

Teacher guide and answers

AQA A Level Sociology 7192 • L009 • 90 minutes • v1.0

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

Purpose and curriculum position

Does the family benefit everyone?

Consolidate Murdock and Parsons by distinguishing contributions, necessity and distribution. Build evidence-led evaluation before introducing Marxism.

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 L008 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	Three separate claims: concepts and mechanisms
23–34	11–14	Benefits and burdens: application and hinge check
34–41	15–18	A fair test of a theory: 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 function and dysfunction. 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

Give a qualified judgement on the usefulness of functionalism for this case. Consider an alternative explanation and the evidence that could distinguish it.

Answers for Recall and Discover

R1

Primary socialisation or stabilisation of adult personalities.

R2

Nuclear households existed in parts of Western Europe before industrialisation.

R3

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

D1

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

D2

It can help meet needs and sustain predictable participation in social life. Explain the mechanism rather than assuming every existing arrangement is beneficial.

D3

Time spent providing care may reduce time available for paid work, study or rest. The cost depends on available alternatives and how responsibilities are shared.

D4

Positive feelings do not establish equal workloads, resources or decision-making. Different aspects of the same relationship can have different effects.

D5

School socialisation challenges the claim that only a family can transmit expectations. It does not show that families never socialise children.

D6

It identifies an actual theoretical claim and shows how a specific reason or evidence changes confidence in that claim.

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

Pooled income may meet material needs. Jo's forgone training illustrates an opportunity cost that is not shared equally; link the claim to the specified detail.

A3

The club offers another source of cooperation learning, challenging exclusivity. Jo's care burden and missed training challenge an assumption of equal benefit.

C1

It helps explain support and socialisation, but the allocation of care and opportunity costs requires a fuller account of power and conflict. The case illustrates these questions without testing prevalence.

C2

Unequal care challenges equal benefit, not the existence of all contributions. Support and inequality can coexist; investigate their distribution and alternatives.

Retrieval answers

Q1 A: Function: A contribution an activity or institution makes to a wider social system. Q2 B: Unpaid care: Support for others' needs without direct payment. Q3 C: Conflict: Opposed interests or struggles over resources and power. Q4 A: Counterexample: A case that challenges a general claim. Q5 A: The claim that only families can teach cooperation. Explain why the alternative claim is not justified by the supplied evidence. Q6 B: 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. Unequal care challenges equal benefit, not the existence of all contributions. Support and inequality can coexist; investigate their distribution and alternatives.

F1

Assets passed to children give them access to resources others may lack. Ownership can persist across generations even when heirs did not create the original wealth.

F2

An economic system centred on private ownership and production for profit. Accept a fitting example.

F3

Identify a relevant source, its population or context and the claim it could test. Assets passed to children give them access to resources others may lack. Ownership can persist across generations even when heirs did not create the original wealth.

Content checks and sources

Functionalist contributions are represented fairly before evaluation. Unequal care, conflict and affection can coexist; none is inferred from a family label. Critiques of universality, necessity and equal benefit are kept distinct. Personal disclosures are not required; if a learner raises a safeguarding concern, follow the setting's established process privately.

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 functions

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

Ann Oakley: research on housework

<https://www.annoakley.co.uk/about.html>

Cambridge: limits of a simple historical transition

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>