**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 societyKnow 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 p4Activity p7 ‘What counts as food?’Box 1 questions p7Activity p8 ‘Gender role socialisation’Activity p9 ‘Status and role’Activity p9 ‘Research’Box 2 questions p10Questions 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 p17Box 4 questions p19Investigating parental attitudes to education questions p20Discussion activity p20 ‘A child’s background can disadvantage their education’Box 5 questions p22Investigating material deprivation and underachievement questions p23Research activity p24 ‘Investigating cultural capital’ | Textbook pp17-25*Education* Workbook, pp1-7Clip for Media activity p23: <https://www.youtube.com/watch?v=Uh6G0rzuLIw> | Reading textbook pp17-25Media activity p23Research activity p24 ‘Investigating cultural capital’ | Summary paragraph from discussion activity p20Report from media activity p23Summary of research activity p24 Quickcheck Questions p25AS 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 p26Investigating teachers’ expectations of pupils p27Analysis and evaluation p28Investigating anti-school subcultures p31Application p32Discussion activity p34 ‘The relationship between internal and external factors’.  | Textbook, pp26-35*Education* Workbook, pp8-16Clips for Webquest activity p33:<https://www.youtube.com/watch?v=vxAU88LxLis><https://www.youtube.com/watch?v=KcEN9F57szY> | Reading textbook pp26-35Research activity p31 ‘Investigating the impact of setting and streaming’Webquest activity p33 ‘The habitus of higher education’ | Write up of research activity p31Summary of Webquest p33Summaries from discussion activity p34Quickcheck Questions p35AS 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 p36Discussion activity p39Analysis and evaluation p40Investigating racism in schools p44Analysis and evaluation p46 | Textbook, pp36-49*Education* Workbook, pp17-25 | Reading textbook pp36-49Webquest activity p38 ‘The school where they speak 20 languages’Webquest activity p48 ‘Do schools disadvantage minority ethnic pupils?’ | Summary of Webquest p38Summary from discussion activity p39Answers to Webquest p48Quickcheck Questions p49AS 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 p50Table 2B questions p54Discussion activity p59 ‘Is the education system biased in favour of boys?’Investigating gender and subject choice p61Application p61Investigating how schooling reinforces gender identities p63 | Textbook, pp50-65*Education* Workbook, pp26-36 | Reading textbook pp50-65Research activity p53 ‘Investigating pupils’ aspirations’Research activity p62 ‘Gender and subject choice’ | Write-up of research activity p53Summary from discussion activity p59Summary from research activity p62Quickcheck Questions p65AS 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 p66Investigating meritocracy in education p68Analysis and evaluation p69Discussion activity p70 ‘Does introducing the market into education benefit everyone?’Investigating the reproduction of class inequality p71Application p71Box 9 questions p74Discussion activity p74 ‘Which side are you on?’ | Textbook, p66-75*Education* Workbook, pp37-45 | Reading textbook pp66-75Media activity p72 ‘Fordism and the correspondence principle.’ | Quickcheck Questions p75AS 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 p76Analysis and evaluation p79Application p80Investigating how middle-class parents ‘play the system’ p80Analysis and evaluation p81Media 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 p85AS 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, p90Application question, p91Discussion 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, p93Completion of Research Activity, p95QuickCheck Questions, p99AS 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, p100Analysis and evaluation questions, p102Application questions, p103Research Activity, p104: ‘Using school documents’.Application questions, p105Research 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, p104Completion of posters for Research Activity, p106QuickCheck Questions, p107AS 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, p108Application question, p109Analysis and evaluation question, p110Research 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, p111Summary from Webquest Activity, p111QuickCheck Questions, p112AS 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, p116Analysis and evaluation questions, p118Analysis 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, p120AS and A level Questions to try, p120**Methods in context**Question from Research Activity p122AS 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, p124Analysis and evaluation questions, p125Analysis and evaluation question, p128Research 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, p133Research 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, p129Summary paragraph from discussion Activity, p130QuickCheck Questions, p131AS and A level Questions to try, p131**Methods in context**Questions from Research Activity, p134AS 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, p136Analysis and Evaluation questions, p137Webquest 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, p138Notes from Research Activity, p142QuickCheck Questions, p143AS and A level Questions to try, p143**Methods in context**Summary from Research Activity, p144AS 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, p148Analysis and Evaluation question, p149Application questions, p151Research 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, p152Notes from Discussion Activity, p154Questions from Research Activity, p154QuickCheck Questions, p155AS and A level Questions to try, p155**Methods in context**Graph and summary from Research Activity, p157AS and A level Question to try, p159 |

**Families and households**

| **Wk** | **Topic** | **Learning****Objectives** | **Classroom Activities** | **Resources** | **Independent/flipped learning** | **Assessment** |
| --- | --- | --- | --- | --- | --- | --- |
| 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, p166Application question p168Analysis and Evaluation question, p168Analysis and Evaluation question, p171Research Activity, p172: ‘Are couples becoming more equal?’Application question, p173Discussion activity, p173: ‘Resources and sharing of decisions’Application question, p176Media Activity, p176 ‘Why don’t domestic violence victims leave?’ | Textbook, pp166-177*Families & Households* Workbook, pp1-11Clip for Media activity p176:<https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don_t_leave> | Reading pp166-177 textbookResearch activity p172 ‘Are couples becoming more equal?’ | Write-up of Research Activity p172Summary from Discussion Activity p173Write-up of Media Activity, p176QuickCheck Questions, p177AS 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, p178Application question p179Analysis and Evaluation question, p181Application question p182Media activity, p183: ‘The accordion family’Analysis and Evaluation questions, p184Discussion activity, p186: ‘Has the position of children improved?’ | Textbook pp178-187 *Families & Households* Workbook, pp12-20Clip for Media activity p183:<https://www.youtube.com/watch?v=uwMxOsD2Dhg> | Reading pp 178-187 textbookWebquest activity, p180: ‘Child labour laws around the word’Webquest activity, p183: ‘The cost of child-centredness’ | Summary from Webquest activity, p180Questions and summary from media activity, p183Summary from discussion activity, p186QuickCheck Questions, p187AS 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, p194Analysis and evaluation question, p195Media activity, p196 ‘Donor-conceived children’Discussion activity, p196 ‘The family and wider society’  | Textbook pp188-197 *Families & Households* Workbook, pp21-29Clips for Media activity p196:<https://www.youtube.com/watch?v=TjK0dbr7ReM><https://www.youtube.com/watch?v=cru6QtQu6nk> | Reading pp 188-197 textbookWebquest activity, p189:’Alternatives to the nuclear family’ | Summary from Webquest activity, p189Summary from Webquest activity, p196Summary from discussion activity, p196QuickCheck Questions, p197AS 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, p198Analysis and evaluation question, p200Application question p201Question, p203Analysis and evaluation question, p205 | Textbook pp198-209 *Families & Households* Workbook, pp30-40 | Reading pp 198-209 textbookResearch 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, p205Summary from Webquest activity, p206Summary of Webquest activity, p208QuickCheck Questions, p209AS 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, p210Application questions p211Media 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 p219Application question p222 | Textbook pp 210-223*Families & Households* Workbook, pp41-53Clips 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 textbookResearch activity, p222: ‘Patterns of obligation’ | Summary from Media activity, p215Summary from Discussion activity, p217Summary from Research activity, p205QuickCheck Questions, p223AS 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, p224Analysis and evaluation question, p225 Media activity, p226: ‘The conventional nuclear family’Application question, p228Application question, p231Application question, p232Discussion activity, p232: ‘is the nuclear family best?’ | Textbook pp224-233*Families & Households* Workbook, pp54-61Clip for Media activity p226:<https://www.youtube.com/watch?v=p8yY_QP4FYs&feature=PlayList&p=1C9FE9F438A59F61&playnext=1&index=5> | Reading pp 224-233 textbookResearch activity, p228: ‘How different generations view family diversity’ | Summary from Media activity p226Summary from Research activity p228Summary from Discussion activity p232QuickCheck Questions, p233AS 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, p234Application question, p236Analysis and evaluation question, p237.Application question, p240Discussion activity, p240: ‘The impact of policy on family life’. | Textbook pp234-241*Families & Households* Workbook, pp61-67 | Reading pp234-241 textbookMedia Activity, p235: ‘China’s one-child policy’.Webquest activity p239 ‘Improving family policy’. | Summary from Media Activity p235Handout from Webquest activity, p239QuickCheck Questions, p241AS and A level Questions to try, p241 |

**Preparing for the exams**

| **Wk** | **Topic** | **Learning****Objectives** | **Classroom Activities** | **Resources** | **Independent/flipped learning** | **Assessment** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 sectionA 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 sectionAS level practice p253:Paper 2 - Research Methods sectionA level practice paper p254:Paper 1 - Methods in Context sectionA 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 sectionA level practice paper p255:Paper 2 – Families and Households section |