

Teacher guide and answers

AQA A Level Sociology 7192 • L003 • 90 minutes • v1.0

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

Purpose and curriculum position

How do sociologists explain society differently?

Build a map of consensus, conflict, structural and social-action approaches through one shared family-care case. Introduce functionalism, Marxism, feminism and interactionism without treating any label as a complete explanation. Later lessons develop theorists and internal debates.

Identify each approach's central question; explain a family example through two contrasting perspectives; distinguish a theoretical claim from evidence; identify a strength and a limit.

Preparation and materials

Slides 1–30 total 90 minutes; slides 31–32 support optional 15-minute extended practice. The separate 15-mark mini-test is consolidation outside the lesson. Supply the HTML workbook or Word/PDF fallback, organiser and six-mark sheet. Retrieve L002 agent–mechanism–outcome explanations and the three flipped readings on cooperation, power and meaning. Reprint the short recap in the workbook if learners missed the preparation.

Test local saving in the intended browser before teaching. Export a backup at the end. A standalone HTML file has no central teacher dashboard or synchronised classroom control. A teacher or facilitator should lead the lesson and review extended writing.

Emotional safety and access

Use the fictional Rowan case. Do not infer genders, incomes, family roles or beliefs from photographs. No learner needs to disclose their family circumstances. Offer private writing, read-aloud prompts, verbal rehearsal and a scribe where appropriate. Describe the photograph aloud.

Delivery and adaptation

Minutes	Slides	Focus
0–9	1–4	Retrieve socialisation; diagnostic and purpose
9–23	5–10	Perspectives; consensus/conflict; functionalism and class
23–34	11–14	Gendered power; careful comparison; hinge check
34–41	15–18	Meanings, evidence and levels of explanation
41–60	19–23	Image enquiry; Rowan case; independent research questions
60–71	24–26	Retrieval; challenge; stronger reasoning
71–84	27–28	Six-mark writing and feedback
84–90	29–30	Exit and flipped preparation

Access

Pre-teach perspective, consensus, conflict, structure and meaning. Keep the organiser available during supported practice; close it for retrieval. Allow concise notes or verbal rehearsal without reducing the demand to explain.

Scaffold

From a [perspective] view, [feature] matters because... In the case... This may explain... To test it, we would need... Model one interpretation, rehearse a second, then remove the frame for A3 and the independent assessment.

Core

Expect two applied interpretations, paired contrasts and a stated evidence gap. At D4, if learners infer equal benefit from stability, model how limited bargaining power could preserve an unequal routine. Use flexible reporting time within A2 to revisit this.

Stretch

Connect economic constraints and interpreted meanings; consider whether competing explanations could both apply. Ask what evidence would weaken each claim. Later lessons develop theorists and debates, rather than requiring them prematurely here.

Answers: Recall and Discover

R1

For example, carers praise helping: a positive informal sanction may encourage cooperation. The child can negotiate or resist the expectation.

R2

Consensus asks how shared expectations support order; conflict asks whose interests and power matter; social action asks what participants mean and do.

R3

Retain the starting view. By the end, expect recognition that explanations foreground different processes, with evidence needed to judge their usefulness.

D1

It connects concepts into a reasoned explanation and can be examined against evidence. A preference alone does not identify a process or a test.

D2

Consensus emphasises agreement; conflict competing interests and power. Structural approaches foreground patterned arrangements; social action starts from meaningful action. These distinctions are related but not identical.

D3

Possible questions: how does caring sustain members? How can wealth transfer reproduce class advantages? Who does unpaid care and how is that gendered? Explain why each focus fits.

D4

No. Stability might reflect agreement, unequal bargaining power, constraints or a mixture. Persistence is not evidence of equal benefit.

D5

Ask what fairness means to each person and how they negotiated the routine. Do not assume a shared word guarantees shared meaning.

D6

Time-use accounts, observed routines and interviews about decision-making could be compared. Evidence of shared work and equal bargaining could challenge a claim of unequal care in a case; one case cannot settle every family pattern.

Answers: Apply and Challenge

A1

Visible: adults examining materials. Their reasons, relationships and interpretations are not visible; ask how they understand the activity.

A2

A functionalist reading asks how caring and praise support cooperation. A feminist question asks whether unequal unpaid care is gendered, but genders are unspecified. A Marxist question asks how paid work and resources constrain care; incomes are missing. An interactionist asks how the two meanings of fairness shape negotiation.

A3

Marxist: how do work schedules and economic resources shape care? Feminist: how do gendered expectations shape its division? Class and gender can interact but are different dimensions.

C1

Yes. A routine can meet care needs while placing most work on one person. Investigate contribution and distribution separately; the possibility does not prove the pattern in every family.

C2

Functionalists examine contributions to social order; feminists investigate gendered power within family arrangements. A routine may support cooperation yet distribute unpaid work unequally. This replaces approval/disapproval with processes.

Retrieval answers

Q1 B: A perspective organises explanation; it still needs evidence.; Q2 A: Functionalism asks about contributions to a wider social arrangement.; Q3 C: Marxism centres class and the organisation of production, not every disagreement.; Q4 B: Feminist approaches investigate gendered power while recognising differences.; Q5 C: Interactionism examines meanings created and revised in interaction.; Q6 A: An illustration helps explain a claim; evidence tests its reach.

Answers: Prove and preparation

P1

See teacher-only assessment guidance.

P2

A successful improvement adds a paired contrast and explains how it changes the family interpretation. Teacher review is needed for the mark.

P3

Look for a precise comparison, recognition of evidence limits and an actionable next step. Use uncertainty to plan L004.

F1

Household refers to living arrangements; family can refer to relationships. Definitions must be stated, especially when counting.

F2

An adult may live separately from a parent while providing regular care. The relationship crosses addresses.

F3

Accept a question about inclusion, residence, care, relationship type or comparability.

Content checks and sources

Consensus does not mean perfect harmony; conflict does not require violence; feminism is internally diverse; interactionism does not deny all structural constraints. Describing an arrangement's function does not establish that it is fair or inevitable.

This is an introductory map, with family examples preparing the later perspectives lessons. It does not complete the full Theory and Methods component. All case studies, questions and models are original. Specification and assessment-format sources checked 27 September 2026.

AQA Families and Households

<https://www.aqa.org.uk/subjects/sociology/a-level/sociology-7192/specification/subject-content/topics-in-sociology>

AQA Theory and Methods

<https://www.aqa.org.uk/subjects/sociology/a-level/sociology-7192/specification/subject-content/education-with-theory-and-methods>

AQA Paper 2 specimen mark format

<https://filestore.aqa.org.uk/resources/sociology/AQA-71922-SMS.PDF>

OpenStax: overview of perspectives

<https://openstax.org/books/introduction-sociology-3e/pages/1-3-theoretical-perspectives-in-sociology>