

Six mark assessment guidance

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

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

Explain two ways families may socialise children into norms. Use a different mechanism for each way. [6 marks]

Original classroom bridge task. This local 6-mark rubric is designed for this lesson and must not be presented as AQA Paper 2 marking. Question ID: RFTS-AQA-AL-SOC-7192-FAM-L002-Q001.

How to award marks

Mark each of two distinct mechanisms out of 3. Award 1 for an accurate mechanism, 1 for a relevant family example of that mechanism and 1 for explaining how it may help a child learn a norm. Award independently where a component is clear. Total 6. No creditworthy material = 0.

Do not double-credit the same chain under two labels. Praise and a reward for the same behaviour are one mechanism. Imitation and sanctions are distinct. Explicit teaching is another valid route. Credit a different valid route if its mechanism is clear. An agency qualification can improve precision but is not an extra required mark.

Model response

One way is imitation. For example, a child may watch a carer wait for someone to finish speaking before replying. By copying that behaviour repeatedly, the child may learn the norm of taking turns in conversation. The family provides a model of expected behaviour.

A second way is through sanctions. For example, carers may praise a child for putting shared toys away. This positive informal sanction makes repeating that behaviour more rewarding and can reinforce the norm of tidying shared space. Children can still question the rule, so the influence is not automatic.

Why this earns the marks

First chain: imitation (1), watching a carer take conversational turns (1), copying helps establish the norm of taking turns (1). Second chain: sanctions (1), praise for putting toys away (1), reward encourages repetition and reinforces tidying as expected behaviour (1). Indicative score 6/6.

A developing response

“Families teach children norms. They tell them to be good.” This identifies no precise norm or developed learning mechanism. If “tell” is clearly understood as direct instruction, award 1 for that mechanism only. Ask the learner what is said, which norm it conveys and how that teaches the expectation.