

# **Hele's School Social Science Department**

## **Sociology Induction Tasks 2023**

### **Instructions**

The following six tasks are to be completed and handed to your Sociology teacher in your first lesson back (w.c. 4th September).

Your baseline assessments in September, will be based on the work you complete in these six tasks. You will have a questions designed to test your knowledge and understanding of what you have learnt over the summer and an essay, assessing your writing skills (detailed below after Task 3).

Please complete the tasks in full.

### **Week 1: Key theories in sociology**

When asked 'What is Sociology?', the simple answer is that it is 'the study of society'. But what does this actually mean and entail? Primarily, sociology is the study of how society is organised and how we experience life.

In addressing this question, a central concern for many sociologists is the tension between structure [structural theories] and agency [social action theories]. Agency refers to the outcomes of the individual choices and decisions that we make, while structure describes the social forces and influences we are all subjected to. Though most of us would like to think of ourselves as the authors of our own destiny, it is evident that humans are largely tribal. Human behaviour is not random, but follows patterns and trends, which are often shaped by forces outside of our control.

#### **TASK 1a: Watch the video 'Sociological Perspectives Introduction to A-Level Sociology'**

**[<https://www.youtube.com/watch?v=3ae7XfQ4a04> Create a diagram that includes the key information including:**

- Sociological perspectives
- Structural approaches
- Social Action approaches
- Macro sociology
- Conflict and consensus
- Marxism
- Feminism
- Functionalism
- Social action theories
- Interactionism

#### **Task 1b: Watch the video 'Sociological Theory: Structural Theories'**

**' <https://www.youtube.com/watch?v=phqukeaMpw4#action=share> Make notes on structural theories in sociology.**

#### **Task 1c: Watch the video 'Sociological Theory: Social Action Theories'**

**<https://www.youtube.com/watch?v=ET-1VTAYiGw#action=share> Make notes on structural theories in sociology.**

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**Week 2: deep drive into social theories**

Task 2a: Watch the video 'Sociological Theory: Functionalism'

<https://www.youtube.com/watch?v=wFgot8TJtmo#action=share> and make notes.

Task 2b: Watch the video 'Sociological Theory: Marxism'

<https://www.youtube.com/watch?v=BC6WYXhY0co> and make notes.

Task 2c: Watch the video 'Sociological Theory: Feminism'

<https://www.youtube.com/watch?v=D6DI-9pSW-4#action=share> and make notes.

Task 2d: Watch the video 'Sociological Theory: Interactionism'

<https://www.youtube.com/watch?v=ZZk54A5xPD8> and make notes.

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### Week 3: Social inequality CAGES+

#### **Task 3: Extended writing in sociology**

Social inequality results from a society organized by hierarchies of class, age, gender, ethnicity, sexuality, disability, nationality and religion, that unequally distributes access to resources and rights.

It can manifest in a variety of ways, like income and wealth inequality, unequal access to education and cultural resources, and differential treatment by the police and judicial system, among others.

Social inequality is characterized by the existence of unequal opportunities and rewards for different social positions or statuses within a group or society. It contains structured and recurrent patterns of unequal distributions of goods, wealth, opportunities, rewards, and punishments. Racism, for example, is understood to be a phenomenon whereby access to rights and resources is unfairly distributed across racial lines.

There are two main ways to measure social inequality:

- Inequality of conditions
- Inequality of opportunities

**Inequality of conditions** refers to the unequal distribution of income, wealth, and material goods. Housing, for example, is inequality of conditions with the homeless and those living in housing projects sitting at the bottom of the hierarchy while those living in multi-million-pound mansions sit at the top.

Another example is at the level of whole communities, where some are poor, unstable, and plagued by violence, while others are invested in by businesses and government so that they thrive and provide safe, secure, and happy conditions for their inhabitants.

**Inequality of opportunities** refers to the unequal distribution of life chances across individuals. This is reflected in measures such as level of education, health status, and treatment by the criminal justice system.

**Discrimination** of an individual, community, and institutional levels is a major part of the process of reproducing social inequalities of ethnicity, class, gender, and sexuality. For example, women are systematically paid less than men for doing the same work.

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One of your baseline tasks in September, will be to answer this 20-mark question:

**‘Using examples, evaluate why some sociologists would consider CAGES+ groups to be treated differently in society.’**

You will need to research evidence to show how three of the CAGES+ groups are treated both equally and unequally within society. I would expect you to use concepts such as: power, prejudice, discrimination, bias, sexism, racism, ageism, ablism, nationalism and homophobia etc. You should aim to write an **introduction**, followed by **3 paragraphs** which evaluate whether groups are treated differently in society. For example, you might select to focus your 3 paragraphs on gender, ethnicity, and sexuality. I would also expect to see a **conclusion**. The mark scheme I will use is below.

Marks	Level Descriptors
17-20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on CAGES+ groups are treated differently in society. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example by assessing whether there is equality between social groups or not. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13-16	<p>Answers in this band will show largely accurate, broad, or deep but incomplete knowledge. Understands a number of significant aspects of the question, good understanding of the presented material. Application of material is largely explicitly relevant to the question, though some material maybe in adequately focused.</p> <p>Some limited explicit evaluation, e.g., an account of how there is still a clear gender pay gap etc. There are clear explanations of some of the presented material.</p>
9-12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, e.g., broadly accurate, if basic, account of one or two ways that social groups experience inequality in society, possibly through racism and sexism. Understands some limited but significant aspects of the question, superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5-8	<p>Answers in this band will show limited undeveloped knowledge, e.g. two or three insubstantial points about social groups and inequality. Understands only limited aspects of the question, simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1-4	<p>Answers in this band will show very limited knowledge, e.g. one or two very insubstantial points about inequality in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

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**Week 4: Key terms in sociology**

**Task 4: Research and note down the definitions for the following terms, where possible use examples to explain the term:**

- 1.** Social institutions
- 2.** Socialisation
- 3.** Primary socialisation
- 4.** Secondary socialisation
- 5.** Norms
- 6.** Values
- 7.** Beliefs
- 8.** Traditions
- 9.** Customs
- 10.** Culture
- 11.** Social Class
- 12.** Social mobility
- 13.** Gender
- 14.** Ethnicity
- 15.** Sexuality
- 16.** Age
- 17.** Achieved status
- 18.** Ascribed status
- 19.** Structural theories
- 20.** Social Action theories
- 21.** Generalisability
- 22.** Reliability
- 23.** Validity

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## **Sociology Induction Tasks 2023**

### **Week 5: Critical thinking in sociology**

#### **Task 5a: The stark relationship between income inequality and crime**

Read the article and answer the question. <https://www.economist.com/graphic-detail/2018/06/07/the-stark-relationship-between-income-inequality-and-crime>

**Question:** According to this article, explain how wealth influences people's perception of crime.

#### **Task 5b: Miss America waves bye-bye to bikinis**

Read the article and answer the questions. <https://www.bbc.co.uk/news/entertainment-arts-44370240>

**Questions:** Explain what factors have contributed to making this change? Explain how this link to the objectification of women? Outline how feminists would view this?

#### **Task 5c: Met 'use more force' against black people**

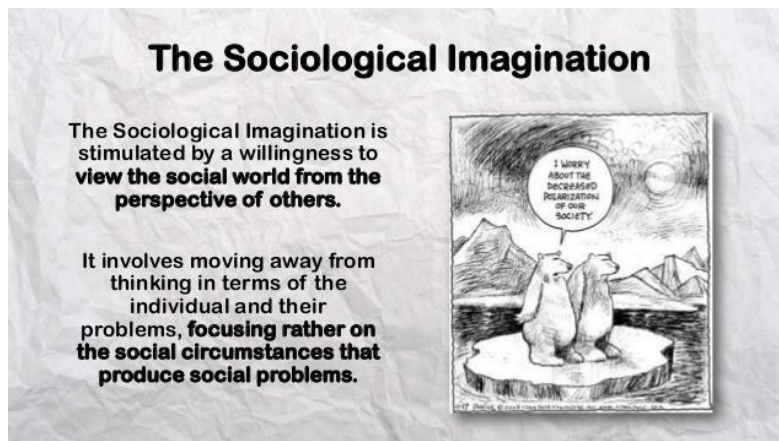
Read the article and answer the question. <https://www.bbc.co.uk/news/uk-england-london-44214748>

**Question:** Summarise the statistics presented in this article. Explain whether this is evidence of institutional racism or wider racism in society?

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### Week 6: 'The Sociological Imagination' C. Wright Mills 1959,



Are you aware of how your personal situation is linked to the forces of history and the society you live in? The sociological imagination is a concept used by the American sociologist C. Wright Mills to describe the ability to “think yourself away from the familiar routines of everyday life” **and look at them from an entirely new perspective**. Mills challenged the trends of sociological thinking of his time and encouraged sociologists to use sociological imagination to alter their perspectives. To develop such skills, you must be able to free yourself from one context and look at things from an alternative point of view.

#### **An example of Sociological Imagination: Tea Drinking**

Virtually any behaviour can have sociological imagination applied to it. An example of the application of the sociological imagination is the drinking of tea. The perception of drinking tea can be examined from several different perspectives rather than just the simple act of drinking tea.

- It can be seen as a means of maintaining good health in the way that one might take daily vitamins, because the benefits of tea have been touted by health researchers.
- It could be considered a tradition or ritual as many people choose to drink tea ritualistically each day at a certain time.
- It could be considered a type of drug because it contains caffeine, and therefore the drinker of the tea may have a type of an addiction.
- It can be seen from the perspective of being a social activity such as “meeting for tea,” an activity that actually focuses less on the beverage and more on the actual activity of meeting with another person.

**TASK 6a: Choose one of the examples from the list below. Use your sociological imagination to produce bullet points showing the different ways that the simple act can be viewed.**

- Exercising, e.g. running, going the gym, bike riding, martial arts etc.
- Cooking or baking
- Owning a pet
- Criminal behaviour
- Giving to charity
- Being religious or spiritual
- Watching television

**Use the following sources to help you:**

<http://examples.yourdictionary.com/examples-of-sociological-imagination.html#zaq5rKkseDPP15Uf.99> <https://www.slideshare.net/morgancataldo/the->

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sociological-imagination-15664438 <http://www.popularsocialscience.com/2013/04/29/the-sociological-imagination-thinking-outside-the-box/> <http://examples.yourdictionary.com/examples-of-sociological-imagination.html>