

# Slide by slide delivery map

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

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

Slides 1–30 total 90 minutes. Slides 31–32 are optional follow-up. Workbook activity IDs match the browser and Word versions. Notes below include expected responses and teaching decisions.

## 1 HOW DOES SOCIETY SHAPE US?

Recall • 0–1 minutes

Launch the enquiry. Use the photograph only to generate questions about learning in a workplace. We cannot infer the people's relationships or beliefs from appearance. Workbook R1. Image reused from the approved L001 pack.

## 2 What this lesson prepares you to do

Recall • 1–2 minutes

Success means explaining how learning happens, rather than listing agents. We will retrieve L001 vocabulary, model a mechanism, apply it and write independently. Workbook R1–P3.

## 3 Recall from Lesson 1

Recall • 2–6 minutes

Workbook R1. Norm: expected behaviour; value: what is desirable. Status: social position; role: associated expectations. Structure enables or constrains while agency remains. Take all responses before correcting. If norms and values are confused, use fairness and taking turns.

## 4 The unwritten rules

Recall • 6–9 minutes

Workbook R2. Offer fictional alternative to personal observation. Expect waiting as a norm, consideration as a possible value. This varies between groups. Ask how it could be learnt through watching or correction. Never require disclosure about family life.

# Delivery map continued

## 5 Culture gives behaviour meaning

Discover • 9–11 minutes

Workbook D1. Define culture without equating it with nationality. Cultures contain differences and change. Ask for a hypothetical greeting at a sports club and a job interview. Avoid ranking cultures as superior or inferior.

## 6 Norms and values

Discover • 11–13 minutes

Workbook D1. Model the distinction: fairness is abstract; taking turns is an expected action. Different groups may interpret fairness differently. Learners generate another norm that could express fairness.

## 7 Status and role

Discover • 13–15 minutes

Workbook D1. Do not assume every older sibling provides care. Ask how the same person can be a sibling, student and teammate. All examples are possibilities, not universal family rules.

## 8 Socialisation

Discover • 15–18 minutes

Workbook D2. Agent means a person, group or institution involved in socialisation. Mechanism means how learning occurs, such as imitation or sanctions. Outcome means what is learnt or how behaviour changes. Different outcomes remain possible.

# Delivery map continued

## 9 Primary and secondary socialisation

Discover • 18–21 minutes

Workbook D2. Primary is not a synonym for primary school. Secondary need not wait until secondary school or adulthood. Families keep influencing people later in life. Ask learners to classify a toddler copying a carer and a child learning playground rules.

## 10 Agents of socialisation

Discover • 21–23 minutes

Workbook D2. Add religion and workplaces verbally and in the organiser. Distinguish the agent from the mechanism: peers are an agent; praise is a sanction. Media messages are interpreted rather than simply absorbed.

## 11 How learning happens

Discover • 23–26 minutes

Workbook D3. Model imitation: observing a role model and reproducing behaviour. Explicit teaching involves direct explanation or instruction. Ask what further evidence would show the child had internalised fairness rather than simply copied once.

## 12 Sanctions guide behaviour

Discover • 26–29 minutes

Workbook D3. Positive and negative refer to reward and disapproval, not whether the behaviour is morally good or bad. Social control encourages conformity. Sanctions may be resisted or have unintended effects.

## Delivery map continued

### 13 Formal and informal sanctions

Discover • 29–31 minutes

Workbook D3. Ask learners to classify four examples. School commendation: formal positive; detention: formal negative; praise by a friend: informal positive; eye-roll: informal negative. Formal does not mean only legal.

### 14 Check the mechanism

Apply • 31–34 minutes

Workbook D4. Answer B. Peers are the agent, praise the mechanism, earlier arrival the outcome. If learners choose A, reteach primary/secondary and formal/informal before the guided case. Ask what evidence would test whether praise caused the change.

### 15 Subcultures

Discover • 34–36 minutes

Workbook D5. This is a hypothetical example. A shared activity alone does not prove a subculture: look for shared meanings and norms. People can belong to several groups, and members differ. Avoid assuming all skaters share one identity.

### 16 Belonging and difference

Challenge • 36–38 minutes

Workbook D5. No. Clothing might reflect price, convenience or fashion. Ask members about meaning and observe recurring practices with consent in a real study. This lesson requires no data collection from identifiable people.

# Delivery map continued

## 17 Socialisation continues

Discover • 38–40 minutes

Workbook D2. Secondary socialisation continues through adulthood. Ask why a workplace induction does not erase family or peer influences. Do not imply people have one fixed identity.

## 18 PEOPLE CAN RESHAPE EXPECTATIONS

Discover • 40–41 minutes

Workbook D6. Distinguish agency, the capacity to act, from an agent of socialisation. Examples include negotiating a household task or challenging a peer expectation. Access to choices is unequal.

## 19 WHAT IS BEING LEARNT IN THIS SETTING?

Apply • 41–43 minutes

Workbook A1. The supplied image shows two adults looking at material together. The setting could involve workplace learning, but job roles and beliefs are not visible facts. Ask what questions would establish modelling, instruction or feedback. Approved L001 image reused as a prompt.

## 20 MAYA'S FIRST WEEK AT COLLEGE

Apply • 43–52 minutes

Workbook A2. Read case: carers ask Maya to put her phone away during meals and praise her when she does. A college teacher gives an official commendation for contributing. Friends send messages late in the evening and tease her for slow replies. Maya suggests a group-chat quiet hour. Pairs identify two agent–mechanism–outcome chains, then one limit. Allow oral rehearsal and optional sentence frame. No personal disclosure.

## Delivery map continued

### 21 One possible explanation

Apply • 52–55 minutes

Workbook A2 feedback. Agent: carers/family. Mechanism: positive informal sanction. Norm: phone away during meals; possible value: consideration. This is ongoing family socialisation; Maya's age alone cannot establish when she first learnt the norm. Compare with the teacher's formal positive sanction.

### 22 Socialisation and family roles

Apply • 55–58 minutes

Workbook A3. Learners independently explain role modelling and imitation, link to expectations about care, then add a limit. Model: seeing different adults care can make care appear open to all genders, but peers and media can offer conflicting messages. Avoid biological determinism and universal claims about families.

### 23 Conflicting messages

Challenge • 58–60 minutes

Workbook A3/C1. A possible investigation compares accounts from different people and settings, using interviews plus observation where appropriate. An interview reports interpretations, not a direct measure of causation. Do not claim one fictional case proves a social pattern.

### 24 Retrieval check

Prove • 60–64 minutes

Workbook Q1–Q6 provides self-marking multiple-choice equivalents. Correct ideas: cultural learning; distinctive group culture; imitation/instruction/sanctions; formal negative sanction; different norms/values; interpretation and resistance. Review each explanation and retry insecure items. Standalone 15-mark mini-test is additional independent consolidation.

## Delivery map continued

### 25 THINK HIGHER

Challenge • 64–68 minutes

Workbook C1. Give thinking time, paired rehearsal then two-sentence judgement. Possible factors: different peer groups, age, experiences, resources, treatment and agency. Do not assume identical socialisation because siblings share a home. Stretch: what finding would weaken your preferred explanation?

### 26 Why one explanation is stronger

Challenge • 68–71 minutes

Workbook C2. Stronger answer identifies an agent, a mechanism, a norm and a possible outcome. It qualifies the claim without replacing explanation with a vague ‘everyone is different’. Learners improve the developing answer using a different mechanism.

### 27 PROVE IT

Prove • 71–79 minutes

Workbook P1 and standalone 6-Mark-Assessment. Original classroom bridge task, not an AQA Paper 2 question format. Eight minutes independent writing. Local rubric: each way earns 1 for mechanism, 1 for family example, 1 for developed link to learning a norm. Withhold teacher model until the response is complete.

### 28 Feedback that changes the answer

Prove • 79–84 minutes

Workbook P2. Learners use criteria, then reveal practice model if working digitally or use teacher model after writing. Teacher reviews the score; extended writing is not auto-marked. Redraft one chain. Do not reward merely inserting terminology without a causal link.

## Delivery map continued

### 29 Exit ticket

Prove • 84–87 minutes

Workbook P3. Collect responses to adapt L003. If a learner lists agents but no mechanism, next lesson begins with one explicit chain. If agency is missing, compare alternative responses to the same expectation.

### 30 Before Lesson 3

Recall • 87–90 minutes

Workbook F1–F3 and Flipped-Learning sheet. Ten to fifteen minutes at home. Use the supplied fictional household case and short readings; no external research or personal observation is required. Preview consensus, conflict and social-action approaches without requiring mastery yet.

### 31 PAPER 2 PRACTICE

Challenge • Optional follow-up

Optional extension beyond the 90-minute sequence; allow 15 minutes. Original Paper 2-style outline-and-explain task. Use the separate 10-Mark-Assessment and teacher mark guidance. This is not an official AQA question or endorsed mark scheme. No evaluation paragraph is required for this command.

### 32 Planning two developed explanations

Challenge • Optional follow-up

Teacher choice: show before practice as a planning scaffold, or withhold for independent assessment. Keep full model response and mark guidance in the teacher pack. Two distinct mechanisms avoid repeating the same explanation. Give feedback against the quality of knowledge, application and analysis.