

Slide by slide delivery map

AQA A Level Sociology 7192 • Families & Households • L017 • 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 DIVERSITY AND CONTINUITY

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: Life-course concerns changes within lives; cohort concerns groups shaped by different historical experiences.

3 Recall from Lesson 16

Recall • 2–6 minutes

Workbook R1, R2. Expected reasoning: Life-course concerns changes within lives; cohort concerns groups shaped by different historical experiences.

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 Different meanings of normal

Discover • 9–11 minutes

Workbook D1, D2. Expected reasoning: Prevalence describes how common a category is. Acceptance concerns judgements and treatment; attitudes or experiences need separate evidence.

6 Build the concepts

Discover • 11–13 minutes

Workbook D1. Expected reasoning: Prevalence describes how common a category is. Acceptance concerns judgements and treatment; attitudes or experiences need separate evidence.

7 Connect the ideas

Discover • 13–15 minutes

Workbook D2. Expected reasoning: Additional forms or practices may become more visible or common while an established category remains prevalent. The dimensions and degree of change must be specified.

8 The central argument

Discover • 15–18 minutes

Workbook D1. Expected reasoning: Prevalence describes how common a category is. Acceptance concerns judgements and treatment; attitudes or experiences need separate evidence.

Delivery map continued

9 Explain the mechanism

Discover • 18–21 minutes

Workbook D3. Expected reasoning: It describes continuity of a nuclear family pattern alongside dual earning. The division of paid work changes even where a broad compositional form remains familiar.

10 From concept to example

Discover • 21–23 minutes

Workbook D3. Expected reasoning: It describes continuity of a nuclear family pattern alongside dual earning. The division of paid work changes even where a broad compositional form remains familiar.

11 Continuity and plurality

Discover • 23–26 minutes

Workbook D3, D4. Expected reasoning: It describes continuity of a nuclear family pattern alongside dual earning. The division of paid work changes even where a broad compositional form remains familiar.

12 Distinguish these ideas

Discover • 26–29 minutes

Workbook D4. Expected reasoning: It draws attention to plural and reworked relationships that may not fit one expected sequence. The extent and distribution of that plurality still need evidence.

Delivery map continued

13 Extend the explanation

Discover • 29–31 minutes

Workbook D5. Expected reasoning: A fall of 1.3 percentage points in married-couple families as a share of all UK families between 2015 and 2025. This is not a 1.3% relative fall.

14 Check the inference

Apply • 31–34 minutes

Workbook retrieval Q5. Hinge question: Do the ONS family-type percentages directly measure public acceptance? Hinge answer: B. No: attitudes and treatment require different evidence. Ask for the reason before revealing. If insecure, revisit the relevant definitions and give a second example before proceeding.

15 What official evidence can show

Discover • 34–36 minutes

Workbook D5. Expected reasoning: A fall of 1.3 percentage points in married-couple families as a share of all UK families between 2015 and 2025. This is not a 1.3% relative fall.

16 Test the explanation

Challenge • 36–38 minutes

Workbook D6. Expected reasoning: The first uses all families; the second all households. They are different denominators and categories, so their sum has no valid interpretation as one distribution.

Delivery map continued

17 A reasoned judgement

Discover • 38–40 minutes

Workbook C1. Expected reasoning: If normal means coexistence of multiple forms, the evidence supports diversity alongside continuity. If it means universal acceptance or desirability, these counts cannot answer. More evidence and a specified population are needed.

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: A ignores a 1.3-point decline; B ignores continued majority prevalence. The category remains common while its share changes. Neither statement captures both dimensions.

Delivery map continued

21 Apply the concepts

Apply • 52–55 minutes

Workbook A2, A3. Expected reasoning: A ignores a 1.3-point decline; B ignores continued majority prevalence. The category remains common while its share changes. Neither statement captures both dimensions.

22 Develop the judgement

Apply • 55–58 minutes

Workbook C1. Expected reasoning: If normal means coexistence of multiple forms, the evidence supports diversity alongside continuity. If it means universal acceptance or desirability, these counts cannot answer. More evidence and a specified population are needed.

23 An illustration or a test?

Challenge • 58–60 minutes

Workbook A3. Expected reasoning: Living alone does not mean having no cross-household ties. Life histories could reveal changing arrangements; attitude evidence could investigate acceptance, which these counts do not measure.

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: If normal means coexistence of multiple forms, the evidence supports diversity alongside continuity. If it means universal acceptance or desirability, these counts cannot answer. More evidence and a specified population are needed.

26 Improve the claim

Challenge • 68–71 minutes

Workbook C2. Expected reasoning: A plurality argument does not establish equal frequencies or universal approval. Compare theoretical claims with correctly defined counts, life histories and evidence about attitudes.

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. A plurality argument does not establish equal frequencies or universal approval. Compare theoretical claims with correctly defined counts, life histories and evidence about attitudes.

30 Before Lesson 18

Recall • 87–90 minutes

Workbook F1, F2, F3. Expected reasoning: A count totals events; a rate relates events to a defined population.

31 PAPER 2 PRACTICE

Challenge • Optional follow-up

Optional fifteen-minute practice outside the lesson: Outline and explain two reasons family diversity can coexist with continuity. [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.