

Teacher guide and answers

AQA A Level Sociology 7192 • L023 • 90 minutes • v1.0

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

Purpose and curriculum position

How do families connect across households?

Complete the Family Diversity sequence by comparing reconstituted and extended relationships. Map care across addresses, qualify household statistics and make a cumulative judgement that leads into L024 on domestic labour.

Distinguish reconstituted and extended ties, map care across households and evaluate residence-based categories.

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 L022 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	Two dimensions can overlap: concepts and mechanisms
23–34	11–14	Map care across addresses: application and hinge check
34–41	15–18	Use statistics without losing relationships: 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 reconstituted family and extended family. 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

Using this case and one earlier lesson, judge how well household categories explain family diversity. Consider an alternative explanation and the evidence that could distinguish it.

Answers for Recall and Discover

R1

Other parents, relatives, friends and services can provide care across addresses.

R2

It describes an arrangement at a point in time rather than every route and transition.

R3

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

D1

Reconstitution concerns repartnering involving children from earlier relationships; extension concerns kin beyond a parent-child unit. The dimensions can overlap.

D2

A child lives with a parent and step-parent while a grandparent in another home provides care. Reconstitution and extended kin describe different features.

D3

People can have different expectations, resources and existing responsibilities. The category alone does not determine who should provide each form of care.

D4

Long travel may limit practical help while emotional contact or financial support continues. Different kinds of support can move through the same relationship.

D5

It is the share of dependent children in England and Wales living in step-families in Census 2021, under the release's definitions.

D6

Investigate who gives and receives which support, across what addresses and over time. Interviews, diaries or network maps can complement residence counts.

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

Beth's step-parent relationship illustrates reconstitution; Asha's grandparent tie illustrates extension. These connections coexist across more than one address.

A3

A main-address form misses Lee and Asha's participation. Beth's changing shifts constrain travel plans, so care requires coordination rather than following automatically from a label.

C1

Categories make population patterns comparable, but can miss meanings, histories and cross-address practices. Link this network to L019 trajectories or L022 support, and identify the additional evidence needed.

C2

They describe different dimensions. A family formed through repartnering can also sustain extended kinship; categories should be defined before treating them as exclusive.

Retrieval answers

Q1 C: Reconstituted family: A family formed through repartnering where at least one partner has a child from an earlier relationship. Q2 A: Co-residence: Living at the same address; it does not establish every meaningful relationship. Q3 B: Reciprocity: Giving and receiving support, which need not occur equally or at the same time. Q4 C: Life-course diversity: Variation in arrangements within people's lives as circumstances change. Q5 B: Yes: repartnering and extension describe different aspects of relationships. 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. They describe different dimensions. A family formed through repartnering can also sustain extended kinship; categories should be defined before treating them as exclusive.

F1

Employment receives payment; domestic labour maintains the home and care without direct payment. Both can involve effort and skill.

F2

Cooking a meal is a visible task; planning meals and remembering ingredients are organising responsibilities. Accept other precise examples.

F3

A time diary can compare minutes, but may miss simultaneous work, intensity or responsibility. Specify the measure and its limits.

Content checks and sources

ONS Census 2021 England and Wales, release 5 March 2024: 8.8% of dependent children lived in step-families. Do not relabel the figure as a percentage of families or a current UK estimate. The release's step-family definition includes lone step-parents and uses relationship information; it is not identical to the lesson's simple reconstituted-couple definition. Its reworked 2011 tables use a comparable methodology, but previously published 2011 step-family tables are not directly comparable. Larger-household relationship information limits classification. Extended family does not always mean co-residence. No category establishes affection, conflict or equality on its own.

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: Children in families, England and Wales Census 2021

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/childreninfamiliesinenglandandwales/census2021>

ONS: Families and households statistics explained

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/articles/familiesandhouseholdsstatisticsexplained/2019-08-07>

Smart: Personal Life

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

Finch: Displaying Families

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

AQA Paper 2 specimen assessment format

<https://filestore.aqa.org.uk/resources/sociology/AQA-71922-SMS.PDF>