

Teacher guide and answers

AQA A Level Sociology 7192 • L011 • 90 minutes • v1.0

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

Purpose and curriculum position

How does the family reproduce inequality?

Develop L010 by tracing transfers, opportunity and class reproduction. Evaluate causal claims through a paired fictional case and qualitative use of IFS research; avoid treating background as destiny.

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 L010 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	Follow the mechanism: concepts and mechanisms
23–34	11–14	From resources to cumulative effects: application and hinge check
34–41	15–18	Evidence and evaluation: 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 economic resources and wealth. 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 additional evidence would test whether a transfer changed access to training? Consider an alternative explanation and the evidence that could distinguish it.

Answers for Recall and Discover

R1

It transfers assets and associated advantages across generations.

R2

Ideas that may legitimise or naturalise unequal arrangements.

R3

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

D1

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.

D2

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

D3

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

D4

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.

D5

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

D6

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

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

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.

A3

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

C1

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.

C2

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.

Retrieval answers

Q1 C: Economic resources: Income, savings, property and other material assets. Q2 A: Inheritance: A transfer following an owner's death. Q3 B: Class reproduction: Persistence of class advantages and disadvantages across generations. Q4 C: Meritocracy: An ideal in which rewards depend on achievement rather than background. Q5 B: No: assets, debts and family support can 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 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.

F1

It is a patterned concentration of power among men in social arrangements. Individual relationships vary; the concept directs investigation rather than replacing evidence.

F2

A pattern of social organisation in which men hold disproportionate power. Accept a fitting example.

F3

Identify a relevant source, its population or context and the claim it could test. It is a patterned concentration of power among men in social arrangements. Individual relationships vary; the concept directs investigation rather than replacing evidence.

Content checks and sources

The paired case is invented and is not an IFS result. IFS findings concern the distribution of substantial financial transfers in Britain; no unverified numerical claim is used. Gifts, loans and inheritances are distinguished. Unequal starting resources do not determine every outcome, and effects on different inequality measures should not be assumed identical.

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>

IFS: who gives and receives substantial financial transfers in Britain

<https://ifs.org.uk/publications/who-gives-and-receives-substantial-financial-transfers-britain>

Engels: property and inheritance

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

AQA A Level teaching guide: Marxist explanations

<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>