

Course Start

Course Start is independent learning you need to complete as a part of your introduction to the course.

Course Name	Sociology GCSE
How this Course Start fits into the first term of the course	This work feeds into the introductory lessons which are designed to help you to understand the sociological approach and the key words that underpin Sociology.
How will my Course Start learning be used in lessons?	The Course Start work will be taken in by your teacher to assess, and your understanding of the content will be checked and consolidated in the first few Sociology lessons.
Course Start learning objectives	• To give students an understanding of some of the key words that underpin Sociology and its approach to studying society. • To apply your own knowledge of society to different activities • To develop research skills
Study Skills	• Independent learning • Meeting deadlines • Application of knowledge • Research skills

Expectations for: Sociology GCSE

Our specification is: AQA

What this course involves:
Completing Planned Study (homework) - checked weekly.
Written work involving a range of practice exam questions (e.g. short answer questions worth 1, 2, 3, 4 marks, up to more extended answers worth 12 marks).
Engaging in a range of activities in lessons e.g. independent work, group work, discussions, research tasks.
Accessing and using different learning applications e.g. Quizlet and Seneca, Google Classroom.
Application of Sociological ideas and research methods to different topic areas.
Being organised: using the exercise book you will be given for classwork: developing revision skills; meeting deadlines; arriving at lessons on time and ready to work

Name:

Please complete all the activities and bring to your first lesson.

Activity 1: Culture, Norms and Values

Sociology is the study of society. In GCSE Sociology we will study human social life, groups and how societies are organised.

Culture is the way of life of a society, how the group behaves, its traditions and customs.

Social norms are the rules that guide behaviour, they tell us how to behave in different situations.

Values are the things that we consider worthwhile and what is worth striving for.

Watch this video and note down the following:

 [British Customs & Culture | England](#)

a) What are the key social norms and values of British society according to the video? (e.g. queuing, foods)

b) Briefly research another country that you are interested in e.g. Spain, USA, Japan. Describe some of the **social norms and values** of that culture. Think about foods, behaviours, traditions etc. How are they different from Britain?

Activity 2: Agents of Socialisation

Sociologists think that all our behaviour is shaped by society. Our family, the schools we attend, our friends, the media, the law and even religion affect how we behave, both positively and negatively.

Which of the following agents of socialisation do you believe has had the biggest impact on you?

- Family
- Peers
- School
- The media

Choose one agent of socialisation to write a short paragraph about. Explain how it has affected you and shaped you. Why do you think it has had such a big impact on you?

Activity 3 Socialisation

Socialisation is how people learn skills, values and the expectations of a society. The socialisation process teaches us how to behave in society. If an individual does not yet know the rules and values of a society, they are referred to as *unsocialised*.

Read the following extract about Unsocialised Children and answer the questions:

Unsocialised Children

Unsocialised children are those who, for whatever reason, are not brought up by humans. One famous example of unsocialised children is that of the two infant girls, Kamala and Amala, who were lost in the jungle in India in about 1918. The girls had been found living with wolves in a cave-like den. The older girl was 6 or 7 years old and the other, who died a year later, perhaps a year younger.

When captured, the girls were like animals. They were naked and ran in a sort of stooped crouch. They were afraid of artificial light. They were afraid of humans and kept a good distance. They did not display any characteristically human qualities. For example, they did not use tools of any kind, not even a stick. They did not know how to make a shelter. They did not walk upright, they did not laugh, they did not sing. They did not show any affection or curiosity towards humans.

But what is especially striking is that the girls used no language. They used no noises or gestures to communicate. They didn't point at things or nod their head in agreement or disagreement. They preferred to eat with the dogs in the compound, who seemed to accept them. They ate by pushing their faces into the food, the ways dogs do and drank by lapping from a bowl.

1. Make a list of the things that the unsocialised children could not do and compare them with what you were capable of at the age of 6 or 7.

2. What does this extract tell us about the behaviour of human beings?