

1. GAC027 Social Science II: Identity and Interaction in Society

Starter Quiz ·

GAC Social Science

Name: _____ Score: _____

1. Why can early socialisation be difficult to notice?
 - ☐ It is written down
 - ☐ It happens at school
 - ☐ It teaches what seems natural rather than what seems taught
 - ☐ It happens quickly
2. Which is the most clearly bounded question for a short spending survey at one school?
 - ☐ Should things be different?
 - ☐ What is the meaning of community?
 - ☐ Do students here spend more on transport than on food?
 - ☐ Is society fair?
3. Which is a suitable first approach for an approved classroom investigation of queue expectations?
 - ☐ Assume every setting uses the same rule
 - ☐ Ask consenting participants about their expectations
 - ☐ No investigation is possible
 - ☐ Provoke strangers in a public queue
4. In the fictional cohort, 8% are jobseekers and 21% are outside work, education or training. Why are these not interchangeable indicators?
 - ☐ They count different defined categories
 - ☐ Both describe the same category
 - ☐ The larger number is automatically better
 - ☐ One must be a lie
5. Why can an unexamined paradigm be difficult to notice?
 - ☐ It is kept secret
 - ☐ It is complicated
 - ☐ It changes too fast
 - ☐ From inside it, its assumptions look like facts about the world

6. A student behaving very differently in class and at training shows they are inconsistent.

☐ True ☐ False

7. What must a student research project include? Choose all that apply.

- ☐ A clear account of participation and withdrawal arrangements
- ☐ Careful data handling and an explanation of anonymity or confidentiality
- ☐ Appropriate informed consent
- ☐ A result that supports your view

Tick every correct option.

8. Any norm-breaking demonstration is acceptable because no law is broken.

☐ True ☐ False

9. Missing data always occur at random.

☐ True ☐ False

10. Understanding a practice in its own context means approving of it.

☐ True ☐ False

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Answers ·

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1. It teaches what seems natural rather than what seems taught

It can shape familiar expectations that feel natural. It is not always invisible or identical for everyone.

2. Do students here spend more on transport than on food?

It identifies a group and comparison. Broader questions can also be researched after suitable definition and design.

3. Ask consenting participants about their expectations

Reported expectations provide evidence. A public breach is not required, and needs separate ethical consideration.

4. They count different defined categories

The example states different categories. A real unemployment rate also needs its own labour-force denominator.

5. From inside it, its assumptions look like facts about the world

Its assumptions may be treated as facts. Comparison and testing alternatives can reveal them; researchers can also use frameworks explicitly.

6. False

Behaviour can differ with expectations and circumstances. The observation alone does not prove a fixed identity or inconsistency.

7. A clear account of participation and withdrawal arrangements; Careful data handling and an explanation of anonymity or confidentiality; Appropriate informed consent

Ethical planning follows the approved task and participant needs. Not every design can promise complete anonymity.

8. False

Legality alone is insufficient. Approval, consent, risks and the procedure matter.

9. False

False. Missingness can relate to the topic or other recorded factors, but its mechanism should be investigated rather than assumed.

10. False

Relativism is a method, not a moral position. Explanation and evaluation are different tasks.