

# How does the family reproduce inequality?

---

AQA A Level Sociology 7192 • Families & Households • L011 • v1.0

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

Connect & Check → Share → Present → Apply → Recall & Review. Explain the key concepts, apply them accurately to the supplied case and answer the enquiry with a qualified, evidence-led judgement. Use fictional examples; no personal family disclosure is required.

## Recall and connect

Missed the preparation? How can inheritance support class reproduction? It transfers assets and associated advantages across generations. What is ideology in a Marxist explanation? Ideas that may legitimise or naturalise unequal arrangements. Why is an economic effect different from an intention? People can provide care for personal reasons while the activity also supports paid work.

Retrieve the previous lesson, then record a view you can revisit.

### R1

How can inheritance support class reproduction?

---

---

---

### R2

What is ideology in a Marxist explanation?

---

---

---

### R3

Starting judgement: “A family’s resources fix a child’s future completely.” Explain your view.

---

---

---

## Follow the mechanism

Class reproduction requires an explanation of how resources affect opportunities. A gift can pay a housing deposit, reduce immediate insecurity or fund training. An inheritance may add assets that generate further returns. Wealth is a stock and income is a flow; they are not interchangeable. A family's support can matter even when two young adults have similar current wages.

### D1

Distinguish wealth from income with an original example.

---

---

---

### D2

Distinguish a lifetime gift from inheritance and explain their shared relevance.

---

---

---

## From resources to cumulative effects

A financial cushion may allow someone to accept delayed earnings or manage an unexpected bill. Information and contacts may also affect access to opportunities. These processes can accumulate, but the outcome is not guaranteed. Ability, choices, institutions and events also matter. A Marxist explanation focuses on systematic class patterns rather than claiming to predict every individual life.

### D3

Explain a chain from a financial cushion to a later opportunity.

---

---

---

### D4

How might a social network matter without providing cash?

---

---

---

## Evidence and evaluation

IFS research on substantial financial transfers in Britain investigates who gives and receives gifts and loans. It helps ask whether family support is distributed unevenly. A survey association does not by itself identify every causal mechanism. To test an explanation, investigate resources before a decision, the choices realistically available and later outcomes, while considering alternative explanations and policy effects.

### D5

Why does unequal opportunity not mean every outcome is predetermined?

---

---

---

### D6

What evidence would strengthen a causal explanation of a family transfer?

---

---

---

## Apply the evidence

Fictional paired case: Alex and Sam have the same qualification and starting wage. Alex receives a family gift that covers living costs during a training course and hears about it through a relative. Sam has no comparable transfer and postpones training to pay rent. A publicly funded bursary later enables Sam to enrol. No amounts, outcomes or people in this example are research data.



Observe the visible activity and identify what further evidence is needed. This photograph also appears on slide 19.

### A1

Describe what is visible in the photograph. What further evidence would be needed to apply this lesson's concepts?

---

---

## Apply the case evidence

Fictional paired case: Alex and Sam have the same qualification and starting wage. Alex receives a family gift that covers living costs during a training course and hears about it through a relative. Sam has no comparable transfer and postpones training to pay rent. A publicly funded bursary later enables Sam to enrol. No amounts, outcomes or people in this example are research data.

### A2

Trace two distinct mechanisms affecting Alex's opportunity.

---

---

---

---

---

### A3

Explain how Sam's bursary qualifies a deterministic class account.

---

---

---

---

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

## Challenge and judge

Make a precise claim, connect it to evidence and state its limits.

### C1

What additional evidence would test whether a transfer changed access to training?

---

---

---

---

### C2

Improve: “Alex succeeds only because of family wealth; Sam cannot progress.”

---

---

---

---

## Prove and improve

Complete retrieval, then write independently for eight minutes.

### P1

Explain two ways family resources may create unequal opportunities. [6 marks]

---

---

---

---

---

---

---

---

### P2

Identify the two points in your response. Improve one missing explanation or example.

---

---

---

---

### P3

Return to R3. Give a qualified judgement and identify one piece of evidence still needed.

---

---

---

## Prepare for Lesson 12

Read the three short passages and answer the preparation questions.

### A structural question

Patriarchy concerns patterns of gendered power; it is not a claim that every man controls every woman. Feminist analysis asks who does work, who controls resources and whose priorities influence decisions. Evidence about one dimension does not settle the others. A household can divide visible tasks fairly while leaving planning or major decisions unequally shared.

### Two connected concepts

Patriarchy: A pattern of social organisation in which men hold disproportionate power. Feminism: Diverse approaches that analyse gender inequalities and seek their reduction.

### A question to bring

Define patriarchy without making a claim about every individual. It is a patterned concentration of power among men in social arrangements. Individual relationships vary; the concept directs investigation rather than replacing evidence.

#### F1

Summarise the main idea in the first passage in one or two sentences.

---

---

#### F2

Define patriarchy and give an original fictional example.

---

---

#### F3

What evidence would you need to test the opening claim? Retrieve two current-lesson concepts tomorrow and next week.

---

---

## Retrieval check for self study

Complete before the extended response. Cover the key while answering. One mark per correct answer; total 6. Correct insecure ideas and retry tomorrow. Extended writing needs teacher review.

### Q1

Which meaning best fits economic resources?

A Resources that help absorb a cost, delay or unexpected loss. B Connections through which people may exchange information or support. C Income, savings, property and other material assets.

### Q2

Which meaning best fits inheritance?

A A transfer following an owner's death. B Connections through which people may exchange information or support. C A process through which one factor helps produce an outcome.

### Q3

Which meaning best fits class reproduction?

A An association between observed variables. B Persistence of class advantages and disadvantages across generations. C Income, savings, property and other material assets.

### Q4

Which meaning best fits meritocracy?

A What would have happened under a different condition. B A transfer made while the giver is alive. C An ideal in which rewards depend on achievement rather than background.

### Q5

Two people have the same wage. Must their material opportunities be equal?

A Yes: current earnings capture all resources. B No: assets, debts and family support can differ. C The question can be answered from a person's appearance alone.

### Q6

What can the supplied fictional case establish?

A It illustrates a mechanism to examine with further evidence. B It proves what all UK families do. C It establishes a causal law without further evidence.

## Self marking key

Q1: C. Q2: A. Q3: B. Q4: C. Q5: B. Q6: A.