**Scheme of Work for AS and 1st Year A Level**

This is a Scheme of Work for AQA AS and first year A level Sociology designed to support you in teaching the new specifications from September 2015 onwards. We are providing it for users of our Napier Press textbook, *AQA A level Sociology Book One including AS level* by Rob Webb et al.

The Scheme of Work is fully integrated with the textbook. In each section of the Scheme of Work you will find references to the appropriate pages in the textbook to refer your students to when they are studying each topic.

The Scheme of Work is part of the comprehensive package of Napier Press support materials that you will find on this site:

* **Activities** for students. You will references to these throughout the textbook.
* **Workbooks** to accompany the main chapters of the textbook. These encourage students to engage with the material in the textbook and consolidate their learning.

You will find references both to the relevant student Activities and to the appropriate pages of the Workbooks in each section of the Scheme of Work.

The Scheme of Work assumes that you have 28 weeks in which to deliver the course. We have divided the time available as follows:

* Two weeks for *What is sociology?*
* Nine weeks for *Education*
* Seven weeks for *Research methods with methods in context*
* Seven weeks for *Families and households*
* Three weeks for *Preparing for the exams*

**Terms used in the Scheme of Work**

*Education Workbook, Families & Households Workbook,* and *Research Methods Workbook* refer to the student Workbooks to be found on this site.

*Topic* refers to the relevant Topic in the companion textbook, *AQA A level Sociology Book One including AS level* by Rob Webb et al.

*Learning objectives* are the outcomes for the student on completion of the Topic. Students’ achievement of these objectives will be checked by means of the activities and assessments indicated in the Scheme of Work.

*Independent/flipped learning* comprises activities that can be completed by students either in class or independently outside of class.

References to *Textbook* and to specific *page numbers* are to *AQA A level Sociology Book One including AS level* by Rob Webb et al.

*Differentiated assessment for AS and A level:* ‘Questions to try’ in the Assessment column include both AS and A level questions.

**What is sociology?**

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| **Wk** | **Topic** | **Learning**  **Objectives** | **Activity (method) and wider skills** | **Resources** | **Independent/flipped learning** | **Assessment** |
| 1-2 | **What is sociology?** | After studying this Topic, students will:  Know the meaning of the key terms: culture, norms, values, socialisation, status and role.  Understand the importance of culture and socialisation for explaining human behaviour.  Understand the difference between structural and social action views of society, and between consensus and conflict views of society.  Understand the differences between traditional, modern and postmodern society  Know the main patterns of inequality in today’s society.  Understand that sociologists use a variety of research methods and that these have both strengths and limitations.  Know what studying sociology involves, including the exam papers, assessment objectives and ways of developing your knowledge and skills. | Getting started activity p4  Activity p7 ‘What counts as food?’  Box 1 questions p7  Activity p8 ‘Gender role socialisation’  Activity p9 ‘Status and role’  Activity p9 ‘Research’  Box 2 questions p10  Questions p12 | Textbook, pp4-13  *What is sociology?* Workbook | Activity p7 ‘Cannibalism as a norm’  Activity p8 ‘Changing norms about homosexuality’ | Quickcheck Questions p25 |

**Education**

| **Wk** | **Topic** | **Learning**  **Objectives** | **Activity (method) and wider skills** | **Resources** | **Independent/flipped learning** | **Assessment** |
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| 3-4 | **Class differences in achievement (1)**  **External Factors** | After studying this Topic, students will:  Be able to describe the patterns of class differences in achievement.  Understand the difference between internal and external factors affecting achievement.  Understand and be able to evaluate the role of different external factors, including cultural deprivation, material deprivation and cultural capital. | Getting started activity p17  Box 4 questions p19  Investigating parental attitudes to education questions p20  Discussion activity p20 ‘A child’s background can disadvantage their education’  Box 5 questions p22  Investigating material deprivation and underachievement questions p23  Research activity p24 ‘Investigating cultural capital’ | Textbook pp17-25  *Education* Workbook, pp1-7  Clip for Media activity p23: <https://www.youtube.com/watch?v=Uh6G0rzuLIw> | Reading textbook pp17-25  Media activity p23  Research activity p24 ‘Investigating cultural capital’ | Summary paragraph from discussion activity p20  Report from media activity p23  Summary of research activity p24  Quickcheck Questions p25  AS and A level Questions to try p25 |
| 4-5 | **Class differences in achievement (2)**  **Internal factors** | After studying this Topic, students will:  Understand the effect on social class differences in educational achievement of the following factors: labelling, the self-fulfilling prophecy, streaming, pupil identities and subcultures.  Be able to evaluate the relative importance of internal and external factors in causing social class differences in educational achievement. | Getting started activity p26  Investigating teachers’ expectations of pupils p27  Analysis and evaluation p28  Investigating anti-school subcultures p31  Application p32  Discussion activity p34 ‘The relationship between internal and external factors’. | Textbook, pp26-35  *Education* Workbook, pp8-16  Clips for Webquest activity p33:  <https://www.youtube.com/watch?v=vxAU88LxLis>  <https://www.youtube.com/watch?v=KcEN9F57szY> | Reading textbook pp26-35  Research activity p31 ‘Investigating the impact of setting and streaming’  Webquest activity p33 ‘The habitus of higher education’ | Write up of research activity p31  Summary of Webquest p33  Summaries from discussion activity p34  Quickcheck Questions p35  AS and A level Questions to try p35 |
| 6-7 | **Ethnic differences in achievement** | After studying this Topic, students will:  Be able to describe the patterns of ethnic differences in educational achievement.  Understand and be able to evaluate the role of different external factors, including cultural deprivation, material deprivation and racism in wider society.  Understand and be able to evaluate the role of different internal factors, including labelling, pupil subcultures, the curriculum, institutional racism, and selection and segregation. | Getting started activity p36  Discussion activity p39  Analysis and evaluation p40  Investigating racism in schools p44  Analysis and evaluation p46 | Textbook, pp36-49  *Education* Workbook, pp17-25 | Reading textbook pp36-49  Webquest activity p38 ‘The school where they speak 20 languages’  Webquest activity p48 ‘Do schools disadvantage minority ethnic pupils?’ | Summary of Webquest p38  Summary from discussion activity p39  Answers to Webquest p48  Quickcheck Questions p49  AS and A level Questions to try p49 |
| 7-8 | **Gender differences in education** | After studying this Topic, students will:  Be able to describe the patterns of gender differences in educational achievement.  Understand and be able to evaluate the explanations for these differences.  Understand and be able to evaluate the explanations for gender differences in subject choice.  Understand the effect of school experiences in shaping gender identities. | Getting started activity p50  Table 2B questions p54  Discussion activity p59 ‘Is the education system biased in favour of boys?’  Investigating gender and subject choice p61  Application p61  Investigating how schooling reinforces gender identities p63 | Textbook, pp50-65  *Education* Workbook, pp26-36 | Reading textbook pp50-65  Research activity p53 ‘Investigating pupils’ aspirations’  Research activity p62 ‘Gender and subject choice’ | Write-up of research activity p53  Summary from discussion activity p59  Summary from research activity p62  Quickcheck Questions p65  AS and A level Questions to try p65 |
| 9-10 | **The role of education in society** | After studying this Topic, students will:  Know the functions of education that functionalists identify.  Understand the neoliberal and New Right views of the role of the market in education.  Understand different Marxist views of the role of education, particularly the reproduction and legitimation of class inequality.  Be able to evaluate the functionalist, neoliberal and New Right, and Marxist views of education. | Getting started activity p66  Investigating meritocracy in education p68  Analysis and evaluation p69  Discussion activity p70 ‘Does introducing the market into education benefit everyone?’  Investigating the reproduction of class inequality p71  Application p71  Box 9 questions p74  Discussion activity p74 ‘Which side are you on?’ | Textbook, p66-75  *Education* Workbook, pp37-45 | Reading textbook pp66-75  Media activity p72 ‘Fordism and the correspondence principle.’ | Quickcheck Questions p75  AS and A level Questions to try p75 |
| 10-11 | **Educational policy and inequality** | After studying this Topic, students will:  Know the main features of important educational policies, including the tripartite system, comprehensivisation, marketisation, privatisation and globalisation, and policies relating to gender and ethnicity.  Be able to apply sociological perspectives to educational policies.  Be able to evaluate the impact of educational policies on inequality of achievement. | Getting started activity p76  Analysis and evaluation p79  Application p80  Investigating how middle-class parents ‘play the system’ p80  Analysis and evaluation p81  Media activity p82 ‘Sponsored academies – a public-private partnership’ | Textbook, pp76-85  *Education* Workbook, pp46-54 | Webquest activity p79 ‘Marketisation and selection’  Webquest p81 ‘New Labour and educational inequality’  Webquest p83 ‘Should education be privatised?’ | Quickcheck Questions p85  AS and A level Questions to try p85 |

**Research methods with methods in context**

| **Wk** | **Topic** | **Learning**  **Objectives** | **Classroom Activities** | **Resources** | **Independent/flipped learning** | **Assessment** |
| --- | --- | --- | --- | --- | --- | --- |
| 12 | **Choosing a research method** | After studying this Topic, students will:  Know what the main types of data are and what research methods sociologists use.  Understand the practical, ethical and theoretical factors influencing choice of method and topic, and be able to assess their relative importance.  Understand the difference between positivist and interpretivist approaches to research. | Getting Started activity, p90  Application question, p91  Discussion Activity, p93: ‘Should research always be ethical?  Application question, p93.  Research Activity, p95: ‘Perspective and choice of method’.  Application question, p96 | Textbook, pp90-99  *Research Methods* Workbook, pp1-8 | Research Activity, p95: ‘Perspective and choice of method’ | Summary paragraph from discussion Activity, p93  Completion of Research Activity, p95  QuickCheck Questions, p99  AS and A level Questions to try p99 |
| 13 | **Education: the research context** | After studying this Topic, students will:  Know the main characteristics of education as a context for sociological research.  Understand some of the problems and opportunities that researching educational issues presents for sociologists.  Be aware of some of the research strategies sociologists use to investigate education. | Getting Started activity, p100  Analysis and evaluation questions, p102  Application questions, p103  Research Activity, p104: ‘Using school documents’.  Application questions, p105  Research Activity, p106: ‘Characteristics of groups and settings in education’.  . | Textbook, pp100-107  *Research Methods* Workbook, pp9-12 | Research Activity, p104: ‘Using school documents’.  Research Activity, p106: ‘Characteristics of groups and settings in education’. | Notes from Research Activity, p104  Completion of posters for Research Activity, p106  QuickCheck Questions, p107  AS and A level Questions to try, p107 |
| 14 | **Experiments**  ***Using experiments to investigate education*** | After studying this Topic, students will:  Know the similarities and differences between different types of experiments.  Be able to evaluate the strengths and limitations of experiments.  Be able to apply their understanding of experiments to the study of education. | Getting Started activity, p108  Application question, p109  Analysis and evaluation question, p110  Research Activity, p111: ‘Carrying out a field experiment’.  Webquest Activity, p111: ‘Testing Durkheim’s theory of suicide’.  **Methods in context**  Analysis and evaluation question, p114. | Textbook, pp108-115  *Research Methods* Workbook, pp13-18 | Research Activity, p111: ‘Carrying out a field experiment’.  Webquest Activity, p111: ‘Testing Durkheim’s theory of suicide’ | Questions from Research Activity, p111  Summary from Webquest Activity, p111  QuickCheck Questions, p112  AS and A level Questions to try, p112  **Methods in context**  AS and A level Question to try, p115 |
| 15 | **Question-naires**  ***Using question-naires to study education*** | After studying this Topic, students will:  Know the different types of question used in questionnaires and the different methods of administering them.  Be able to evaluate the strengths and limitations of questionnaires.  Be able to apply your understanding of questionnaires to the study of education. | Getting Started activity, p116  Analysis and evaluation questions, p118  Analysis and evaluation question, p119  **Methods in context**  Analysis and evaluation question, p122.  Research Activity, p122: ‘What factors affect students’ decisions about university?’ | Textbook, pp116-123  *Research Methods* Workbook, pp19-24 | Research Activity, p122: ‘What factors affect students’ decisions about university?’ | QuickCheck Questions, p120  AS and A level Questions to try, p120  **Methods in context**  Question from Research Activity p122  AS and A level Question to try, p123 |
| 16 | **Interviews**  ***Using interviews to investigate education*** | After studying this Topic, students will:  Understand the differences between structured and unstructured interviews.  Be able to evaluate the strengths and limitations of the different types of interview.  Be able to apply your understanding of interviews to the study of education. | Getting Started activity, p124  Analysis and evaluation questions, p125  Analysis and evaluation question, p128  Research Activity, p129: ‘Comparing structured and unstructured interviews’.  Application questions, p130.  Discussion Activity, p30: ‘Age, ethnicity and interviewing’.  **Methods in context**  Application question, p132.  Analysis and evaluation questions, p133  Research Activity, p134: ‘Researching sex education’. | Textbook, pp124-135  *Research Methods* Workbook, pp25-34 | Research Activity, p129: ‘Comparing structured and unstructured interviews’.  Research Activity, p134: ‘Researching sex education’. | Completion of Research Activity, p129  Summary paragraph from discussion Activity, p130  QuickCheck Questions, p131  AS and A level Questions to try, p131  **Methods in context**  Questions from Research Activity, p134  AS and A level Question to try, p135 |
| 17 | **Participant observation**  ***Using observation to study education*** | After studying this Topic, students will:  Know the different types of observational methods.  Be able to explain the main stages in conducting a participant observation study.  Be able to evaluate the strengths and limitations of overt and covert participant observation.  Be able to apply their understanding of observational methods to the study of education. | Getting Started activity, p136  Analysis and Evaluation questions, p137  Webquest Activity, p138: ‘Black Like Me’  Analysis and Evaluation question, p138.  Analysis and Evaluation question, p141.  Research Activity, p142: ‘The rules of the game’  **Methods in context**  Research Activity, p144: ‘Classroom observation: structured or unstructured?’  Application questions, p146. | Textbook, pp136-147  *Research Methods* Workbook, pp35-44 | Webquest Activity, p138: ‘Black Like Me’  Research Activity, p142: ‘The rules of the game’ | Summary paragraph from Webquest Activity, p138  Notes from Research Activity, p142  QuickCheck Questions, p143  AS and A level Questions to try, p143  **Methods in context**  Summary from Research Activity, p144  AS and A level Questions to try, p147 |
| 18 | **Secondary sources**  ***Using secondary sources to study education*** | After studying this Topic, students will:  Know the different types of secondary data that sociologists use.  Be able to evaluate the strengths and limitations of official statistics and documents.  Be able to apply your understanding of documents and official statistics to the study of education. | Getting Started activity, p148  Analysis and Evaluation question, p149  Application questions, p151  Research Activity, p152: ‘Comparing perspectives on official statistics’.  Discussion Activity, p154: ‘Using documents to study childhood’.  Research Activity, p154: ‘How do newspapers report crime?’  **Methods in context**  Research Activity, p157: ‘Does absences cause underachievement?’  Analysis and evaluation question, p158 | Textbook, pp148-159  *Research Methods* Workbook, pp45-52 |  | Completion of Research Activity, p152  Notes from Discussion Activity, p154  Questions from Research Activity, p154  QuickCheck Questions, p155  AS and A level Questions to try, p155  **Methods in context**  Graph and summary from Research Activity, p157  AS and A level Question to try, p159 |

**Families and households**

| **Wk** | **Topic** | **Learning**  **Objectives** | **Classroom Activities** | **Resources** | **Independent/flipped learning** | **Assessment** |
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| 19 | **Couples** | After studying this Topic, students will:  Know about gender roles in the domestic division of labour.  Know about power relationships between couples, including decision-making, control of resources and domestic violence.  Be able to analyse how far these roles and relationships have changed over time.  Be able to evaluate different sociological views on couples’ roles and relationships. | Getting Started activity, p166  Application question p168  Analysis and Evaluation question, p168  Analysis and Evaluation question, p171  Research Activity, p172: ‘Are couples becoming more equal?’  Application question, p173  Discussion activity, p173: ‘Resources and sharing of decisions’  Application question, p176  Media Activity, p176 ‘Why don’t domestic violence victims leave?’ | Textbook, pp166-177  *Families & Households* Workbook, pp1-11  Clip for Media activity p176:  <https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don_t_leave> | Reading pp166-177 textbook  Research activity p172 ‘Are couples becoming more equal?’ | Write-up of Research Activity p172  Summary from Discussion Activity p173  Write-up of Media Activity, p176  QuickCheck Questions, p177  AS and A level Questions to try, p177 |
| 20 | **Childhood** | After studying this Topic, students will:  Understand why sociologists see childhood as a social construction.  Know the reasons for the emergence of the modern notion of childhood.  Be able to analyse and evaluate different views of the position of children today.  Be able to analyse and evaluate different views of the future of childhood. | Getting Started activity, p178  Application question p179  Analysis and Evaluation question, p181  Application question p182  Media activity, p183: ‘The accordion family’  Analysis and Evaluation questions, p184  Discussion activity, p186: ‘Has the position of children improved?’ | Textbook pp178-187  *Families & Households* Workbook, pp12-20  Clip for Media activity p183:  <https://www.youtube.com/watch?v=uwMxOsD2Dhg> | Reading pp 178-187 textbook  Webquest activity, p180: ‘Child labour laws around the word’  Webquest activity, p183: ‘The cost of child-centredness’ | Summary from Webquest activity, p180  Questions and summary from media activity, p183  Summary from discussion activity, p186  QuickCheck Questions, p187  AS and A level Questions to try, p187 |
| 21 | **Theories of the family** | After studying this Topic, students will:  Understand the functionalist, Marxist, feminist and personal life perspectives on the family.  Be able to analyse the similarities and differences between these perspectives.  Be able to evaluate the usefulness of these perspectives on the family. | Getting Started activity, p188 Application question p189 Application question p192 Quiz activity, p193  Analysis and evaluation question, p194  Analysis and evaluation question, p195  Media activity, p196 ‘Donor-conceived children’  Discussion activity, p196 ‘The family and wider society’ | Textbook pp188-197  *Families & Households* Workbook, pp21-29  Clips for Media activity p196:  <https://www.youtube.com/watch?v=TjK0dbr7ReM>  <https://www.youtube.com/watch?v=cru6QtQu6nk> | Reading pp 188-197 textbook  Webquest activity, p189:’Alternatives to the nuclear family’ | Summary from Webquest activity, p189  Summary from Webquest activity, p196  Summary from discussion activity, p196  QuickCheck Questions, p197  AS and A level Questions to try, p197 |
| 22 | **Demography** | After studying this Topic, students will:  Know the main population trends in the UK since 1900.  Understand and be able to evaluate the reasons for population changes, including birth and death rates, family size, life expectancy, the ageing population and migration and globalisation.  Understand and be able to evaluate the consequences of these changes. | Getting Started activity, p198  Analysis and evaluation question, p200  Application question p201  Question, p203  Analysis and evaluation question, p205 | Textbook pp198-209  *Families & Households* Workbook, pp30-40 | Reading pp 198-209 textbook  Research activity, p205: ‘Media portrayals of older people’  Webquest activity, p206: ‘Britain’s future population’  Webquest activity, p208: ‘The ‘Life in the UK’ test’ | Summary from Research activity, p205  Summary from Webquest activity, p206  Summary of Webquest activity, p208  QuickCheck Questions, p209  AS and A level Questiosn to try, p209 |
| 23 | **Changing family patterns** | After studying this Topic, students will:  Know the main changes in partnerships, including marriage, divorce, cohabitation and civil partnerships, as well as one-person and extended family households.  Know the main changes in childbearing and childrearing, including births outside marriage, lone-parent families and stepfamilies.  Understand how these changes have contributed to greater family diversity.  Be able to analyse and evaluate the explanations for these changes in families and households. | Getting Started activity, p210  Application questions p211  Media activity, p215: ‘The impact of divorce on children’  Analysis and evaluation question, p216  Discussion activity, p217: ‘Cohabitation is becoming ‘marriage by another name’  Application questions p219  Application question p222 | Textbook pp 210-223  *Families & Households* Workbook, pp41-53  Clips for Media activity p215:  [http://tedxtalks.ted.com/video/TEDxUCSB-Tamara-D-Afifi-The-Imp;search%3Atag%3A%22tedxucsb%22](http://tedxtalks.ted.com/video/TEDxUCSB-Tamara-D-Afifi-The-Imp;search%253Atag%253A%2522tedxucsb%2522)  <https://www.youtube.com/watch?v=-oRgLFw4pwY> | Reading pp210-223 textbook  Research activity, p222: ‘Patterns of obligation’ | Summary from Media activity, p215  Summary from Discussion activity, p217  Summary from Research activity, p205  QuickCheck Questions, p223  AS and A level Questions to try, p223 |
| 24 | **Family diversity** | After studying this Topic, students will:  Be able to describe a range of different sociological views of family diversity.  Understand the difference between modernist and postmodernist approaches to family diversity.  Be able to analyse and evaluate sociological explanations of family diversity. | Getting Started activity, p224  Analysis and evaluation question, p225  Media activity, p226: ‘The conventional nuclear family’  Application question, p228  Application question, p231  Application question, p232  Discussion activity, p232: ‘is the nuclear family best?’ | Textbook pp224-233  *Families & Households* Workbook, pp54-61  Clip for Media activity p226:  <https://www.youtube.com/watch?v=p8yY_QP4FYs&feature=PlayList&p=1C9FE9F438A59F61&playnext=1&index=5> | Reading pp 224-233 textbook  Research activity, p228: ‘How different generations view family diversity’ | Summary from Media activity p226  Summary from Research activity p228  Summary from Discussion activity p232  QuickCheck Questions, p233  AS and A level Questions to try, p233 |
| 25 | **Families and social policy** | After studying this Topic, students will:  Know some of the ways in which social policies may affect families.  Understand the different sociological perspectives on families and social policy.  Be able to analyse these perspectives and evaluate their usefulness in explaining the relationship between families and social policy. | Getting Started activity, p234  Application question, p236  Analysis and evaluation question, p237.  Application question, p240  Discussion activity, p240: ‘The impact of policy on family life’. | Textbook pp234-241  *Families & Households* Workbook, pp61-67 | Reading pp234-241 textbook  Media Activity, p235: ‘China’s one-child policy’.  Webquest activity p239 ‘Improving family policy’. | Summary from Media Activity p235  Handout from Webquest activity, p239  QuickCheck Questions, p241  AS and A level Questions to try, p241 |

**Preparing for the exams**

| **Wk** | **Topic** | **Learning**  **Objectives** | **Classroom Activities** | **Resources** | **Independent/flipped learning** | **Assessment** |
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| 26 | **Education** | Preparation for exams | Getting started activity p244 for Education | Textbook pp244-260 | Reading textbook pp244-260 | AS level practice paper p252:  Paper 1 - Education section  A level practice paper p254:  Paper 1 - Education section |
| 27 | **Research methods with methods in context** | Preparation for exams | Getting started activity p244 for Research Methods with methods in context | Textbook pp244-260 |  | AS level practice paper p252:  Paper 1 - Methods in Context section  AS level practice p253:  Paper 2 - Research Methods section  A level practice paper p254:  Paper 1 - Methods in Context section  A level practice paper p255:  Paper 2 – Theory and Methods section |
| 28 | **Families and households** | Preparation for exams | Getting started activity p244 for Families and households | Textbook pp244-260 |  | AS level practice paper p253:  Paper 2 - Families and Households section  A level practice paper p255:  Paper 2 – Families and Households section |