

Teacher guide and answers

AQA A Level Sociology 7192 • L010 • 90 minutes • v1.0

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

Purpose and curriculum position

Does capitalism need the family?

Introduce Marxist explanations after functionalist evaluation. Trace mechanisms linking family practices to capitalism, while separating benefit from necessity and historical theory from established fact.

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 L009 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	Engels: property and inheritance: concepts and mechanisms
23–34	11–14	Zaretsky: private life and capitalism: application and hinge check
34–41	15–18	Consumption and ideology: 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 capitalism and bourgeoisie. 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

Does showing a benefit to capitalism prove that only families can provide it? Consider an alternative explanation and the evidence that could distinguish it.

Answers for Recall and Discover

R1

Alternative arrangements may make the same contribution.

R2

A cost, such as unpaid care or forgone work, that is not shared evenly.

R3

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

D1

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.

D2

Its claims concern historical development across societies and depend on evidence and assumptions. Different histories or counterexamples can challenge its scope.

D3

Preparing food and organising care can help workers recover and attend employment. The activity supports labour power without the employer providing all of that support directly.

D4

People may act from affection. An activity can have wider economic effects that its participants neither intend nor consciously endorse.

D5

An advert equating an expensive device with good parenting may encourage household purchases. Sales can benefit producers; families can also question the message or choose differently.

D6

The Marxist question concerns how ideas may legitimise unequal arrangements, for example presenting inherited advantage as wholly deserved. Not every belief necessarily serves that role.

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

Passing shares can preserve ownership advantages. Meals and care may sustain a worker's capacity to sell labour. These are distinct property and labour-power mechanisms.

A3

The advert may encourage spending by defining successful family life through goods. The child's questioning shows that people need not simply accept ideas legitimising inherited wealth.

C1

No. Other arrangements can provide meals, care or emotional support. Establishing necessity requires evidence that alternatives cannot perform the contribution.

C2

Some family practices may normalise hierarchy or property relations, but intention and acceptance must be investigated. Families can teach critical or cooperative values as well.

Retrieval answers

Q1 B: Capitalism: An economic system centred on private ownership and production for profit. Q2 C: Private property: Assets controlled by particular owners rather than held in common. Q3 A: Social reproduction: Processes that sustain people, relationships and social arrangements over time. Q4 B: Consumption: Use or purchase of goods and services. Q5 B: No: purposes and wider effects can differ. Explain why the alternative claim is not justified by the supplied evidence. Q6 C: 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. Some family practices may normalise hierarchy or property relations, but intention and acceptance must be investigated. Families can teach critical or cooperative values as well.

F1

A person can earn a monthly wage but own few assets; another may have modest current income but substantial property or savings. The first is a flow, the second a stock.

F2

Income, savings, property and other material assets. Accept a fitting example.

F3

Identify a relevant source, its population or context and the claim it could test. A person can earn a monthly wage but own few assets; another may have modest current income but substantial property or savings. The first is a flow, the second a stock.

Content checks and sources

Engels's historical account and Zaretsky's interpretation are attributed theoretical claims. Capitalism is not equated with every act of exchange. Inheritance transfers after death; lifetime gifts are analytically related but distinct. No conspiracy or automatic acceptance is assumed. Fictional adverts and transfers are not research findings.

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>

Engels: The Origin of the Family, chapter II

<https://www.marxists.org/archive/marx/works/1884/origin-family/ch02d.htm>

Zaretsky: Capitalism and Personal Life, original essay

<https://www.bibliotehecivichepadova.it/sites/default/files/opera/documenti/sezione-4-serie-7-sottoserie-5-251.pdf>

AQA A Level teaching guide: theoretical scope

<https://filestore.aqa.org.uk/resources/sociology/AQA-7191-7192-TG.PDF>

AQA Paper 2 specimen assessment format

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