



## **Sociology (National 5)**

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### **Draft National Course Specification**

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**Valid from August 2013**

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

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## Course outline

<b>Course title:</b>	Sociology (National 5)
<b>SCQF:</b>	level 5 (24 SCQF credit points)
<b>Course code:</b>	to be advised

### Mandatory Units

**Sociology: Human Societies (National 5)** **6 SCQF credit points**

**Sociology: Culture and Identity (National 5)** **6 SCQF credit points**

**Sociology: Social Issues (National 5)** **6 SCQF credit points**

**Course assessment** **6 SCQF credit points**

This Course includes six SCQF credit points for 40 additional programmed hours to allow preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

### Recommended entry

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

- ◆ People and Society<sup>1</sup>(National 4) Course or relevant component Units
- ◆ Modern Studies (National 4) Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

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<sup>1</sup> This is a new development. The Course title is still being considered.

## **Progression**

This Course or its components may provide progression to:

- ◆ other SQA qualifications in social studies, social science or related areas
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

## **Equality and inclusion**

This Course 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 *Course Support Notes* and the *Course Assessment Specification*.

## **Rationale**

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

This Course builds on experiences and outcomes from the health and wellbeing curriculum area and the social studies curriculum area.

The study of Sociology contributes to developing successful learners by providing opportunities to develop literacy and communication skills by encouraging imaginative thought and prompting learners to ask questions about the social world in which we live.

Through a range of learning opportunities, learners will be supported to become more confident individuals by developing the ability to communicate their own and others' experiences of social life and views of the world.

Learners will become more effective contributors and gain increased awareness of self and others. They will also interact with others to share and develop their understanding of human social experience in different contexts.

Research skills and investigation and analysis skills are used to explore aspects of social, cultural, political and economic life. This will encourage learners to respect others and begin to develop informed views of complex social issues. These skills make an important contribution to the capacity of responsible citizenship.<sup>2</sup>

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<sup>2</sup> Building the Curriculum 3

[www.ltscotland.org.uk/buildingyourcurriculum/policycontext/btc/btc3.asp](http://www.ltscotland.org.uk/buildingyourcurriculum/policycontext/btc/btc3.asp)

## **Purpose and aims of the Course**

The Sociology Course develops learners' sense of themselves as part of society. It provides opportunities for individuals to develop skills in researching and analysing sociological evidence.

The sociological approach to investigating the relationship between society and the individuals who live in it provides opportunities for learners to actively engage with the world they live in and to develop a deeper understanding of societies. This promotes sociological understanding which enhances personal and social wellbeing and capacity for growth.

The broad aims of the Course are to:

- ◆ develop an understanding that sociology challenges 'common sense' explanations about human social behaviour
- ◆ apply sociological concepts and knowledge to explain aspects of human social behaviour
- ◆ increase awareness of the interdependence of individuals, groups, institutions and societies
- ◆ promote an understanding of cultural and social diversity

## **Information about typical learners who might do the Course**

The Sociology Course is suitable for all learners with an interest in finding out more about the world we live in by investigating the relationship between society and the individuals who live in it. Generally, learners will have little or no prior experience of studying sociology, however earlier learning from the broad general education and/or life experience provides a good foundation for learners to progress into this qualification.

Potential learners should be interested in developing a deeper understanding of the social world in which we live. The Course provides opportunities for individuals to develop confidence in investigating and analysing evidence to explain human social experiences and social issues.

Developing the ability to communicate their own and others' experiences of social life and views of the world equips the learner with skills for learning, skills for life and skills for work.

The study of Sociology will develop the following skills: understanding of sociological perspectives; sociological research skills; analytical skills (eg collecting and analysing information from a wide variety of sources and types of evidence); reasoning and debating skills to justify points of view when discussing sociological issues; and sociological understanding and the ability to apply this when communicating views.

## **Course structure and conditions of award**

### **Course structure**

The central theme of the Course is to introduce the learner to the sociological approach to understanding and explaining the social world. Learners will also develop knowledge of the society in which they live and investigate contemporary social issues.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

The Course consists of three mandatory Units. Options within the Units offer personalisation and choice from areas of sociological study.

#### **Sociology: Human Societies (National 5)**

In this Unit, learners will explore and develop a sociological approach to studying human societies. Learners will engage with sociological questions about the nature of society. They will also gain knowledge and understanding of sociological perspectives and research methods which will enable them to identify and describe the difference between common sense and the sociological approach to understanding and explaining the social world.

#### **Sociology: Culture and Identity (National 5)**

In this Unit, learners will develop knowledge and understanding of sociological concepts and theories used to describe and explain culture and identity. Learners will collect and analyse information from a range of sources to investigate social and cultural diversity within a familiar context. Learners will also apply sociological understanding to discussing and explaining influences on culture and identity.

#### **Sociology: Social Issues (National 5)**

In this Unit, learners will develop knowledge and understanding of sociology in relation to social issues in the contemporary social world. Learners have the opportunity to examine social issues with sociological understanding, using concepts and theories. Learners will be introduced to the role of research evidence in gaining a sociological understanding of a social issue. Learners develop their ability to use secondary sources and sociological understanding to justify points of view when offering explanations for social issues.

This Course has been constructed to facilitate a hierarchical arrangement with Higher Sociology (SCQF level 6).

### **Conditions of award**

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

## Skills and knowledge

Full skills and knowledge for the Course will be given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course includes:

- ◆ describe the interdependence of individuals, groups, institutions and societies from different sociological perspectives
- ◆ identify and describe differences between sociological perspectives and common sense viewpoints when explaining human social behaviour
- ◆ describe sociological research methods
- ◆ collect, analyse and use information from a variety of sources and types of evidence
- ◆ identify and describe sociological concepts, perspectives and theories used to describe culture and social identity
- ◆ demonstrate and communicate knowledge and understanding of cultural and social diversity within a familiar context
- ◆ explain influences on culture and social identity
- ◆ identify and describe sociological concepts, perspectives and theories used when explaining social issues
- ◆ refer to evidence from secondary sources to support views

## Assessment

Information about assessment for the Course will be included in the *Course Assessment Specification* which will provide full details including advice on how a learner's overall attainment for the Course will be determined.

### Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

#### **Sociology: Human Societies (National 5)**

The learner will be required to provide evidence of identifying and describing differences between sociological perspectives and common sense viewpoints when explaining human social behaviour.

#### **Sociology: Culture and Identity (National 5)**

The learner will be required to identify and describe features of, and influences on, culture and social identity using sociological concepts, perspectives and theory.

#### **Sociology: Social Issues (National 5)**

The learner will be required to use secondary research evidence and theory to justify points of view when offering explanations for social issues in the contemporary social world.

Exemplification of possible assessment approaches for these Units will be provided in the *National Assessment Resource*.

### Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)<sup>3</sup>. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must 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, added value will focus on:

- ◆ application
- ◆ challenge

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<sup>3</sup> Definitions can be found here: [www.sqa.org.uk/sqa/45528.html](http://www.sqa.org.uk/sqa/45528.html)

*successful learner, confident individual, responsible citizen, effective contributor*

This is assessed through a [project](#)<sup>4</sup> and a [question paper](#)<sup>5</sup>. In the project, learners will undertake secondary research and apply sociological understanding to a sociological question or issue. The question paper will require demonstration of depth of knowledge and understanding as well as application of skills from across the Units.

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<sup>4</sup> Definitions can be found here: [www.sqa.org.uk/sqa/45528.html](http://www.sqa.org.uk/sqa/45528.html)

<sup>5</sup> See link above for definition.

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

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

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

### **1 Literacy**

1.3 Listening and talking

### **3 Health and wellbeing**

3.5 Relationships

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

4.6 Citizenship

### **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

## Administrative information

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**Published:** April 2011 (version 1.0)

**Superclass:** to be advised

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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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 Specification.