

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

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**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

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<b>-Module Number-</b>	<b>0091487</b>	<b>-Session-1989-90</b>
<b>-Superclass-</b>	<b>ED</b>	

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<b>-Title-</b>	<b>PEOPLE AND SOCIETY: BRITISH SOCIETY</b>
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**-DESCRIPTION-**

Purpose	<p>This module has been designed as part of a series of modules which accredit competence in the Social Sciences. The series was designed to facilitate entry to Higher Education through a series of outcomes at different levels of demand. However, the modules in the series may be used in their own right with senior school pupils, adult returners and those whose employment requires them to develop a broad social perspective. Social Science modules may also be useful in adding breadth and ensuring balance in modular programmes.</p>
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A student completing this module will have been introduced to the sociological perspective and will be in a position to undertake further modules in this area.

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Preferred Entry Level	<p>No formal entry recommendations for entry, but students may benefit from a study of 91485 An Introduction to People and Society.</p>
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Learning Outcomes	<p>The student should:</p> <ol style="list-style-type: none"><li>1. explain how key sociological ideas contribute to an understanding of a specified society;</li><li>2. evaluate relevant sociological data;</li><li>3. evaluate a relevant social issue from different sociological perspectives.</li></ol>
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Content/  
Context

Corresponding to Learning Outcomes 1-3:

Students should be introduced to 4 specific sociological topics: sociology of work, power, deviance and the media, and explain how two of these contribute to an understanding of British society.

Content of LO's 2 and 3 is determined by the areas and issues covered in LO1, is integral to an understanding of LO1 and should thus be regarded as ongoing.

1. Work

Meaning of the concept of work, how the nature of work varies over time, place and between individuals.

Industrial relations, TU's, management, government and how they operate within society.

Technological changes, mechanisation, automation, computerisation and their effect on job satisfaction, unemployment levels.

Significance of unemployment for individuals and Society.

Influence of age, gender and ethnic factors on employment prospects, careers, etc.

Relationship between work and other areas of sociological analysis, eg. poverty, social class/stratification; education, gender roles.

1. Power

Meaning of the concept of power in terms of the distribution of income, wealth and status.

Political socialisation; the process and the agencies involved, eg. family, school, workplace and media.

Political parties in Britain and their evolution.

Factors affecting voting behaviour. Opinion polls; their methods, purposes and problems.

The influence of the two types of pressure groups on the political process, eg. defensive and campaigning.

The relationship between power and other areas of sociological analysis, eg. social stratification, poverty.

## 1. Deviance

Meaning of the deviance as socially defined and that behaviour classified as deviant differs historically and culturally.

Formal Agents of social control, eg. legislature, the judiciary, the penal system, the police.

Informal social controls including norms, mores and customs and the process through which they operate - the family, education, workplace, media, peer group and religion.

Distinction between legal and illegal deviance and the interpretation and explanation of deviant behaviour using examples.

The relationship between deviance and other areas of sociological analysis - media, family.

## 1. The Media

Its types and characteristics eg. TV, radio, magazines, newspapers.

Influence of the media as a form of socialisation and social control, eg. sexual division of labour as portrayed through the media, stereotyping of ethnic minorities.

Media and deviance, eg. labelling, moral, panic, violence.

Influence of the media on behaviour, eg. hypodermic syringe model and its criticisms.

Media and political opinion, voting behaviour, etc.

Patterns of ownership and control -

The relationship between the media and other areas of sociological analysis.

LO2 As each area is discussed relevant data should be identified and analysed. This data should be both primary and secondary and will include, eg. abstracts from research, newspaper articles, the statistical result of surveys. Problems of interpretation should be discussed and an ability to detect bias encouraged. The technical limitations of data and methods of data gathering should be briefly outlined.

LO3 An issue which arises during the study of the chosen topics should be taken, either by individuals, groups or the whole class, and analysed in some depth. The issue should be analysed from at least two, and possibly three, different sociological perspectives, eg. functionalism/consensus theory, interactionism or one type of conflict theory, eg. Marxism. A general outline of the perspectives chosen should be given before they are applied to the particular issue. When the perspectives are applied to the chosen issue students should be encouraged to develop an awareness of the strengths and weaknesses of each perspective, as well as a deeper understanding of the problem being analysed.

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Suggested Learning and Teaching Approaches

The following approaches are recommended:- discussion, case study, teacher exposition etc. These would involve an examination of a wide range of materials, including TV documentaries media artefacts, articles, journals, census materials and social statistics. Students should be encouraged to reflect sociologically on their own experiences. Negotiation of issues should be a central feature of this module.

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Assessment Procedures

Acceptable performance in the module will be satisfactory achievement of all the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome  
PC Performance Criteria  
IA Instrument of Assessment

LO1

EXPLAIN HOW KEY SOCIOLOGICAL IDEAS CONTRIBUTE TO AN UNDERSTANDING OF A SPECIFIED SOCIETY

PC

- (a) In the explanation, the definition of relevant sociological ideas is clearly given.
- (b) A statement of how aspects of social structure operate within the society is clearly given.
- (c) The description of changes which have occurred within one of these aspects is accurate.
- (d) A statement of the relevance of aspects of the social structure to other areas of sociological analysis is clearly made.

## IA Restricted Response

The student will be tested on his/her understanding of how key sociological ideas contribute to an understanding of a specified society.

Satisfactory performance will be that the student achieves all Performance Criteria correctly in terms of the designated topics as stated below.

LO2

## EVALUATE RELEVANT SOCIOLOGICAL DATA

PC

- (a) The identification by the student of the major sociological methods of gathering data is accurate.
- (b) A statement of the strengths and weaknesses of the data is accurately given.
- (c) The interpretation of sociological data is accurate.

## IA Structured Question

The student will be tested on his/her ability to evaluate relevant sociological data. There will be one structured question set on each Performance Criteria.

Satisfactory performance will be that the student achieves all the Performance Criteria correctly in terms of the designated topics as stated below.

LO3

## EVALUATE A SOCIOLOGICAL ISSUE USING DIFFERENT SOCIOLOGICAL PERSPECTIVES

PC

- (a) The identification of a sociological issue is correctly made.
- (b) The analysis of a sociological issue is carried out within the framework of two perspectives in a balanced fashion.
- (c) The selection of data and examples to be used in this analysis is appropriate.
- (d) Conclusions drawn from the analysis are valid.

## IA Extended Response

The student will be tested on his/her ability to evaluate a sociological issue using different sociological perspectives.

Satisfactory performance will be that the student achieves all the performance criteria correctly in terms of the designated topics as stated below.

NB: The learning Outcomes and Performance Criteria in this module are generic to the 'People and Society' group of modules. However, in the British context the following 4 topics are designated:

1. sociology of work;
2. power;
3. deviance;
4. the media.

Satisfactory performance for each Learning Outcome will entail the achievement of the Performance Criteria in relation to 2 of these topics.

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