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## **Sociology: Social Issues with a Scottish Context**

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

**Unit code:** J21B 76

### **Unit outline**

The general aim of this Unit is to develop learners' sociological understanding of contemporary social issues with relevance in Scotland by enabling them to acquire skills in evaluating and applying sociological theories and research evidence. Learners will develop skills in using a range of sources, including research evidence, to justify points of view.

Learners who complete this Unit will be able to:

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

This Unit is an optional Unit in the Scottish Studies Award at SCQF level 6 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.

## **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:

- ◆ National 5 Sociology Course or relevant 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 Applying two contrasting sociological theories to explain the social issue
  - 1.3 Evaluating the explanations of the social issue offered by the theories

### Outcome 2

The learner will:

- 2 Evaluate sociological research evidence on identified social issues by:**
  - 2.1 Sourcing and describing sociological studies of an identified social issue
  - 2.2 Evaluating the studies based on practical, ethical and/or theoretical criteria relevant to the research process
  - 2.3 Drawing conclusions from 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. The study of a social issue must have contemporary relevance in Scotland and should be from a sociological perspective.

Note that 'contrasting sociological theories' can mean:

- ◆ theories from two different sociological perspectives
- ◆ theories from within the same sociological perspective
- ◆ one traditional theory and one contemporary theory

# 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 are 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

## **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 as 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:** July 2019 (version 2.0)

**Superclass:** EE

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## History of changes to National Unit Specification

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.

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