

How does society shape us?

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

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

Connect & Check → Share → Present → Apply → Recall & Review. Explain how society shapes people, apply the explanation to families and show where agency remains. Write on the lines or replace them with typed answers. Use the organiser when you need vocabulary support.

CONNECT & CHECK

Use what you remember from L001. You can change your mind after learning. Use fictional examples throughout; you do not need to discuss your own family.

R1

Distinguish a norm from a value, and status from role. Give one example of each pair.

R2

Use your L001 observation, or this example: a newcomer waits until everyone has food before eating. Identify the norm, a possible value and how the norm might be learnt.

R3

Starting view: “Socialisation makes everyone behave in the same way.” Agree, unsure or disagree? Explain your view.

Discover culture and socialisation

Culture includes shared meanings and practices, not just nationality. A norm is an expected action; a value is an idea about what is worthwhile. Status is a social position; role is the behaviour expected of someone in that position. Expectations differ within and between groups.

D1

In a fictional family, an older sibling is expected to listen without interrupting. Identify status, role, norm and one possible value.

D2

Primary socialisation is early foundational learning, often through families and carers. Secondary socialisation occurs through wider settings and continues through life. Explain why “primary means primary school” is inaccurate. Add one example of each process.

Discover how learning happens

An agent is who or what is involved in socialisation. A mechanism explains how it happens. Imitation involves copying a model; explicit teaching involves direct explanation. Sanctions reward or discourage behaviour. Through internalisation, an expectation may become part of what someone accepts for themselves. Compliance on one occasion does not prove internalisation.

D3

Classify each sanction on both dimensions: official school commendation; school detention; a friend's praise; a friend's eye-roll. Explain one classification.

D4

A learner begins arriving early after friends praise punctuality. Choose A: primary socialisation through a law, or B: secondary socialisation through a positive informal sanction. Explain the agent, mechanism and possible outcome.

Discover difference and agency

A subculture has distinctive shared meanings, values or practices within a wider culture. A skate group may share vocabulary and ideas about respect, but clothing alone cannot establish this. Subcultures need not oppose wider society. Agency means people can interpret, negotiate and resist expectations. An agent of socialisation and agency are different concepts.

D5

Does wearing similar clothing show that people share values? Explain a limit to this claim and identify evidence you would need.

D6

Give one fictional example in which a person negotiates a norm. Explain the social influence and the person's agency.

Apply the explanation

Maya has just started college. At home, her carers ask everyone to put phones away during meals and praise Maya when she does. A teacher gives her an official commendation for contributing to class discussion. Her friends send messages late in the evening and tease her for replying slowly. Maya suggests that the group agrees a quiet hour for messages. This is a fictional case.

A1

The slide photograph shows adults examining material together. Separate one visible observation from one possible interpretation. What would you ask before calling this workplace socialisation?

A2

Write two agent–mechanism–outcome explanations from Maya’s case. Then explain how she could negotiate or resist an expectation.

A3

A child sees adults of different genders caring for a baby. Explain how this could shape expectations of adult roles. Add one competing social influence.

Optional scaffold: [Agent] uses [mechanism]. For example... This may teach [norm/role] because... A limit is... Try the second explanation without the frame.

Challenge the explanation

A stronger explanation connects a named mechanism to a specific outcome and recognises its limits. A plausible example helps illustrate a mechanism, but it does not prove that the same pattern exists across society.

C1

Can the same family produce different outcomes? Explain why siblings may respond differently to a household rule. Identify evidence that could test your explanation.

C2

Improve this answer: “Families teach children how to behave. Children copy them.” Use a precise example and explain the link to learning a norm.

Prove and improve

Complete the six-item retrieval check, then write independently for eight minutes. The extended response uses a Reach for the Star classroom rubric, not an official AQA Paper 2 mark scheme.

P1

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

P2

Self-check: two different mechanisms; accurate concepts; a family example for each; explained links to learning norms. Improve one explanation after feedback. A teacher should review the mark.

P3

Return to R3. What changed in your view? Explain one agent–mechanism link, one reason outcomes differ, and one next step.

Prepare for Lesson 3

Read the supplied flipped-learning explanations of shared values, power and meaning. They are starting points for comparing perspectives, not complete accounts of every theory.

Shared values

A fictional household encourages everyone to help with care. A consensus approach asks how learning shared expectations can support cooperation and social order. It asks what the practice contributes to the group.

Power and inequality

A conflict approach asks who sets expectations, whose interests they serve and whether the burdens fall unequally. It might examine whether one group has more power to avoid caring work. Conflict approaches differ from each other.

Meaning and interaction

A social-action approach asks how people interpret a task and negotiate responsibilities in everyday interaction. The same action might mean duty to one person and affection to another. People may revise expectations through interaction.

F1

Which explanation focuses on cooperation, which on inequality and which on interpretation? Give a reason for each choice.

F2

Apply two of the explanations to the same fictional caring task. How do their questions differ?

F3

Write one question you want to explore in L003. Return to two difficult terms tomorrow and again in one week.

Retrieval check and answers for self-study

Complete this before the extended response. Cover the answer key below until you have answered. One mark per correct choice; total 6. Correct insecure ideas and retry tomorrow. This score does not mark extended writing.

Q1

Which definition best fits socialisation?

A Becoming more outgoing B Learning culture and participation in social life C Only learning written laws

Q2

Which is a subculture?

A Any two people wearing the same shoes B Everyone living in the same country C A group with distinctive shared meanings and practices

Q3

A child copies a carer's greeting. What is the mechanism?

A Imitation B Formal punishment C Social class

Q4

An official school detention is which kind of sanction?

A Informal positive B Formal positive C Formal negative

Q5

Why might agents of socialisation conflict?

A People can only have one identity B Different settings may encourage different norms C Families stop influencing people at age 11

Q6

Which example best shows agency?

A Maya negotiates a quiet hour for the group chat B Maya is unaffected by all social influences
C Maya's behaviour is completely programmed

Self-marking key

Q1: B. Q2: C. Q3: A. Q4: C. Q5: B. Q6: A.