

Ten mark assessment guidance

AQA A Level Sociology 7192 • Families & Households • L002 • v1.0

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Outline and explain two ways families may influence children's expectations of adult roles. [10 marks]

Original Paper 2-style practice. Question ID: RFTS-AQA-AL-SOC-7192-FAM-L002-Q002. Local best-fit guidance informed by AQA's outline-and-explain format; not an official or endorsed AQA mark scheme.

Assessment focus

Reward knowledge and understanding, application to families and children's expectations of adult roles, and analysis explaining the link. Two developed ways are required for the top band. There is no requirement for an introduction, conclusion or evaluation paragraph.

Marks	Best-fit characteristics
8–10	Accurate and detailed knowledge. Two clearly distinct ways applied specifically to family socialisation and adult-role expectations. Sustained explanation of how each influence works.
4–7	Some accurate knowledge and relevant application. Two ways may be uneven, or only one is developed. Links to adult-role expectations are partly explained.
1–3	Limited relevant knowledge. Assertions or examples dominate, with little explanation of how expectations are shaped.
0	No relevant creditworthy material.

Read the whole response, select the closest band, then choose a mark within it for precision and development. A single developed way cannot enter 8–10. Two short paragraphs do not automatically earn the top band. Do not assign fixed paragraph marks.

Model and feedback

One way families may influence expectations of adult roles is through role modelling. A child who sees adults of different genders regularly cooking and caring for younger children encounters care as a responsibility open to different people. Observation and imitation may help the child understand caring work as a normal part of adult life, rather than something restricted to one gender. The family's routine therefore makes particular adult roles visible and possible.

A second way is through sanctions attached to expectations. For example, carers may praise a child for helping a younger sibling or taking responsibility for a household task. This positive informal sanction rewards the behaviour and may encourage repetition. Over time, the child may internalise the expectation that adults should contribute to care and domestic work. The mechanism differs from simply watching a model because approval reinforces the desired conduct.

Indicative judgement

This illustrates the top band: two mechanisms, specific examples and explicit links to adult-role expectations. The mark within the band depends on the full response. Other valid routes include direct instruction or differentiated expectations if they are clearly explained. Avoid treating all families as identical.

Improvement target

If the learner only names roles, ask how the expectation is learnt. If the answer discusses norms generally, ask which adult role follows. If both paragraphs repeat imitation, replace one with a distinct mechanism. Agency may qualify an explanation, but it does not substitute for the requested analysis.

Alignment source

AQA 7192 Paper 2 specimen mark scheme, outline-and-explain 10-mark task structure and level-based approach. The question and model above are original.

<https://filestore.aqa.org.uk/resources/sociology/AQA-71922-SMS.PDF>