in sociology because it accounts for the diversity of socially acquired behaviour and it demonstrates the ways in which the culture of a society is internalised by individuals through socialisation processes and agencies.

This is a mandatory Unit of the Intermediate 2 Sociology Course. It can also be taken as a free-standing Unit by candidates who seek an introduction to the study of socialisation in sociology.

OUTCOMES

- 1 Describe the relative nature of social norms, values and roles using contrasting cultures.
- 2 Describe the concept of socialisation.
- 3 Evaluate the concept of socialisation.

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National Unit Specification: general information (cont)

UNIT Socialisation (Intermediate 2)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Sociology Unit(s) at Intermediate 1
- ◆ A Standard Grade social subject at General level
- ◆ Standard Grade English at General level or Intermediate 1 Communication

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

CT at Level 5

Achievement of this Unit gives Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skills component	Critical Thinking at SCQF Level 5

National Unit Specification: statement of standards

UNIT Socialisation (Intermediate 2)

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 the Scottish Qualifications Authority.

OUTCOME 1

Describe the relative nature of social norms, values and roles using contrasting cultures.

Performance Criteria

- (a) Describe the sociological meanings of social norms, values and roles correctly.
- (b) Describe contrasting roles and values from the UK and other cultures correctly.
- (c) Describe social norms drawn from the UK and contrasting cultures correctly.

OUTCOME 2

Describe the concept of socialisation.

Performance Criteria

- (a) Describe the 'nature versus nurture' debate correctly.
- (b) Describe the process of primary and secondary socialisation correctly.
- (c) Describe the role of the main agents of socialisation in terms of their contribution to the socialisation process correctly.

OUTCOME 3

Evaluate the concept of socialisation.

Performance Criteria

- (a) Compare the cultural relativity of social norms and values from the UK and other contrasting cultures correctly.
- (b) Analyse the contribution of socialisation to the maintenance of social order.

EVIDENCE REQUIREMENTS FOR THE UNIT

The mandatory content/context for this Unit is detailed in the Appendix to the Statement of Standards.

Evidence Requirements apply to the Unit as a whole and, therefore, apply holistically to all Outcomes of the Unit.

Candidates must produce written and/or oral evidence for all Outcomes and Performance Criteria to achieve the Unit. The assessment should take the form of an unseen, closed-book, supervised test that should be completed in one hour or less. It should be taken on a single occasion. The instrument of assessment should take the form of restricted response questions, and should make use of stimulus material as a tool with which to help candidates focus on the question(s) posed.

National Unit Specification: statement of standards (cont)

UNIT Socialisation (Intermediate 2)

All aspects of the Unit should be covered prior to candidates being asked to prepare for assessment. Candidates *should not* be informed prior to the Unit assessment which areas of socialisation they will be assessed on.

Evidence for the Unit must include a description of:

- ◆ social norms, values and roles; and contrasting values and social norms from the UK and other cultures
- ◆ the nature vs nurture debate
- ◆ the process of primary and secondary socialisation
- ◆ the role of the main agents of socialisation in terms of their contribution to the socialisation process

Evidence must also include an analysis of the concept of socialisation. At least **two** social norms, at least **two** values and at least **two** roles must be covered in learning and teaching. However, Unit assessment will focus on **either** social norms **or** roles **or** values.

Candidates must cover all **six** of the main agents of socialisation as listed in the Appendix to the Statement of Standards but only **three** require to be assessed for Unit assessment.

Candidate responses will be largely descriptive, although some analysis and evaluation is required at this level. The split between knowledge and understanding and analysis and evaluation in Unit assessment is 70% knowledge and understanding and 30% analysis and evaluation.

Sampling

Assessment of the Unit should incorporate appropriate sampling of Unit content. For example, if a candidate demonstrates knowledge and understanding of three agents of socialisation, she/he should also be able to demonstrate knowledge and understanding of the remaining agents of socialisation. If a candidate correctly identifies features of socialisation in three of these agents, it is inferred that she/he can identify features of all six agents of socialisation covered in learning and teaching. Equally, if a candidate can correctly describe one of social norms, values or roles in contrasting cultures, she/he should be able to describe the other two. This would ensure that both the Outcome and the Performance Criteria pertaining to it are achieved.

Any requirement for reassessment will be based upon a different sample from the range of content, including a different category of socialisation, where appropriate. However candidates must attempt a different instrument of assessment in its entirety.

Achievement will be decided by the use of a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of comparable standard.

National Unit Specification: support notes

UNIT Socialisation (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THE UNIT

The Appendix to the Statement of Standards contains the mandatory requirements for this Unit.

The Unit has the same content as the Unit *Socialisation* (Intermediate 1). However, the Units are differentiated by Outcomes, Performance Criteria and Evidence Requirements. There is no common content with *Understanding Human Society 2* (Higher) or any of the other Higher Units.

The Unit, like its Intermediate 1 counterpart, offers an introduction to various aspects of socialisation across contrasting cultures. The Unit is intended to introduce candidates to socialisation by encouraging them to draw upon their own life experiences, where possible, in order to help make complicated explanations more concrete. Candidates should be given the opportunity to discover for themselves the variety of social behaviours within as wide a range of cultural contexts as possible, including the UK. These may include cross-cultural, sub-cultural, anthropological, contemporary and historical settings. Material resources should be made interesting and varied and sociological concepts should be approached in a comparative and descriptive way.

At this level, the introduction to the sociological perspective is achieved through the understanding of sociological concepts like socialisation. By using a contextual and illustrative approach, it is hoped that candidates will explore for themselves the nature of social roles, values, norms and culture – and the impact the agents of socialisation have in helping shape these to maintain social order.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THE UNIT

For candidates studying this Unit as part of the Intermediate 2 Sociology Course, general advice regarding approaches to learning and teaching for the Unit is contained in the Intermediate 2 Course Specification. It is proposed that the learning experience at this level should be varied, to encourage enthusiasm for the subject and to stimulate and prepare candidates for independent study.

As the Unit has the same content as the Unit *Socialisation* (Intermediate 1), it follows that in a bi-level class, while candidates will cover the same content, they will not be expected to master it in the same way. In other words, the same depth of knowledge and understanding or the same level of skills development will not be expected of Intermediate 1 candidates.

The Unit should be approached using a wide range of stimulus materials and teaching approaches. Candidates should be encouraged to draw on their own experiences, where appropriate, and should have access to resources such as audio-visual material, invited speakers, Internet, ICT and paper-based resources. Where appropriate, the material should be up to date and relevant to the Unit, the level of study and the interests of the candidates. For Intermediate 2 Sociology it is recognised that the concepts and explanations covered in the Unit should be approached in a largely descriptive way, though some critical understanding of the value and limitations of the concepts and explanations are required at this level.

National Unit Specification: support notes (cont)

UNIT Socialisation (Intermediate 2)

The emphasis throughout should be on interactive learning, whether through whole class, small group, or individual activity. The Unit may be delivered on a flexible basis and may also be suitable for open learning and on-line delivery.

Where the Unit is taken as part of the Intermediate 2 Sociology Course, teaching of the sequence of Units is at the discretion of centres. However, there are three possible approaches to the delivery of these Units.

- 1 This Unit may be taught after both the *Studying Human Society: The Sociological Approach* (Intermediate 2) and *Social Stratification* (Intermediate 2) Units. This approach would allow for movement between Intermediate 2 and Intermediate 1 in the first few months of the Course. As the *Socialisation* (Intermediate 2) Unit and the Intermediate 1 Unit of the same title have overlapping content, it is envisaged that assessors will be able to decide whether candidates should continue to be presented for the Course at Intermediate 2 or undertake the free standing Intermediate 1 Units.
- 2 An alternative model for introducing candidates to the discipline of sociology, may be to begin with this Unit, then move on to *Social Stratification* (Intermediate 2), before finally moving on to the conceptually more complex content of *Studying Human Society: The Sociological Approach* (Intermediate 2) Unit. This model would also allow for movement between levels.
- 3 For the purposes of progression to or fallback from Higher in the first few months of the Course, the following model may be adopted. As the Intermediate 2 *Studying Human Society: The Sociological Approach* (Intermediate 2) Unit and the Higher Unit of the same title have overlapping content, it is envisaged that assessors will be able to decide the appropriate level for each candidate. Due to the level of demand at Higher, bi-level delivery of Intermediate 2 and Higher for the Unit could be problematic. Beyond the common elements between the Intermediate 2 and Higher *Understanding Human Society: The Sociological Approach* Units, the Course content is substantially different. There is no common element between this Unit and anything covered at Higher to allow for effective bi-level delivery.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THE UNIT

The Evidence Requirements provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates.

Outcomes and Performance Criteria should be assessed by means of a single holistic instrument of assessment lasting no more than one hour. The Unit assessment must ensure that *all* Outcomes and Performance Criteria are fully met.

Sampling of content in the Unit assessment is acceptable. In this Unit the sampling will be from the agents of socialisation covered in learning and teaching. NAB materials provide assessment instruments and guidance on implementation. The questions in the NAB are restricted response. Where centres wish to devise their own instruments of assessment, they should refer to the NAB to ensure a comparable standard. It is recommended that centre-devised instruments of assessment should be submitted to SQA for prior moderation.

Evidence should be gathered by means of a single assessment during and/or at the end of the Unit. Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

National Unit Specification: support notes (cont)

UNIT Socialisation (Intermediate 2)

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

National Unit Specification: Appendix to the statement of standards

UNIT Socialisation (Intermediate 2)

NB: This Appendix is within the Statement of Standards, ie the mandatory requirements of the Unit.

Introduction to socialisation

Socialisation is a key concept in sociology because it accounts for the diversity of socially acquired behaviour and it demonstrates the ways in which the culture of a society is internalised by individuals through socialisation processes and agencies.

The relative nature of social norms, values and roles

Areas discussed at this point should include the following:

- ◆ the nature versus nurture debate
- ◆ structural aspects of society that form its culture and influence human behaviour
- ◆ comparison of three cultures, from cross-cultural, sub-cultural, anthropological, contemporary or historical examples
- ◆ cultural variation within and between societies
- ◆ social norms, values and roles relating to gender, age, family/marriage, religion, work and education
- ◆ other relevant features may be used to supplement/supplant these features, providing they are widely recognised as being sociologically appropriate
- ◆ use of the United Kingdom as an example

At least **two** social norms, at least **two** values and at least **two** roles must be covered in learning and teaching. The exact number taught would depend on the culture studied.

The six main agents of socialization

All of the six main agents of socialisation should be covered in learning and teaching, but only **three** require to be assessed for Unit assessment purposes.

(a) **Work**

- ◆ definitions of work
- ◆ individual's experience of work and the different values placed upon work as an activity by different social groups
- ◆ impact of work on other life spheres, attitudes and behaviour
- ◆ use of the United Kingdom as an example

(b) **The Family**

- ◆ nature of the family and the variety of forms it can take within and between societies
- ◆ changing nature of roles within the family
- ◆ family as an agency of social control
- ◆ changing patterns of family life
- ◆ use of the United Kingdom as an example

National Unit Specification: Appendix to the statement of standards (cont)

UNIT Socialisation (Intermediate 2)

(c) **Mass Media**

- ◆ various forms of mass media and the process of mass communication
- ◆ influence of mass media in the creation of stereotypes
- ◆ influence of mass media in shaping values, attitudes and behaviour
- ◆ bias in the media
- ◆ use of the United Kingdom as an example

(d) **Education**

- ◆ formal and informal aspects of education
- ◆ differences in educational provision, historically and cross-culturally
- ◆ impact of educational experiences — school organisation, teacher attitudes and national political decisions — upon the individual and social groups
- ◆ development of subcultures in the school environment and their impact upon educational performance
- ◆ use of the United Kingdom as an example

(e) **Religion**

- ◆ definition of religion
- ◆ relationship between beliefs and social values and norms
- ◆ religion, social order and conflict
- ◆ changing patterns of religious activity within and between societies
- ◆ use of the United Kingdom as an example

(f) **Peer Groups**

- ◆ nature of peer groups
- ◆ influence of peer groups in shaping values, attitudes and behaviour
- ◆ relationship between peer groups and other agencies of socialisation
- ◆ use of the United Kingdom as an example

In all six agents of socialisation, other relevant features may be used to supplement these features, providing they are widely recognised as being sociologically appropriate.

Socialisation and the maintenance of social order

Each of the above structural features should be studied in the context of the socialisation process and emphasis should be placed upon cultural difference and changes and how these help maintain social order. Opportunities should be taken to discuss the nature/nurture debate and to elucidate the processes of primary and secondary socialisation. In particular, emphasis should be placed on the understanding of gender construction, such as how biological sex is translated into gender identities through the processes of the named socialisation agencies. The various ways in which the main agents of socialisation can interact should be examined, eg family and education, education and work, etc. These are areas that illustrate how the socialisation process contributes to the maintenance of social order.

Cross-cultural, sub-cultural, historical, contemporary or anthropological examples should be used wherever possible and candidates should be encouraged to apply sociological insights to current social issues or their own life experiences.