

Slide by slide delivery map

AQA A Level Sociology 7192 • Families & Households • L006 • v1.0

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

Slides 1–30 total 90 minutes. Slides 31–32 are optional follow-up. Workbook task IDs are consistent across formats. The teacher deck includes delivery notes.

1 INVESTIGATING FAMILIES

Recall • 0–1 minutes

Introduce the enquiry. This is research design using fictional proposals, not a request to investigate classmates or households.

2 What this lesson prepares you to do

Recall • 1–2 minutes

R1–R3. Success means a justified choice with an acknowledged limit, not a universal ranking of methods.

3 Recall from Lesson 5

Recall • 2–6 minutes

R1/R2. Retrieve diversity within forms. Distinguish an amount of care from its meaning.

4 A starting judgement

Recall • 6–9 minutes

R3. Record an initial judgement. Return to it after sampling and measurement are taught.

Delivery map continued

5 Begin with a question

Discover • 9–11 minutes

D1. Separate how much care from what fairness means; either aim must be defined clearly.

6 Two kinds of evidence

Discover • 11–13 minutes

D1. Quantitative and qualitative refer to evidence types. Questionnaires may include open responses; interviews may include numerical questions.

7 Where evidence comes from

Discover • 13–15 minutes

D2 extension. Primary and secondary refer to the evidence's relationship to the current investigation, not simply to whether it is numerical.

8 Define unpaid care

Discover • 15–18 minutes

D2. Model an inclusion rule. Ask whether emotional support and care across addresses count and explain the consequences.

Delivery map continued

9 Validity and reliability

Discover • 18–21 minutes

D3. Consistency and capturing the intended concept are distinct. A consistently incomplete measure may be reliable but lack validity.

10 Population and sample

Discover • 21–23 minutes

D3. The target population in the fictional case is adults in one town, including non-parents.

11 Representativeness

Discover • 23–26 minutes

A2 preparation. A parents' forum excludes adults outside that recruitment channel. Adding volunteers does not alone solve the selection problem.

12 Questions shape answers

Discover • 26–29 minutes

D5. Ask learners to explain how surely signals a preferred answer. A neutral question still needs piloting and careful interpretation.

Delivery map continued

13 Participation is a choice

Discover • 29–31 minutes

D6. Informed, voluntary participation includes understandable information and how to stop. Do not use family members as proxy consent for other adults. Source:

https://www.britsoc.co.uk/media/24310/bsa_statement_of_ethical_practice.pdf

14 Check the quality claim

Apply • 31–34 minutes

D4 hinge. B is correct. Re-teach using the repeated omission of adult care, not the vague phrase accurate equals reliable.

15 Protecting information

Discover • 34–36 minutes

D6. Confidentiality concerns handling and access; anonymity concerns identifiability. Do not promise absolute secrecy where limits exist.

16 Researcher decisions

Challenge • 36–38 minutes

D6/C1. Link each safeguard to pressure, distress or privacy. A participant may skip a question; minimise unnecessary identifiable detail.

Delivery map continued

17 Match the method to the aim

Discover • 38–40 minutes

A2. Avoid equating qualitative with valid or quantitative with reliable automatically. Explain a design feature and its effect.

18 We are designing research

Discover • 40–41 minutes

Restate the boundary: supplied fictional designs only. Invite private written answers and no personal disclosure.

19 What can this image establish?

Apply • 41–43 minutes

A1. Adults examining materials are visible. A research method, sample and consent process cannot be inferred from appearance.

20 Compare three proposals

Apply • 43–52 minutes

A2/A3. Read the target population and both aims. Two minutes reading, four minutes comparing A and B, three minutes considering C.

Delivery map continued

21 Questionnaire and interview

Apply • 52–55 minutes

A2 feedback. Questionnaire comparability may help measure amounts; interviews may probe fairness. Identify distinct limits for each.

22 What could a diary add?

Apply • 55–58 minutes

A3. Diary recording close to events can reduce retrospective recall demands, but missed entries and burden remain possible.

23 Combining methods

Challenge • 58–60 minutes

C1. Triangulation may expose differences between meanings and hours. Do not call disagreement proof that one account is dishonest.

24 Retrieval check

Prove • 60–64 minutes

Retrieval key C, A, B, C, B, A. Correct validity/reliability or sampling confusions before extended writing.

Delivery map continued

25 THINK LIKE A RESEARCHER

Challenge • 64–68 minutes

C1. Require the learner's aim, chosen method, reason and unresolved limit, with a safeguard responding to a risk.

26 Improve the claim

Challenge • 68–71 minutes

C2. Proposals have no findings. Even completed volunteer answers need careful limits on claims about the town.

27 PROVE IT

Prove • 71–79 minutes

P1. Eight minutes independent work. Local rubric: problem, family application and effect for each of two distinct problems.

28 Review and improve

Prove • 79–84 minutes

P2. If both paragraphs describe one category problem, choose another mechanism such as socially desirable responding.

Delivery map continued

29 Exit ticket

Prove • 84–87 minutes

P3. Return to R3. A strong answer recognises both sample selection and measurement, without needing every quality term.

30 Before Lesson 7

Recall • 87–90 minutes

F1–F3. Ten to fifteen minutes preparation. Introduce the idea of a contribution to a system and questions for evaluating it.

31 METHODS PRACTICE

Challenge • Optional follow-up

Optional original explanation-format practice. This family-context question is not the AQA Methods in Context component, which uses education.

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

32 Planning two explanations

Challenge • Optional follow-up

Use local best-fit guidance. Research aims and ethics are two routes; credit developed practical or sampling factors too.