

# Draft National Unit Specification



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**Unit title:** Sociology: Social Issues (Higher)

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to enable learners to gain knowledge and understanding of evaluating explanations of contemporary social issues. Learners will become familiar with sociological theories and research, and with using sources to support explanations.

Learners who complete this Unit will be able to:

- 1 Evaluate contrasting sociological theories used to explain contemporary social issues
- 2 Evaluate a range of sociological research on identified social issues

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 Evaluate contrasting sociological theories used to explain contemporary social issues by:**
  - 1.1 Selecting and describing a contemporary social issue, with reference to different sources of information
  - 1.2 Explaining the social issue in detail, using two contrasting sociological theories
  - 1.3 Evaluating the explanations of the social issue offered by the two theories

### Outcome 2

The learner will:

- 2 Evaluate a range of sociological research on identified social issues by:**
  - 2.1 Sourcing and describing at least two sociological studies of the social issue
  - 2.2 Evaluating two of the chosen studies based on practical, ethical and theoretical issues relevant to the research process
  - 2.3 Evaluating the research findings

## 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.

Standards for Course assessment are set out in the Higher Sociology Course Assessment Specification. For Course assessment, learners will be required to study two social issues — one of which is mandatory. .

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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**Published:** November 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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