

Teacher guide and answers

AQA A Level Sociology 7192 • L017 • 90 minutes • v1.0

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

Purpose and curriculum position

Has family diversity become normal?

Bring L007–L016 together through competing interpretations and a short official-data enquiry. Separate prevalence, social acceptance and desirability, then prepare L018 on changing marriage patterns.

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 L016 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	Different meanings of normal: concepts and mechanisms
23–34	11–14	Continuity and plurality: application and hinge check
34–41	15–18	What official evidence can show: 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 descriptive normality and normative normality. 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

Give a qualified answer to the lesson enquiry, specifying the meaning of normal. Consider an alternative explanation and the evidence that could distinguish it.

Answers for Recall and Discover

R1

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

R2

Composition, resources, meanings and historical context describe different aspects.

R3

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

D1

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

D2

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.

D3

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.

D4

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.

D5

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.

D6

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.

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

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.

A3

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.

C1

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.

C2

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

Retrieval answers

Q1 C: Descriptive normality: What is common or statistically typical in a specified context. Q2 A: Modernist account: An approach seeking patterned relationships between family forms and modern social organisation. Q3 B: Dual-earner family: A family in which both partners participate in paid employment. Q4 C: Denominator: The total group against which a proportion is calculated. Q5 B: No: attitudes and treatment require different evidence. 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. A plurality argument does not establish equal frequencies or universal approval. Compare theoretical claims with correctly defined counts, life histories and evidence about attitudes.

F1

A count totals events; a rate relates events to a defined population.

F2

Postponement changes timing; a current snapshot does not reveal the whole life course.

F3

For example, housing costs may delay establishing a household or paying for a wedding. Treat it as a hypothesis needing evidence, not a universal motive.

Content checks and sources

ONS figures are UK 2025 estimates released 17 April 2026: married-couple families 65.3% of all families, versus 66.6% in 2015; one-person households 29.5% of all households. Married-couple families include couples without children and are not a direct count of Parsons's nuclear model. A 1.3 percentage-point fall is not a 1.3% relative fall. Chester: The Rise of the Neo-Conventional Family, New Society, 9 May 1985; this historical interpretation is not itself a current estimate. Stacey's US cases cannot establish UK prevalence.

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>

ONS: Families and households in the UK, 2025

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2025>

Stacey: Brave New Families

<https://www.ucpress.edu/books/brave-new-families/paper>

Parsons and Bales: functional account

<https://www.routledge.com/Family-Socialization-and-Interaction-Process/Bales-Parsons/p/book/9780415436519>

Chester reference: contemporary scholarly bibliography

<https://journals.sagepub.com/doi/10.1111/j.1467-954X.1988.tb02935.x>

AQA A Level teaching guide: diversity and interpretation

<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>