



Sociology GCSE to A level

Bridging Work
Year 11 into 12 for 2021/22



Name: _____

Tutor Group: _____

Teacher: _____

WELCOME TO SOCIOLOGY



The purpose of this booklet is to give you essential information and resources for the whole AS Sociology course. This booklet will also help you to understand and develop the skills you will need.

Please remember the following items for **EVERY** lesson – **ESSENTIAL**:

- Relevant work booklets
- A file with your (well organised) notes in
- Pens (highlighters are useful too) and paper

SUPPORT

We hope you enjoy sociology BUT sometimes even the best of students can have problems:

- **Problems with work/essays**
- **Problems understanding concepts**
- **Problems getting your head round sociological ideas and theories**
- **Problems with college in general**
- **Problems in their personal lives**

If any of this applies to you, don't feel there's nowhere to turn – **THERE IS!**

ALL the staff in the Sociology Department will be happy to talk through your concerns or can advise you – so don't panic or think about giving up, **HELP IS AT HAND**.

Come and find us, or e-mail – no problem is ever so big that we can't help, honest!

Mrs Lynne Fountain (Head of Sociology)	lfountain@bentleywood.harrow.sch.uk
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EXPECTATIONS

As a part of its quality approach to teaching, the Sociology Department follows a common policy on the setting and marking of work. This code of practice is followed by both staff and students and is aimed to help you achieve success in Sociology.

What we expect of YOU

- 📅 It is expected that your attendance will be 100% - if you are absent you **MUST** inform your tutor (beforehand if possible). If you do miss a lesson for medical or academic reasons it is **YOUR** responsibility to catch up on the work that you have missed.
- 📅 You are expected to spend **FOUR** hours a week per subject on personal study. This time may be directed by homework set by the teacher; otherwise you will be expected to use this time to read around your subject, supplement your notes and ensure that your notes are well organised and complete
- 📅 You will be set an assessment (essay or short answer questions) on a regular basis. If you have been unable to complete the work, you will be expected to inform your teacher prior to the lesson that the work is due in. You must record the outcome of these assessments in your Assessment Tracker.
- 📅 You are expected to manage and organise your work effectively, and to be responsible for keeping your notes, files and assessment pack up to date.
- 📅 You are expected to listen respectfully to your peers in discussions and group work.

What you can expect of US

- 📖 Well prepared and organized lessons with up to date information about contemporary issues relevant to sociology
- 📖 Assessed work will be marked and handed back within TWO weeks of the handing date.
- 📖 We will always be willing to discuss your progress and support your learning.

USEFUL WEBSITES

The following Internet resources are useful and will help with your AS Sociology course:

Exam board website:

- 📖 www.aqa.org.uk: contains past papers, exam dates and most importantly EXAMINERS' REPORTS which will tell you where students commonly go wrong/suggest how to improve.

Revision and consolidation of knowledge:

- 📖 <http://www.s-cool.co.uk/a-level/sociology> (This website also has an iPhone App for revision on the go!)
- 📖 www.revisesociology.com
- 📖 <http://www.sociology.org.uk/index.htm>
- 📖 <http://getrevising.co.uk/resources/areas/sociology>
- 📖 www.youtube.com/user/TheTEACHERSOCIOLOGY
- 📖 www.tutor2u.net/sociology

Other useful websites include:

- 📖 www.bbc.co.uk: Has many sociologically relevant current affairs articles/clips and images
- 📖 www.guardian.co.uk: A great (and free!) archive for searching for relevant news articles.
- 📖 www.spreaker.com/show/the-sociology-show The Sociology Show Podcast has Sociologists talking about their work

You are encouraged to keep an eye on the news as many reports and articles will be relevant to the materials you are studying in class.

WHAT IS 'SOCIOLOGY'?

Definition of Sociology:

As a new student of sociology, you may be wondering about the following:

(i) Isn't Sociology just common sense?

(ii) But isn't human behaviour innate /instinctive?

(iii) How is it different from other disciplines that study human behavior?

Let's take each in turn:

(i) Isn't Sociology just common sense?

The following are 'common-sense' beliefs that are quite common in Britain today. But are they true or false?

1. There is no poverty in the UK
2. Men and women are equal now
3. Marriage is no longer important to people: there are more divorces nowadays because people don't take marriage so seriously.
4. Schools offer everybody and equal chance of educational success: people who do fail in education do so because they are 'thick' or lazy
5. A person's chances of good health and long life are largely a matter of luck
6. In all societies some people will be unhappy or depressed; therefore rates of suicide will tend to be about the same throughout the world
7. In previous times the family was a stable unit, but today there is a great increase in the proportion of 'broken homes' and single parent families.

So, how does sociology differ from common-sense?

(ii) But isn't human behaviour innate/instinctive?

This is known as the **nature versus nurture debate**. If human behaviour was solely natural, surely behaviour would be the same in all societies. But is it?

List some examples of how behaviour varies across the world:



Sociologists have found that there are very wide differences in societies in customs, values, behaviour and beliefs, e.g. the roles of men and women. Therefore sociologists argue that the behaviour is learnt by individuals as members of society, and from a wide range of **institutions**. Sociologists call this **socialisation**.

(iii) How is it different from other disciplines that study human behaviour?

Tick the appropriate columns to show which statements apply to biologists, journalists, psychologists and/or sociologists:

	Biologists	Journalists	Psychologists	Sociologists
Often produce reports that are biased or one-sided .				
Believe that much of our behaviour is caused by our genetic make-up e.g. we inherit it through our genes.				
Concentrate on understanding the minds of individuals , often considering mental illnesses and abnormalities.				
Are interested in group behaviour , and how large social groups (e.g. social classes) have differing life chances .				
Follow the guidelines set by the <i>British Sociological Association</i> in carrying out thorough and ethical research .				
Their main aim is to encourage people to buy, read and/or watch news reports, and therefore may speculate, exaggerate and/or even act unethically in order to obtain an eye-catching story.				
Believe that it is a person's biological make-up that affects how they act e.g. may blame aggression on a person having too much of the male hormone (testosterone).				
Will argue that human behaviour is caused by socialisation : the process of learning the norms and values of our society by interacting with other people.				
Work with the government & universities to carry out research to identify the causes and consequences of wide scale problems in our society, and recommend solutions e.g. sexism, racism, etc...				
Their research often informs the government when making new social policies (like laws).				

Summary:

Complete the missing words using the word bank below:

- Sociologists delve into areas of social life that we often assume are 'natural' and _____ e.g. the way humans behave.
- Sociologists are generally interested in studying social _____ and investigating the effects of society's institutions (e.g. the _____ system) and social processes (e.g. _____ and social control) on human behaviour.
- They carry out rigorous and _____ research, often based on _____ principles. In terms of the *nature versus nurture* debate, most sociologists consider human behaviour to be the result of our _____ and socialisation processes.
- Their work is often focused on investigating social _____ and discovering the causes and potential solutions, and can be used to inform social _____.

Word bank:	education	inevitable	nurture	problems	systematic	socialisation
		scientific	groups	policy		

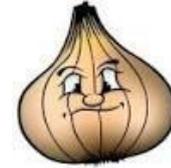
INDUCTION OVERVIEW

In the first two weeks you will be familiarising yourself with the two main themes on the course:

1) Socialisation, culture and identity



2) Social differentiation, power and stratification



Activity: Match the definition to the correct key concept

Key Concept	Definition
Socialisation	Who a person is: how they see themselves and how others see them.
Culture	Social characteristics that make an individual or group distinct from another e.g. income, gender, age, ethnic background
Identity	Social process by which people learn the norms and values of their culture; mainly takes place during childhood, but continues throughout life via agencies of society (e.g. educational system, mass media)
Social differentiation	Ability of individuals or social groups to exert their will over others, and to ensure that decisions taken reflect their own interests.
Power	Shared norms & values, as well as shared language, knowledge + material goods, of a society
Stratification	Refers to (unequal) division of society into hierarchically ordered layers - or strata - with the most privileged at the top & the least favoured at the bottom

It is VERY important that you keep these notes and begin to organise them as ORGANISATION in sociology is essential!

INDUCTION KEY TERMS GRID

Using a combination of textbooks and knowledge that you have learned in your research so far, find the definitions of the following concepts. Once you have done that, try to think of examples for each, perhaps from your own experiences.

Key Term	Definition	Example(s)
Socialisation		
Primary socialisation		
Secondary socialisation		
Identity		
Social control		
Sanctions		

WHAT IS SOCIETY? SCENARIO ACTIVITY

Imagine you are on a jumbo jet flight. There are 380 people on board – a mixture of men, women and children of various ages, ethnicity and nationalities. Some of the children are travelling without their parents. Most speak English. The jet gets into difficulties and is forced to land on a remote island. Extensive search operations fail to discover the plane; it is given up for lost and the search is called off. Meanwhile the passengers and crew on the plane have survived the first problems of being wrecked and begin to build a society for the long term. There is some food and water on the plane, but it obviously won't last long.

Decide how the marooned people will make their new society. Here are some of the main problems the islanders will have to face:

1. How to survive – what is needed?

.....

2. How will survival tasks be allocated, who will do what and why?

.....

3. How are decisions going to be made – will there be a leader?

.....

4. Who will decide who the leader is?

.....

5. Will people be given an equal share in resources?

.....

6. How are children going to be looked after?

.....

7. How will family life and sexual relationships be managed?

.....

8. How would conflict be dealt with?

.....

9. If rules are broken, how will this be dealt with?

.....

10. How will leisure time and religious activities be organised?

.....

.....

WHAT ALL SOCIETIES HAVE IN COMMON

THREE important points about society become clear from the above activity:

1. In all societies, the family, politics, the economy and culture occur
2. In order for people to survive, society must provide for their basic needs which are:

- Economic
- Familial
- Political/legal
- Cultural



3. Every society must have a way or a system for meeting and organising these needs. So if we think of society in total as the system then four smaller subsystems that make up society are: the **economy, the family, politics and law, culture**

Sociology attempts to explain and understand these aspects of society.

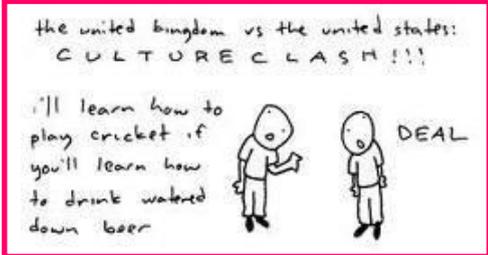
Key Theme 1: Socialisation, Culture and Identity

Sociologists believe that behaviour is LEARNED rather than genetic/biological.

Those who believe our behaviour is determined by our NATURE, think that behaviour is...	Those who believe our behaviour is determined by our NURTURE, think that behaviour is...

Sociological evidence: if human behaviour was caused by nature, not nurture, there wouldn't be wide differences between cultures in terms of customs, values, beliefs, roles: all humans would behave in similar ways. This suggests that behaviour is affected by the culture that you are born into.

What is meant by **culture**, and what do people within a culture tend to have in common with each other?



We are born into a culture: a social world that already exists and we have to learn 'how things are done' in it. Only by learning the cultural rules of society can a human interact with other humans. This process is called **socialisation**, and is the process of **internalising** the norms and values of a **culture** so that ways of thinking and behaving are taken for granted.

Primary socialisation is the first stage of this lifelong process. Agencies of primary socialisation include the family. It is at this stage that children learn language and basic norms and values. These can be formally taught, but they are most likely to be picked up informally by children imitating their parents.

Our norms and values are reinforced throughout our lives from institutions outside of the family. This is known as **secondary socialisation**. Can you think of any institutions that might do this?

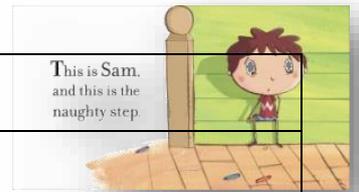
In the boxes below:

- (i) Define each in your own words
- (ii) Name some norms and values that British people usually follow



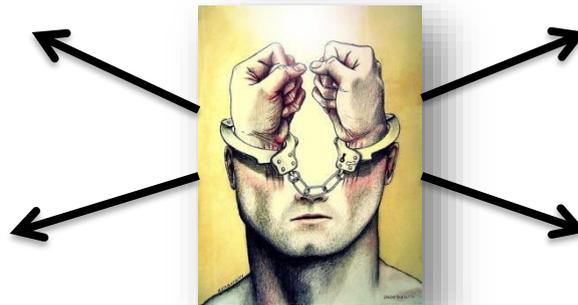


- Parents may use **sanctions** to reinforce approved behaviour and punish behaviour defined as unacceptable. Such processes help children learn how they are expected to behave in a range of social situations. Can you think of examples of:



Positive sanctions?	Negative sanctions?

- Other institutions try to control behaviour too. This is known as social control. Give some ways in which this happens, including both FORMAL and INFORMAL methods:



SOCIALISATION, CULTURE AND IDENTITY ACTIVITY 1 ⇒ Read the following article and then answer the questions below:

SEEING THE STRANGE IN THE FAMILIAR: THE NACIREMA

Every culture contains its own unique patterns of behaviour, which seem alien to people from other cultural backgrounds. As an example, we can take the Nacirema, a group described in a celebrated research investigation by Horace Miner (1956). Miner concentrated his attention on the elaborate body rituals in which the Nacirema engage, rituals which have strange and exotic characteristics. They are a North American group living in the territory between the Canadian Cree, the Yaqui and Tarahumare of Mexico, and the Carib and Arawak of the Antilles. Little is known of their origin, although tradition states that they came from the east.

The fundamental belief underlying the whole system appears to be that the human body is ugly and that its natural tendency is to weakness and disease. Encased in such a body, people's only hope is to avoid these characteristics through the use of the powerful influences of ritual and ceremony. Every household has one or more shrines devoted to this purpose... The focal point of the shrine is a box or chest which is built into the wall. In this chest are kept the many charms and magical potions without which no native believes he could live. These preparations are secured from a variety of specialised practitioners. The most powerful of these are the medicine men, whose assistance must be rewarded with substantial gifts. However, the medicine men do not provide the curative potions for their clients, but decide what the ingredients should be and then write them down in an ancient and secret language. This writing is understood only by the medicine men and by the herbalists who, for another gift, provide the required potions.

The Nacirema have an almost pathological horror of and fascination with the mouth, the condition of which is believed to have a supernatural influence on all social relationships. Were it not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them. They also believe that a strong relationship exists between oral and moral characteristics. For example, there is a ritual ablution of the mouth for children, which is supposed to improve their moral fibre.

The daily body ritual performed by everyone includes a mouth ritual. Despite the fact that these people are so careful about care of the mouth, this rite involves a practice which strikes the uninitiated stranger as revolting. It was reported to me that the ritual consists of inserting a small bundle of hog hairs into the mouth, along with certain magical powders, and then moving the bundle in a highly formalised series of gestures.

1. *What's your initial reaction to the Nacireman culture (way of life)? Be ready to justify your answer.*
2. *List as many **norms** and **values** of the Nacireman **culture** as possible.*
3. *Consider any similarities between the Nacireman **culture** and our own.*
4. *Find evidence within the article that **culture** and **behaviours** are **learned** rather than **instinctive** or **innate**.*

SOCIALISATION, CULTURE AND IDENTITY ACTIVITY 2 ⇒ Read the following article and then answer the questions below:

CASE STUDY: THE PORTUGUESE ‘CHICKEN GIRL’

We can illustrate the importance of primary socialisation by examining feral children to see what cultural characteristics they lack.

What are ‘feral children’?

.....
.....
.....

Isabel Quaresma is ten, but cannot talk, and is only now learning to eat with a spoon. She is a ‘wild child’ who has only recently been bought into regular contact with human beings. Since birth the child has lived in a chicken coop. Her mother is a mentally deficient rural worker living in poverty. The mother works in the fields all day and soon after Isabel’s birth confined her to the chicken coop where she was thrown pieces of bread and shared the chicken feed with the fowls. Neighbours gossiped about this scandal for years but had done nothing, not wanting to interfere with a family matter.



Isabel Quaresma

At last, however distinct hospital radiographer at Torres Vedras Hospital approached local institutions to accept Isabel. After a string of refusals, the radiographer took her into his own home, but could not cope. Isabel’s contact with humans had been minimal and she could neither talk nor was she potty trained – in the chicken coop she had lived in her own excrement. Her gestures and sounds resembled those of fowls she had lived with since infancy. She scratched food up with her hands. Isabel now lives at a private clinic for severely handicapped children in Lisbon. The most striking thing about her appearance is her severely stunted body. She has a tiny head, and the stature of an infant. X rays have shown her skull structure to be sound. Her dwarfed form is almost certainly due to malnutrition. One eye is clouded with cataract, thought to be the result of a scratch from the hens she lived with. She communicates through repetitive calls and beats her arms and drums her feet to express emotion – actions probably imitative of her only living companions. Dr Joao dos Santos is optimistic about her chances of a social awakening. But, he explains: it all depends on whether we can build warm human contacts which will move her to want to speak and communicate with us’ (Source: Jill Joliffe in the Guardian, 12th June 1980)

Questions

1. Describe the ways in which Isabel Quaresma differed from a normal ten year old

.....
.....
.....

2. Imagine that immediately after your birth you were raised by apes in the forest. If this happened you would lack certain social skills necessary for living in human society, such as the ability to talk a human language and the knowledge of customs like queuing for buses. But what skills might you have gained?

.....
.....
.....

STUDY SKILLS: MAKING EFFECTIVE NOTES

Look at the passage above which describes Isabel's early years. Think about techniques for taking notes from a piece of text like this.

Do you feel confident in your note-taking skills? Why/why not?

What information could you leave out and what's important to keep?

What strategies could you use?

You now have 5 minutes to take notes from the article:

Key Theme 2: Social Differentiation, Power & Stratification

STRATIFICATION – LAYERS WITHIN SOCIETY

Activity: Complete the grid below in detail What are the types of stratification in the UK?

What is *stratification*?

Stratification systems vary over time and place:

- In parts of rural India, the caste system operates.
- In Medieval Britain, the feudal system existed.
- In South Africa for most of the 20th Century, apartheid separated the nation.

Stretch and Challenge Research Suggestion:
Find out about one of these types of stratification and assess how much it differs from social class stratification in Britain today.

	Type of Stratification	Differences in terms of wealth, status and life chances
1		
2		
3		
4		

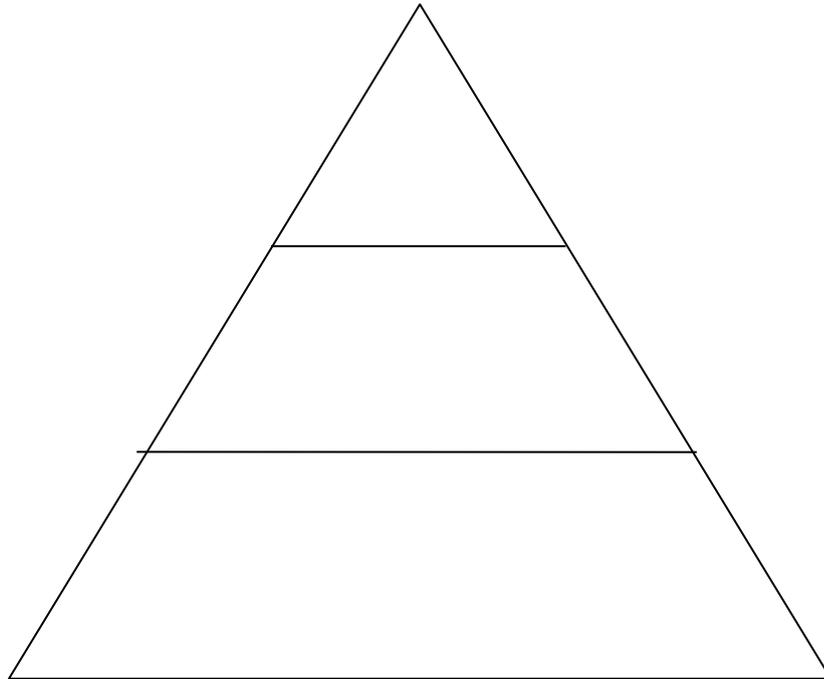
Example: Social Class

The government (and some sociologists) measure social class by a person's **occupation** (what people do for a living). Those in non-manual/skilled/professional jobs such as doctors, teachers and office workers are defined as middle-class, while those in unskilled/semi-skilled/manual jobs such as electricians, bus drivers and street sweepers are defined as working-class.

Remember: social class is very difficult to define.

1. What are the strengths and weaknesses of using occupation to measure social class?





2. Add the following labels to the social class HIERARCHY diagram above:

middle class
 working class
 upper class (aristocracy)
 largest group
 smallest group

most powerful
 least powerful
 professional/graduate jobs
 e.g. lawyers, dentists

manual jobs e.g. mechanics
 and hairdressers
 the royal family
 blue-collar
 white-collar

Watch this clip on Social class and the British Class Survey from 'The One Show' (<http://www.youtube.com/watch?v=zlnIRiB0p44>), and answer the questions below:



1. When did the 3-tier social class system emerge in the UK?
2. What are the 3 components of social class, according to the British Class Survey and Bourdieu?
3. What are the main problems with the Survey?

Task- Write down your ideas to the following questions

Do you think social class has affected your life at all? Why/why not?

Can you think of any reasons why social class might have become less important in the UK over the last century?

SOCIAL CLASS FILL THE GAPS

Social class is very difficult to _____ as sociologists disagree about the existence of class (have class boundaries disappeared or become blurred?), whilst others disagree on the nature of class and therefore how it should be _____. Some argue that class is about your culture and attitudes whilst other argue that social class can be measured in relation to your _____ or income. However to help us understand class, the following descriptions should help:

The _____ class is one of the largest social classes, referring to those working in manual jobs – jobs involving physical work and literally, work with their hands, like _____ or labouring work.

The _____ class is also a very large class, and refers to those in non-manual work – jobs which don't involve any physical effort, which are usually performed in offices and involve _____ and ICT work or various kinds. Some argue that those in the lowest levels of non-manual work, such as _____ and those in routine office work, should really be included in the working class, as their pay and working conditions are more like those of manual workers than many sections of the middle class.

The _____ class is a small class, and refers to those who are the main owners of society's wealth, including landowners and the traditional _____. Often these people do not work for others as they have such large assets that work is not _____ to survive.

The _____ is a small class, and refers to a group of people who are right at the bottom of the class structure, whose _____ often excludes them from full participation in society.

define	paperwork	wealth	necessary	middle
underclass	measured	factory	aristocracy	poverty
working	supermarket checkout operators			upper

Other Important Information

(I) SOCIOLOGICAL THEORY

Read this information and work out which theory is being described in each bubble below:

The key to functionalism is the letter "f": the basic tenet is that it all Fits together. Everything has a Function. Everything's Fine as is. So the worst thing anybody could do is change something! Well, there's no "f" in change, is there? Heavens no!



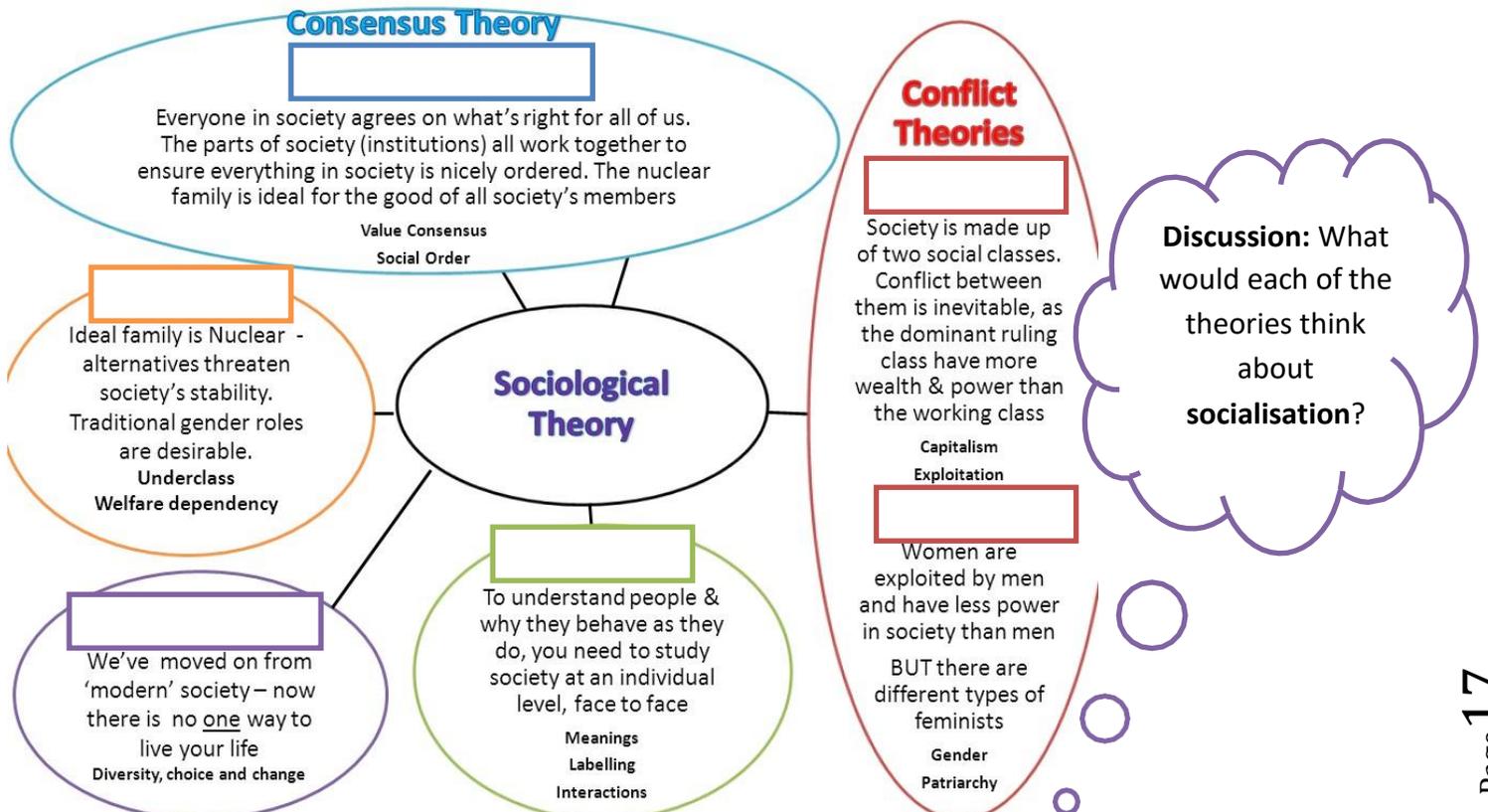
The key to conflict theory is to think of old Karl Marx shouting, "Workers of the world, unite and throw off your chains!" See, he thought somebody was always taking advantage of somebody else. So you just figure out who is getting the short end of the deal, put them into Marx's statement there in place of "workers," and you're good to go. In this theoretical viewpoint, change is the good guy. Since somebody's getting the shaft, change MUST happen. Therefore both feminism and Marxism fit into this category as both think exploitation is occurring and that society must be changed to make it fairer. It's just that Marx thinks it is the working class that is being exploited, and feminists think it is women.



Then the interactionists had a good long look at the two previous theories and said, "That's crazy! We don't know enough about the basics to come up with great big theories th at cover all of society, like those! We gotta start small and just look at a couple of ordinary folks interacting. Then we can build up later." That's where interactionism comes from. That's why it's called interactionism. It's about interactions, the back and forth between just two or three people at a time. It's the easy one.



And then came post-modernists. What a mixed-up bunch they seem to be! They looked at the classic theories of feminism, Marxism and functionalism and thought, "You guys are so last century! You may have been onto something in the 1800s and early 20th century, but things have changed. We are living in a time of choice, flexibility and change, things aren't rigid anymore."



(II) SOCIOLOGY & RESEARCH

Sociology is not just an academic discipline, limited to reading and writing, research is **central**. Research can mean going into the 'real world' and collecting data which can then shape laws, policies and attitudes. Sometimes researchers use other people's data or combine it with their own.

Discuss the following questions in small groups.

1. How do researchers carry out their research? List as many research methods as you can:

2. Think about the following areas and what research questions sociologists might investigate to help the government to design new social policies

<p>FAMILIES</p> 	<p>EDUCATION</p> 
--	--

3. Sometimes research can be difficult to do, as some groups are hard or even dangerous to research. Think about what research methods would be best for the following areas. Also think of one problem the researcher may face in doing the research:

Issue	Suggested method/s	Problems?
Football Hooliganism		
People's sexual behaviour		
Wives who are violent to their husbands		
Fundamentalist attacks e.g. Woolwich soldier		

(III) SOCIOLOGY AND SOCIAL POLICY

1. Colour-code the statements below to show whether they are:



LEFT WING

OR

RIGHT WING



Labour government: 1997-2010 = New Left	Aimed to reduce inequality in society	Conservative government: 1979- 1997 = New Right
Nuclear family is best/ concerns about single parents	Coalition government: 2010-today = mainly right wing	Extreme = Anarchism
Extreme = Fascism	Reducing benefits	Try to redistribute wealth (Robin Hood ideology)
Support the welfare state	Aiming to make people more responsible for themselves	Believe in state intervention
Accept family diversity	Need a return to traditional values - 'Broken Britain'	Support free market economy - capitalism

2. What is a social policy?

3. How might social policies affect:

(i) Socialisation	(ii) Stratification/social inequality?
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4. Suggest 2 types of the policy that the following parties have introduced /might introduce in the future:

(i) Left wing (Labour):	(ii) Right wing (Conservative):
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KEY SOCIOLOGICAL TERMS: INDUCTION

Below are definitions of the sociological terms covered with a list of the relevant concepts at the bottom of the table. All you have to do is match the definitions to the terms – You’ve been give one (differentiation) to get you started:

DEFINITION	CONCEPT or TERM
Stability in society, due to individuals having been socialised into shared norms and values	
Social position which is given to an individual at birth	
Advantage/ability to exert your will over others	
Actions/rewards that encourage particular behaviour & reinforce socialisation	
Opportunities (or lack of them) to obtain the good things in life & avoid undesirable things	
Socialisation that continues throughout life	
General beliefs about things that are important & worthwhile in society	
Positions in society with a set of culturally expected norms	
Group of people who share a similar economic situation (based on occupation & income)	
Division of society into layers based on social status	
The sense of who we are (acquired via socialisation)	
Social position achieved through an individual’s own efforts	
Ways of distinguishing between social groups (through variations in characteristics such as culture, power, wealth & status)	DIFFERENTIATION
Process of encouraging/enforcing conformity to society’s values & norms (carried out informally)	
Rules of behaviour in social situations	
Way of life of a society	
Socialisation that takes place in the family (learning norms & values of society)	
Process of encouraging/enforcing conformity to society’s values & norms (carried out formally via e.g. the law)	
The process of learning the culture OR norms & values of society	
Actions/punishments that discourage particular behaviour & reinforce socialisation	
Groups/institutions involved in the socialisation process	

CONCEPTS OR TERMS:

Identity	Stratification	Social Order
Positive Sanctions	Social Class	Socialisation
Norms	Agencies of Socialisation	Ascribed status
Formal social control	Roles	Life Chances
Negative Sanctions	Achieved status	Values
Culture	Primary Socialisation	Power
Informal social control	Secondary Socialisation	Differentiation

Now take 5 of the above concepts and explain them in your own words, if appropriate with examples.

INDUCTION ASSESSMENT

Your task is to write 1-2 page (between 500-1000 words) answer to the following question:

Examine the ways in which the FAMILY and EDUCATION shape the process of socialisation for individuals

1. **Examine** = demonstrate your understanding of the topic area and to make your explanation logical and understandable.
2. You need to try and use as many of the key sociological concepts learnt in the induction programme in your essay as possible (see table below).
3. You will be given a **GRADE** for this piece of work. Good essays not only use the key terms but also explain them and apply them correctly within your answer. A/B grade essays will also include evaluation points e.g. 'however...'

Key Concept	Included?	Key Concept	Included?	Key Concept	Included?
Achieved status		Informal social control		Roles	
Agencies of socialisation		Life chances		Sanctions (- and +)	
Ascribed status		Normal/deviant		Secondary socialisation	
Culture		Norms		Stratification	
Formal social control		Power		Social class	
Identity		Primary socialisation		Values	

Possible essay plan (there is more than one right way to write a good essay, but the structure below is organised and logical):

Introduction	<ul style="list-style-type: none"> Decode the question e.g. put it into your own words Define the key words e.g. what is socialisation? Two types? Signpost your answer e.g. what are you going to discuss (without saying 'I' or 'This essay will discuss...')!
Para 1	<p>In what WAYS do families socialise people? E.g. what do we learn from our families? E.g. examples of norms and values</p> <p>Include evidence e.g. feral children</p> <p><i>Possibilities for analysis and evaluation – e.g. do all sociological theories approve of this type of socialisation; do all families socialise children well/the same; do all children live in families?</i></p>
Para 2	How is this type of socialisation reinforced?
Para 3	<p>In what WAYS does education socialise people? E.g. what do we learn from our education? E.g. examples of norms and values</p> <p>Include evidence</p> <p><i>Possibilities for analysis and evaluation – do all sociological theories approve of this type of socialisation; do all children receive the same/positive experiences at school; are schools the only type of education; how is this type of socialisation different from that provided by the family?</i></p>
Para 4	- How is this type of socialisation reinforced.
Conclusion	Answer the original question!