

Draft National Unit Specification



Unit title: Sociology: Culture and Identity (Higher)

SCQF: level 6 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to enable learners to develop their ability to use sociological concepts, theories and research to explain features of culture and identity in a changing social world. Learners will be expected to consider their own and others' cultural experiences and to appreciate the importance of respecting cultural identity and diversity.

Learners who complete this Unit will be able to:

- 1 Present a sociological analysis of culture and identity in a changing social world

This Unit is a mandatory Unit of the Higher 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 the *National Assessment Resource*.

The Course Assessment Specification for the Higher Sociology Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher 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:

- ◆ Sociology (National 5) 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 **Present a sociological analysis of culture and identity in a changing social world by:**
 - 1.1 Explaining the impact of socialisation on the formation of identity
 - 1.2 Explaining the concepts of culture and sub-culture in terms of power and status
 - 1.3 Applying sociological theory to explain a selected aspect of culture and identity
 - 1.4 Investigating sociological research into the selected aspect of culture and identity
 - 1.5 Presenting a summarised sociological analysis of the investigation of culture and identity in a changing social world

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.

To explain the impact of socialisation on the formation of identity, learners must explain how a range of agents of socialisation can influence how a person forms their identity (eg the influence of family, peer group and/or mass media). Learners must also explore the extent to which identities are formed through cultures and sub-cultures. This may include the concept of diverse multiple identities.

To explain the concepts of culture and sub-culture in terms of power and status, learners must demonstrate an understanding of power and status differentials which can exist between mainstream cultures and sub-cultures.

Learners must apply a minimum of one sociological theory to explain their selected aspect of culture and identity. This could, for example involve using sociological theory or theories to explain the diverse identities that can form part of youth culture. (Functionalist, symbolic interactionist and/or postmodernist theories could be used effectively here.)

Learners must investigate and analyse the findings of at least one sociological study. Teachers and lecturers can offer guidance and support about possible research studies.

The presentation can provide evidence in a number of formats, for example an academic poster, essay, slideshow or short video.

Exemplification of assessment will be provided in the *National Assessment Resource*. 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

(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 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 drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 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 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 of 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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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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