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## Sociology: Social Issues (National 5)

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** H26L 75

### Unit outline

The general aim of this Unit is to develop learners' sociological understanding of contemporary social issues. Learners will develop knowledge of sociological theories and the terminology used to explain social issues. Learners will develop skills in using a range of sources, including research evidence, to justify points of view.

Learners who complete this Unit will be able to:

- 1 Explain social issues
- 2 Apply research evidence to gain a sociological understanding of social issues

This Unit is a mandatory Unit of the National 5 Sociology Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the National 5 Sociology Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 5 Sociology Course.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 People and Society Course or relevant component Units
- ◆ National 4 Modern Studies Course or relevant component Units

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

#### 1 Explain social issues by:

- 1.1 Describing a contemporary social issue with reference to evidence from different sources
- 1.2 Explaining the social issue using sociological theories, one of which takes a structural perspective
- 1.3 Describing one similarity and two differences in how the theories can be used to explain the chosen social issue

### Outcome 2

The learner will:

#### 2 Apply research evidence to gain a sociological understanding of social issues by:

- 2.1 Explaining the role of research evidence in sociology
- 2.2 Interpreting research evidence and using the interpretation to support sociological explanations of a contemporary social issue

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.3 Listening and talking

## **3 Health and wellbeing**

3.1 Personal learning

## **4 Employability, enterprise and citizenship**

4.6 Citizenship

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

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**Published:** June 2013 (version 1.1)

**Superclass:** EE

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Health and wellbeing and personal learning added to Skills for Learning, Skills for Life and Skills for Work. Assessment Standard 1.3 amended for clarification.	Qualifications Development Manager	June 2013

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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