

**SOCIOLOGY**  
**Intermediate 2**

**Third edition – published November 1999**

**NOTE OF CHANGES TO ARRANGEMENTS  
THIRD EDITION PUBLISHED ON CD-ROM NOVEMBER 1999**

**COURSE TITLE:** Sociology (Intermediate 2)

**COURSE NUMBER:** C074 11

**National Course Specification**

Course Details: Core skills statements expanded.

**National Unit Specification:**

All Units: Core skills statements expanded.

## National Course Specification

### SOCIOLOGY (INTERMEDIATE 2)

**COURSE NUMBER** C074 11

#### COURSE STRUCTURE

The course comprises three mandatory units:

<i>D429 11</i>	<i>Socialisation: An Introduction (Int 2)</i>	<i>1 credit (40 hours)</i>
<i>D430 11</i>	<i>Social Stratification: An Introduction (Int 2)</i>	<i>1 credit (40 hours)</i>
<i>D431 11</i>	<i>Research Methods: An Introduction (Int 2)</i>	<i>1 credit (40 hours)</i>

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

The units may be taught concurrently or sequentially.

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#### Administrative Information

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## **National Course Specification: general information**

### **COURSE**      Sociology (Intermediate 2)

#### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre. However, it would be beneficial if candidates had achieved the following:

- a Standard Grade social subject at grade 3 or 4 or an equivalent Intermediate 1 course or units
- Standard Grade English at grade 4 or above or Communication at Intermediate 1
- any other relevant qualification at an appropriate level
- Sociology at Intermediate 1 course or units

#### **CORE SKILLS**

This course gives automatic certification of the following:

<b>Complete core skills for the course</b>	None
<b>Core skills components for the course</b>	Critical Thinking   Int 2

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National Course Specification: course details**

### **COURSE**      Sociology (Intermediate 2)

#### **RATIONALE**

A general rationale for the study of sociology by candidates over the age of 16 is given in the Introduction to the Arrangements Document and applies to all levels of sociology.

The aims of sociology at Intermediate 2 are to develop a basic sociological understanding and to provide candidates with the analytical, interpretive and critical skills which underpin sociology, and to be able to apply these skills and understanding to the world in which we live by examining contemporary social issues sociologically. Three syllabus areas are used to develop these skills:

- the concept of socialisation
- the concept of social stratification
- methods of sociological research.

The purpose of this course is to introduce the distinct features of the sociological approach to understanding and explaining human social behaviour. It is intended to establish the basic principles upon which sociology rests and to develop a knowledge and understanding of the way in which evidence is produced when sociological research is being carried out.

Courses at Intermediate 1 and Intermediate 2 are designed to offer introductory experience for adult returners and other candidates, who may in due course aspire to Higher Sociology. The units making up courses have content which is common to both levels but are differentiated by outcomes, performance criteria, range statements and evidence requirements. This is intended to enable candidates to find their own level after entry to an Intermediate programme. The bi-level approach therefore offers a safety net which is particularly relevant to adult returners or newcomers to Sociology.

At Intermediate 1 candidates are working at a simple level to understand basic sociological concepts and methods. At Intermediate 2, while still at an introductory level, knowledge and understanding of sociological concepts and methods are developed more fully and more emphasis is placed on application, analysis and evaluation.

#### **COURSE CONTENT**

The course is made up of three mandatory units which focus upon the diversity of socially acquired behaviour, the way in which individuals and groups are classified by socially generated criteria and the strategies used by sociologists to produce the evidence upon which sociological knowledge is based.

## National Course Specification: course details (cont)

### COURSE Sociology (Intermediate 2)

The contexts and content within the units are described below. Although the units may be attempted separately, they should be seen as complementary and serve together to provide a basic introduction to sociology. The external assessment for the course will reflect its integrated nature and will sample from the entire course content.

#### ***Socialisation: An Introduction (Int 2)***

Socialisation is a key concept in sociology because it accounts for the diversity of socially acquired behaviour and it demonstrates the way in which the culture of a society is internalised by individuals through socialisation processes and agencies. The unit should be approached in the following way.

#### **1 The relative nature of social norms, values and roles.**

Candidates should be introduced to the structural aspects of society which form its culture and influence human behaviour by using cross-cultural, sub-cultural, anthropological and historical examples for the purposes of illustration. Cultural variation within and between societies should be emphasised. Social norms and roles relating to gender, age, family/marriage, religion, work and education should be studied together with their associated social values relating to life, property, work and home life.

#### **2 The main agents of socialisation.**

The concept of socialisation should be developed by the introduction of six key agencies of socialisation.

##### *a) Work*

- i The definition of work.
- ii The individual's experience of work and the different values placed upon work as an activity by different social groups.
- iii The impact of work on other life spheres, attitudes and behaviour.

Candidates should be introduced to the problematic notion of what is meant by 'work' and, wherever possible, a comparative approach should be used to illustrate the impact of work upon the behaviour of individuals in society.

##### *b) The Family*

- i The nature of the family and the variety of forms it can take within and between societies.
- ii The changing nature of roles within the family.
- iii The family as an agency of social control.
- iv Changing patterns of family life.

The role of the family in the socialisation process should be examined in the context of differences within and between cultures.

##### *c) Mass Media*

- i The various forms of mass media and the process of mass communication.
- ii The influence of mass media in the creation of stereotypes.
- iii The influence of mass media in shaping values, attitudes and behaviour.
- iv Bias in the media.

## National Course Specification: course details (cont)

### COURSE Sociology (Intermediate 2)

#### *d) Education*

- i Formal and informal aspects of education.
- ii The differences in educational provision, historically and cross-culturally.
- iii The impact of educational experiences – school organisation, teacher attitudes and national political decisions – upon the individual and social groups.
- iv The development of subcultures in the school environment and their impact upon educational performance.

#### *e) Religion*

- i The definition of religion.
- ii The relationship between beliefs and social values and norms.
- iii Religion, social order and conflict.
- iv Changing patterns of religious activity within and between societies.

#### *f) Peer Groups*

- i The nature of peer groups.
- ii The influence of peer groups in shaping values, attitudes and behaviour.
- iii The relationship between peer groups and other agencies of socialisation.

Each of the above structural features should be studied in the context of the socialisation process and emphasis should be placed upon cultural difference and changes. Opportunities should be taken to discuss the nature/nurture debate and to elucidate the processes of primary and secondary socialisation. In particular, emphasis should be placed on the understanding of gender construction, such as how biological sex is translated into gender identities through the processes of the named socialisation agencies. The various ways in which the main agents of socialisation can interact should be examined, eg family and education, education and work, etc.

## National Course Specification: course details (cont)

### COURSE Sociology (Intermediate 2)

#### *Social Stratification: An Introduction (Int 2)*

This unit seeks to explore the variety of ways in which individuals may be classified into different social groups using socially generated criteria. These forms of stratification have considerable impact upon the lives of individuals and social groups.

The unit should be approached in the following way:

- 1 The concept of social stratification in modern society should be introduced through a brief study of **three** of the following forms of social stratification – wealth and income, gender, ethnicity, age, religion. Key features of these forms are as follows:
  - a) **Wealth and Income**
    - i The distinction between wealth and income and evidence relating to their distribution in our society should provide the basis for discussion/analysis about class in society.
    - ii The concept of social mobility should be explained and the link between class and life chances should be explored.
    - iii The changing nature of class and its relationship with the economy and occupational structure should also be studied.
  - b) **Gender**
    - i The difference between the biological notion of sex and the socially constructed notion of gender, including the nature and consequences of gender role socialisation, should be studied.
    - ii Evidence relating to gender inequalities in terms of occupation, family and social roles should be covered.
  - c) **Ethnicity**
    - i The nature, size and distribution of different groups in modern society should be studied.
    - ii Inequality relating to ethnicity should be covered, in particular, evidence concerning discrimination in education, employment and general life experiences. The impact of the latter on life changes should be explored.
    - iii The role of the mass media in the formation of stereotypes and the consequences for ethnic groups should be explored.
  - d) **Age**
    - i The social construction of the concept of age, including awareness of different notions of childhood, adolescence and old age in different societies, should be introduced.
    - ii The implications of changes in the age structure of modern society should be included.
  - e) **Religion**
    - i Religion as a source of social differentiation should be explored.
    - ii The impact of different religious systems upon social life should be considered.

## National Course Specification: course details (cont)

### COURSE Sociology (Intermediate 2)

- 2 The sociological significance of social stratification should be explored with an introduction to the hierarchical and unequal ways in which groups can be formed in society. Different systems of stratification should be studied – choose **three** from feudalism, caste, social class, age-set, slavery.
- 3 The effects of stratification upon the lives of individuals and groups should be debated in terms of inequality and opportunities for mobility.

All of the above aspects of social stratification should be studied in order to explore the nature of social relationships, processes, structures and issues. Cross-cultural, historical and 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.

#### *Research Methods: An Introduction*

All sociological knowledge is based upon evidence which is gathered by sociologists in a variety of ways. The aim of this unit is to develop a basic knowledge of the methods and techniques employed by sociologists in their research and to understand the advantages and disadvantages of those different methods. It is intended to establish the foundations of critical understanding in relation to sociological information and to distinguish it from ‘common sense’ or personal opinion, which construct explanations of human behaviour in terms of naturalistic and individualistic assumptions. It is assumed that, because methodological issues and a critical approach to sociological evidence is inherent to all aspects of Sociology, the analysis of such issues will inform the consideration of all aspects of the Intermediate 2 course.

The unit should be approached in the following way:

- 1 Introduction to the main methods of investigation used by sociologists.
  - Choose **three** from questionnaires, interviews (structured/unstructured), participant observation, non-participant observation, comparative studies, longitudinal studies.
  - Collection of secondary data – choose **two** from official statistics, written and other visual evidence, eg film, video, television documentaries.

This should be approached in a descriptive way, though some understanding of the value and limitations of these methods should be introduced.

- 2 Simple introduction to the organisation of research projects and the processes adopted by sociologists in their investigations. This should distinguish primary from secondary data as different sources of information and set out the principal research strategies of hypothesis, research questions, pilot studies, sampling procedures, data collection, recording and analysis of data, presentation of findings and evaluation. Also, the difference between quantitative and qualitative data should be explained. The relative value of different research strategies should be introduced.

Candidates should be introduced, at a simple level, to the problematic nature of sociological research and the importance of a disciplined and methodological (if not scientific) approach to gathering evidence in Sociology.

## National Course Specification: course details (cont)

### COURSE      Sociology (Intermediate 2)

#### ASSESSMENT

To gain the award, the candidates must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to achieve at levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates and to provide evidence for appeals. Additional details are provided, where appropriate, with exemplar assessment materials. Further information on the key principles of assessment are provided in the paper *Assessment*, published by HSDU in May 1996.

At Intermediate 2, the three key elements of knowledge and understanding, analysis and interpretation, and evaluation are assessed in the following ways.

#### **Knowledge and understanding**

Candidates should demonstrate reasonably detailed knowledge of fundamental sociological concepts and be able to select and use the concepts to demonstrate understanding, by applying them to a range of social structures and by describing their relationships to each other and the wider culture. The relevance of culture in the explanation of human social behaviour should be demonstrated clearly and supported by examples drawn from different social contexts and chosen by the candidate. These examples should be detailed (not anecdotal) and while descriptive, should show the understanding of sociology by their appropriateness and recognition (stated explicitly) of their significance.

Candidates should also demonstrate more detailed knowledge of the methods of investigation and strategies for research which underpin all sociological knowledge and be able, albeit at a simple level, to recognise the relationship between methods used and conclusions reached. They should be able to select examples to illustrate their knowledge.

#### **Analysis and interpretation**

Candidates should apply understanding of sociological concepts with explicit recognition of their relevance to the explanation of social situations. Consideration of the effects of social construction upon their own lives and the lives of others should recognise the relevance of the sociological concepts. Judgements about causation and some interpretation of information should be explicit but made in a simple way. Illustration of points made should be selected by the candidate.

The review of methods used by sociologists should display some understanding of the importance of method in the creation of sociological knowledge. Candidates should be accurate in their selection of information when making comparisons between methods. They should also be able to consider the wider implications of research method choices.

An ability to use the sociological terminology should be evident at this level.

## **National Course Specification: course details (cont)**

### **COURSE**      Sociology (Intermediate 2)

#### **Evaluation**

Simple conclusions which draw upon an understanding and analysis of sociological concepts and their role and interrelationships should be in evidence. Limited ability to evaluate sociological evidence and draw simple conclusions regarding its value should be shown.

While a mainly descriptive approach would still be expected, the ability to generalise from this to suggesting implications for the discipline of sociology and the problematic nature of sociological knowledge should be evident.

### **DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT**

#### **Paper – 1 hour 30 minutes – 60 marks**

The Intermediate 2 external assessment will be a question paper which will last for one hour and thirty minutes. The paper will be divided into two sections:

- Section A: Socialisation
- Section B: Social Stratification.

Questions relating to methods will be included in both sections. All questions, which will require either short answers or restricted responses, will be mandatory. Each section will be worth 30 marks with the paper having a total mark of 60.

Evidence of attainment in the form of course work and/or internal unit assessments may be used in relation to course estimates and appeals.

### **GRADE DESCRIPTIONS**

Course assessment will require candidates to:

- retain and integrate the knowledge and understanding acquired in the units
- apply knowledge and understanding acquired in the units to wider contexts
- evaluate information and draw reasonable conclusions.

The following descriptions are of expected performances at grade C and at grade A. They are intended to assist candidates, teachers/lecturers and users of the certificate and to help establish standards when question papers are being set. The grade of the award will be based on the total score obtained in the examination.

To achieve a grade C in Intermediate 2 Sociology, candidates should be able to recall and demonstrate clear and reasonably accurate sociological knowledge and understanding. They should be able to describe sociological terms, concepts and methods in their own words without losing meaning and to recognise their application in a variety of social situations and cultural contexts. Candidates should display relevant knowledge and understanding of given stimulus material, address questions on that material and reach conclusions.

## **National Course Specification: course details (cont)**

### **COURSE**      Sociology (Intermediate 2)

To achieve a grade A in Intermediate 2 Sociology, candidates should be able to demonstrate accurate and comprehensive recall and detailed and accurate sociological knowledge by offering clear, structured and precise answers which are of a high quality and which use detailed and relevant illustrations. Candidates should be able to offer basic explanations of key sociological terms, concepts and methods by putting them into their own words with reasonable accuracy. They should be able to manipulate and use information in a variety of ways to derive an appropriate meaning from a given stimulus and to express an opinion or construct an argument which leads to a conclusion supported by relevant evidence.

#### **Relationship of course to component units**

The course consists of three component units plus an additional 40 hours study. The external assessment tests the candidates' knowledge and understanding of the content covered in all three units and their ability to demonstrate and integrate skills acquired throughout the course. The criteria for a grade C in this course reflects closely the level of competence required for success in its component units.

### **APPROACHES TO LEARNING AND TEACHING**

Learning and teaching approaches should reflect the aims and rationale of the subject as outlined previously. The learning experience should be varied and interesting to encourage enthusiasm for the subject and to prepare candidates for independent study. For this reason, the introduction to sociological concepts should be approached in a light, illustrative or descriptive way and as imaginatively as possible. There is no recommended sequence for studying the content areas of the course. Topics may be studied discretely or in an integrated way and in whatever order is appropriate to the candidate group.

The following learning experiences are essential to the course and the additional 40 hours allowed in the course should be used to develop the appropriate learning and teaching strategies.

Candidates should:

- develop, at an introductory level, awareness of cultural and social diversity
- use key sociological concepts to understand cultural and social diversity
- recognise that sociology is based upon evidence which is collected in a disciplined way
- understand and interpret simple sociological ideas and evidence
- display simple evaluative skills
- develop awareness of the interdependence of individuals, groups, institutions and societies
- take part in debate regarding the nature of sociology
- develop communication and other core transferable skills.

A variety of teaching approaches is critical and candidates should be given every opportunity to participate in whole-class activity, in small groups and as individuals. The approach should be candidate-centred and activity-based, but whole-class teaching should also play a part in a flexible programme, as a means of presenting information and establishing understanding.

## National Course Specification: course details (cont)

### COURSE      Sociology (Intermediate 2)

In this process it will be essential to include a wide range of interesting stimulus materials and approaches, including audio-visual materials, invited speakers, visits, paper-based resources and IT resources. Care should be taken that material is interesting, accessible and manageable and reflects the experiences and interests of candidates working at this level.

Candidates should have a clear notion of targets and should experience ownership of the planned programme. Regular opportunities for remediation and review should be included in the programme. Opportunity should also be given to candidates to:

- set learning objectives
- review progress
- assess and develop existing knowledge
- seek and receive learning support.

### SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special 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 Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

### SUBJECT GUIDES

A Subject Guide to accompany the Arrangements Documents has been produced by Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs.

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

## National Unit Specification: general information

<b>UNIT</b>	Socialisation: An Introduction (Intermediate 2)
<b>NUMBER</b>	D429 11
<b>COURSE</b>	Sociology (Intermediate 2)

### SUMMARY

This is a mandatory component unit of Intermediate 2 Sociology. It can also be offered as a free-standing unit.

This unit is designed to introduce candidates to sociology through developing knowledge and understanding of the sociological concepts associated with socially acquired behaviour and the cultural diversity of human social behaviour. Its focus is upon the relative nature of norms, values and roles and how socialisation processes operate to create and maintain social order.

This unit is designed to meet the needs of:

- candidates undertaking an Intermediate 2 course in sociology
- candidates undertaking a Scottish Group Award at Intermediate 2 or Higher
- candidates who seek an introduction to the study of socialisation in sociology.

### OUTCOMES

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

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### Administrative Information

<b>Superclass:</b>	EE
<b>Publication date:</b>	November 1999
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## **National Unit Specification: general information (cont)**

### **UNIT Socialisation: An Introduction (Intermediate 2)**

#### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre. However, it would be beneficial if candidates had achieved the following:

- a Standard Grade social subject at grade 3 or 4 or an equivalent Intermediate 1 course or units
- Standard Grade English at grade 4 or above or Communication at Intermediate 1
- any other relevant qualification at an appropriate level.

#### **CREDIT VALUE**

1 credit at Intermediate 2.

#### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None
<b>Core skills components for the unit</b>	Critical Thinking Int 2

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National Unit Specification: statement of standards**

### **UNIT Socialisation: An Introduction (Intermediate 2)**

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) The sociological meanings of social norms, values, roles and culture are outlined correctly.
- (b) Roles drawn from contrasting cultures are described correctly.
- (c) Social norms drawn from contrasting cultures are described correctly.

##### **Evidence requirements**

- PC (a) Written or oral evidence of the candidate's ability to outline in detail the following sociological concepts: social norms, values, roles, culture.
- PC (b) Written or oral description of three roles drawn from three contrasting cultures.
- PC (c) Written or oral description of three social norms drawn from three contrasting cultures.

#### **OUTCOME 2**

Describe the concept of socialisation.

##### **Performance criteria**

- (a) The 'nature versus nurture' debate is described correctly in terms of the issues raised and the main arguments used.
- (b) The processes of primary and secondary socialisation are described correctly, using appropriate examples.
- (c) The role of each of the main agents of socialisation is described correctly, in terms of the contribution to the socialisation process.

##### **Note on range for the outcome**

Agents of socialisation: work, family, mass media, education, religion, peer group.

##### **Evidence requirements**

- PC (a) Written or oral description of the issues raised in the 'nature versus nurture' debate.
- PC (b) Written or oral description of the difference between primary and secondary socialisation and the ability to give examples of each.
- PC (c) Written or oral description of the role of the agents of socialisation in the socialisation process listed in the range.

## **National Unit Specification: statement of standards (cont)**

### **UNIT Socialisation: An Introduction (Intermediate 2)**

#### **OUTCOME 3**

Analyse the concept of socialisation.

##### **Performance criteria**

- (a) Social norms and values from three contrasting cultures are compared to demonstrate an understanding of the social and cultural relativity of norms and values.
- (b) The concept of socialisation is applied correctly to two contrasting social situations.
- (c) The contribution of socialisation to the maintenance of social order is discussed in a balanced way which demonstrates an understanding of the concept of socialisation.
- (d) A simple and correct conclusion is reached regarding the role of socialisation.

##### **Evidence requirements**

- PC (a) Written or oral evidence of the candidate's ability to make detailed comparisons between social values and norms drawn from three contrasting cultures.
- PC (b) Written or oral evidence of the candidate's ability to apply the concept of socialisation to two social situations of their own choice.
- PC (c) Written or oral evidence of the candidate's ability to demonstrate an understanding of the relationship between social order and socialisation processes.
- PC (d) Written or oral evidence that the candidate can draw simple conclusions about the role of socialisation.

## **National Unit Specification: support notes**

### **UNIT Introduction to Sociology: Socialisation (Intermediate 2)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

This unit has the same content as Introduction to Sociology: Socialisation (Int 1); however, the units are differentiated by outcomes, performance criteria, range statements and evidence requirements. 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, to the same depth of knowledge and understanding or with the same level of skill development.

This unit, like its Intermediate 1 partner, offers an introduction to Sociology and is set in the context of socialisation. Full details of the content of this unit are set out in the course details. The unit is intended to introduce candidates to the concept of socialisation by encouraging candidates to draw upon their own life experiences as a means of recognising the influence of socially created behavioural norms and values and roles; then to identify these in the context of a variety of cultures. Most importantly, candidates should be given the opportunity to discover for themselves the diversity of forms of social behaviour. They should be encouraged to consider as wide a range of cultural contexts as possible. These should include cross-cultural, sub-cultural, anthropological and historical settings. 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, social norms, social roles, values and cultures. By using a contextual and illustrative approach, it is hoped that candidates will explore for themselves the nature of social order and diversity without, at this stage, using any particular theoretical focus.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

General proposals regarding approaches to learning and teaching are contained in the course details. In this unit, particular emphasis should be placed on active learning methods and a candidate-centred approach. A good variety of resources is critical for this approach. These should be interesting, accessible and manageable and should reflect the experiences of candidates working at this level.

The outcomes are interconnected and should be approached as such. It is recommended that, wherever possible, outcomes should be covered in an integrated way; for example, the topic of the family may be used as a context to cover all outcomes. An outcome-by-outcome approach should be avoided. By taking this approach, candidates will come to recognise the interdependent nature of social norms, values and culture and begin to understand at least some of the origins of social order, diversity and change.

## **National Unit Specification: support notes**

### **UNIT Introduction to Sociology: Socialisation (Intermediate 2)**

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Centres may use the instruments of assessment which are considered to be most appropriate. Examples of instruments of assessment that could be used are as follows:

The National Assessment Bank will provide assessment instruments and guidance on implementation. This does not preclude teachers/lecturers from devising their own assessment tasks. Evidence of attainment of the outcomes in this unit may be provided through a variety of methods of assessment. Simple structured questions, short responses, assignments or a project may all be used. Where more open-ended assessments are used, candidates working at this level will require careful briefing and clear records must be maintained to note the achievement of outcomes. Account should be taken of the nature of the class group at this level, in deciding which form of assessment should be adopted. Wherever possible, a holistic strategy should be used and an outcome-by-outcome approach avoided. However, where an integrated approach is used for assessment, it will be necessary to identify, in the candidate's response, where each outcome has been met.

If the evidence is gathered by means of a single assessment towards the end of the unit, care should be taken to ensure that sufficient time is allowed for remediation and reassessment if required. Where a candidate has failed to achieve one or more of the outcomes, it is necessary to reassess those outcomes which the candidate has failed to achieve.

Where assessments are set which allow candidates to demonstrate performance beyond the minimum standard required, evidence gathered for internal unit assessment may also be used for grade prediction and for appeals for external course assessment. For information on the grade descriptions for external assessment, refer to the Sociology Intermediate 2 course details.

#### **SPECIAL NEEDS**

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special 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 Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

## National Unit Specification: general information

<b>UNIT</b>	Social Stratification: An Introduction (Intermediate 2)
<b>NUMBER</b>	D430 11
<b>COURSE</b>	Sociology (Intermediate 2)

### SUMMARY

This is a mandatory component unit of Intermediate 2 Sociology. It can also be offered as a freestanding unit.

This unit is designed to introduce candidates to sociology by introducing the concept of social stratification and developing knowledge of the ways individuals are classified by socially generated criteria. Its focus is upon the variety and relative nature of the main systems of social stratification.

This unit is designed to meet the needs of:

- candidates undertaking an Intermediate 2 course in sociology
- candidates undertaking a Scottish Group Award at Intermediate 2 or Higher
- candidates who seek an introduction to the study of social stratification in sociology.

### OUTCOMES

- 1 Describe the concept of social stratification.
- 2 Describe systems of social stratification.
- 3 Analyse the concept of social stratification.

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### Administrative Information

<b>Superclass:</b>	EE
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## **National Unit Specification: general information (cont)**

### **UNIT Social Stratification: An Introduction (Intermediate 2)**

#### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre. However, it would be beneficial if candidates had achieved the following:

- a Standard Grade social subject at grade 3 or 4 or an equivalent Intermediate 1 course or units
- Standard Grade English at grade 4 or above or Communication at Intermediate 1
- any other relevant qualification at an appropriate level.

#### **CREDIT VALUE**

1 credit at Intermediate 2.

#### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None
<b>Core skills components for the unit</b>	Critical Thinking Int 2

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## National Unit Specification: statement of standards

### UNIT Social Stratification: An Introduction (Intermediate 2)

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 concept of social stratification.

##### Performance criteria

- (a) Describe the concept of social stratification.
- (b) The main forms of social stratification are described correctly.
- (c) The relative nature of the concept of social stratification is described correctly, with reference to three contrasting cultural contexts.

##### Evidence requirements

- PC (a) Written or oral evidence that the candidate knows the concept of social stratification by defining it clearly.
- PC (b) Written or oral description of three forms of social stratification.
- PC (c) Written or oral description of the link between three forms of social stratification and three contrasting cultural settings.

Main forms of social stratification: choose **three** from wealth and income, gender, ethnicity, age, religion.

#### OUTCOME 2

Describe systems of social stratification.

##### Performance criteria

- (a) The main systems of social stratification are described correctly, using illustrations drawn from different cultures.
- (b) The relationship between stratification systems and their social and cultural settings is explained correctly, with reference to three contrasting cultural contexts.

##### Evidence requirements

- PC (a) Written or oral description of three systems of stratification.
- PC (b) Written or oral evidence that the candidate can explain the cultural relativity of social stratification systems, by reference to three systems of stratification and relating them to three contrasting cultural contexts.

Systems of social stratification: choose **three** from feudalism, caste, social class, age-set, slavery.

## **National Unit Specification: statement of standards (cont)**

### **UNIT Social Stratification: An Introduction (Intermediate 2)**

#### **OUTCOME 3**

Analyse the concept of social stratification.

#### **Performance criteria**

- (a) The effects of social stratification upon society and its members are described correctly.
- (b) The relationship between social stratification and inequality is discussed in a balanced way.
- (c) The relationship between social stratification and social mobility is discussed in a balanced way.
- (d) Conclusions regarding the relationship between social stratification, social mobility and social inequality are drawn correctly and in a simple way.

#### **Evidence requirements**

- PC (a) Written or oral description of two effects of three different forms of social stratification.
- PC (b) Written or oral evidence of the candidate's clear understanding of the relationships between social stratification and inequality.
- PC (c) Written or oral evidence that the candidate understands clearly the relationship between social stratification and social mobility.
- PC (d) Written or oral evidence that the candidate can draw simple conclusions based upon points raised in PCs (b) and (c).

Forms of social stratification: choose **three** from wealth and income, gender, ethnicity, age, religion.

## **National Unit Specification: support notes**

### **UNIT Social Stratification: An Introduction (Intermediate 2)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

This unit has the same content as Introduction to Sociology: Social Stratification (Int 1); however, the units are differentiated by outcomes, performance criteria, range statements and evidence requirements. 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, to the same depth of knowledge and understanding or with the same level of skill development.

This unit, like its Intermediate 1 partner, offers an introduction to sociology and is set in the context of social stratification. Information on the content of this unit is provided in the course details. The unit is intended to introduce the concept of stratification by encouraging candidates to draw upon their own life experiences as well as a wide range of cultural contexts. 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. These should include cross-cultural, sub-cultural, anthropological 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 social stratification. By using a contextual and illustrative approach, it is hoped that candidates will explore for themselves the nature of social order, diversity and change without, at this stage, using any particular theoretical focus.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

General proposals regarding approaches to learning and teaching are contained in the course details. In this unit, particular emphasis should be placed on active learning methods and a candidate-centred approach. A good variety of resources is critical for this approach and should be interesting, accessible and manageable and should reflect the experiences of candidates working at this level.

The outcomes are interconnected and should be approached as such. It is recommended that, wherever possible, outcomes should be covered in an integrated way. An outcome-by-outcome approach should be avoided. By taking this approach, candidates will come to recognise the interdependent nature of culture and its associated values and norms, particularly in relation to social inequality and begin to understand at least some of the origins of social order, diversity and change.

## **National Unit Specification: support notes (cont)**

### **UNIT Social Stratification: An Introduction (Intermediate 2)**

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The National Assessment Bank will provide assessment instruments and guidance on implementation. This does not preclude teachers/lecturers from devising their own assessment tasks. Evidence of attainment of the outcomes in this unit may be provided through a variety of methods of assessment. Simple structured questions, short responses, assignments or a project may all be used. Where more open-ended assessments are used, candidates working at this level will require careful briefing and clear records must be maintained to note the achievement of outcomes. Account should be taken of the nature of the class group at this level, in deciding which form of assessment should be adopted. Wherever possible, a holistic strategy should be used and an outcome-by-outcome approach avoided. However, where an integrated approach is used, it will be necessary to identify, in the candidate's response, where each outcome has been met.

If the evidence is gathered by means of a single assessment towards the end of the unit, care should be taken to ensure that sufficient time is allowed for remediation and reassessment if required. Where a candidate has failed to achieve one or more of the outcomes it is necessary to reassess only those outcomes which the candidate has failed to achieve.

Where assessments are set which allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for internal unit assessment may also be used for grade prediction and for appeals for external course assessment. For information on the grade descriptions for external assessment, refer to the Intermediate 2 sociology course details.

#### **SPECIAL NEEDS**

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special 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 Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

## National Unit Specification: general information

<b>UNIT</b>	Research Methods: Introduction (Intermediate 2)
<b>NUMBER</b>	D431 11
<b>COURSE</b>	Sociology (Intermediate 2)

### SUMMARY

This is a mandatory component unit of Intermediate 2 Sociology. It can also be offered as a free-standing unit.

This unit is designed to develop knowledge and understanding of the main methods of sociological research used by sociologists. Its focus is to introduce the distinction between sociological and common-sense views of social behaviour and to show how information based on sociological research is different from personal opinion.

This unit is designed to meet the needs of:

- candidates undertaking an Intermediate 2 course in sociology
- candidates undertaking a Scottish Group Award at Intermediate 2 or Higher
- candidates who seek an introduction to the study of sociological methods.

### OUTCOMES

- 1 Describe the main methods of investigation used by sociologists.
- 2 Analyse the main methods of investigation used by sociologists.

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### Administrative Information

<b>Superclass:</b>	EE
<b>Publication date:</b>	November 1999
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	03

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## **National Unit Specification: general information (cont)**

### **UNIT    Research Methods: An Introduction (Intermediate 2)**

#### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre. However, it would be beneficial if candidates had achieved the following:

- a Standard Grade social subject at grade 3 or 4 or an equivalent Intermediate 1 course or units
- Standard Grade English at grade 4 or above or Communication at Intermediate 1
- any other relevant qualification at an appropriate level.

#### **CREDIT VALUE**

1 credit at Intermediate 2.

#### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None
<b>Core skills components for the unit</b>	Critical Thinking    Int 2

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## National Unit Specification: statement of standards

### UNIT Research Methods: An Introduction (Intermediate 2)

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 main methods of investigation used by sociologists.

##### Performance criteria

- (a) The main methods used by sociologists in their research are identified accurately.
- (b) The distinction between primary and secondary data collection is described clearly using appropriate examples.
- (c) The research processes used by sociologists are described clearly and precisely.
- (d) The operation of the main methods of sociological research is described clearly and precisely.

##### Note on range for the outcome

Research processes: hypothesis, research design, pilot studies, sampling procedures, data collection, recording and analysis of data, presentation of findings and evaluation.

##### Evidence requirements

Written or oral evidence that the candidate can identify and describe five – three from (a) and two from (b) – of the research methods listed and can describe all processes listed in the range.

The main methods of research:

- choose **three** from questionnaires, interviews (structured/unstructured), participant observation, non-participant observation, comparative studies, longitudinal studies
- using secondary sources, choose **two** from official statistics, written and other visual evidence.

## **National Unit Specification: statement of standards (cont)**

### **UNIT Research Methods: An Introduction (Intermediate 2)**

#### **OUTCOME 2**

Analyse the main methods of investigation used by sociologists.

##### **Performance criteria**

- (a) Advantages and disadvantages of the main methods of investigation are described accurately.
- (b) Valid conclusions on the choice, range and scope of research methods are reached.

##### **Evidence requirements**

Written or oral evidence that the candidate can describe five methods listed below – three from a) and two from b) – giving two advantages and two disadvantages for each of the methods chosen and draw conclusions on the selection of research methods by sociologists.

The main methods of research:

- a) choose **three** from questionnaires, interviews (structured/unstructured), participant observation, non-participant observation, comparative studies, longitudinal studies
- b) using secondary sources, choose **two** from official statistics, written and other visual evidence.

## **National Unit Specification: support notes**

### **UNIT Research Methods: An Introduction (Intermediate 2)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

This unit has the same outcomes and content as Introduction to Sociology: Methods (Int 1); however, the units are differentiated by outcomes, performance criteria, range statements and evidence requirements. 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, to the same depth of knowledge and understanding or with the same level of skill development.

This unit, like its Intermediate 1 partner, offers an introduction to sociology and is set in the context of sociological research methods. Information on the content of this unit is provided in the course details. The aim of the unit is to distinguish sociological understanding from common sense or personal opinion. It introduces the distinct features of the sociological approach by introducing candidates to the wide range of methods available to sociologists and, by emphasising the importance of research and evidence in the production of sociological knowledge, it serves, with the other Intermediate 2 units, to give a broad, general introduction to sociology as a discipline.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

General proposals regarding approaches to learning and teaching are contained in the course details. It is recommended that where this unit is taken as part of the Intermediate 2 course, delivery is integrated. This should avoid an arid, segmental approach to research methods. If the unit is to be used as a free-standing unit, then appropriate illustration should be used and should, wherever possible, relate to the interests and level of the candidate group. Emphasis should be placed on active learning methods and a candidate-centred approach. This will rely upon a wide variety of resources relating to sociological research methods. Resources should provide a range of examples of different sociological methods used in a variety of sociological contexts and should give the opportunity to encourage critical evaluative skills. The resources should be relevant and appropriate to this level. The approach should be light, interesting and manageable.

The outcomes are interconnected and should be approached as such. It is recommended that, wherever possible, outcomes should not be approached in isolation but should be contextualised in an appropriate and relevant way. By using this approach, candidates should become familiar with the practice of sociology and will then be able to relate the work of sociologists to other relevant fields of study to everyday life and to the development of sociological knowledge.

## **National Unit Specification: support notes (cont)**

### **UNIT Research Methods: An Introduction (Intermediate 2)**

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The National Assessment Bank will provide assessment instruments and guidance on implementation. This does not preclude teachers/lecturers from devising their own assessment tasks. Evidence of attainment of the outcomes in this unit may be provided through a variety of methods of assessment. Simple structured questions, short responses, assignments or a project may all be used. Where more open-ended assessments are used, candidates working at this level will require careful briefing and clear records must be maintained to note the achievement of outcomes. Account should be taken of the nature of the class group at this level, in deciding which form of assessment should be adopted. Wherever possible, a holistic strategy should be used and an outcome-by-outcome approach avoided. However, where an integrated approach is used for assessment, it will be necessary to identify, in the candidate's response, where each outcome has been met.

If possible, whatever choice of assessment method is used, integration of assessment of this unit into the other Intermediate 2 unit assessments should be attempted. This is particularly relevant if an integrated learning and teaching approach has been adopted in the course.

If the evidence is gathered by means of a single assessment towards the end of the unit, care should be taken to ensure that sufficient time is allowed for remediation and reassessment if required. Where a candidate has failed to achieve one or more of the outcomes it is necessary to reassess only those outcomes which the candidate has failed to achieve.

Where assessments are set which allow candidates to demonstrate performance beyond the minimum standard required, evidence gathered for internal unit assessment may also be used for grade prediction and for appeals for external course assessment. For information on the grade descriptions for external assessment, refer to the Intermediate 2 sociology course details.

#### **SPECIAL NEEDS**

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special 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 Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).