



National 5  
Course Assessment  
Specification



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# National 5 Sociology Course Assessment Specification (C768 75)

**Valid from August 2013**

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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## Course outline

<b>Course title:</b>	National 5 Sociology
<b>SCQF Level:</b>	level 5 (24 SCQF credit points)
<b>Course code:</b>	C768 75
<b>Course assessment code:</b>	X768 75

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

### Course assessment structure

Component 1 — question paper	50 marks
Component 2 — assignment	30 marks
<b>Total marks</b>	<b>80 marks</b>

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

### Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

# Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

## Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

## Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ breadth — drawing on knowledge and skills from across the Course
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of:

- ◆ Extending and applying the skills, knowledge and understanding acquired during the Course. This will be assessed by a question paper and an assignment. Over the Course assessment there will be parity between the assessment of skills, knowledge and understanding.
- ◆ Breadth and application in a question paper, requiring candidates to use sociological skills, knowledge and understanding. This will sample knowledge and understanding from across all three Units of the Course and will require application of skills in different contexts.
- ◆ Breadth and application in an assignment requiring candidates to use sociological skills, knowledge and understanding from across the Units in the Course

## Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

**Grade description for C**

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

**Grade description for A**

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

**Credit**

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

## **Structure and coverage of the Course assessment**

The Course assessment will consist of two Components: a question paper and an assignment.

### **Component 1 — question paper**

The purpose of this question paper is to assess learners' use of skills, and their knowledge and understanding of sociological perspectives, theories and concepts. Learners are required to use sociological explanations and research evidence to respond to questions.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ understanding society by describing sociological perspectives, theories and concepts
- ◆ describing the sociological significance of relationships amongst individuals, groups and institutions
- ◆ describing the main research methods used in sociology
- ◆ using sociological explanations for human social behaviour
- ◆ using knowledge and understanding of research and evidence to support explanations

The question paper will have three questions: two worth 15 marks and one worth 20 marks. This means that the question paper will have 50 marks out of a total of 80 marks for the Course assessment.

### **Component 2 — assignment**

The purpose of this assignment is to assess learners' investigation and communication skills appropriate to sociology. This assignment requires learners to investigate a topic in sociology.

This assignment will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ identifying and describing basic differences between sociological and common-sense explanations of human social behaviour
- ◆ using investigation skills to find appropriate sources of information
- ◆ organising and interpreting information in sociology
- ◆ communicating sociologically-informed views

This assignment will have 30 marks out of a total of 80 marks for the Course assessment.

## **Setting, conducting and marking of assessment**

### **Question paper**

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 1 hour and 30 minutes.

### **Controlled assessment — assignment**

This assignment:

- ◆ gives candidates an open choice of topics within guidelines set by SQA
- ◆ will be conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

### **Setting the assessment**

The assignment guidelines are set by SQA but candidates will have an open choice of topics.

### **Conducting the assessment**

The production of evidence for assessment will be conducted under some supervision and control.

There are no restrictions on resources which can be used.

The evidence should be completed:

- ◆ in time to meet submission dates set by SQA
- ◆ independently by the candidate
- ◆ when the candidate is ready

## Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the National 5 Sociology Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

### Skills, knowledge and understanding for the question paper

All candidates must be able to:

- ◆ understand society by describing sociological perspectives, theories and concepts
- ◆ describe the sociological significance of relationships amongst individuals, groups and institutions
- ◆ describe the main research methods used in sociology
- ◆ use sociological explanations for human social behaviour
- ◆ use knowledge and understanding of research and evidence to support explanations

### Human Society Unit: skills, knowledge and understanding

Candidates must know and be able to explain and use the following terms correctly: research methods; qualitative and quantitative data; structural and action perspectives

Candidates must be able to describe and explain:

- ◆ the main features, advantages and disadvantages of two quantitative methods — one of which must be a questionnaire
- ◆ the main features, advantages and disadvantages of two qualitative methods — one of which must be participant observation
- ◆ basic features of the structural and action perspectives and the different way these perspectives explain relationships among individuals, groups and institutions in society

### Culture and Identity Unit: skills, knowledge and understanding

Candidates must know and be able to explain and use sociological concepts of culture, subculture, identity and diversity.

Candidates must be able to describe and explain:

- ◆ the basic process of socialisation,
- ◆ primary socialisation, secondary socialisation; agents of socialisation; rules, norms and values.
- ◆ the relationship between the socialisation process and the formation of identity
- ◆ examples of socialisation, culture and identity using appropriate concepts
- ◆ features of cultures and subcultures
- ◆ features and examples of diversity within cultures and subcultures

Candidates must be able to use information from sources and/or research evidence to support explanations.

**Social Issues Unit: skills, knowledge and understanding**

- ◆ Candidates must know and be able to use sociological theories and research evidence to explain social issues.
- ◆ Candidates must be able to describe and explain two social issues. One social issue must be differential in educational achievement relating to class, gender and/or ethnicity.
- ◆ Candidates must be able to use two sociological theories, one of which must be a structural theory, when explaining social issues.
- ◆ Candidates must be able to refer to research evidence when explaining social issues. For the social issue of differential in educational achievement this must include:
  - Rosenthal, R., & Jacobson, L. 1968. *Pygmalion in the classroom*. New York: Holt, Rinehart & Winston
  - Kingdon G and Cassen R, 2007. *Understanding low achievement in English schools*. London School of Economics

Candidates must be able to:

- ◆ describe and explain a second social issue of choice
- ◆ describe and explain issues of inequality in terms of class, gender and/or ethnicity or other relevant characteristics in relation to this social issue
- ◆ use two sociological theories to explain the social issue
- ◆ apply two pieces of research evidence to support explanations for this social issue

**Skills, knowledge and understanding for the assignment**

The assessment will assess the skills, knowledge and understanding specified for the assignment in the *Course Assessment Specification*. These are:

- ◆ identifying and describing basic differences between sociological and common-sense explanations of human social behaviour
- ◆ using investigation skills to find appropriate sources of information
- ◆ organising and interpreting information in sociology
- ◆ communicating sociologically-informed views

**The assessment requires the candidate to:**

- ◆ choose and describe a topic that is of interest to sociologists
- ◆ identify and describe basic differences between sociological and common-sense explanations of human social behaviour
- ◆ use investigation skills to find appropriate sources of information for the topic
- ◆ organise and interpret information in sociology
- ◆ communicate sociologically-informed views

# Administrative information

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

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## History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Further information and clarification on scope and structure of the question paper/Coursework given in the 'Structure and coverage of Course assessment' section. 'Further mandatory information' section divided into separate parts for each Component.	Qualifications Development Manager	June 2013

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

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