

National 5 Sociology

Teaching guide

This is designed to assist teachers and lecturers using the National 5 Sociology note resources. You can use this series of notes as a basis for teaching the National 5 Sociology course.

Although the notes follow a section-by-section approach, they are only a suggestion and are not intended to be exhaustive. You should add tasks to complement the notes and ensure learning and consolidation.

Where there is optionality, such as a second social issue, centres should choose one for themselves. Popular topics include social mobility, gender issues, and crime and deviance. Other topics are valid, however, and may prove more engaging to a particular group of candidates.

Note 1

This gives an overview of the course. In addition to these slides, you should give candidates (or direct them to) the course specification.

At National 5, learners are very unlikely to have studied sociology discretely before. Asking them to write down what they think sociology is can be a good 'starter' task.

Note 2

It is important that learners know what sociology is, as well as learning what it is not (common sense), and how these ways of understanding society differ. They need this knowledge to do the assignment and successfully complete the rest of the course. Further exemplification would be useful in addition to the examples given.

Notes 3 and 4

You should exemplify each type of research method and illustrate each with a real piece of research.

Note 5

Although individual theories are not required for this section, you can introduce them at this stage to help illustrate the structural and action perspectives.

Note 6

Individual theories can help illustrate this (as shown) and you can encourage learners to think of ways in which individuals, groups and institutions are linked in society, using real-life examples.

Note 7

All of these concepts are defined at a basic level. You should expand upon them and give examples.

Note 8

Although one basic example of a sub-culture is given, you can use others, including youth subcultures. You could contrast Scotland's culture(s) with different countries' cultures, but note that cross-cultural comparisons are not specifically assessed.

Note 9

Individual learners can explore their own identities and ascribed and acquired characteristics. You should be understanding about the sensitivities that this may present for some.

Note 10

You should give examples of diversity in practice.

Note 11

This contains all three of the aspects of differential achievement, each of which you should expand on. Points for discussion could include:

- ◆ class — can the poverty-related attainment gap be changed through the education system?
- ◆ gender — to what extent does a gendered curriculum exist within the learners' school or college, or school or college experience?
- ◆ ethnicity — are macro factors, such as culture, or micro factors, such as labelling, more believable as explanations for this?

Note 12

It is important that learners are able to link this with previous learning on sociological versus common sense explanations and different research methods.

Notes 13 and 14

It is essential that learners thoroughly understand these two studies, as they can be assessed specifically.

Note 15

Although it is only in this section of the course that specific sociological theories can be assessed, it may be beneficial to introduce this information earlier, as suggested above. This gives learners a brief introduction to the concept of theories and to some of the theories themselves.

Assignment

Centres should decide the precise timing of the assignment. We recommend, however, that this is done as early as possible, so that learners can embark on the independent evidence gathering required.