

Teacher guide and answers

AQA A Level Sociology 7192 • L005 • 90 minutes • v1.0

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

Purpose and curriculum position

Is there a 'normal' family?

Examine family diversity by separating statistical frequency, social expectations and judgements of worth. Interpret official estimates carefully and connect family forms with practices and changes over a life course.

Distinguish descriptive and normative uses of normal; interpret a percentage with its correct denominator; explain diversity within and between family forms; challenge an unsupported inference.

Preparation and materials

Slides 1–30 total 90 minutes; slides 31–32 support optional 15-minute practice. The separate 15-mark mini-test sits outside the lesson. Supply the workbook, organiser and six-mark sheet. Retrieve L004 family, household and operational definition, plus the flipped readings on normality, denominators and change.

Test local saving before teaching. Export a backup at the end. This standalone HTML file has no connected teacher dashboard or synchronised classroom control. A teacher or facilitator should lead delivery and review extended writing.

Emotional safety and access

Use the supplied fictional cases. Avoid inferring personal characteristics from appearance. No learner needs to disclose family circumstances. Offer private writing, verbal rehearsal, read-aloud prompts and a scribe where appropriate. Describe the photograph aloud. Research tasks are design exercises using supplied material, not instructions to collect personal information.

Delivery and adaptation

Minutes	Slides	Focus
0–9	1–4	L004 retrieval and meanings of normal
9–23	5–10	Normality, diversity and official estimates
23–34	11–14	Denominators and diversity within forms
34–41	15–18	Life course and limits of claims
41–60	19–23	Photograph enquiry and fictional cases
60–71	24–26	Retrieval and critical interpretation
71–84	27–28	Independent six-mark response and feedback
84–90	29–30	Exit and preparation for methods

Access

Pre-teach normal, denominator, family form and practice. Offer the vocabulary during guided work and remove it for retrieval. Read percentages aloud with their totals.

Scaffold

The claim uses normal to mean... The evidence measures... In this example... It cannot establish... To investigate further, we need...

Core

At D4, check whether learners switch from households to people. Model one statement about A and B, then ask learners to analyse C and D independently.

Stretch

Ask what additional evidence would distinguish a change in population composition from an individual transition. Connect differences in resources with the choices available.

Answers for Recall and Discover

R1

A household is residential; family depends on a stated relationship definition. Wider family ties can cross households.

R2

Frequency and desirability differ. Percentages require a clearly specified total.

R3

Return to this judgement after separating a descriptive claim from a normative one.

D1

Descriptive: some adults live alone. Normative: everyone ought to live with a partner. The second expresses a judgement.

D2

What is expected can depend on social context. A rule learnt in one group need not be universal; investigate rather than assume a group's beliefs.

D3

66.8% of UK households contained one family in 2025. 65.3% of UK families were married-couple families. Neither is a percentage of all people.

D4

No. The 29.5% is a share of households. Each one-person household contains one person, but the denominator for a share of people would be the population.

D5

They may divide unpaid care, resources or decisions differently. Matching composition does not establish matching practices.

D6

A snapshot describes a population at a date. Following people over time can reveal individual transitions, although explanations still require appropriate evidence.

Answers for Apply and Challenge

A1

It shows adults examining materials together. Their relationship and the meaning of the activity require further evidence.

A2

A and B share composition but differ in care. C shows support across addresses that co-resident membership alone would miss.

A3

D maintains relationships elsewhere and has changed living arrangements. A residential category does not describe all ties or the whole life course.

C1

No. It measures prevalence among families. Comparing care requires measures of support or practices and attention to differences between groups.

C2

One-family households formed 66.8% of UK households in the 2025 estimate. This describes frequency, while the judgement about other households requires a separate argument.

Retrieval answers

Q1 B: Ought to expresses a judgement; frequency is a descriptive claim. Q2 A: ONS reports a percentage of households. Q3 C: One-family household covers several arrangements. Q4 B: Their compositions match but their unpaid care differs. Q5 C: Following the same person provides evidence of individual change. Q6 A: A frequency alone cannot establish a judgement of worth.

Answers for Prove and preparation

P1

See teacher-only guidance.

P2

Look for a dimension, example and explained variation in each paragraph.

P3

Expect a distinction between prevalence and desirability, plus an evidence-focused next question.

F1

The first seeks a measure such as time; the second investigates interpretations.

F2

Comparable answers may show a pattern; interviews may explore how respondents understood it.

F3

For example: how will voluntary consent be secured without pressure?

Content checks and sources

Common does not establish correct. A one-family household is not necessarily a married couple with children. Household percentages cannot be read as percentages of people. Categories do not reveal relationship quality. A snapshot does not show every individual's transition.

ONS numbers are estimates for 2025, released in 2026. The lesson uses the household denominator for 66.8% and 29.5%, and the family denominator for 65.3%. Do not add these three percentages. No trend or causal claim follows from these values alone. The fictional A–D cases are analytical illustrations, not a sample from the ONS survey. Later lessons develop named accounts and dimensions of diversity in greater depth.

All fictional cases, questions and models are original. Source and assessment-format checks: 27 September 2026.

AQA Families and Households

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

ONS UK families and households 2025

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2025>

ONS quality and methods guide

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/methodologies/familiesandhouseholdsqmi>

AQA Paper 2 specimen format

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