

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	0091486	-Session- 1989-90
-Superclass-	ED	

-Title-	PEOPLE AND SOCIETY: SCOTTISH SOCIETY
----------------	---

-DESCRIPTION-

Purpose	<p>This module has been designed as part of a series of modules which accredit competence in the Social Sciences. The series was designed to facilitate entry to Higher Education through a series of outcomes at different levels of demand. However, the modules in the series may be used in their own right with senior school pupils, adult returners and those whose employment requires them to develop a broad social perspective. Social Science modules may also be useful in adding breadth and ensuring balance in modular programmes.</p>
---------	--

A student completing this module will have been introduced to the sociological perspective and will be in a position to undertake further modules in this area.

Preferred Entry Level	No formal entry recommendations for entry, but students may benefit from a study of 91485 An Introduction to People and Society.
-----------------------	--

Learning Outcomes	<p>The student should:</p> <ol style="list-style-type: none">1. explain how key sociological ideas contribute to an understanding of a specified society;2. evaluate relevant sociological data;3. evaluate a relevant social issue from different sociological perspectives.
-------------------	---

Content/
Context

In this module learning outcomes one and two are closely linked and will be worked through simultaneously.

Learning Outcome three can also be integrated into the middle of the module, or left to be completed at the end of the course.

The four designated topics of study in this module are the family, education, stratification, and poverty and the welfare state: two of these should be selected through a process of negotiation with students. This module focuses on Scotland, but where appropriate comparative data from the rest of Britain can be referred to: cross-cultural or anthropological studies should be used eg. when discussing gender roles.

1. The Family

- (a) The structure and organisation of the family. While noting that the family is a universal institution, the diversity of family forms in modern Scotland should be emphasised: ethnic and cultural variations, the single parent family. Changes in family structure should be discussed, based around a contrast between nuclear and extended families. Different forms of marriage - monogamy, polygyny - should be discussed along with the significance of divorce. Alternative forms of organisation, eg. kibbutzim or communes, might be mentioned.
- (b) Relationships within the family. The key idea is that of roles and how these change. The discussion of gender roles, and how these vary by class and ethnic group, is central: these should be related to the distribution of power within the family and the idea of patriarchy, joint conjugal roles, segregated roles and the symmetrical family can be discussed. Some discussion of changing ideas of childhood would be relevant.
- (c) The functions of the family in society. Changes in the role of the family in Scotland since the industrial revolution should be discussed by referring to the idea of the loss of "secondary" functions and the reduction of the family to its "primary" functions. The extent to which the family actually fulfils these functions should be debated by raising some of the negative aspects of family life. This would provide the opportunity to look at non-functionalist analyses of the role of the family: eg. feminist and Marxist perspectives.

- (d) The place of the family in society should be stressed: eg. the relationship between the family and other agents of socialisation in teaching gender roles.

Education

- (a) The changing structure of education. Only a brief historical outline of the development of the education system is required. The main focus should be on the post-1944 period and the replacement of the selective system (in Scotland the junior/senior secondary school) with the comprehensive system, and the debate which surrounded this. An outline of the present school and FE/HE system including the role of public schools should be given and there should be discussion of relevant contemporary developments eg. the re-structuring of vocational education.
- (b) The role of education in society. The main functions of education should be discussed: economic/selective, social control/socialisation, political. It would be useful to compare Marxist and functionalist (or conflict/consensus) perspectives. Mention could also be made of "de-schooling" ideas such as those of Klick.
- (c) Intelligence and achievement. A critical discussion of the concept of intelligence (and its measurement) is required. Differential achievement patterns, varying by class, gender and ethnic group, should be analysed. Various explanations of these patterns should be discussed: cultural deprivation (and compensatory education); materials deprivation and class inequality; school organisation and classroom interaction; anti-school sub-cultures and pupil resistance.
- (d) Education and society. When looking at the links between the education system and other areas of sociological analysis two themes should be stressed.
 - (i) Socialisation: the relationship between school and its hidden curriculum and other agents of socialisation - family peer group, media etc.
 - (ii) Inequality: the role of the education system in maintaining or modifying broader patterns of social inequality.

Stratification

- (a) The idea of stratification should be examined by briefly comparing different forms of stratification, eg. feudalism and caste, with social class. The problems of defining and measuring social class should be discussed along with brief outlines of theories of class - functionalist, Marxist and Weberian. The relationship between social class and other variables such as gender and ethnicity could be discussed.
- (b) Class in contemporary Scotland. The relationship between class and life chances (health, education, etc.) and lifestyles should be established, probably by contrasting occupationally defined working and middle classes. Changes in the class structure should be discussed: issues could include embourgeoisement, the "decomposition of labour", the "new" working class, the underclass, proletarianisation, the rise of the professions.
- (c) Income, wealth and power. The difference between income and wealth should be established and changes in their distribution (over the last 100 years) discussed. Discussions of wealth should be used to open up questions about the existence of an upper class. The extent to which this upper class is also a ruling class possessing economic and political power should also be discussed.
- (d) A discussion of changing roles, and explanations of social mobility could be used to help emphasise links between class and education, class and occupational structure, etc. The role of social mobility could also be discussed from functionalist and Marxist perspectives with the latter being used to consider the idea of legitimation.
- (e) The central importance of social class for other areas of sociological analyses eg. education, poverty, politics.

Poverty and the welfare state

- (a) The development and structure of the welfare state, over the last 100 years, including a critical discussion of the reasons for its development. The main focus should be on the post-1945 era. An awareness of the main areas of provision - health, housing, education, social services, employment and social security - should be established.

- (b) The problems facing the welfare state in dealing with poverty and mass unemployment. The continuing role of the voluntary sector. Some discussion of current changes in welfare services would also be appropriate.
- (c) Poverty. Problems of defining poverty, and as a result of measuring the extent of poverty. There should be discussion of the extent and nature of poverty in contemporary Scotland. Some reference should also probably be made to international comparisons.
- (d) Explanations of poverty such as structural inequality and distribution of power; the culture of poverty; the cycle of deprivation etc. should be discussed and used to emphasise three points.
- relationship between poverty and other areas of sociological concern, especially stratification.
 - the way in which different explanations are grounded in different sociological perspectives.
 - that different explanations have varying policy implications.
2. As each area is discussed relevant data should be identified and analysed. This data should be both primary and secondary and will include eg. extracts from research, newspaper articles, the statistical results of surveys. Problems of interpretation should be discussed and an ability to detect bias encouraged. The technical limitations of different sources of data and methods of data gathering should be briefly outlined.
3. An issue which arises during the study of the chosen topics should be taken, either by individuals, groups or the whole class, and analysed in some depth. The issue should be analysed from at least two, and possibly three, different sociological perspectives eg. functionalism/consensus theory, interactionism, or one type of conflict theory eg. Marxism. A general outline of the perspectives chosen should be given before they are applied to the particular issue. When the perspectives are applied to the chosen issue students should be encouraged to develop an awareness of the strengths and weaknesses of each perspective, as well as a deeper understanding of the problem being analysed.

Suggested Learning and Teaching Approaches

The following approaches are recommended:- discussion, case study, teacher exposition etc. These would involve an examination of a wide range of materials, including TV documentaries media artefacts, articles, journals, census materials and social statistics. Students should be encouraged to reflect sociologically on their own experiences. Negotiation of issues should be a central feature of this module.

Assessment Procedures

Acceptable performance in the module will be satisfactory achievement of all the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome
 PC Performance Criteria
 IA Instrument of Assessment

LO1 EXPLAIN HOW KEY SOCIOLOGICAL IDEAS CONTRIBUTE TO AN UNDERSTANDING OF A SPECIFIED SOCIETY

PC

(a) In the explanation, the definition of relevant sociological ideas is clearly given.
 (b) A statement of how aspects of social structure operate within the society is clearly given.
 (c) The description of changes which have occurred within one of these aspects is accurate.
 (d) A statement of the relevance of aspects of the social structure to other areas of sociological analysis is clearly made.

IA Restricted response

The student will be tested on his/her understanding of how key sociological ideas contribute to an understanding of a specified society.

Satisfactory performance will be that the student achieves all Performance Criteria correctly in terms of the designated topics as stated below.

LO2 EVALUATE RELEVANT SOCIOLOGICAL DATA

(a) The identification by the student of the major sociological methods of gathering data is accurate.
 (b) A statement of the strengths and weakness of the data is accurately given.
 (c) The interpretation of sociological data is accurate.

IA Structured Question

The student will be tested on his/her ability to evaluate relevant sociological data. There will be one structured question set on each Performance Criteria.

Satisfactory performance will be that the student achieves all the performance correctly in terms of the designated topics as stated below.

LO3

EVALUATE A SOCIOLOGICAL ISSUE USING DIFFERENT SOCIOLOGICAL PERSPECTIVES

PC

- (a) The identification of a sociological issue is correctly made.
- (b) The analysis of a sociological issue is carried out within the framework of two perspectives in a balanced fashion.
- (c) The selection of data and examples to be used in this analysis is appropriate.
- (d) Conclusions drawn from the analysis are valid.

IA Extended Response

The student will be tested on his/her ability to evaluate a sociological issue using different sociological perspectives.

Satisfactory performance will be that the student achieves all the performance criteria correctly in terms of the designated topics as stated below.

NB: The learning Outcomes and Performance Criteria in this module are generic to the 'People and Society' group of modules. However, in the Scottish context the following 4 topics are designated:

1. the family;
2. education;
3. stratification;
4. poverty and the welfare state.

Satisfactory performance for each Learning Outcome will entail the achievement of the Performance Criteria in relation to 2 of these topics.