

# Draft National Unit Specification



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**Unit title:** Sociology: Human Societies (National 5)

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to equip learners with an understanding of a sociological approach to studying human societies. This will be achieved through an exploration of: the nature of sociology; research methods used; and the interdependence of individuals, groups and institutions, as viewed from different sociological perspectives.

Learners who complete this Unit will be able to:

- 1 Explain the differences between common sense and sociological approaches when considering social behaviour
- 2 Explain the relationship of individuals, groups, institutions and societies from different sociological perspectives

This Unit is a mandatory Unit of the Sociology (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 Society (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 Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## **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 Explain the differences between common sense and sociological approaches when considering social behaviour by:**
  - 1.1 Describing what is meant by common sense explanations of social behaviour, including naturalistic and individualistic explanations
  - 1.2 Explaining what is meant by a sociological approach to the study of human societies
  - 1.3 Distinguishing between common sense and sociological explanations of social behaviour
  - 1.4 Describing two basic features and one advantage and one disadvantage of two different research methods which tend to generate quantitative data
  - 1.5 Describing two basic features and one advantage and one disadvantage of two different research methods which tend to generate qualitative data

### Outcome 2

The learner will:

- 2 Explain the relationship of individuals, groups, institutions and societies from different sociological perspectives by:**
  - 2.1 Explaining the structural perspective and its basic features, using the concept of structure and its relationship to individuals, groups and institutions in society
  - 2.2 Explaining the action perspective and its basic features, using the concept of social action and its relationship to individuals, groups and institutions in society
  - 2.3 Comparing structural and action perspectives

## 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.

Learners will show an ability to use basic sociological knowledge and understanding to explain sociological approaches and perspectives.

The learning Outcomes and Assessment Standards state minimum requirements. However, it is expected that good quality teaching will normally cover a wider range than the minimum required for passing 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**

1.3 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:** August 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.