

Teacher guide and answers

AQA A Level Sociology 7192 • L015 • 90 minutes • v1.0

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

Purpose and curriculum position

Can personal relationships explain family life?

Develop a relational alternative to overly structural or freely choosing accounts. Use Smart and Finch to examine connectedness, memory and recognition, while keeping meanings linked to material conditions.

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 L014 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	Smart: connected lives: concepts and mechanisms
23–34	11–14	Practices and recognition: application and hinge check
34–41	15–18	Boundaries and evidence: 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 personal life and connectedness. 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 does this perspective reveal that a household count would miss? Consider an alternative explanation and the evidence that could distinguish it.

Answers for Recall and Discover

R1

It concerns managing a biography, while people may remain deeply connected to others.

R2

Money, housing, caring obligations or continuing social expectations, with explanation.

R3

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

D1

People's decisions are bound up with obligations, memories and other people's lives. A choice cannot be understood solely as a preference made by a detached individual.

D2

Shared history, duty or attachment may sustain its importance alongside conflict. Significance is not the same as satisfaction or voluntary choice.

D3

A regular meal might maintain a sense of belonging across households. Its meaning must be investigated with participants rather than inferred from the activity alone.

D4

Actions communicate the nature of a family relationship to relevant others, who recognise that meaning. A hospital visit or shared celebration can display a tie without any online posting.

D5

A close friend, former relative by partnership or other committed person may provide significant support despite not fitting the selected legal category.

D6

It can probe participants' interpretations and histories. A small selected group does not establish population prevalence, and accounts may be selective.

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 calls and shared cooking show relationships extending beyond co-residence. The recipe connects present practice with remembered family history; its meaning is supplied by the case rather than inferred from a photograph.

A3

Neighbours' acknowledgement gives Sol's supportive role social recognition. Travel costs restrict visits, showing that meaningful ties are enacted within resource limits.

C1

A household count records Nia living alone, but misses regular support, memory, ambivalent obligations and recognition across addresses. Both sources answer different questions.

C2

It studies socially embedded relationships and meanings. Resources, institutions and recognition shape those relationships; a good application connects feelings with practices and context.

Retrieval answers

Q1 A: Personal life: A perspective examining meaningful relationships, attachments and lived connections. Q2 B: Memory: Recollections through which people understand past and present connections. Q3 C: Recognition: Acknowledgement of a relationship or claim as meaningful. Q4 A: Ambivalence: Coexistence of different or conflicting feelings. Q5 B: No: obligation and mixed feelings may also sustain ties. Explain why the alternative claim is not justified by the supplied evidence. Q6 B: 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. It studies socially embedded relationships and meanings. Resources, institutions and recognition shape those relationships; a good application connects feelings with practices and context.

F1

Organisational, cultural, class, life-course and cohort. One family can be described through several dimensions because structure, resources, meanings and history are different aspects.

F2

Variation in family forms, practices, meanings and experiences. Accept a fitting example.

F3

Identify a relevant source, its population or context and the claim it could test. Organisational, cultural, class, life-course and cohort. One family can be described through several dimensions because structure, resources, meanings and history are different aspects.

Content checks and sources

Smart's 2007 personal life perspective is relational, not an assertion that structures do not matter. Finch's displaying families concerns recognition of relationships, not merely publicity. Chosen kin does not imply that every meaningful connection is chosen. Nia's case is invented; no real bereavement or relationship disclosure is requested.

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>

Smart: Personal Life, publisher description and bibliographic record

https://books.google.com/books/about/Personal_Life.html?id=Q0u7jYMyvIsC

Finch: Displaying Families, original article

<https://journals.sagepub.com/doi/pdf/10.1177/0038038507072284>

AQA A Level teaching guide: sociology of personal life

<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>