

## 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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#### Administrative Information

**Superclass:** EE

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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.