Clitheroe Royal Grammar Sixth Form: Transition Pack

Welcome to the Sociology Department

We look forward to meeting you and welcoming you to the Sixth Form.

This Transition Pack contains information to support your transition from GCSE to A Level study.

Please read all the documents ready to begin Year 12:

- Independent Learning in Sociology
- Sociology Introductory Tasks

✓ **Read the Subject Information Sheet** which is available here: CRGS Sixth Form Subject Sheet - Sociology

✓ **Download the exam board specification** which is available here: AQA A Level Sociology

✓ **Read the section called 'Specification at a Glance'**, focusing on the A Level content.

✓ Some of these resources will become more useful when you have moved further through the course, such as the A Level specification, so store them where you can revisit them over the next 2 years.

✓ Don't worry if some of the work sounds challenging. A Level work is more difficult than GCSE work after all. Your teachers will be supporting you through this transition. Please talk to us if you are unsure about any aspect of the course.

We look forward to seeing you soon.

Mrs McCabe
Head of Learning - Sociology

Sociology A Level
Introductory Tasks

TASK 1 – Read these key sociological terms. Behaviour is explained by these concepts.

Socialisation – Life-long process of learning the culture of any society.

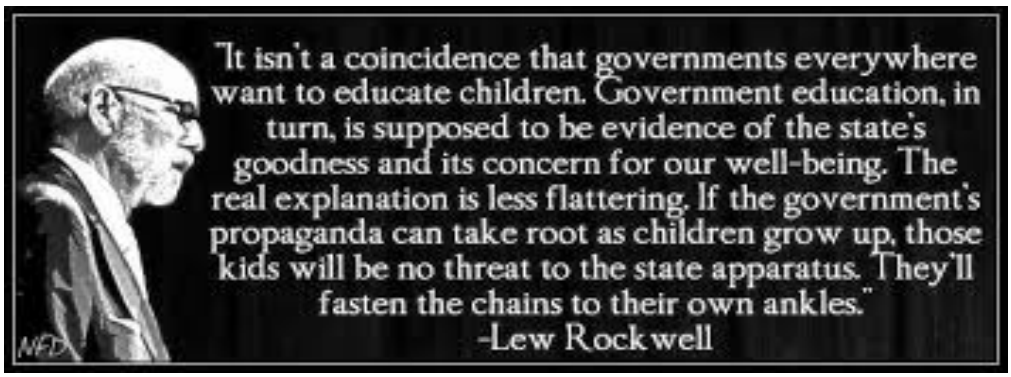
Culture - Language, beliefs, values and norms, customs, dress, diet, roles, knowledge and skills which make up the 'way of life' of any society. Culture is socially transmitted - passed on from one generation to another.

Values - General beliefs about what is right or wrong and the important standards which are considered to be worth maintaining and achieving in any society or social group.

Norms - Norms are social rules, which define correct and acceptable behaviour in a society or social group to which people are expected to conform.

Roles - Patterns of behaviour which are expected from people in different positions in society e.g. a friend, a student, a son, a father, a traffic warden.

Social Control - A term given to the various methods used to persuade or force individuals to conform to the dominant social norms and values of a society and prevent deviant behaviour.



Sanctions – Rewards and punishments by which social control is achieved and conformity to norms and values are enforced.

Theories – Different theories explain how society control our behaviour and who has the power to control our behaviour.

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TASK 2 - What is Sociology? Fill the gaps using the words provided in the box below.

Sociology is the study of_____ and of people and their behaviour.

Sociologists study a wide range of topics. For example, the AQA A Level specification which you will follow includes topics such as gender, stereotyping, race and ethnicity, class, sexism, social behaviour, social inequalities, marriage and divorce, schools, childhood and domestic violence.

In studying topics like these, sociologists create _____ to explain human behaviour and the working of society. Theories are _____ of the patterns we find in society. For example, we may have a theory as to why there are differences in girls' and boys' achievement levels in school.

A theory tries to make_____. That is, it tries to explain all similar cases, not just a single case. For example, it tries to say why boys in general do less at school that girls, rather than why simply this or that individual boy does less well.

Sociology is an _____ subject. This means it is not just about the sociologist's personal _____ or pet theory – our opinion and theories must be backed up by _____ about society. Sociologists therefore collect evidence methodically by carrying out _____ to establish whether their theories are correct. A _____ theory is one that explains the available evidence.

As well as producing theories about society, sociology has practical applications. For example, if we know the causes of social problems such as educational under-achievement, we may be able to use this knowledge to design social policies to improve children's educational opportunities. A _____ is a programme or plan introduced by government that aims to achieve a particular goal, such as raising educational standards or reducing crime rates. Governments may use the findings of sociological research to develop more effective policies.

evidence-based		theories	generalisations	society
explanations	opinion	facts	research	good
		social policy		

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The Individual and Society
An introduction to the Nature Nurture debate

WHAT MAKES US HUMAN?

- Are we meant to live alone?
- What would a person be like if they grew up without human contact?
- What would a person be like if they were then introduced into a society?
- Do we need a society in which to survive?
- Can someone be truly human if they grew up without human contact?
- Are we ruled by our instincts?

LEARNING OBJECTIVE

- To be able to explain the difference between **Nature** and **Nurture**.
- To apply the concept of **Nature and Nurture** to cases of feral children.
- To evaluate the importance of 'being human' with regards to **Individual Identity**.

TASK 3 – FERAL CHILDREN

Watch this National Geographic video (Feral Children):
http://www.youtube.com/watch?v=STn3bpTTU6c

Some animals are social, but they do not have a culture. Can you explain what this means now that you have watched the video?

Read the following 5 cases of children who were…
…raised in isolation
…raised in confinement
…raised by animals
Identify which behaviours you think were…
…learned
…instinctive
…social
Consider reasons why you think they behaved the way they did.

1 - KAMALA & AMALA

- The case of Amala and Kamala was recorded in the 1920s in India. They were found living 'wild' and were looked after by a minister and his wife who ran an orphanage.
- Amala was about two years old and Kamala was eight when they were found. Amala died soon after she was found. Kamala lived until she was about seventeen.
- The children were reported to have had an acute sense of smell, would howl at night and eat directly out of a bowl. Kamala was not toilet trained and hated clothes.

- Although they did play with one of the smaller children, they ended up biting him, so he became afraid.
- Kamala did form bonds of affection with the minister's wife and Kamala was obedient and listened to what she said, although not to others.
- Kamala also learned to speak, but only in a very limited way. She also learned to walk and use her hands when eating.

2 – SHAMDEO

- This boy was found in a forest in India when he was five years old.
- When he was found he did not like people and preferred to play with the dogs. He did not like the sun and preferred the shadows. At night he was restless, and they had to tie him up. He ate raw meat such as chickens.
- He did develop his own sign language such as flapping his hands to mean 'chicken'.

3 - THE WILD BOY OF AVEYRON

- In 1800, a boy of about 12 years of age was found in a forest in the South of France. He did not appear to have any parents and was taken to an orphanage. He was then put into the care of a doctor who wanted to study his progress.
- When he was first found he could not speak. He did make strange noises and would howl in the dark. He hated wearing clothes, was not toilet trained and he appeared not to feel cold or heat. He was observed to go out and play in the snow with no clothes and apparently, he did not suffer from this – in fact, he seemed to enjoy it.
- He lived until he was about forty years old. During this time, he did learn some words. He also learned to use the toilet, wear clothes and dress himself. However, he never developed fully.

4 - ISABELLE

- Isabelle was born to a mother who could not speak or hear. She stayed with her mother for the first six years of her life in a dark room.
- When she was first found she was very fearful of strangers – in particular men. She could not speak although she did make a 'croaking sound'.
- In time she did develop speech and other social behaviour.

5 - GENIE

- Genie was found in 1970 when she was 13 years old. Her father had died and her mother was almost totally blind. Social workers discovered she had spent most of her life tied to a chair in one room. She had very little contact with other members of the family. Genie was discouraged from making any sounds.
- She had not been fed properly and could not stand up straight.
- Genie could not talk. She did not understand language. She used the toilet where she liked and hit and scratched herself. She often used touch and smell to find out about objects. She could not walk properly when she was found but developed this through time.
- Although she did learn some words, she never learned to speak fully. She found grammar difficult although she had words for colours and shapes which surprised her carers. She did learn social habits and appeared to form affectionate bonds with her carers.
- She is still alive, but her development is unknown.

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'No man is an island' (John Donne, Poet 1572-1631)

SOCIOLOGY is the study of people in social groups.

→ We are constantly in touch with other people
→ We are affected by them
→ We develop bonds with them
→ We participate in society
→ We learn certain values and ways of behaving
→ Our membership of our social groups gives meaning to our lives and shapes who we are
→ **Reflect** on what you have learned about feral children
→ **Write** a list of the top 10 most important things we need to learn in the first few years of being born in order to 'fit into society'. **Why you think they are the most important?**

Summary

- Feral Children are isolated from human contact from a very young age
- **Nature** is what we are born with, but **Nurture** is part of our upbringing
- Feral Children have not been (nurtured) **socialised** to become members of a society which means that in most cases:
  - Their speech is not developed
  - They cannot understand language
  - They cannot walk upright on two legs
  - They cannot eat with tools
  - Lack a sense of self-concept/self-awareness