

Slide by slide delivery map

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

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

Slides 1–30 total 90 minutes. Slides 31–32 are optional follow-up. Workbook task IDs are consistent across formats. The teacher deck includes delivery notes.

1 ADVANTAGE ACROSS GENERATIONS

Recall • 0–1 minutes

Workbook R3. Expected reasoning: A reasoned initial response should identify the claim and avoid unsupported generalisation. Revisit after the evidence and theory work.

2 What this lesson prepares you to do

Recall • 1–2 minutes

Workbook R1. Expected reasoning: It transfers assets and associated advantages across generations.

3 Recall from Lesson 10

Recall • 2–6 minutes

Workbook R1, R2. Expected reasoning: It transfers assets and associated advantages across generations.

4 A starting judgement

Recall • 6–9 minutes

Workbook R3. Expected reasoning: A reasoned initial response should identify the claim and avoid unsupported generalisation. Revisit after the evidence and theory work.

Delivery map continued

5 Follow the mechanism

Discover • 9–11 minutes

Workbook D1, D2. Expected reasoning: 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.

6 Build the concepts

Discover • 11–13 minutes

Workbook D1. Expected reasoning: 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.

7 Connect the ideas

Discover • 13–15 minutes

Workbook D2. Expected reasoning: A gift occurs while the giver lives; inheritance follows death. Both may transfer unequal resources between generations, though timing and effects differ.

8 The central argument

Discover • 15–18 minutes

Workbook D1. Expected reasoning: 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.

Delivery map continued

9 Explain the mechanism

Discover • 18–21 minutes

Workbook D3. Expected reasoning: Savings can cover living costs during training, making participation more feasible. Training may then improve access to work, although success is not certain.

10 From concept to example

Discover • 21–23 minutes

Workbook D3. Expected reasoning: Savings can cover living costs during training, making participation more feasible. Training may then improve access to work, although success is not certain.

11 From resources to cumulative effects

Discover • 23–26 minutes

Workbook D3, D4. Expected reasoning: Savings can cover living costs during training, making participation more feasible. Training may then improve access to work, although success is not certain.

12 Distinguish these ideas

Discover • 26–29 minutes

Workbook D4. Expected reasoning: A contact may share timely information about a vacancy or training opportunity. The explanation must show what information changes, not assume every contact guarantees success.

Delivery map continued

13 Extend the explanation

Discover • 29–31 minutes

Workbook D5. Expected reasoning: Resource differences shape available choices, but decisions, institutions, support and chance also influence outcomes. A pattern allows exceptions.

14 Check the inference

Apply • 31–34 minutes

Workbook retrieval Q5. Hinge question: Two people have the same wage. Must their material opportunities be equal? Hinge answer: B. No: assets, debts and family support can differ. Ask for the reason before revealing. If insecure, revisit the relevant definitions and give a second example before proceeding.

15 Evidence and evaluation

Discover • 34–36 minutes

Workbook D5. Expected reasoning: Resource differences shape available choices, but decisions, institutions, support and chance also influence outcomes. A pattern allows exceptions.

16 Test the explanation

Challenge • 36–38 minutes

Workbook D6. Expected reasoning: Follow timing, amount, use and constraints, compare relevant cases and investigate alternatives. A before-and-after account alone may still miss other changes.

Delivery map continued

17 A reasoned judgement

Discover • 38–40 minutes

Workbook C1. Expected reasoning: Establish timing, eligibility, costs and alternatives, and compare otherwise relevant cases with and without support. Ask whether the course would have been taken without the transfer.

18 Analyse the explanation

Discover • 40–41 minutes

Workbook A1. Expected reasoning: 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.

19 What can this image establish?

Apply • 41–43 minutes

Workbook A1. Expected reasoning: 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.

20 The case enquiry

Apply • 43–52 minutes

Workbook A2, A3. Expected reasoning: The gift reduces the immediate financial constraint; the relative supplies information. Explain the money and information pathways separately rather than counting the same resource twice.

Delivery map continued

21 Apply the concepts

Apply • 52–55 minutes

Workbook A2, A3. Expected reasoning: The gift reduces the immediate financial constraint; the relative supplies information. Explain the money and information pathways separately rather than counting the same resource twice.

22 Develop the judgement

Apply • 55–58 minutes

Workbook C1. Expected reasoning: Establish timing, eligibility, costs and alternatives, and compare otherwise relevant cases with and without support. Ask whether the course would have been taken without the transfer.

23 An illustration or a test?

Challenge • 58–60 minutes

Workbook A3. Expected reasoning: Public support changes the available options despite unequal family transfers. Family resources matter, but institutional intervention can alter their effects.

24 Retrieval check

Prove • 60–64 minutes

Complete the six-item quiz independently; then mark and read feedback. Keys: 1 C, 2 A, 3 B, 4 C, 5 B, 6 A. Correct one insecure concept. A score measures this retrieval attempt, not overall mastery.

Delivery map continued

25 THINK LIKE A SOCIOLOGIST

Challenge • 64–68 minutes

Workbook C1. Expected reasoning: Establish timing, eligibility, costs and alternatives, and compare otherwise relevant cases with and without support. Ask whether the course would have been taken without the transfer.

26 Improve the claim

Challenge • 68–71 minutes

Workbook C2. Expected reasoning: The case shows unequal initial support, not final success. Qualifications and decisions also matter, and the bursary changes Sam's opportunity. State the mechanism without predicting an inevitable outcome.

27 PROVE IT

Prove • 71–79 minutes

Set eight minutes of independent writing. Develop two distinct points. For each, identify the concept, explain how it works and use an accurate example or comparison relevant to the question. Use the separate six-mark guidance for marking; do not reveal the models until review.

28 Review and improve

Prove • 79–84 minutes

Workbook P2. Expected reasoning: Develop two distinct points. For each, identify the concept, explain how it works and use an accurate example or comparison relevant to the question.

Delivery map continued

29 Exit ticket

Prove • 84–87 minutes

Workbook P3. Expected reasoning: Reconsider the initial claim using accurate concepts and the limits of the supplied evidence. The case shows unequal initial support, not final success. Qualifications and decisions also matter, and the bursary changes Sam's opportunity. State the mechanism without predicting an inevitable outcome.

30 Before Lesson 12

Recall • 87–90 minutes

Workbook F1, F2, F3. Expected reasoning: It is a patterned concentration of power among men in social arrangements. Individual relationships vary; the concept directs investigation rather than replacing evidence.

31 PAPER 2 PRACTICE

Challenge • Optional follow-up

Optional fifteen-minute practice outside the lesson: Outline and explain two ways families may transmit economic advantage. [10 marks] Develop two distinct explanations that answer the exact question. Apply concepts accurately and explain each connection rather than listing names or examples. Use local best-fit guidance.

32 Planning two explanations

Challenge • Optional follow-up

Plan two distinct explanations with a relevant example and a clear mechanism in each. Full original models and local best-fit guidance are in the ten-mark teacher document.