

Teacher guide and answers

AQA A Level Sociology 7192 • L002 • 90 minutes • v1.0

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

Purpose and curriculum position

This lesson extends L001's introductory vocabulary into explanations of how cultural learning works. It develops the AQA core theme of socialisation, culture and identity through family examples, preparing learners for family roles, childhood and perspectives. It does not teach the separate Culture and Identity option in full.

By the end, learners should distinguish norms/values and status/role, explain primary/secondary socialisation and sanctions, apply an agent–mechanism–outcome chain, and show why responses can differ. L003 introduces sociological perspectives.

Preparation and materials

Project the 32-slide deck. Slides 1–30 form the 90-minute lesson; 31–32 are optional 10-mark follow-up practice. Supply the browser workbook or editable/print fallback, organiser and six-mark sheet. The 15-mark mini-test is separate consolidation, not an extra 15 minutes inside the lesson.

Ask for L001's unwritten-rules task, but provide the meal example for anyone without it. Before class, open the HTML file in the intended browser and test saving. Local storage belongs to that browser and device. Learners should export a backup at the end of each session.

Emotional safety and accessibility

Use the fictional cases without requiring personal family histories, identities or beliefs. Do not infer gender roles, relationships, class or ethnicity from photographs. Accept varied family forms. Allow a private written response, verbal rehearsal or a scribe where appropriate. Read image prompts aloud. Avoid asking learners to enact exclusion or sanctions on classmates.

Delivery and adaptation

Minutes	Slides	Focus
0–9	1–4	Recall L001, diagnostic and unwritten rules
9–23	5–10	Culture, concepts and agents
23–34	11–14	Mechanisms, sanctions and hinge check
34–41	15–18	Subcultures, lifelong learning and agency
41–60	19–23	Image enquiry, Maya and family-role application
60–71	24–26	Retrieval, challenge and stronger reasoning
71–84	27–28	Independent writing and feedback
84–90	29–30	Exit ticket and flipped preparation

Access

Pre-teach agent, mechanism, norm, value and sanction using the organiser. Offer read-aloud prompts, oral response and short written notes. The learning goal remains explanation, not copying definitions.

Scaffold

Use the optional frame: agent → mechanism → example → outcome. Model one Maya chain. Rehearse the second aloud, then remove the frame for the independent family-role example.

Core

Require two distinct chains and accurate application. At the hinge check, do not advance until learners can identify peers as agent and praise as mechanism. If insecure, model one more example using the three minutes of flexible discussion in the Maya task.

Stretch

Ask whether compliance proves internalisation, how conflicting agents might affect outcomes, and what evidence would weaken a proposed explanation. Connect the family case to education or later debates about gender and power.

Answers for Recall and Discover

R1

Norm = expected behaviour; value = desirable ideal. Status = position; role = associated expectations. Example: student status, expected participation as role; taking turns as norm, fairness as value.

R2

Waiting to eat may be the norm; consideration or respect a possible value. Imitation, direct teaching or sanctions could teach it. Do not assume it is universal.

R3

Preserve the starting view. By the end, expect rejection of deterministic wording with an explanation of differing agents, interpretations or opportunities.

D1

Older sibling = status. Listening/helping = possible role expectation. Not interrupting = norm. Respect or consideration = possible value.

D2

Primary is foundational social learning, not a school stage. A toddler copying a carer is a possible primary example; learning playground norms is secondary. The processes overlap and family influence continues.

D3

School commendation: formal positive. Detention: formal negative. Friend's praise: informal positive. Friend's eye-roll: informal negative. Classify both dimensions separately.

D4

B. Peers are the agent; praise is a positive informal sanction; punctual arrival is a possible outcome. Sequence alone does not establish that praise caused it.

D5

No. Similar dress does not establish shared meanings. Ask about interpretations and examine recurring practices. No real-world data gathering is required here.

D6

Any accurate fictional negotiation: a worker suggests different meeting rules, or Maya negotiates quiet hours. Explain both an existing expectation and an action taken within that setting.

Answers for Apply and Challenge

A1

Visible: two adults looking at materials. Inference: one might be teaching a workplace routine. Ask what they are doing and how feedback works. Appearance does not establish their roles or social characteristics.

A2

Maya's carers are an agent of socialisation. Their praise is a positive informal sanction. It may reinforce the norm of putting phones away during meals, linked to a value of consideration for others. Maya may internalise this expectation, but praise does not guarantee conformity. Her suggestion of a quiet hour also shows that she can negotiate peer norms.

Alternative chain: teacher → official commendation → formal positive sanction → possible reinforcement of participation. Peer teasing is an informal negative sanction that may encourage quick replies. Maya's quiet-hour proposal shows negotiation. Do not classify all family learning as primary merely because the agent is a family.

A3

A child may imitate adults of different genders doing care and come to see care as an adult responsibility open to different people. Competing peer or media messages may complicate this. Seeing one action once cannot establish lasting internalisation.

C1

Siblings may experience different peer groups, treatment, ages, resources and events. They can interpret the same expectation differently. Interviews may explore meanings; carefully designed observations may examine practice. Neither a fictional example nor one interview proves causation. Accept other justified explanations.

C2

For example: "Carers praise a child for returning shared toys. This positive informal sanction may encourage repetition and reinforce the norm of tidying communal space." Stronger because it explains a mechanism rather than restating that learning occurs.

Six-item retrieval

Q1 B; Q2 C; Q3 A; Q4 C; Q5 B; Q6 A. Use the per-item explanations in the workbook. Retry after correcting errors. Extended writing receives teacher review, not an automatic grade.

Prove and next steps

P1 and P2

Use the separate 6-Mark-Mark-Guidance. Learners write before seeing the model. Read self-checks as reflection rather than proof of quality. Ask each learner to replace one vague claim with a specific mechanism and explain the improvement. Record an actionable next step.

P3

A successful exit response links a named agent to a mechanism, explains a possible outcome, and identifies why influence may vary. Use the final uncertainty to plan the L003 starter. Avoid turning a 6-mark classroom score into a predicted examination grade.

F1

Shared values: cooperation and order. Power and inequality: interests, unequal burdens and control. Meaning and interaction: interpretations and negotiation. These are introductory lenses, not interchangeable labels for every theory.

F2 and F3

A consensus reading might ask how shared care sustains cooperation; a conflict reading who can avoid the work; a social-action reading what the task means to participants. Credit a supported comparison and a relevant question. L003 develops and qualifies these approaches.

Specification and assessment sources

Checked 26 September 2026. AQA specification: core themes and Families and Households foundations. AQA Paper 2 specimen scheme: 10-mark outline-and-explain format. All cases, questions and model responses in L002 are original. No past-paper questions are reproduced.

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