

Teacher Guide & Answers: What is Sociology?

AQA A Level Sociology 7192 • L001 • 90 minutes • PowerPoint v1.4

CONNECT & CHECK | SHARE | PRESENT | APPLY | RECALL & REVIEW

Purpose

This is a disciplinary induction rather than a definition dump. Learners move from familiar assumptions to patterned social explanation, acquire foundational vocabulary, apply it, then demonstrate understanding. Adapt pitch and scaffolding to the learners in front of you.

Suggested sequence

Time	Phase	Purpose / teacher move
0–12	CONNECT & CHECK	Diagnostic. Do not correct immediately; ask learners to justify their position.
12–28	PRESENT	Individual versus sociological explanation. Keep asking ‘How would we know?’
28–45	PRESENT	Concepts, structure/agency and socialisation. Use concrete examples before abstraction.
45–62	Apply	Image/everyday-setting work. Probe why learned norms can feel natural.
62–72	RECALL & REVIEW	Retrieval. Self-mark and correct misconceptions immediately.
72–82	APPLY	Move from assertion to explanation. Ask for mechanisms and evidence.
82–88	RECALL & REVIEW	Independent 6-mark response. Optional planning scaffold only.
88–90	Review	Exit ticket and flipped-learning briefing. Use responses to pitch Lesson 2.

Teacher insight

Watch for: structure being mistaken for physical buildings.

Watch for: 'society controls everyone'. Keep agency visible.

Access: pre-teach Society, Culture, Norm, Value, Structure and Agency; allow verbal rehearsal.

Scaffold: use the learner workbook sentence frame.

Stretch: ask what evidence could disprove the proposed explanation.

High-grade question: What mechanism links this social influence to the outcome?

Sensitive content: diagnostic statements mention poverty and family. Never require personal disclosure.

Retrieval answers

Prompt	Answer
Norm	A social expectation about appropriate behaviour.
Value	An idea about what is desirable, important or worthwhile.
Social institution	Examples: family, education, law, religion, economy.
Structure vs agency	Structure = patterned social conditions/institutions; agency = capacity to act and choose.
Socialisation	Learning culture, expectations and ways of participating in social life.
Evidence	Allows explanations to be investigated rather than resting on assertion or anecdote.

6-mark assessment guidance

Question: Explain two ways in which a person's choices may be influenced by society. Use at least two sociological concepts. [6 marks]

Marks	Indicative characteristics
5–6	Two distinct, accurate and developed explanations; concepts used meaningfully; links between social influence and choice are clear.
3–4	Some accurate knowledge; two ways identified but unevenly developed, or one developed

	well.
1–2	Limited relevant knowledge; mainly assertion/example with little explanation.
0	Nothing creditworthy.

Model response

One way choices may be influenced by society is through socialisation. People learn norms and values from families, education, peers and media, so some options may appear more normal or desirable than others. For example, gender expectations may influence which careers a person considers, although agency means the individual can resist those expectations. A second influence is social structure. A person may want to attend a particular university, but family income, previous educational opportunities or location can affect which choices are realistically available. The decision is personal, but it is made within social opportunities and constraints.