

Slide by slide delivery map

AQA A Level Sociology 7192 • Families & Households • L004 • 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 WHAT DO WE MEAN BY FAMILY?

Recall • 0–1 minutes

Introduce the enquiry and neutral language. This lesson examines definitions, not whether particular relationships deserve recognition.

2 What this lesson prepares you to do

Recall • 1–2 minutes

R1–P3. Success is a justified classification plus a limitation. Use fictional examples; learners need not describe their own households.

3 Recall from Lesson 3

Recall • 2–6 minutes

R1. Structural questions concern resources, norms and institutions; social-action questions concern meanings. Both require a clear object of study.

4 Same address, same family?

Recall • 6–9 minutes

R2/R3. Ask for a starting classification but withhold judgement. The case establishes shared residence; the meaning of family needs a rule.

Delivery map continued

5 Definitions draw boundaries

Discover • 9–11 minutes

D1. Operational boundaries vary with purpose. A definition can be precise yet too narrow for a different research question.

6 Family and household

Discover • 11–13 minutes

D1. Household is residential; family may be relational or a defined statistical subset. Explicitly name the definition whenever classifying.

7 Kinship and co-residence

Discover • 13–15 minutes

D1/D2. Examples of kinship include adoption and marriage as well as descent. Kin may live separately; co-residents need not be kin.

8 Make the rule explicit

Discover • 15–18 minutes

D6. Define operational definition with a simple count. Ask what information is needed before applying the rule, then check two people classify consistently.

Delivery map continued

9 The ONS family rule

Discover • 18–21 minutes

D3. Paraphrase ONS glossary. Couples include married, civil-partnered and cohabiting couples; children can be dependent or non-dependent under ONS rules. This is not a definition of every lived family relationship. Use the term ONS family here: the LFS has a separate family-unit classification that can include a single person. The published family counts do not count a person living alone as a family.

10 What the categories mean

Discover • 21–23 minutes

D3. State both residence and relationship requirements. Do not equate adult children with minors; avoid implying a couple needs children to count.

11 A household can take several forms

Discover • 23–26 minutes

D2/D3. One person alone is a household. A family household can also contain other residents. The unit being counted matters.

12 Family forms

Discover • 26–29 minutes

D5. State the working nuclear definition, noting usage varies. Extended kinship can stretch across addresses, so it is not synonymous with a large household.

Delivery map continued

13 More than one arrangement

Discover • 29–31 minutes

D5. Neither form establishes quality, gender roles or conflict. Use neutral descriptions and do not ask learners to label their own families.

14 Check the classification

Apply • 31–34 minutes

D4 hinge: B. If learners choose A, separate the residential rule from the qualifying relationship rule before cases A–D.

15 Care and belonging

Discover • 34–36 minutes

D5. Chosen-family accounts concern meaning and enduring care; they do not automatically meet an ONS counting rule. Ask what evidence supports a participant's account.

16 A useful rule can still have limits

Challenge • 36–38 minutes

D6. No. A residential count can miss care between addresses. Additional questions about practices and ties can improve fit to a care study.

Delivery map continued

17 Definitions affect findings

Discover • 38–40 minutes

D6. Different definitions do not automatically make one study wrong. Compare purpose, population, unit, time and boundary before comparing findings.

18 CLASSIFY WITHOUT RANKING

Discover • 40–41 minutes

C1. Reinforce emotional safety: classification is an analytical task, not a vote on whose relationships are legitimate.

19 CAN WE IDENTIFY A FAMILY FROM A PICTURE?

Apply • 41–43 minutes

A1. The photo cannot establish kinship. Visible activity is separate from relationship. Ask participants rather than inferring family status from appearance.

20 FOUR FICTIONAL HOUSEHOLDS

Apply • 43–52 minutes

A2. Two minutes reading, four minutes classifying A–C, three minutes comparing with D. A: one household/one family. B: one household/no ONS family. C: one household/one family plus unpartnered grandparent.

Delivery map continued

21 One case, two concepts

Apply • 52–55 minutes

A2 feedback. Case B illustrates a household without an ONS family. A wider care-based study might ask further questions about relationships among friends.

22 Case D: care across addresses

Apply • 55–58 minutes

A3. Case D specifies the child's usual home elsewhere. The parent is one household and is not an ONS family alone. Wider family relationships and care remain meaningful. Do not double-count the child at two addresses.

23 A category cannot answer everything

Challenge • 58–60 minutes

C1. Ask what a form category cannot reveal: division of work, meanings, power, support. Suggest an additional measure rather than dismissing official statistics.

24 Retrieval check

Prove • 60–64 minutes

Retrieval answers A, C, B, A, C, B. Explain the case-C distractor: an unpartnered grandparent does not automatically create a second ONS family in this arrangement.

Delivery map continued

25 THINK HIGHER

Challenge • 64–68 minutes

C1. A form count can organise comparison, but studying care needs practice data. Require an explained strength and limitation linked to the question.

26 Why one answer is stronger

Challenge • 68–71 minutes

C2. The stronger response makes classification conditional on a stated rule. Learners revise the original sentence using one fictional example.

27 PROVE IT

Prove • 71–79 minutes

P1. Original local 6-mark bridge. Two reasons, each up to 3: distinction, example, implication. Eight minutes. Wider ties across addresses must be distinguished from the ONS residential definition.

28 Feedback that clarifies the boundary

Prove • 79–84 minutes

P2. Redraft an ambiguous use of family. Ask whether it is a lived meaning or an ONS statistical unit. Teacher marks extended writing.

Delivery map continued

29 Exit ticket

Prove • 84–87 minutes

P3. Collect one accurate definition and boundary. Use misunderstanding of denominators to inform L005. Avoid moral rankings.

30 Before Lesson 5

Recall • 87–90 minutes

F1–F3. The three readings prepare normality and statistical interpretation. Ten to fifteen minutes at home; no personal research required.

31 PAPER 2 PRACTICE

Challenge • Optional follow-up

Optional 15-minute original Paper 2-style practice. Use local best-fit guidance. Two developed effects of definitions are required; separate evaluation paragraphs are not required.

32 Planning two developed explanations

Challenge • Optional follow-up

Optional planning scaffold. Inclusion and interpretation are distinct routes. Accept definition change over time/comparability if developed accurately.