

National Unit Specification: general information

UNIT Socialisation (Intermediate 1)

CODE DV3L 10

SUMMARY

This Unit is designed to introduce candidates to sociology through developing sociological knowledge and understanding of socially acquired behaviour and the cultural diversity of human social behaviour.

Socialisation is a key concept in sociology because it accounts for the diversity of socially acquired behaviour and it demonstrates the ways in which the culture of a society is internalised by individuals through socialisation processes and agencies.

This is a free-standing Intermediate 1 Sociology Unit, but links well to the Units *Studying Human Society: The Sociological Approach* (Intermediate 1) and *Social Stratification* (Intermediate 1).

OUTCOMES

- 1 Describe the relative nature of social norms, values and roles using contrasting cultures.
- 2 Describe the concept of socialisation.

Administrative Information

Superclass: EE

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National Unit Specification: general information (cont)

UNIT Socialisation (Intermediate 1)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ A Standard Grade social subject at Foundation level
- ◆ Standard Grade English at Foundation level

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Socialisation (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Describe the relative nature of social norms, values and roles using contrasting cultures

Performance Criteria

- (a) Describe the sociological meanings of social norms, values and roles correctly.
- (b) Describe contrasting roles and values from the UK and other cultures correctly.
- (c) Describe social norms drawn from the UK and contrasting cultures correctly.

OUTCOME 2

Describe the concept of socialisation

Performance Criteria

- (a) Describe the 'nature versus nurture' debate correctly.
- (b) Describe the process of primary and secondary socialisation correctly.
- (c) Describe the role of the main agents of socialisation in terms of their contribution to the socialisation process correctly.

EVIDENCE REQUIREMENTS FOR THE UNIT

The mandatory content/context for this Unit is detailed in the Appendix to the Statement of Standards.

Evidence Requirements apply to the Unit as a whole and, therefore, apply holistically to all Outcomes of the Unit.

Candidates must produce written and/or oral evidence for all Outcomes and Performance Criteria to achieve the Unit. The assessment should take the form of an unseen, closed-book, supervised test that should be completed in one hour or less. It should be taken on a single occasion. The instrument of assessment should take the form of a range of restricted response-type questions, and should make use of stimulus material as a tool with which to help candidates focus on the question(s) posed.

All aspects of the Unit should be covered prior to candidates being asked to prepare for assessment. Candidates *should not* be informed prior to the Unit assessment which areas of socialisation they will be assessed on.

All of the **six** agents of socialisation, as listed in the Appendix to the Statement of Standards, should be covered in learning and teaching, but only **two** require to be assessed for Unit assessment purposes.

National Unit Specification: statement of standards (cont)

UNIT Socialisation (Intermediate 1)

At least **two** social norms, at least **two** values and at least **two** roles must be covered in learning and teaching. However Unit assessment will focus on **either** social norms **or** roles **or** values.

Candidate responses at this level will be wholly descriptive — there is no requirement to analyse or evaluate in Outcomes or Performance Criteria.

Sampling

Assessment of the Unit should incorporate appropriate sampling of Unit content. For example, if a candidate demonstrates knowledge and understanding of two agents of socialisation, she/he should also be able to demonstrate knowledge and understanding of the remaining agents of socialisation. If a candidate correctly describes features of socialisation in one of these agents, it is inferred that she/he can describe features of socialisation in any other agent of socialisation covered in learning and teaching. Equally, if a candidate can correctly describe one of social norms, values or roles in contrasting cultures, it can be inferred she/he should be able to describe either of the other two.

Any requirement for reassessment will be based on a different sample from the range of content, including a different category of socialisation, where appropriate. Candidates should attempt a different instrument of assessment in its entirety.

Achievement will be decided by the use of a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of comparable standard.

National Unit Specification: support notes

UNIT Socialisation (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to the Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THE UNIT

See the Appendix to the Statement of Standards also, as it contains mandatory requirements for the Unit.

This Unit has the same content as the Unit *Socialisation* (Intermediate 2). However, the Units are differentiated by Outcomes, Performance Criteria and Evidence Requirements.

The Unit, like its Intermediate 2 counterpart, offers an introduction to various aspects of socialisation across contrasting cultures. The Unit is intended to introduce candidates to socialisation by encouraging them to draw upon their own life experiences, where possible, in order to help make what can be rather complicated explanations, more concrete. Candidates should be given the opportunity to discover for themselves the variety of social behaviours within as wide a range of cultural contexts as possible, including the UK. These may include cross-cultural, sub-cultural, anthropological, contemporary and historical settings. Material resources should be made interesting and varied and sociological concepts should be approached in a comparative and descriptive way.

At this level, the introduction to the sociological perspective is achieved through the understanding of sociological concepts like socialisation. By using a contextual and illustrative approach, it is hoped that candidates will explore for themselves the nature of social roles, values, norms and culture.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THE UNIT

It is proposed that the learning experience at this level should be varied, to encourage enthusiasm for the subject and to stimulate and prepare candidates for independent study.

As the Unit has the same content as the Unit *Socialisation* (Intermediate 2), it follows that in a bi-level class, while candidates will cover the same content, they will not be expected to master it in the same way. In other words, the same depth of knowledge and understanding or the same level of skills development will not be expected for Intermediate 1 candidates.

The Unit should be approached using a wide range of stimulus materials and teaching approaches. Candidates should be encouraged to draw on their own experiences, where appropriate, and should have access to resources such as audio-visual material, invited speakers, Internet, ICT and paper-based resources. Where appropriate, the material should be up to date and relevant to the Unit, the level of study and the interests of the candidates. For Intermediate 1 Sociology Units it is recognised that the concepts and explanations covered in the Unit should be approached in a descriptive way.

The emphasis throughout should be on interactive learning, whether through whole class, small group, or individual activity. The Unit may be delivered on a flexible basis and may also be suitable for open learning and on-line delivery.

National Unit Specification: support notes (cont)

UNIT Socialisation (Intermediate 1)

The Intermediate 1 Units have been written in such a way that bi-level teaching of the Units and the Intermediate 2 Course is possible, though centres should take into account that Intermediate 1 candidates would not require Course assessment preparation.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THE UNIT

The Evidence Requirements provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence assessors should look for.

Outcomes and Performance Criteria should be assessed by means of a single holistic instrument of assessment lasting no more than one hour. The Unit assessment must ensure that *all* Outcomes and Performance Criteria are fully met.

Sampling of content in the Unit assessment is acceptable. In the Unit the sampling will be from the categories of socialisation covered in learning and teaching. NAB materials provide assessment instruments and guidance on implementation. The questions in the NAB are restricted response. Where centres wish to devise their own instruments of assessment, they should refer to the NAB to ensure a comparable standard. It is recommended that centre-devised instruments of assessment should be submitted to SQA for prior moderation.

Evidence should be gathered by means of a single assessment at the end of the Unit. Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

National Unit Specification: Appendix to the statement of standards

UNIT Socialisation (Intermediate 1)

NB: This Appendix is within the Statement of Standards, ie the mandatory requirements of the Unit.

Content and context

Introduction to socialisation

Socialisation is a key concept in sociology because it accounts for the diversity of socially acquired behaviour and it demonstrates the ways in which the culture of a society is internalised by individuals through socialisation processes and agencies.

The relative nature of social norms, values and roles

Areas discussed at this point should include the following:

- ◆ the nature versus nurture debate
- ◆ structural aspects of society that form its culture and influence human behaviour
- ◆ comparison of three cultures, from cross-cultural, sub-cultural, anthropological, contemporary or historical examples
- ◆ cultural variation within and between societies
- ◆ social norms, values and roles relating to gender, age, family/marriage, religion, work and education
- ◆ other relevant features may be used to supplement/supplant these features, providing they are widely recognised as being sociologically appropriate
- ◆ use of the United Kingdom as an example

At least **two** social norms, at least **two** values and at least **two** roles must be covered in teaching and learning. The exact number taught would depend on the culture studied.

The six main agents of socialisation

All of the six main agents of socialisation should be covered in learning and teaching, but only **two** require to be assessed for Unit assessment purposes.

(a) Work

- ◆ definitions of work
- ◆ individual's experience of work and the different values placed upon work as an activity by different social groups
- ◆ impact of work on other life spheres, attitudes and behaviour
- ◆ use of the United Kingdom as an example

(b) The Family

- ◆ nature of the family and the variety of forms it can take within and between societies
- ◆ changing nature of roles within the family
- ◆ family as an agency of social control
- ◆ changing patterns of family life
- ◆ use of the United Kingdom as an example

National Unit Specification: Appendix to the statement of standards (cont)

UNIT Socialisation (Intermediate 1)

(c) **Mass Media**

- ◆ various forms of mass media and the process of mass communication
- ◆ influence of mass media in the creation of stereotypes
- ◆ influence of mass media in shaping values, attitudes and behaviour
- ◆ bias in the media
- ◆ use of the United Kingdom as an example

(d) **Education**

- ◆ formal and informal aspects of education
- ◆ differences in educational provision, historically and cross-culturally
- ◆ impact of educational experiences — school organisation, teacher attitudes and national political decisions — upon the individual and social groups
- ◆ development of subcultures in the school environment and their impact upon educational performance
- ◆ use of the United Kingdom as an example

(e) **Religion**

- ◆ definition of religion
- ◆ relationship between beliefs and social values and norms
- ◆ religion, social order and conflict
- ◆ changing patterns of religious activity within and between societies
- ◆ use of the United Kingdom as an example

(f) **Peer Groups**

- ◆ nature of peer groups
- ◆ influence of peer groups in shaping values, attitudes and behaviour
- ◆ relationship between peer groups and other agencies of socialisation
- ◆ use of the United Kingdom as an example

In all six agents of socialisation, other relevant features may be used to supplement these features, providing they are widely recognised as being sociologically appropriate

Cross-cultural, sub-cultural, historical, contemporary or anthropological examples should be used wherever possible and candidates should be encouraged to apply sociological insights to current social issues or their own life experiences.