

Draft National Unit Specification



Unit title: Psychology: The Social Context (National 5)

SCQF: level 5 (SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to explore how the social context shapes behaviour. Learners will investigate psychological explanations of behaviour in the social environment. Learners will apply evidence to explain how the thoughts, feelings and behaviours of individuals are developed through interaction with others and with the social environment.

Learners who complete this Unit will be able to:

- 1 Apply psychological concepts and research evidence to describe human social behaviour for two topics in social psychology

This Unit is a mandatory Unit of the Psychology (National 5) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provides 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*.

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:

- ◆ People and Society¹ (National 4) Course or relevant component Units
- ◆ Biology (National 4) Course or relevant component Units
- ◆ social studies or science Courses or relevant component Units at SCQF level 4

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

¹ This is a new development. The Course title is being discussed.

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*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 **Apply psychological concepts and research evidence to describe human social behaviour for two topics in social psychology by:**
 - 1.1 Describing psychological concepts associated with two topics in social psychology
 - 1.2 Explaining, in detail, one piece of psychological research evidence that contributes to understanding behaviour for each of the two topics
 - 1.3 Applying appropriate psychological concepts, supported by research evidence, to explain straightforward stimulus material from real life

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.

Evidence will show the learner has the ability to apply concepts and psychological research evidence in social psychology to explain human social behaviour, in new, unseen situations associated with the topics studied, when presented with straightforward stimulus material from a real-life context.

The learning Outcomes and Assessment Standards require learners to use basic knowledge and understanding of psychological concepts, and one theory and one piece of research evidence, to explain social behaviour for each of two topics studied. However, it is expected that good quality teaching will normally cover a wider range than the minimum required to pass the Unit assessment.

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

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

1.2 Writing

2 Numeracy

2.3 Information handling

3 Health and wellbeing

3.5 Relationships

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