

# Teacher guide and answers

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AQA A Level Sociology 7192 • L008 • 90 minutes • v1.0

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

## Purpose and curriculum position

How does the family support industrial society?

Build from Murdock to Parsons. Explain the proposed connection between industrial employment and family organisation, then test its historical and gender assumptions.

Explain the key concepts, apply them accurately to the supplied case and answer the enquiry with a qualified, evidence-led judgement.

## 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 L007 using R1–R3. Read the knowledge organiser and source notes; print the case if digital access is limited.

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 prior learning and record an initial judgement     |
| 9–23    | 5–10   | Parsons and functional fit: concepts and mechanisms         |
| 23–34   | 11–14  | Two specialised functions: application and hinge check      |
| 34–41   | 15–18  | Testing the account: limits and evidence                    |
| 41–60   | 19–23  | Observe the photograph, then analyse the supplied case      |
| 60–71   | 24–26  | Six-item retrieval; compare explanations and repair a claim |
| 71–84   | 27–28  | Independent six-mark response, review and improvement       |
| 84–90   | 29–30  | Exit judgement and preparation for the next lesson          |

### Access

Read the case aloud and offer the glossary. Begin with functional fit and industrialisation. Permit verbal rehearsal or a scribe without reducing the conceptual demand.

### Scaffold

Name the concept → select a precise case detail → explain the connection → state what the detail cannot establish. Rehearse aloud, then write independently.

### Core

Check D4 before moving on. At A2 require a concept, an exact case detail and an explained mechanism. Distinguish description from explanation and an illustration from evidence.

### Stretch

What evidence would distinguish family change caused by industrialisation from a form that already existed? Consider an alternative explanation and the evidence that could distinguish it.

## Answers for Recall and Discover

### R1

Any two of sexual, reproductive, educational and economic, accurately described.

### R2

Another institution or arrangement may make the same contribution.

### R3

A reasoned initial response should identify the claim and avoid unsupported generalisation. Revisit after the evidence and theory work.

### D1

Moving to employment may be easier for a small co-resident group; Parsons links the nuclear household to this demand. This does not show that extended ties disappear.

### D2

A qualification-based appointment illustrates achieved status; a role assigned because of family birth illustrates ascription. Actual employment may combine attainment and inherited advantage.

### D3

Teaching a child turn-taking may transmit expectations. Listening to a partner after a difficult shift may provide emotional support. The first concerns early learning; the second concerns adult personality support.

### D4

No. Parsons identifies two especially important functions; this does not logically exclude other family activities or support by other institutions.

### D5

They describe Parsons's gendered model. Actual roles vary and the model does not demonstrate that sex determines capacity for provision or care.

### D6

If nuclear households existed before industrialisation, industrialisation cannot be the sole origin of that form. Industrial work might still change existing relationships.

## Answers for Apply and Challenge

### A1

Adults are examining materials together. The image does not establish family ties, beliefs, gender identity or the reasons for their actions. Use participant accounts or relevant contextual evidence before applying the theory.

### A2

Relocation illustrates a possible demand for geographical mobility. Teaching routines illustrates primary socialisation; explain how expectations are learned. Neither detail proves the theory universally.

### A3

The grandparent shows continuing wider kin ties. Shared earning and emotional support challenge a fixed male instrumental/female expressive division.

### C1

Compare dated household records before and after industrialisation across places, checking definitions and migration. Add evidence of kin contacts because co-residence alone does not capture relationships.

### C2

The invented example illustrates one proposed mechanism. A general claim needs comparative evidence; continuing kin support and shared roles also qualify the explanation.

## Retrieval answers

Q1 C: Functional fit: A proposed relationship between family organisation and the needs of a society. Q2 A: Primary socialisation: Early learning of language, values and expected behaviour. Q3 B: Structural differentiation: Institutions becoming more specialised in their activities. Q4 C: Extended kin: Relatives beyond the nuclear unit, whether or not they share a home. Q5 B: No: household boundaries and kinship ties differ. Explain why the alternative claim is not justified by the supplied evidence. Q6 A: It illustrates a possible mechanism. Population frequency and causation require appropriate research evidence.

## Answers for Prove and preparation

### P1

See teacher-only guidance.

### P2

Develop two distinct points. For each, identify the concept, explain how it works and use an accurate example or comparison relevant to the question.

### P3

Reconsider the initial claim using accurate concepts and the limits of the supplied evidence. The invented example illustrates one proposed mechanism. A general claim needs comparative evidence; continuing kin support and shared roles also qualify the explanation.

### F1

Contribution means an activity helps produce an outcome. Necessity means that outcome requires it. Equal benefit concerns the distribution of its effects among people.

### F2

A contribution an activity or institution makes to a wider social system. Accept a fitting example.

### F3

Identify a relevant source, its population or context and the claim it could test. Contribution means an activity helps produce an outcome. Necessity means that outcome requires it. Equal benefit concerns the distribution of its effects among people.

## Content checks and sources

Parsons's functional fit is a theoretical explanation, not a universal law. His gendered role model is attributed and open to challenge. Historical findings about Western European households are not generalised to all societies. The case is invented. Two specialised functions do not mean two exclusive activities.

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

### AQA A Level 7192: Families and Households

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

### Parsons and Bales: Family, Socialization and Interaction Process

<https://www.routledge.com/Family-Socialization-and-Interaction-Process/Bales-Parsons/p/book/9780415436519>

### Cambridge: historical household patterns and industrial change

[https://assets.cambridge.org/97805218/95026/excerpt/9780521895026\\_excerpt.htm](https://assets.cambridge.org/97805218/95026/excerpt/9780521895026_excerpt.htm)

### AQA Paper 2 specimen assessment format

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