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| **Name of Centre:**  Gloucestershire College | | | **Learner achievement (please circle)** *NB: All learner achievement is provisional until confirmed at the AVA Awards Board*. | | | | | |
| **Level Achieved:** | | **L3** | | | |
| **Achievement** | | **P** | **M** | | **D** |
| **Grade Profile** | |  | | | |
| **Resubmission?** | | **Y** | | **N** | |
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| **Title of Access to HE Diploma:** Health and Human Sciences; Humanities and Social Sciences | | | | | | | | |
| **Unit title:** Introduction to Sociology | | **Unit code: CBB729** | | | | | | |
| **Learner:** | | **Tutor/Assessor:** Andrew Kaighin | | | | | | |
| **Description of Assignment:**  **Introduction to Sociology**  **Task 1** *(Table – word limit 300 words)* **(AC 2.1)**   1. Prepare a table in which you identify the key aspects of one (1) micro-sociological and one (1) macro-sociological perspective (e.g. Functionalism, Marxism, Neo-Marxist, Feminism, Symbolic Interactionism). 2. Highlight the similarities and differences between the perspectives discussed.   **You MUST use the file ‘Task 1 Template’ on the VLE!**  **Task 2** *(Short Essay – word limit 800 words)* **(AC 1.1)**  Analyse the following statement*: Does who your parents are and what they do for a living matter?*  In order to respond to the above essay title you should identify and evaluate the ways that   1. social factors (e.g. social class, gender, ethnicity, norms, values, behaviour, lifestyle) can affect individuals (e.g. in terms of education, health, attainment, employment) and 2. the implications this may have for wider society.   At least **TWO (2)** theories must be used to develop an evaluation.  **Task 3** *(Report – word limit 600 words)* **(AC 3.1)**  *Evaluate how 2 sociological theories from this unit can be used to begin to understand an ongoing type of social inequality such as racial, gender, sexuality, class or health (such as disabilities and issues from COVID) and evaluate sociological explanations on how these inequalities exist.*  **You MUST use the file ‘Task 3 Template’ on the VLE!**  **Guidance for submission of completed tasks:**  **Task 1**  *This will be stronger if you evaluate the use of theories in a specific setting.*  **Essay Writing**  *An essay requires you to use the following structure:*  ***Introduction****: defines the key terms and indicates how the question will be addressed.*  ***Main body****: written in well-defined paragraphs with specific arguments relating to the question and supported with evidence. There should be cohesion and coherence in the essay. There should be a clear development to the argument through the main body with recognition of differing perspectives.*  ***Conclusion****: summarises the main points and findings, refers to the introduction showing how the question has been answered and suggests what needs to be further considered.*  **Newspaper Article**  *Remember to look at the strengths and weaknesses of the theories otherwise criteria* ***CANNOT*** *be met. Use class notes only as a guide and use sources such as textbooks to support your argument.*  **More information will be on the Assignment Workshop on the VLE.**  **General Hints**   * *For all tasks ensure you have clearly stated the word count. Work must not exceed the word limits given as this could affect your grade. Work that exceeds the word limit excessively will not be assessed beyond the stated word limit.* * *Ensure you have read widely (textbooks, professional journals as well as using online sources) and have used your own words throughout, referencing any sources clearly.*   + *Sources such as Tutor2U are ok for Level 3 but for stronger work and to be prepared for University use other sources such as Journals or subject specific books – blogs are unreliable sources.* * *To achieve higher grades, carefully read through the merit and distinction grade guidance.* * *Your writing should use an academic tone: sentences should be well-structured. Sentences should show clarity of thought and appropriate level of formality.* * *Grammar should be secure and controlled with subject-verb agreement. All sources used should be referenced in-text and a list of references provided using standard Harvard conventions.* | | | | | | | | |
| **Date Set:** 11/09/2023 | **Date for Submission: w/c** 23/10/2023 (day of lesson) at 15:00. | | | **Date for Resubmission (if required):**  **Date of Resubmission:** | | | | |
| **Extension date (if agreed):** | **Signed by Course Leader to agree extension:** | | | **Date**  **Submitted:** | | | | |
| **Internal Moderation: Yes / No**  **Date:** | **Signed by internal moderator:** | | | **ON TIME / LATE** | | | | |
| **Learner declaration:**  **Y/N** The explanations and evaluations in this work have been developed and written by me.  **Y/N** I have not submitted material copied from the Internet, textbooks or other sources in place of my own thinking and writing.  **Y/N** When I have referred to the work of others I have done so to discuss, comment on or argue their ideas.  **Y/N** I have kept quotation and paraphrasing to an absolute minimum and only to support points I have made.  **Y/N** I understand that referencing the names of authors whose ideas I have used without including my own interpretation of those ideas, does not meet the assessment criteria and cannot attract the Pass, Merit or Distinction grades.  **Y/N** I have not copied the work of my peers. | | | | | | | | |
| **Learner comments:** *(please use this space to comment on any aspect of the assignment when handing in your work)* | | | | | | | | |
| **Signature:** | | | **Date:** | | | | | |

**TO THE LEARNER: Please attach this assignment brief to any written work you are handing in for assessment, or submit the brief as instructed.**

**YOUR WORK CANNOT BE ASSESSED UNLESS YOU HAVE SIGNED AND SUBMITTED THIS FORM**

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| **Level 3** | **Unit title: Introduction to Sociology** | |
| **Learning outcomes** | | **Assessment criteria** |
| *This is what you will learn on the unit.* | | *This is what you must be able to demonstrate that you can do in your assignment in order to achieve the unit.* |
| **The learner will:** | | **The learner can:** |
| 1. Understand the relationship between society and human behaviour. | | * 1. Evaluate how social factors affect society and individuals. |
| 1. Understand macro and micro sociological perspectives. | | * 1. Differentiate between macro and micro sociological perspectives. |
| 1. Understand sociological explanations for social inequality. | | * 1. Evaluate theoretical explanations for social inequality. |

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| **Level 3 units only:**  Learners achieve a Pass if they meet all Level 3 Assessment Criteria for a unit. You will achieve a Merit or Distinction by meeting the following Grade Descriptors. Your tutor will give you feedback for all three grades. | | |
| **Grade Descriptor** | **Merit** | **Distinction** |
| **GD1 : Understanding of the subject** | The student, student’s work or performance: demonstrates a **very good** understanding of the different perspectives associated with the area of study | The student, student’s work or performance: demonstrates an **excellent** understanding of the different perspectives associated with the area of study |
| **GD2: Application of knowledge** | The student, student’s work or performance: makes use of relevant theories with **very good** levels of consistency. | The student, student’s work or performance: makes use of relevant theories  with **excellent** levels of consistency. |
| **GD7: Quality** | The student, student’s work or performance: is structured in a way that is **generally** logical and fluent. | The student, student’s work or performance: is structured in a way that is **consistently** logical and fluent. |
| **Grade Guidance:** Learners must carefully read the guidance below which is linked to the components above | | |
| **MERIT:**  **GD1: Understanding of the subject –** Your work will show that you have a very good understanding of the different sociological perspectives in terms of their origins and features, where they agree and where they differ in their explanations of society, the individual and social inequality. Evaluations will be made in tasks 1 and 2 but will be scarce and not developed.  **GD2: Application of knowledge –** In addition to accurately outlining the key ideas, you will also need to provide examples which both illustrate and/or challenge the assumptions held by the different theorists. You will clearly demonstrate the ways in which different sociological perspectives explain social inequality, society and the individual. The arguments and points made will make various valid points, but not explored in enough detail to warrant a higher grade.  **GD7: Quality –** Your work will be fluently written, your grammar, punctuation and spelling will have been proofread with most errors being corrected. Your responses will show that you can adopt an academic tone in your own words, using some evidence from your wider reading to support the points that you make. You will reference your work in-text and in the list of references. | | |
| **DISTINCTION:**  **GD1: Understanding of the subject –** Your work will show a thorough and consistent critical understanding of differing sociological theories. You will use appropriate sociological terminology accurately throughout. Consistent and logical attempts at evaluations will be made.  **GD2: Application of knowledge –** Using sociological theories to evaluate a range of social factors, and drawing on researched examples, you will demonstrate the impact these have on individuals and society. You will clearly demonstrate sociological explanations for these and will also evaluate the application of theories to a higher level – such as critically evaluating them. You will reference strong quality sources and consistently apply their relevancy to the arguments being made. Evidence from referenced sources will be consistently and accurately used throughout to support any claims that you have made. These will be from stronger sources such as textbooks, journals, specific websites such as The Conversation. The arguments and points made will make various valid points which will be explored in detail and their relevancy will be clear.  **GD7: Quality –** Your written work will be presented to a high standard, concise, flow logically with few errors in spelling and grammar. The intended meanings will be clearly conveyed consistently throughout your work. You will have followed the guidelines of each task in the brief. You will **consistently** support your points with relevant evidence from your wider reading. You will have used in-text citations for your sources **accurately** accompanied by a full list of references in the Harvard style presented in alphabetical order by author’s surname. You will not exceed the specified word limit. | | |

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| **Part A: Feedback on credit level** | | | | | | | | | | | | | | |
| **AC** | **Credit achieved (L3)** | | | **Location of evidence** | | | **Tutor/Assessor comments on assessment criteria**  *(you could also indicate on the work itself where each AC is met)* | | | | | | | |
| 1.1 |  | | | Task 2 | | |  | | | | | | | |
| 2.1 |  | | | Task 1 | | |
| 3.1 |  | | | Task 3 | | |
| Level achieved |  | | | Tutor/Assessor’s signature: | | | | |  | | Date: | |  | |
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| **Resubmission** (if applicable) *If any of the assessment criteria for this assignment have not been met at Level 3, a resubmission may be permitted. Resubmission must follow the QAA guidelines and be permitted only once.* | | | | | | | | | | | | | | |
| Requirements for resubmission/new Task set: | | | | | | | | | | | | | | |
| **Date Set:** | |  | | | | **Date due:** | |  | | **Date Submitted:** | | | |  |
| Feedback on resubmission: | | | | | | | | | | | | | | |
| **Level achieved**  **after resubmission:** | | |  | | **Tutor/Assessor’s signature:** | | |  | | **Date:** | |  | | |

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| **Part B: Feedback on grading** (Applicable only if all assessment criteria achieved at Level 3) | | |
| **Grade Descriptor** | **Tutor/Assessor comments against grade descriptors** | **Grade indicator**  **(P/M/D)**  *Please enter the final grade on page 1 based on this grade profile e.g. PPM=P* |
| **GD1 : Understanding of the subject** |  |  |
| **GD2: Application of knowledge** |  |  |
| **GD7: Quality** |  |  |
| **Tutor/Assessor’s reason for final grade decision (if applicable):** | | |
| **Areas for development** *(how will the learner be able to use and improve on what they have learnt on this unit and the skills that they have used in their further studies?)* | | |