

Slide by slide delivery map

AQA A Level Sociology 7192 • Families & Households • L003 • 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 are consistent across formats. Every slide includes teaching notes in the teacher deck.

1 SOCIOLOGICAL PERSPECTIVES

Recall • 0–1 minutes

Launch the enquiry without treating perspectives as opinions to vote for. Explain that L003 introduces a map; L007–L015 revisit traditions in depth.

2 What this lesson prepares you to do

Recall • 1–2 minutes

Workbook R1–P3. Success is an applied explanation and a justified limit, not memorising four labels. Tell learners they will compare the same case.

3 Recall from Lesson 2

Recall • 2–6 minutes

R1. Retrieve a socialisation chain and agency. Expect praise/imitating a model with a possible outcome. Revisit agent versus agency if needed.

4 One routine, different questions

Recall • 6–9 minutes

R2. Reconstruct the L002 flipped readings. Cooperation, inequality and meaning are introductory questions. Supply the recap for learners who missed it.

Delivery map continued

5 A perspective directs attention

Discover • 9–11 minutes

D1. Define perspective and theory. Ask what claim and evidence would be needed beyond saying “that is my view”.

6 Consensus and conflict

Discover • 11–13 minutes

D2. Consensus concerns agreement; conflict concerns interests and power. Conflict can be concealed and need not involve open fighting.

7 Structure and social action

Discover • 13–15 minutes

D2. Structural and social-action approaches describe explanatory starting points. Do not imply every theorist belongs neatly in a two-by-two grid.

8 Functionalism

Discover • 15–18 minutes

D3. Functionalism asks about institutional contributions to order. Example: caring supports members and socialisation. Do not equate function with moral approval.

Delivery map continued

9 Contribution is not equal benefit

Discover • 18–21 minutes

D3. Model the difference between meeting a need and distributing work fairly. This creates the later evaluative question without declaring one approach correct.

10 Marxism asks about class

Discover • 21–23 minutes

D3. Explain class, ownership and economic interests. Use inheritance or unequal housing support as hypothetical examples, not claims about the fictional family's income.

11 Feminist questions

Discover • 23–26 minutes

D3. Feminist traditions investigate gendered inequality and differ in analysis. Do not infer genders from the case or equate feminism with hostility to families.

12 Comparing conflict approaches

Discover • 26–29 minutes

D3. Ask learners to distinguish an economic-resource question from a gendered-care question. They can interact but are not interchangeable.

Delivery map continued

13 Do not turn theories into slogans

Discover • 29–31 minutes

D3/D6. Challenge blanket claims. Ask which family, process and context is meant. Later lessons consider internal theoretical debates and evidence.

14 Check the inference

Apply • 31–34 minutes

D4 hinge: B. A stable routine could reflect agreement, dependence or unequal power. If A persists, model an unchanged arrangement that one member cannot easily renegotiate.

15 Interactionism

Discover • 34–36 minutes

D5. Ask what “fair” means to each person. Equal hours, different needs or different resources could inform competing meanings.

16 Explanation needs evidence

Challenge • 36–38 minutes

D6. No. A fictional case illustrates; a pattern needs systematically collected evidence. Ask what finding would weaken the explanation.

Delivery map continued

17 Levels of explanation

Discover • 38–40 minutes

D2/D5. Bring structure and agency together. Work schedules can constrain options while interpretations affect negotiations. Avoid a completely free-choice account.

18 THEORY IS A STARTING POINT

Discover • 40–41 minutes

D6. Convert a slogan into a question: how is care distributed, and what explains it? Evidence must be able to challenge as well as support the account.

19 WHAT DOES THIS ACTIVITY MEAN TO THEM?

Apply • 41–43 minutes

A1. Visible: adults examining material. Ask what the activity means to them. Their relationship, beliefs and motives cannot be read from appearance.

20 THE ROWAN CARE ROUTINE

Apply • 43–52 minutes

A2. Two minutes reading, four minutes paired interpretation, three minutes reporting/feedback. Compare two lenses on the same detail. Genders, income and decision-making evidence are missing.

Delivery map continued

21 One routine, two interpretations

Apply • 52–55 minutes

A2 feedback. Praise can encourage cooperation; uneven unpaid care raises distribution questions. Neither sentence demonstrates the whole theory. Ask learners to state a missing piece of evidence.

22 Different conflict questions

Apply • 55–58 minutes

A3. Independently write one Marxist and one feminist question. Require class/resources in the first and gendered power in the second. Allow a connection after the distinction.

23 What would change your mind?

Challenge • 58–60 minutes

D6/C1. Suggested evidence: time-use records, accounts of fairness, work schedules and negotiations. Each source has limitations. No real data gathering is required.

24 Retrieval check

Prove • 60–64 minutes

Six-item retrieval: correct choices B, A, C, B, C, A. Explain mistakes before retry. The 15-mark mini-test is separate consolidation.

Delivery map continued

25 THINK HIGHER

Challenge • 64–68 minutes

C1. Yes, contribution and distribution are distinct questions. Require a mechanism and a limit. Avoid assuming everyone benefits equally or that cooperation is always an illusion.

26 Why one comparison is stronger

Challenge • 68–71 minutes

C2. The stronger response compares what is explained, rather than assigning attitudes. Learners improve the weak version using the Rowan case.

27 PROVE IT

Prove • 71–79 minutes

P1. Original 6-mark classroom bridge. Eight minutes independent writing. Two differences, each up to 3: paired contrast, family example, explained implication. Keep models teacher-only until feedback.

28 Feedback that sharpens comparison

Prove • 79–84 minutes

P2. Self-check then teacher-guided revision. Replace a slogan with a paired contrast and a linked example. No automatic mark for extended writing.

Delivery map continued

29 Exit ticket

Prove • 84–87 minutes

P3. Collect an applied comparison and a limit. Use uncertainty about definitions to prepare L004. An exit response is diagnostic, not a predicted examination grade.

30 Before Lesson 4

Recall • 87–90 minutes

F1–F3. Supplied readings prepare residence, relationship and operational-definition distinctions. Ten to fifteen minutes at home; no personal disclosures or external research.

31 PAPER 2 PRACTICE

Challenge • Optional follow-up

Optional 15-minute follow-up. Original outline-and-explain Paper 2-style question. Use local best-fit guidance and teacher model. Focus on analysis; a separate evaluation paragraph is not required.

32 Planning two developed explanations

Challenge • Optional follow-up

Optional planning scaffold. Transfer of resources and unequal unpaid care offer distinct routes. Withhold the plan if assessing independent selection of ideas.