

National Unit Specification: general information

UNIT	Socialisation: An Introduction (Intermediate 2)
NUMBER	D429 11
COURSE	Sociology (Intermediate 2)

SUMMARY

This is a mandatory component unit of Intermediate 2 Sociology. It can also be offered as a free-standing unit.

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.

This unit is designed to meet the needs of:

- candidates undertaking an Intermediate 2 course in sociology
- candidates undertaking a Scottish Group Award at Intermediate 2 or Higher
- 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 Analyse the concept of socialisation.

Administrative Information

Superclass:	EE
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National Unit Specification: general information (cont)

UNIT Socialisation: An Introduction (Intermediate 2)

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if candidates had achieved the following:

- a Standard Grade social subject at grade 3 or 4 or an equivalent Intermediate 1 course or units
- Standard Grade English at grade 4 or above or Communication at Intermediate 1
- any other relevant qualification at an appropriate level.

CREDIT VALUE

1 credit at Intermediate 2.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Critical Thinking Int 2

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Socialisation: An Introduction (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) The sociological meanings of social norms, values, roles and culture are outlined correctly.
- (b) Roles drawn from contrasting cultures are described correctly.
- (c) Social norms drawn from contrasting cultures are described correctly.

Evidence requirements

- PC (a) Written or oral evidence of the candidate's ability to outline in detail the following sociological concepts: social norms, values, roles, culture.
- PC (b) Written or oral description of three roles drawn from three contrasting cultures.
- PC (c) Written or oral description of three social norms drawn from three contrasting cultures.

OUTCOME 2

Describe the concept of socialisation.

Performance criteria

- (a) The 'nature versus nurture' debate is described correctly in terms of the issues raised and the main arguments used.
- (b) The processes of primary and secondary socialisation are described correctly, using appropriate examples.
- (c) The role of each of the main agents of socialisation is described correctly, in terms of the contribution to the socialisation process.

Note on range for the outcome

Agents of socialisation: work, family, mass media, education, religion, peer group.

Evidence requirements

- PC (a) Written or oral description of the issues raised in the 'nature versus nurture' debate.
- PC (b) Written or oral description of the difference between primary and secondary socialisation and the ability to give examples of each.
- PC (c) Written or oral description of the role of the agents of socialisation in the socialisation process listed in the range.

National Unit Specification: statement of standards (cont)

UNIT Socialisation: An Introduction (Intermediate 2)

OUTCOME 3

Analyse the concept of socialisation.

Performance criteria

- (a) Social norms and values from three contrasting cultures are compared to demonstrate an understanding of the social and cultural relativity of norms and values.
- (b) The concept of socialisation is applied correctly to two contrasting social situations.
- (c) The contribution of socialisation to the maintenance of social order is discussed in a balanced way which demonstrates an understanding of the concept of socialisation.
- (d) A simple and correct conclusion is reached regarding the role of socialisation.

Evidence requirements

- PC (a) Written or oral evidence of the candidate's ability to make detailed comparisons between social values and norms drawn from three contrasting cultures.
- PC (b) Written or oral evidence of the candidate's ability to apply the concept of socialisation to two social situations of their own choice.
- PC (c) Written or oral evidence of the candidate's ability to demonstrate an understanding of the relationship between social order and socialisation processes.
- PC (d) Written or oral evidence that the candidate can draw simple conclusions about the role of socialisation.

National Unit Specification: support notes

UNIT Introduction to Sociology: Socialisation (Intermediate 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit has the same content as Introduction to Sociology: Socialisation (Int 1); however, the units are differentiated by outcomes, performance criteria, range statements and evidence requirements. 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, to the same depth of knowledge and understanding or with the same level of skill development.

This unit, like its Intermediate 1 partner, offers an introduction to Sociology and is set in the context of socialisation. Full details of the content of this unit are set out in the course details. The unit is intended to introduce candidates to the concept of socialisation by encouraging candidates to draw upon their own life experiences as a means of recognising the influence of socially created behavioural norms and values and roles; then to identify these in the context of a variety of cultures. Most importantly, candidates should be given the opportunity to discover for themselves the diversity of forms of social behaviour. They should be encouraged to consider as wide a range of cultural contexts as possible. These should include cross-cultural, sub-cultural, anthropological and historical settings. 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, social norms, social roles, values and cultures. By using a contextual and illustrative approach, it is hoped that candidates will explore for themselves the nature of social order and diversity without, at this stage, using any particular theoretical focus.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

General proposals regarding approaches to learning and teaching are contained in the course details. In this unit, particular emphasis should be placed on active learning methods and a candidate-centred approach. A good variety of resources is critical for this approach. These should be interesting, accessible and manageable and should reflect the experiences of candidates working at this level.

The outcomes are interconnected and should be approached as such. It is recommended that, wherever possible, outcomes should be covered in an integrated way; for example, the topic of the family may be used as a context to cover all outcomes. An outcome-by-outcome approach should be avoided. By taking this approach, candidates will come to recognise the interdependent nature of social norms, values and culture and begin to understand at least some of the origins of social order, diversity and change.

National Unit Specification: support notes

UNIT Introduction to Sociology: Socialisation (Intermediate 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Centres may use the instruments of assessment which are considered to be most appropriate. Examples of instruments of assessment that could be used are as follows:

The National Assessment Bank will provide assessment instruments and guidance on implementation. This does not preclude teachers/lecturers from devising their own assessment tasks. Evidence of attainment of the outcomes in this unit may be provided through a variety of methods of assessment. Simple structured questions, short responses, assignments or a project may all be used. Where more open-ended assessments are used, candidates working at this level will require careful briefing and clear records must be maintained to note the achievement of outcomes. Account should be taken of the nature of the class group at this level, in deciding which form of assessment should be adopted. Wherever possible, a holistic strategy should be used and an outcome-by-outcome approach avoided. However, where an integrated approach is used for assessment, it will be necessary to identify, in the candidate's response, where each outcome has been met.

If the evidence is gathered by means of a single assessment towards the end of the unit, care should be taken to ensure that sufficient time is allowed for remediation and reassessment if required. Where a candidate has failed to achieve one or more of the outcomes, it is necessary to reassess those outcomes which the candidate has failed to achieve.

Where assessments are set which allow candidates to demonstrate performance beyond the minimum standard required, evidence gathered for internal unit assessment may also be used for grade prediction and for appeals for external course assessment. For information on the grade descriptions for external assessment, refer to the Sociology Intermediate 2 course details.

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special 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 SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).