

Year 12 Transition

Welcome to The Island VI Form

KS5 Subject:	Sociology
Objectives for Transition Tasks:	
<ul style="list-style-type: none">• To be able to explain key terms and ideas.• To be able to select and summarise information from video or text format.• To be able to read an extended text, explain key words and evaluate ideas in continuous prose.• Complete tasks in your 'usual way of working'. On paper or electronic.	
Watch:	Independent Task (to be submitted):
<p>Watch the video 'Sociological Perspectives Introduction to A-Level Sociology'</p> <p>https://www.youtube.com/watch?v=3ae7XfQ4a04</p> <ul style="list-style-type: none">• Create a diagram that includes the key information including:• Sociological perspectives• Structural approaches/ Social Action approaches• Macro sociology• Conflict and consensus	<p>Research and note down the definitions for the following terms, where possible use examples to explain the term:</p> <ol style="list-style-type: none">1. Social institutions2. Primary socialisation3. Secondary socialisation4. Norms5. Values6. Beliefs7. Traditions8. Customs9. Culture10. Social Class11. Deviance12. Gender13. Ethnicity14. Achieved status15. Ascribed status
Read:	Staff Contact
<p>Go to:</p> <p>https://www.theguardian.com/books/interactive/2011/sep/01/extract-chavs-owen-jones</p> <p>Read the extract from the book and answer these questions:</p> <ol style="list-style-type: none">1. According to Jones, how is the term "chav" used in society, and what does he argue it reveals about attitudes toward the working class?2. How does the media contribute to the demonisation of the working class, according to the extract?3. How does Jones link the demonisation of the working class to government policy?	<p>Mr M.Whittington. mark.whittington@theislandviform.org.uk</p>

Aim Higher Task:

Read about the cultures described below and write a description of the **differences** and **similarities** between the cultures you have chosen and your own culture. This piece of work should not be more than 500 words long. Use the concepts that you looked up in the independent task in your writing where possible.

A. THE CHEYENNE INDIANS.

The Cheyenne Indians lived on the Great Plains of the United States of America, west of the Mississippi River and east of the Rocky Mountains. The following account describes part of their traditional way of life which came to an end at the close of the nineteenth century when they were defeated by the US Army and placed on reservations. The Cheyenne believe that wealth, in the form of horses and weapons, is not to be hoarded and used by the owner. Instead it is to be given away. Generosity is highly regarded and a person who accumulates wealth and keeps it for himself is looked down upon. A person who gives does not expect an equal amount in return. The greatest gift he can receive is prestige and respect for his generous action.

B. THE IK.

The IK were a small tribe who lived in northern Uganda. The IK regarded children as a great nuisance. So much so that they were thrown out by their mothers at the age of three and expected to look after themselves. In this environment, a child stands no chance of survival on his own until he is about 13 years old, so children form themselves into two age bands, the first from 3 to 7. For the most part they ate figs that had been partially eaten by baboons, a few cherries, bark from trees, and when they were really hungry they swallowed earth or even pebbles.

C. THE POMO INDIANS.

'Without the family we are nothing, and in the old days, before the white people came, the family was given the first consideration by anyone who was about to do anything. That is why we got along. We had no courts, judges, schools, and the other things you have, but we got along better than you. We were taught that we would suffer from the devils, spirits, ghosts or other people if we did not support one another. The family was everything, and no one forgot that. Each person was nothing, but as a group joined by blood the individual knew that he would get the support of all his relatives if anything happened. He also knew that if he was a bad person the head man of his family would pay another tribe to kill him so that there would be no trouble afterward and so that he would not get the family into trouble all the time. With us, the family was everything. Now it is nothing. We are getting like the white people, and it is bad for the old people. We had no old people's homes like you. The old people were important. They were wise. Your old people must be fools'.

D. THE KGATLA PEOPLE OF SOUTH AFRICA.

The women and girls till the fields, build and repair the walls of the huts, granaries and courtyards, prepare food and make beer, look after the fowls, fetch water, earth and wood, collect wild plants, and do all the other housework. The women fill in their time with one or other of the many tasks that village life may entail. A new coating of plaster may be needed on the walls, or there are cracks that must be mended, and for these purposes loads of earth must first be dug, carried in baskets and worked into a suitable mud. Men on the other hand, have no regular daily work in the villages. The herding of livestock is done by the boys, who take the animals out in the morning to graze and bring them back again in the afternoon. Specialists like the doctors and thatchers will generally have something to do almost every day, but the rest seem to work spasmodically, and frequently spend days on end merely lounging about.

DEADLINE FOR TRANSITION TASK: Please bring to your first lesson in September.