

Teacher guide and answers

AQA A Level Sociology 7192 • L006 • 90 minutes • v1.0

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Purpose and curriculum position

How do sociologists investigate families?

Choose evidence to match a research question, distinguish three dimensions of research quality and explain ethical and practical choices in family research. This is a methods foundation using family examples; AQA Methods in Context uses education.

Distinguish quantitative and qualitative evidence; explain validity, reliability and representativeness; identify a sampling limit; justify a method and an ethical safeguard.

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 L005 family diversity, denominators and the difference between frequency and meaning. Use its supplied readings on research questions, methods and ethics.

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	Retrieve L005 and identify research aims
9–23	5–10	Data types, questions and operational definitions
23–34	11–14	Validity, reliability and representativeness
34–41	15–18	Sampling and ethical safeguards
41–60	19–23	Photograph enquiry and study proposals
60–71	24–26	Retrieval and method justification
71–84	27–28	Independent six-mark response and feedback
84–90	29–30	Exit and preparation for functionalism

Access

Pre-teach the three quality terms. Use the comparison: consistent procedure, appropriate measure, suitable coverage of the population. Offer a glossary during guided practice.

Scaffold

The research question asks... This method could provide... However... This affects... A proportionate improvement would be...

Core

At D4, check the distinction between consistency and accuracy. In A2, require a feature of each proposal and an explained consequence rather than a general ranking.

Stretch

Ask how triangulation could expose disagreement between time-use records and accounts of fairness. Combining methods does not automatically remove a shared bias.

Answers for Recall and Discover

R1

Their practices, care, resources and decisions may differ despite matching composition.

R2

Time measures could describe amount; accounts could explore interpretations of fairness.

R3

Sample size matters for some aims, but selection, measurement and ethics also affect quality.

D1

How many minutes of care were provided yesterday? What makes a division of care feel fair?

D2

For example, unpaid help meeting another person's needs. Clarify whether supervision, emotional support or care across addresses is included.

D3

Validity: captures the intended concept. Reliability: consistent procedure or result under comparable conditions. Representativeness: sample reflects the relevant population.

D4

No. The omission can be repeated reliably while the measure remains incomplete for the stated concept.

D5

Ask "How is care divided, and how do you feel about this?" The revised question avoids suggesting the desirable answer.

D6

Confidentiality concerns access and use; anonymity concerns identification. Limit identifiable information and explain who can see it and any limits.

Answers for Apply and Challenge

A1

Adults are examining materials. The image alone does not establish a sampling process, consent or whether a formal research study is taking place.

A2

A may compare reported amounts but misses adults outside the forum. B can probe fairness but twelve purposively selected accounts do not support a population frequency estimate.

A3

A diary can record activities near the time they occur. Burden, forgotten entries and private details require clear guidance and a proportionate design.

C1

A broad recruitment questionnaire could compare amounts and selected interviews explore fairness. Explain sampling and measurement limits; combining methods does not erase them.

C2

Proposal A has not produced data and its recruitment may be biased. Even completed responses would describe reported care among selected volunteers unless further evidence justified a wider claim.

Retrieval answers

Q1 C: Minutes are numerical data. Q2 A: Reliability concerns consistency, not all aspects of quality. Q3 B: Adults outside the forum may be systematically missed. Q4 C: Surely suggests an expected answer. Q5 B: Each participant needs understandable information and a voluntary choice. Q6 A: Different sources can illuminate or challenge one another.

Answers for Prove and preparation

P1

See teacher-only guidance.

P2

Require two distinct problems and explain how each affects evidence.

P3

Selection may be biased; an inappropriate measure may be consistently wrong; ethical or response problems may affect evidence.

F1

An established pattern of social organisation, such as education, may transmit skills and expectations.

F2

What contributions do families make to maintaining social order?

F3

Who benefits? Is it universal? Could another institution perform the activity?

Content checks and sources

Reliable does not mean valid. A large sample is not automatically representative. Quantitative does not mean unbiased. Qualitative does not guarantee truth. Confidentiality is not the same as anonymity. Consent is not a one-off licence to ask anything.

The 200 volunteers, 12 interviewees and seven-day diary are invented design choices, not research findings or universal recommendations. Selection from a parents' forum may omit relevant adults. Interviews permit probing but can be leading. Standardisation may improve consistency without guaranteeing validity. The lesson is a research-design exercise only. AQA's named Methods in Context component applies methods to education; these family examples support the broader methods curriculum.

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

AQA Theory and Methods; Methods in Context

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

AQA Families and Households

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

British Sociological Association ethical practice

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

OpenStax research methods

<https://openstax.org/books/introduction-sociology-3e/pages/2-2-research-methods>

AQA Paper 2 specimen format

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