

# Draft National Unit Specification



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**Unit title:** Sociology: Social Issues (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 a knowledge and understanding of sociology in relation to social issues in the contemporary social world. Learners will apply sociological understanding and compare sociological theories used to explain social issues. Learners will develop an ability to use a range of sources, for example secondary research evidence, to justify points of view when offering explanations for social issues.

Learners who complete this Unit will be able to:

- 1 Compare two sociological theories used to describe a chosen social issue
- 2 Explain the role of research evidence in gaining a sociological understanding of the social issue

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<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 Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

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

## **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 Compare two sociological theories used to describe a chosen social issue by:**

- 1.1 Describing a social issue with reference to evidence from at least two different sources
- 1.2 Explaining the social issue using two sociological theories, at least one of which takes a structural perspective
- 1.3 Comparing the two theories by describing one similarity and two differences in relation to the chosen social issue

### Outcome 2

The learner will:

**2 Explain the role of research evidence in gaining a sociological understanding of the social issue by:**

- 2.1 Explaining the role of research evidence in sociology
- 2.2 Interpreting information from two secondary sources and using this to support sociological explanations of the chosen social issue

## 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 that the learner can compare two sociological theories and use appropriate evidence from two sources to explain sociological understanding of a social issue with reference to theory.

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.