✗SQA

Sociology: Culture and Identity

SCQF: level 5 (6 SCQF credit points)

Unit code: J2DE 75

Unit outline

The general aim of this Unit is to equip learners with a basic knowledge and understanding of how to use sociological concepts to explain culture and identity. Learners will investigate and explain the relationship between culture and identity and develop skills in collecting, using and communicating information from a range of sources. Learning in this Unit will raise awareness of diversity.

Learners who complete this Unit will be able to:

1   Explain culture and identity

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

♦ National 4 People and Society Course or relevant component Units
♦ National 4 Modern Studies Course or relevant component Units

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes.*

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

1   Explain culture and identity by

1.1   Describing the concepts of culture, sub-culture, identity and diversity
1.2   Explaining the process of socialisation
1.3   Using information from a range of sources to investigate the relationship
        between socialisation and identity
1.4   Giving an explanation of culture and identity that reflects awareness of diversity

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Sources of information may be sociological or non-sociological.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Assessment standard thresholds

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

♦ For Assessment Standard 1.3, only two sources of information are required.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1   Literacy

1.3   Listening and talking

3   Health and wellbeing

3.1   Personal learning

4   Employability, enterprise and citizenship

4.6   Citizenship

5   Thinking skills

5.3   Applying
5.4   Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work.* The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes.*

Appendix: Unit support notes

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the *Unit Specification*
♦ the *Unit Assessment Support packs*

Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Approaches to learning, teaching and assessment

Overarching guidance

A wide variety of learning and teaching approaches can be used to deliver the *Culture and Identity* Unit. The Unit Support Notes provide advice and guidance and some examples of approaches that could be used.

At all times, teachers/lecturers should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating. Learning should build on, and be sensitive towards, learners' life experiences. Approaches to learning and teaching should provide varied opportunities for learners to reflect on and at times question some of their commonly-held beliefs. This could be challenging and rewarding for learners as well as teachers/lecturers.

The Outcome and Assessment Standards state minimum requirements. However, it is expected that teaching will normally cover a wider range than the minimum required to pass the Unit assessment.

A single outcome should allow for a degree of personalisation and opportunities for integration with the other mandatory Units

Sequencing and timing

The *Culture and Identity* Unit consists of one Outcome, which can be delivered and assessed in a variety of ways to promote personalisation and choice. The sequencing and timing of the mandatory content is less significant than the actual knowledge and understanding of the sociological concepts and the investigative and presentation skills that the learner will develop.

A holistic approach to learning and teaching would be appropriate. Opportunities to motivate learners to understand complex or sensitive social issues linked to culture and identity may be more easily understood by learners if topics or themes of contemporary relevance are identified and investigated by them.

Possible approaches to learning and teaching

A rich and supportive learning environment should be provided to enable a learner to achieve the best they can. This could include approaches covering:

♦ Development of investigating skills which with involve collecting information from a range of sources
♦ Development of strategies relating to planning and presenting information
♦ Encouraging learners to reflect on and explain their experiences or ideas
♦ Discussion around new concepts and how they can be understood and applied
♦ Collaborative and independent learning
♦ Using technology where appropriate

Examples of learning and teaching contexts and opportunities

Explain culture and identity

Possible discussion and activities:

Reflection and discussion of learner's own socialisation experiences (norms, values, customs); sense of own identity; social identities linked to gender, age, disability, ethnicity, nationality, sexuality and social class; links to wider aspects of culture – popular culture, youth culture, high culture; widening cultural awareness and discussion through a range of stimulus material eg TV documentaries or sociological studies that provide examples of cultures and subcultures or discussions of ideas to introduce ideas around concepts; for example diversity, ethnicity or ethnocentrism.

Learners could work collaboratively or independently to investigate, with support, a range of sources when developing their understanding of the relationship between socialisation and identity. Learners could be supported to develop an awareness and appreciation of diversity by taking advantage of any opportunity to highlight the dangers of ethnocentric views throughout the learning and teaching in this unit. This would help learners to develop an awareness and appreciation of diversity when preparing to explain culture and identity.

Learners could work individually or in groups to explain the relationship of identity to gender, age, ethnicity, nationality, disability, sexuality or social class. They could examine any or all of these relationships using a diverse range of sources which could include news items, media articles, TV programmes, case studies or even role play. In collating and investigating evidence it is important that learners are able to make links between the socialisation process and ways in which people develop their identities thought their cultural experiences. Learners could explain culture and identity in any way they choose and present their information in a format which best suits their own skills or the topic being studied. It is important that in developing their explanations of culture and identity learners are encouraged to begin to develop their 'sociological imagination'.

Learners could work in groups to investigate the influence of different agents of socialisation on identity formation. They could present evidence from a range of sources including music or fashion to investigate and illustrate the relationship between socialisation and identity. The concepts of culture, sub-culture and diversity could flow well from this, it is important that teachers/lecturers are actively involved in supporting learners to make links which can help them to develop sociologically informed views that reflect an awareness of diversity.

Possible approaches to assessment and generating evidence of progress
If a centre has delivered the learning and teaching of the Unit in a holistic, integrated fashion, the assessment approach could also be holistic. A holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of assessment, and provide more time for learning and teaching, thereby allowing centres to manage the assessment process more efficiently

Learning, teaching and preparation for assessment of this Unit could focus on the learner demonstrating accurate knowledge and understanding of the basic sociological concepts used to explain culture and identity. Activities could focus on skills which provide evidence of:

♦ Describing a range of sociological concepts, including culture, sub-culture, identity and diversity
♦ Explaining the processes of primary/secondary socialisation and agents of socialisation
♦ Understanding relationships between identity formation and experiences of the socialisation process. Activities focusing on this aspect of the Unit should support awareness of diversity and challenge stereotypes.

It would normally be expected that considerable learning and teaching will have taken place prior to the assessment evidence being collected. Learners should have successfully completed tasks and exercises of a similar demand to those in the assessment. In other words the assessor must be confident that the learner is ready for and can achieve the assessment.

If the unit assessment is designed as an evidence portfolio or a project, it is recommended that all evidence generated by the learner over a period of time is kept together in a secure place. With this approach there could be opportunities to collect and store evidence electronically thereby opening up more opportunities to develop ICT skills.

Combining assessment within Units

There is one outcome in this Unit. This is designed to promote a holistic, integrated learning experience. Ideally the assessment approach should also be holistic. A holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of assessment and provide more time for learning and teaching, thereby allowing centres to manage the assessment process more efficiently. This approach may also allow time for learners to be supported more effectively in terms of personalisation and choice.

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

For information on assessment and reassessment, please refer to SQA's Guide to Assessment, available on the SQA website.

Administrative information

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Superclass: EE

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Unit Support Notes added.	Qualifications Manager	September 2018
2.0	Unit code updated	Qualifications Manager	July 2019

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