



SOCIOLOGY: BRIDGING ACTIVITY

Name:

The topics that you will be studying are:

Year 12

- Socialisation, Culture and Identity
- Youth Subcultures
- Sociology of Education
- Research Methods
- Globalisation and the Digital World

Year 13

- Globalisation and the Digital World
- Social Inequality and Difference
- Research Methods

Textbooks are not mandatory but may support you in your private study periods and at home. If you wish to purchase a textbook, please discuss this with your teacher.

Please come prepared to your first lesson with an A4 ring binder folder, pens, pencil and highlighters. Throughout the course you will also need a calculator. It would be a good idea to also purchase plastic A4 wallets.

TASK 1

Research Methods, Culture, Socialisation and Identity

Complete definitions for the following key concepts linked to research methods:

Key Term	Definition
Qualitative	
Quantitative	
Primary Evidence	
Secondary Research	
Positivists	
Interpretivists	
Sample	

**Jackson, C (2006) Lads and Ladettes in School:
Gender and a Fear of Failure: Open University Press**

Lads and Ladettes in School is a study by Jackson of young people aged 13–14 years old and the extent to which they behave in a lad or ladette manner. Jackson takes as her starting point for this research her concern that a significant number of boys in the contemporary UK appear to be behaving in a laddish way or are being labelled as laddish by the media. Jackson argues this is associated with the idea that it is 'uncool' to work and is possibly preventing some young boys from reaching their potential in school. Laddism is a set of values which are both anti-school and anti-education. Jackson argues there is some hearsay and anecdotal evidence that suggests girls are now behaving in a similar way. She wanted to establish the extent to which lad and ladette culture might be occurring in secondary schools.

One of Jackson's aims was to try to understand the patterns of behaviour and attitudes that are associated with lads and ladettes. She also wanted to find out what motives they had for adopting such behaviour. She argues that without understanding the motives the young people had, it is difficult to challenge their underachievement and their general disruption to the school environment.

She also set out to investigate whether ladette culture is similar to, or different from, lad culture. Do ladettes, for example, also think it is uncool to work; are they also anti-school and anti-education? And, if they are, does it impede the girls who behave in this way in terms of their achievement?

Jackson used mixed methods to gain quantitative data which would produce evidence of any patterns or trends in relation to the behaviour of the young people and qualitative data which would provide an in-depth insight into their views. She carried out a series of questionnaires followed by semi-structured interviews.

There were two parts to this research. The research took place in six schools, two of which were single sex. The intake of the six schools was mixed in terms of social class, ethnicity, and academic achievement. Self-completion questionnaires were administered to all the boys and girls in year 9. These questionnaires were administered covering a range of themes including pupils' aspirations and attitudes to behaviour and lad culture. From the 779 questionnaire responses, 75 girls and 78 boys were selected to be interviewed. These semi-structured interviews covered a range of topics including school based pressures, lads and ladettes and friends. The interviewees were selected to ensure there was a mix of pupils in terms of lad and ladette culture, general behaviour and academic levels.

Jackson followed ethical guidelines and, therefore, gained consent from the parents of the pupils as well as the pupils themselves. The pupils were told what the research was about and, with the exception of one boy, they all agreed that the interview should be tape recorded. Jackson, who is a young, white British woman, conducted all the interviews herself.

In her research, Jackson found that a view expressed by one pupil, Sandy, was one held by many of the interviewees.

CJ 'If it was 'cool' to work hard in school and you got status from working hard, would you work hard?'

Sandy (female pupil) 'Yes I would, I would if it was [cool]. But because at the moment it's not, I just don't [work hard]. I don't try and I don't intend to'.

Jackson also found that some girls and boys became part of a lad/ladette culture because of a fear of academic failure. It was a defensive mechanism and would provide them with a reason for their failure. She found it was a desire to be socially accepted that also fuelled 'laddish' behaviour in girls as well as boys. They wanted to 'fit in', to be seen as conforming to hegemonic masculinities and not normative femininities.

In addition to the research on the pupils, Jackson interviewed 17 female teachers and 13 male teachers from the sample schools. They reflected a range of subjects, teaching experience and levels within the schools. These interviews tended to last between half an hour to an hour, whereas those with the pupils tended to be approximately half an hour. The teachers also received a list of topics for discussion prior to the interview. The interviews were audio taped and later transcribed.

One of the female teachers commented;

'I think if you talked about laddish girls about 20 years ago they would be the ones that were tomboys. If you talk about laddish girls now, they are the ones who experiment [sexually] and who, if you like, are shameless.'

TASK 2

1. Read Jackson's research
2. What was the aim of Jackson's research?

3. What research methods were used?

4. What samples were used in the research?

5. What were the findings from Jackson's research?

6. Jackson took an Interpretivist approach to her research. How would a Positivist investigate this topic and why?



Want to stretch and challenge yourself?
Try these tasks...

Investigation into the results: Findings

You are on an investigation team who need to investigate **Jackson's findings**. The government have given you the task of giving a brief report.

- 1 What did she find out?
- 2 Why should we question her findings?
- 3 Why should we trust her findings?
- 4 What methodological concept are you being asked to research.

Consider:

Method: Does it allow the full truth to be told?

Researcher effect: Do they affect the sample's ability to tell the truth?

Recording: Does the researcher manage to feedback the whole truth?

Investigation into the methods: Positivism

You are on an investigation team who need to investigate Jackson's methods from a **Positivist view**. The government have given you the task of giving a brief report.

- 1 What would a Positivist want from the methods?
- 2 Why?
- 3 How far are Jackson's methods reliable? (Argue for and against)
- 4 Was reliability something that was necessary in Jackson's research? And why?

Investigation into the methods: Sampling

You are on an investigation team who need to investigate **Jackson's sampling**. The government have given you the task of giving a brief report.

Consider:

1. Are sample groups representative? (argue yes and no)
2. Were samples selected in a biased manner?
3. Were they practical i.e. easy to do?
4. Were they fit for purpose?



TASK 3

Match the definitions to the key concepts at the bottom of the page

The extent to which the research provides a true picture of the social reality of those being studied. The extent to which the research does what it set out to do in relation to the individuals or group being studied.	This research aims to measure and generate data that are numerical. It focuses on measurement and quantification.
The moral issues/ guidance that a researcher must consider when carrying out research to ensure the rights and safety of both themselves and their participants.	The extent to which the method used is a standardised one. The chance of repeating the research in the same manner each time.
The extent to which it is possible to apply the findings from the research sample to the wider target population.	Using more than one type of data to build up a more coherent study. It is the same as mixed methods.
The process of defining the key term and concepts which form the basis of the research in order to ensure readers of the research and those that take part, know how the terms are being used. It is also the breaking down of a research question, aim or hypothesis, making it measurable.	The extent to which the sample group/ individual is a fair reflection of the target population. How far the sample group is typical in terms of social characteristics such as age, gender, ethnicity and/or class.
A test study to find out whether the research is likely to work and to make changes to the design of the study where necessary.	A concept that is the German word for understanding. It is closely related to the process of achieving empathy.

Reliability	Representative
Validity	Pilot Study
Verstehen	Quantitative Data
Methodological Pluralism	Ethics
Operationalisation	Generalisability

TASK 6

Socialisation

1. Watch this clip on Oxana Malaya who was abandoned by her parents:
https://www.youtube.com/watch?v=93HymGXC_wM

2. Write down the main points from the clip:

-
-
-
-
-

3. Comment on what the case of Oxana Malaya teaches us about the following:

Importance of the family	
How we are taught the basics in life?	

4. What is meant by the term 'social construction'?

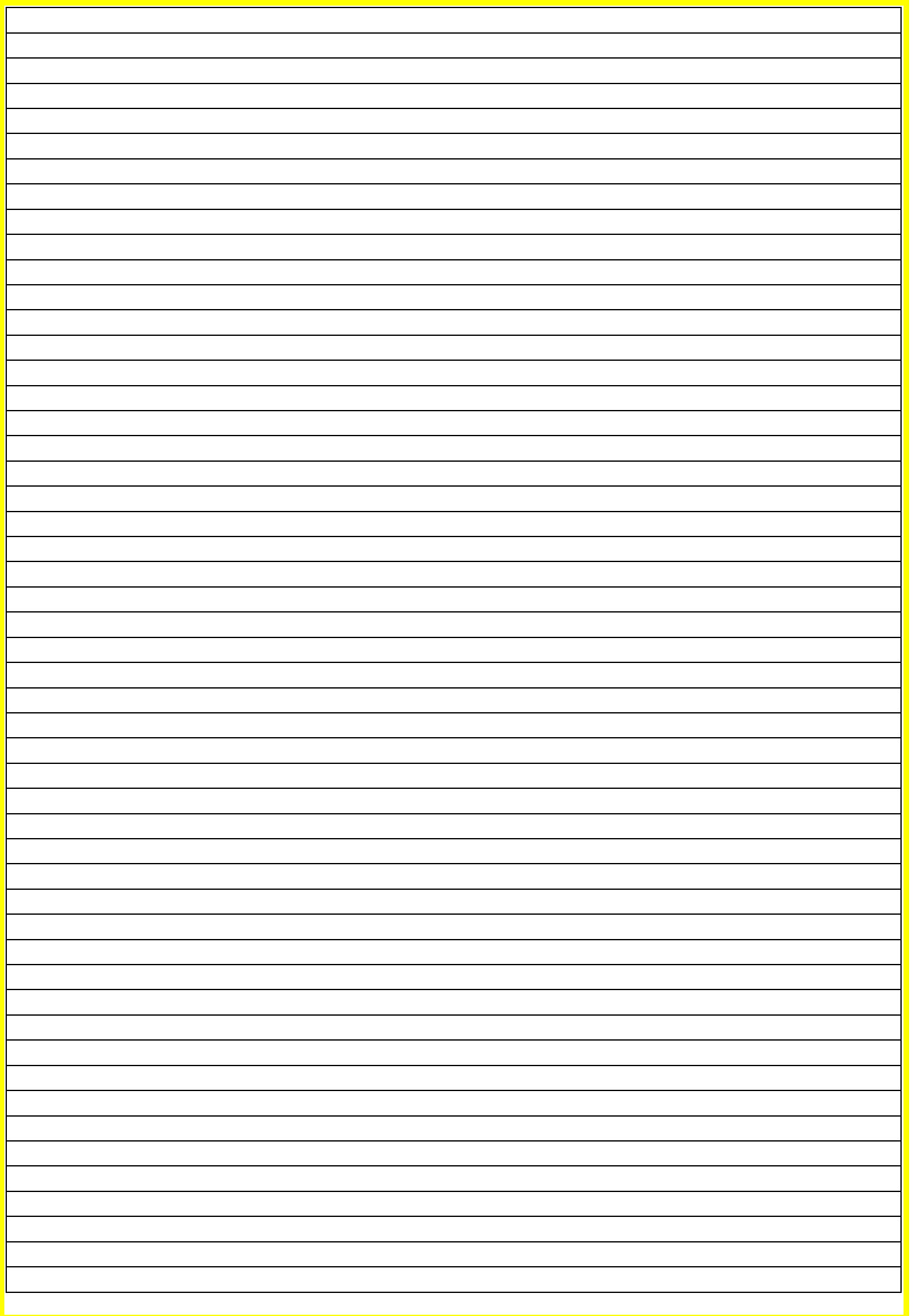
5. Give at least 3 examples of social construction in society. State why they are social constructions.

TASK 7

Sociological perspectives

Within your sociological studies you will be expected to discuss several sociological approaches/theories to society. Your task is to research Functionalism, the New Right perspective, Marxism, Feminism and Postmodernism. Complete the table below.

	Key thinkers	Views of society	Links to a contemporary piece of news	Similarities and differences to other approaches/theories
Functionalism				
The New Right				
Marxism				
Feminism				
Postmodernism				

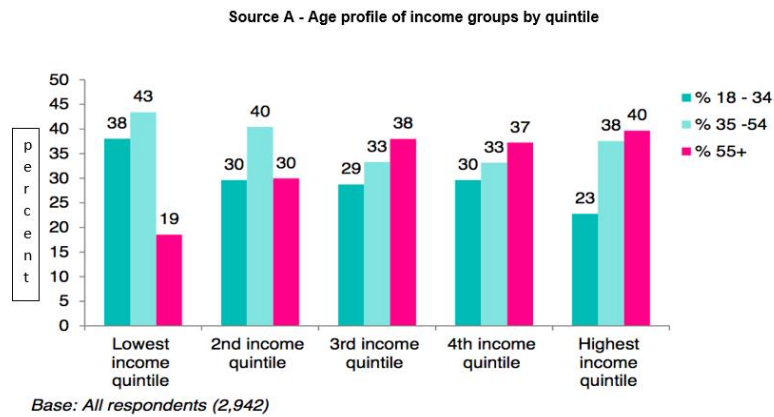


TASK 9

Analysing Quantitative Data

When conducting sociological research, data must be analysed in order to arrive at conclusions.

For example, here are results from a workforce survey:



A summary for this graph would be:

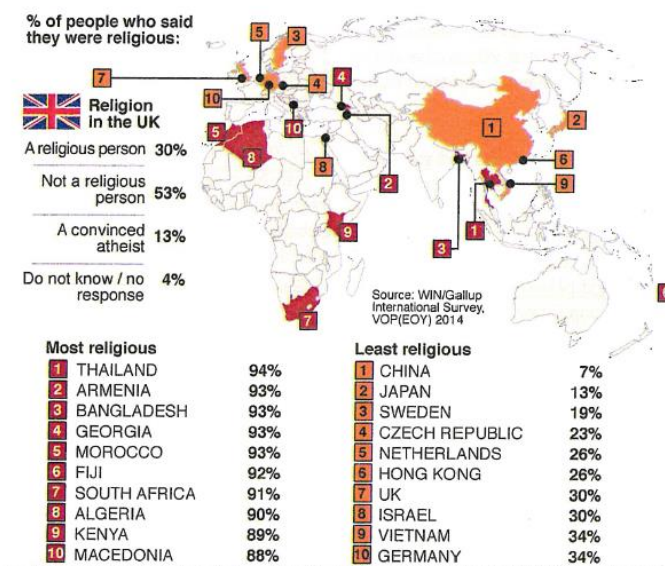
This source shows how age groups are represented in different income quintiles. It shows how much people earn according to age.

55+ year olds in the sample earn more money than lower age groups. 55+ year olds make up 19% of the lowest quintile of income range, in comparison to making up 40% of the highest quintile income range. This is a difference of 21%

18-34 year olds in the sample are over-represented in the lowest quintile with 38%. The highest income quintile includes 23% of 18-34 year olds. This is a difference of 15%.

Using this format, summarise the data in the following sources:

1.



Source - PA Graphics

TASK 10

Culture and Identity

1. Define the following terms:

TERM	DEFINITION
Norms	
Values	
Status	
Roles	
Culture	
High culture	
Popular culture	
Subculture	
Cultural diversity	
Multiculturalism	
Consumer culture	
Global culture	