

Slide by slide delivery map

AQA A Level Sociology 7192 • Families & Households • L012 • 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 GENDER, CARE AND FAMILY POWER

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: Wealth, debts, transfers and responsibilities may differ.

3 Recall from Lesson 11

Recall • 2–6 minutes

Workbook R1, R2. Expected reasoning: Wealth, debts, transfers and responsibilities may differ.

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 A structural question

Discover • 9–11 minutes

Workbook D1, D2. 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.

6 Build the concepts

Discover • 11–13 minutes

Workbook D1. 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.

7 Connect the ideas

Discover • 13–15 minutes

Workbook D2. Expected reasoning: Allocation of work, control of resources and influence over decisions. A fair split in one dimension does not establish equality in the others.

8 The central argument

Discover • 15–18 minutes

Workbook D1. 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.

Delivery map continued

9 Explain the mechanism

Discover • 18–21 minutes

Workbook D3. Expected reasoning: It made unpaid activity visible for analysis of effort, organisation and inequality, rather than treating it as a natural or insignificant part of women's lives.

10 From concept to example

Discover • 21–23 minutes

Workbook D3. Expected reasoning: It made unpaid activity visible for analysis of effort, organisation and inequality, rather than treating it as a natural or insignificant part of women's lives.

11 Making domestic work visible

Discover • 23–26 minutes

Workbook D3, D4. Expected reasoning: It made unpaid activity visible for analysis of effort, organisation and inequality, rather than treating it as a natural or insignificant part of women's lives.

12 Distinguish these ideas

Discover • 26–29 minutes

Workbook D4. Expected reasoning: Doing might mean attending an appointment; mental load includes noticing it is needed, booking it and coordinating transport. Both require effort.

Delivery map continued

13 Extend the explanation

Discover • 29–31 minutes

Workbook D5. Expected reasoning: Repeatedly assigning care to girls and praising boys mainly for technical tasks can normalise different responsibilities. The mechanism is learned expectation, not biological proof.

14 Check the inference

Apply • 31–34 minutes

Workbook retrieval Q5. Hinge question: An adult does half the visible chores. Does this establish equal power? Hinge answer: B. No: planning, resources and decisions also require evidence. Ask for the reason before revealing. If insecure, revisit the relevant definitions and give a second example before proceeding.

15 Socialisation, resources and change

Discover • 34–36 minutes

Workbook D5. Expected reasoning: Repeatedly assigning care to girls and praising boys mainly for technical tasks can normalise different responsibilities. The mechanism is learned expectation, not biological proof.

16 Test the explanation

Challenge • 36–38 minutes

Workbook D6. Expected reasoning: A stated preference may operate within limited alternatives. Income, time, expectations and accessible care affect which options are realistically available.

Delivery map continued

17 A reasoned judgement

Discover • 38–40 minutes

Workbook C1. Expected reasoning: Ask who notices, plans and completes specified activities over a period; ask how a recent major spending decision was reached. Use fictional responses and avoid collecting classmates' family data.

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: Maya's coordination and adjustments show unequal responsibility beyond cooking. Leo's control of savings indicates decision-making or resource power. Explain these separately.

Delivery map continued

21 Apply the concepts

Apply • 52–55 minutes

Workbook A2, A3. Expected reasoning: Maya's coordination and adjustments show unequal responsibility beyond cooking. Leo's control of savings indicates decision-making or resource power. Explain these separately.

22 Develop the judgement

Apply • 55–58 minutes

Workbook C1. Expected reasoning: Ask who notices, plans and completes specified activities over a period; ask how a recent major spending decision was reached. Use fictional responses and avoid collecting classmates' family data.

23 An illustration or a test?

Challenge • 58–60 minutes

Workbook A3. Expected reasoning: A rota could redistribute planning if responsibility genuinely transfers. It does not by itself change control of savings, paid-work conditions or every expectation.

24 Retrieval check

Prove • 60–64 minutes

Complete the six-item quiz independently; then mark and read feedback. Keys: 1 A, 2 B, 3 C, 4 A, 5 B, 6 B. 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: Ask who notices, plans and completes specified activities over a period; ask how a recent major spending decision was reached. Use fictional responses and avoid collecting classmates' family data.

26 Improve the claim

Challenge • 68–71 minutes

Workbook C2. Expected reasoning: The case establishes unequal allocation, not its biological cause. Investigate learned expectations, work schedules and negotiation; capacities should not be inferred from gender.

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 establishes unequal allocation, not its biological cause. Investigate learned expectations, work schedules and negotiation; capacities should not be inferred from gender.

30 Before Lesson 13

Recall • 87–90 minutes

Workbook F1, F2, F3. Expected reasoning: If discriminatory expectations and unequal opportunities constrain women, reform workplace practices, education or shared care arrangements. Explain how the reform addresses the diagnosed barrier.

31 PAPER 2 PRACTICE

Challenge • Optional follow-up

Optional fifteen-minute practice outside the lesson: Outline and explain two ways family practices may reproduce gender inequality. [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.