

Teacher guide and answers

AQA A Level Sociology 7192 • L013 • 90 minutes • v1.0

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

Purpose and curriculum position

Do feminists agree about the family?

Compare liberal, Marxist and radical feminist explanations of family inequality. Connect each diagnosis to a proposed change, then use intersectionality to question an undifferentiated account of women.

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 L012 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	Liberal feminist emphasis: concepts and mechanisms
23–34	11–14	Marxist and radical emphases: application and hinge check
34–41	15–18	Difference within feminism: 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 liberal feminism and marxist feminism. 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

Choose two approaches and compare their explanation of unpaid care directly. Consider an alternative explanation and the evidence that could distinguish it.

Answers for Recall and Discover

R1

A pattern of social organisation in which men hold disproportionate power.

R2

Completing a task differs from noticing, coordinating and taking responsibility for it.

R3

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

D1

If discriminatory expectations and unequal opportunities constrain women, reform workplace practices, education or shared care arrangements. Explain how the reform addresses the diagnosed barrier.

D2

Its reform agenda identifies continuing barriers. Debate concerns what change can achieve and whether reforms are sufficient, not a claim that inequality has ended.

D3

Domestic work helps sustain people who participate in paid production, while its provider may lack independent earnings. The explanation connects household labour to wider economic relations.

D4

It foregrounds patriarchal power and potential male benefits within the family, including among people in the same class. It does not reduce every gender inequality to class ownership.

D5

One might stress equal opportunities in employment; another might stress changing the private organisation of unpaid labour or dependence. Similar proposals need not imply identical explanations.

D6

It examines how structures interact to shape a particular experience, such as how racialised employment barriers alter the options available to a woman with care responsibilities.

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

Equal access fits liberal reform; reorganising care connects to Marxist feminist questions about unpaid labour; scrutiny of male control connects to radical feminist concerns. Proposals can overlap, so reward justified links rather than rigid labels.

A3

A general policy may have different effects where racism or inaccessible services shape access. Examine who can actually use it and how barriers interact, rather than assuming one experience for all women.

C1

For example, a Marxist feminist stresses unpaid labour's relation to capitalist production; a radical feminist foregrounds patriarchal benefits and control. Both recognise inequality but locate its causes differently.

C2

Feminist approaches are diverse, and intersectional analysis explicitly examines variation and interacting structures. Specify the argument being evaluated rather than treating feminism as one claim.

Retrieval answers

Q1 B: Liberal feminism: An approach emphasising equal rights, opportunities and reform of discriminatory practices. Q2 C: Reform: Changes to rules or practices within existing institutions. Q3 A: Social reproduction: Activities and relations that sustain people and social arrangements. Q4 B: Intersectionality: Analysis of how structures of inequality interact in specific experiences. Q5 B: No: diagnoses and proposed routes to change may 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. Feminist approaches are diverse, and intersectional analysis explicitly examines variation and interacting structures. Specify the argument being evaluated rather than treating feminism as one claim.

F1

It is sustained through the rewards of the relationship itself. Pure does not mean perfect, morally better, necessarily unmarried or free from inequality.

F2

A process in which people must increasingly construct and manage their own biographies. Accept a fitting example.

F3

Identify a relevant source, its population or context and the claim it could test. It is sustained through the rewards of the relationship itself. Pure does not mean perfect, morally better, necessarily unmarried or free from inequality.

Content checks and sources

The three approaches are introductory emphases, not sealed categories. Benston's 1969 argument is historical. Delphy and Leonard are identified as materialist feminists; their work is relevant to patriarchal exploitation without being reduced to a simple label. Intersectionality is not an additive checklist. Policy examples are invented, not current legal guidance.

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>

Benston: The Political Economy of Women's Liberation, original reprint

<https://riseupfeministarchive.ca/wp-content/uploads/PoliticalEconomyofWomensLiberation-1969-MargaretBenston.pdf>

Delphy and Leonard: Familiar Exploitation

<https://www.wiley-vch.de/en/areas-interest/humanities-social-sciences/familiar-exploitation-978-0-7456-0985-0>

Crenshaw: Demarginalizing the Intersection of Race and Sex

<https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8/>

AQA A Level teaching guide: feminist 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>