



National Unit specification

General information

Unit title: Social Anthropology: Understanding Our Place in the World (SCQF level 5)

Unit code: HG1M 45

Superclass: EE

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Version: 01

Unit purpose

The purpose of this Unit is to offer a first introduction to the subject of social anthropology.

It aims to demonstrate the basis of the subject by asking learners to think about their place in the world in the context of different ways in which human beings like themselves might have been brought up. Common influences include family, neighbours and friends, but the names and roles of such people can vary, as can the extent to which they affect daily practices such as diet and dress. The value of objects is a related area to be considered, particularly those associated with important events in the life course, thus encouraging learners to think about the different meanings objects might hold. Discussing attitudes to difference can also help learners to identify how basic notions such as dirt and cleanliness, danger and safety, may vary. This would help illustrate the chief aim of this Unit, namely to gain an understanding of the influence of cultural background on views of the world.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Compare their own close relationships with examples of different cases.
- 2 Discuss the value and meaning of special occasions in their life.
- 3 Explain how people's attitudes to places contribute to a sense of belonging.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

National Unit specification: General information (cont)

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Recommended entry to the Unit

No pre-existing knowledge or skills are required for entry to this Unit.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

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.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit specification: Statement of standards

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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 SQA.

Outcome 1

Compare their own close relationships with examples of different cases.

Performance Criteria

- (a) Identify people close to you and accurately classify the people by name of relationship and role expectation.
- (b) Compare your information with that of at least one other member of the group and clearly note down similarities and differences in the name of relationship and role expectation.
- (c) Research information about a person from another country and culture and accurately identify names of relationships and role expectations.
- (d) Actively participate in a group discussion about the variety of relationships that exist in social worlds, sharing the findings of your research.
- (e) Produce a clear and concise summary describing similarities and differences that exist in names of relationships and role expectations in different social worlds.

Outcome 2

Discuss the value and meaning of special occasions in their life.

Performance Criteria

- (a) Describe accurately an object which marks a special occasion in their life.
- (b) Explain clearly why this object was chosen to mark the special occasion and how it carries meaning.
- (c) Describe accurately how the same occasion might be marked among groups of people from different backgrounds.
- (d) Produce a clear and concise summary describing **other** special occasions in a life course of groups of people from different backgrounds, considering similarities and differences.

National Unit specification: Statement of standards (cont)

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Outcome 3

Explain how people's attitudes to places contribute to a sense of belonging.

Performance Criteria

- (a) Identify places of importance to you personally and to which you feel you belong.
- (b) Classify the places.
- (c) Compare your information with that of at least one other group member and clearly identify the differences and similarities in the way that people find a sense of belonging in their social worlds.
- (d) Research information about a person from another country and culture and their attitude, which is different from your own, towards a place.
- (e) Actively participate in a group discussion about the differences in attitude of people in different social worlds towards a place, sharing the findings of your research.
- (f) Produce a summary explaining how places can contribute to a sense of belonging.

Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Outcome 1

Across the Outcome, the learner is required to compare their own close relationships with examples of other people's close relationships. Comparison should be made with at least one person from the learner's own country and one person from another country.

For Performance Criteria (a) and (b), the learner must produce information which clearly identifies names and relationships and role expectations of people that they know well. They must also produce evidence of comparing this information with names of relationships and role expectations for people in their peer group and clearly note down similarities and differences.

For Performance Criterion (c), the learner should produce evidence of researching a person from another country and culture, looking in detail at the names of relationships and role expectations in his/her culture.

For Performance Criterion (d), the learner must provide evidence of contributing actively to a group discussion and sharing information gained from their research.

For Performance Criterion (e), the summary produced should be clear and concise. It should demonstrate the learner's understanding of the similarities and differences that can exist in names of relationships and role expectations in different social and cultural groups.

Evidence can be written or oral. The assessment should be undertaken in open-book conditions. The centre should ensure the authenticity of the learner's work.

National Unit specification: Statement of standards (cont)

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Outcome 2

For Performance Criteria (a) and (b), the learner must provide an accurate description of an object that marks a special occasion and explain clearly why it was chosen and how it carries meaning.

For Performance Criterion (c), the learner must describe accurately how the same occasion might be marked in at least one group of people from a different background.

For Performance Criterion (d), the learner must produce a clear and concise summary describing at least one other different special occasion practised by people of different backgrounds and identifying the similarities and differences.

Evidence can be written or oral. The assessment should be undertaken in open-book conditions. The centre should ensure the authenticity of the learner's work.

Outcome 3

For Performance Criteria (a), (b) and (c), the learner must produce information which clearly identifies places they know well and that they feel they belong to. He/she should go on to classify the places as, for example, clean, dirty, safe, dangerous, interesting, exciting, etc. They must also produce evidence of comparing this information with information provided by other members of the group, identifying the differences and similarities in the way that people find a sense of belonging in their social worlds.

For Performance Criterion (d), the learner should produce evidence of researching a person from another country and culture, looking in detail at his/her attitude to places.

For Performance Criterion (e), the learner must provide evidence of contributing actively to a group discussion and sharing information gained from their research.

For Performance Criterion (f), the learner must produce a summary that is clear and concise. It should accurately describe how attitudes towards places can contribute to a sense of belonging, either positively or negatively.

Evidence can be written or oral. The assessment should be undertaken in open-book conditions. The centre should ensure the authenticity of the learner's work.



National Unit Support Notes

Unit title: Social Anthropology: Understanding Our Place in the World (SCQF level 5)

Unit Support Notes are offered as guidance and are not mandatory.

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

Guidance on the content and context for this Unit

The purpose of this Unit is to develop a learner's understanding of the influence of their cultural background on their views of the world and to challenge them to recognise equality in all possible ways.

The Unit introduces the subject of social anthropology by asking learners to examine the differences human beings encounter in their upbringing which influence the way they see the world, the way they describe people, things and places around them. Asking learners to think about their own place in the world is an approach chosen both to appeal to them and to enable them to learn and reflect on their own relationships, experiences and attitudes. This should be facilitated by the teacher/lecturer who should begin delivery of the Unit by providing examples of looking at the world in different ways.

There is progression from this Unit to other Social Anthropology Units at SCQF levels 6, 7 and 8.

Outcome 1 focuses on different relationships and could include members of the family, neighbours and friends. The teacher/lecturer should introduce the learners to a variety of names and roles that exist in different social and cultural groups in other parts of the world and discuss the differences.

Depending on the background of members of the group, it may or may not be necessary to present a huge range of examples from societies in other parts of the world, but it is probably a good idea to describe some contrasting cases in the early stages so that learners feel comfortable describing their own situations if they seem very different from those of their friends. So, for example, introducing learners to a society where a clear distinction is made between relatives on the side of the child's mother from those on the side of the father could encourage discussion about why this might be important, and mention could be made of associated rules, such as naming, dietary prohibitions and clan membership. Roles of individuals close to the learners might also be more easily identified if they are offered examples from societies where things are done differently. Issues associated with surrogacy could also be raised if the learners are aware of cases and comparisons could be made with parallel forms in societies without technology. A paper by Peter Riviere might be a useful reference for the teacher/lecturer.

National Unit Support Notes (cont)

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It might be useful to indicate examples of common human concerns, such as the need to eat, to sleep and to wear clothes (or not) suitable to their society.

Another interesting possibility would be to consider the place of animals such as pets or working animals in the lives of a family, where these animals live, how they are named (or not) and their significance for each individual.

There is plenty of ethnography that could be used to provide examples, and all text books of social anthropology will offer cases that may be presented.

The second Outcome starts with the idea of looking at objects that are important to people within special occasions and considering ways in which the objects carry (or symbolise) meaning, which could be different for the same object in different societies.

The key aim of this Outcome is to consider and discuss a variety of special occasions (which anthropologists call rites of passage), to look at the meaning of the occasion for the participants, and to see how objects, such as gifts or special foods, are used to mark these occasions.

The third Outcome starts by considering the importance of places in the lives of different peoples. It might be interesting to present examples of new places to learners to inspire their own list of places. Members of the group will have various ideas of where they belong and a range of places may be chosen.

Place could include, for example, football grounds which can evoke a variety of attitudes and the notion of *taboo* could be identified in this context.

Smaller, more specific places, such as public toilets, are good for evoking ideas about dirt and cleanliness and for explaining how these ideas differ depending on upbringing and expectations.

Mention of dirt and cleanliness, danger and safety, offers ways to interpret expressions of prejudice and misunderstandings that learners might have encountered already. The teacher/lecturer could introduce anthropological terms like 'purity', 'pollution' and 'taboo'; in laying out a context for this part of the learning process. If learners are ready to be introduced to a well-respected founding ancestor of the field, the book by Mary Douglas entitled *Purity and Danger* offers wonderful examples of ways in which aspects of home life can illustrate differing ways of classifying things and places as clean or dirty. Douglas's work is summarised in textbooks and articles for easier access.

The concept and make-up of the house or home could also raise interesting differences, for example, in the naming and use of different rooms and who is free to use them.

National Unit Support Notes (cont)

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Guidance on approaches to delivery of this Unit

General Introduction

The Outcomes may be approached discretely and delivered in any order.

All learning and teaching should be learner-centred, participative, interactive and practical. Learners must be encouraged, and provided with opportunities, to take an active role in and assume some responsibility for their own learning. A facilitative approach can be pursued either face-to-face with learners or as part of an online support, involving appropriate teacher/lecturer interventions as required to help with knowledge acquisition and skills development. Passive and rote learning or the mere reproduction of information from other sources is not acceptable.

The use of new technologies should be encouraged for researching, communicating and presenting information. This will assist in the development of a range of different skills, for example:

- ◆ Use of ICT
- ◆ Written and oral language skills
- ◆ Selection of current, appropriate sources of information
- ◆ Research
- ◆ Note taking
- ◆ Working independently and collaboratively
- ◆ Learning and study skills/skills in self-directed study
- ◆ Time management

Co-operative working with other learners to gather and exchange information should be encouraged as far as is practical. Some activities should be pre-planned and learners briefed in advance. In any group work, the teacher/lecturer should ensure the rotation of roles and responsibilities, eg who leads or manages group discussion. Learners should be encouraged and supported, in a secure environment, to challenge their 'comfort zone'. This practice will reflect the realities of the workplace where employees are expected to be flexible and versatile. Such an approach to learning and teaching will also develop skills in:

- ◆ Negotiation
- ◆ Collaboration
- ◆ Team work/interaction with others
- ◆ Initiative
- ◆ Resilience
- ◆ Peer respect
- ◆ Responsibility/sense of ownership
- ◆ Personal effectiveness
- ◆ Problem solving

National Unit Support Notes (cont)

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Every opportunity should be taken to introduce learners to some of the methods used by social anthropologists as they build up their knowledge about the societies that they write about.

In terms of interview skills, learners could come together to devise a bank of suitable questions which are open ended and which will encourage the interlocutor to talk about issues. Practice sessions could be held where learners ask each other questions in preparation for the 'live' task.

Outcome 1

Learners' lists should be shared with the group and then each learner should be asked to compare his/her own list with that of others, noting down similarities and differences.

A variety of different approaches could be used to research a person from another country and culture. This could include a supervised interview of a family friend or contact or researching library/internet sources. In order to allow all learners the opportunity of interviewing someone on a face-to-face basis, the teacher/lecturer could set up an interview in the classroom with a personal friend or contact using, eg Skype or Facetime. Or, where possible, the teacher/lecturer could invite a known contact to the centre to participate in discussions and interview. If the local town has a twinning arrangement, this may provide learners with an opportunity to make contact with students in a school or college overseas.

The learners should be encouraged to actively participate in group discussion sharing information that they have gained through research activities and considering the differences and similarities between people from a variety of social worlds. Learners should be encouraged to listen to all members of the group, observe turn taking and, where appropriate, take on the role of chairperson or leader of the group discussion.

Outcome 2

This Outcome in particular provides opportunities for exciting and varied learner-centred approaches to teaching and learning.

The learner could be asked to bring an object to class which marks a special occasion in his/her life. Alternatively, the learner could bring in a photograph of the object if it is precious or likely to disintegrate. He/she could then be asked to describe the special occasion and explain to the group the meaning of the object and what it symbolises.

Films or film clips from rites of passage in societies other than those known to the learners could be shown. There is often plenty of excitement and colour in coming-of-age ceremonies and/or weddings and adult initiation ceremonies. This could be followed up by role play activities which could help to anchor abstract ideas. You might find it useful to introduce ideas from van Gennep's book on *Rites of Passage* which is summarised and explained in most textbooks of social anthropology.

National Unit Support Notes (cont)

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Outings to museums or other centres to look at objects of material culture could be organised. Field trips could be made to local festivals so that learners could make observations of their own. Learners might also be asked, where the opportunity arises, to record observations about events they have attended with their families and/or friends. They could then share their observations through video clips or photographs with other members of the group.

Outcome 3

The approaches to delivery of this Outcome are similar to Outcome 1.

A class outing might be appropriate to a local museum or place associated with a national or regional identity, thus illustrating how a particular upbringing might differ from that of people in other countries. It might also illustrate the variety of upbringings within the country in which the learner is currently residing.

Learners could bring in photos or 'selfies' to illustrate their own presence in locations that they have chosen to describe.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Learners could be asked to put forward a portfolio of materials including lists, possibly written up in diagrammatic form like family trees, photographs of objects and ceremonies, and other materials such as flags, mascots and so forth that they might collect to denote the importance of place in Outcome 3. Each learner could choose a particular other people to compare with their own situation, or they could write about some general principles illustrating a range of differences from different sources. As an anthropologist goes about their work, they inevitably collect a range of materials beyond the notes and lists they make, and assessment could also offer an opportunity to display an understanding of this situation.

The assessment evidence for this Unit is probably best collected gradually, with opportunities to submit small parts of it to the assessor in a situation where the learner can demonstrate orally that they are presenting their own work. Some of this assessment could be made online, perhaps using a computer programme that asks for short answers to a series of questions to be submitted within a limited time, simply to ensure that the learner has grasped the basic principles of what they are doing. These could also be multiple choice questions.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

National Unit Support Notes (cont)

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

The Core Skills of *Communication* and *Working with Others* are developed naturally in this Unit, as learners are expected to learn through sharing their own experiences in pairs or small groups. They are also encouraged to go out and talk to people outside the classroom.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

Everyone has experience that they can build on in taking this Unit because it will ask you to consider very basic elements of your own life in order to compare them with those of people brought up in families from a different background. The introduction of social anthropology is an introduction to the depth of variety in ways of thinking about our closest friends and family, about occasions we celebrate, and about objects we value. It also asks you to think about the places you belong to, and through making comparisons with others in the class and elsewhere, it encourages you better to understand your own place in the wider world to which we all belong.

You need no prior knowledge to take this Unit, and during your study you will be encouraged to develop skills of discussion and collaboration with others in the class. Assessment will be based on the evidence you produce of having researched different ways of thinking of people at home and abroad, as well as having compared your findings with those of others in your class. This evidence might include objects, recordings and photographs, as well as written work, and it could all be collected in an online format. You should come out of this Unit with a greatly increased understanding of how others in the world think about each other and about their lives — and perhaps about you and yours too.

This understanding will enable you to respect and better to communicate with a great range of people in a variety of jobs, both at home and abroad. It will give you an extra strand of employability in many fields, but if you wish to pursue further your study of social anthropology there are Units at three higher levels, and there are also degree courses in many universities in Scotland and elsewhere.