

# FAMILIES AND HOUSEHOLDS CHECKLIST

This checklist highlights the key concepts, ideas and suggested research studies that students should consider in their revision of the AQA A level Sociology Paper 2 option topic of Families and Households. The material identified is based upon a range of concepts, ideas and research available in a range of publications for AQA A Level Sociology. This is not an exhaustive or compulsory list for students to follow, rather a range of concepts that they may come across throughout the period of studying this optional topic area.

The Paper 2 exam has 40 marks worth of questions on Families and Households. The questions styles are outlined below.

## PAPER 2 QUESTION 4: OUTLINE AND EXPLAIN TWO... (10 MARKS)

This question looks for students to apply their knowledge of one area of the specification to another. Often these two areas will be from different specification points. For example, the question may ask students to outline and explain two ways that social policies have led to changes in gender roles in the family. Students are required to link the two concepts by showing the skills of application and analysis - being able to create a logical explanation of how A causes a change in B.

To get into the higher mark bands on this question, student need to give two well developed responses that explicitly link the two concept or ideas together.

## PAPER 2 QUESTION 5: APPLYING MATERIAL FROM ITEM C, ANALYSE TWO...(10 MARKS)

As with Q3 on both paper 1 and 3, this question requires students to use two hooks that are in the item that is presented alongside this question. This question is testing all of the skills you need in A level Sociology, but largely the skill of application. You **MUST** reference the item in your response to make sure that you do not get your mark capped in the lower mark bands. In analysing the two ways, students should look to explain how the 'hook' in the item links the different elements of the question. To get into the top band on this question, students should have two well-developed points that contain analysis and/or an evaluation of the point made - this is a judgement on how effective the argument is.

## PAPER 2 QUESTION 6: USING MATERIAL FROM ITEM D AND YOUR KNOWLEDGE EVALUATE... (20 MARKS)

As with all essays, this question is testing the full range of your skills. Once again, material can be drawn from right across the families and households specification and so students should look to demonstrate their synoptic knowledge of the full topic area when answering this question.

Application of knowledge comes through selecting relevant material to answer the question, whilst analysis comes from developing your responses to show a deeper understanding of the sociological concepts. To get into the higher mark bands, you need to be able to explicitly evaluate the points that you have made in the main body of the essay.

You will be presented with an item for this question that gives some hooks that you will be able to develop, but you should look to go beyond the item and add in other material in order to develop the range and depth required to get into the top bands.



### EXAM GOLD

**The ability to draw conclusions on the different arguments made is essential to getting into the top bands. The second paragraph of the item will usually suggest ways in which students may be able to make a judgement on the arguments presented in the main body. This might be through opposing perspectives or through offering a different view on a key debate. You may wish to use this as part of your conclusion.**



## FAMILIES AND HOUSEHOLDS CHECKLIST

TOPIC AREA	KEY CONCEPTS	SUGGESTED SOCIOLOGISTS	
<b>Functionalist views of family</b>	Key concepts and ideas include: <ul style="list-style-type: none"> <li>• Nuclear family</li> <li>• Primary socialisation</li> <li>• Sexual regulation</li> <li>• Economic functions</li> <li>• Reproductive functions</li> <li>• Gender socialisation</li> <li>• Instrumental and expressive roles</li> <li>• Stabilisation of adult personality</li> <li>• Privatised nuclear family</li> <li>• Biological/sexual division of labour</li> <li>• Social and geographical mobility</li> <li>• March of progress</li> <li>• Symmetrical family</li> </ul>	Parsons Murdock Young and Wilmott Fletcher	
<b>New Right views of family</b>	Key concepts and ideas include: <ul style="list-style-type: none"> <li>• Welfare dependency</li> <li>• Underclass</li> <li>• Conservative social policies</li> </ul>	Murray	
<b>Marxist views of family</b>	Key concepts and ideas include: <ul style="list-style-type: none"> <li>• Primitive communism</li> <li>• Exploitation</li> <li>• Alienation</li> <li>• Commodification</li> <li>• Inheritance</li> <li>• Safe haven</li> <li>• Pester power</li> <li>• Ideological state apparatus</li> <li>• Policing the family</li> <li>• Dominant ideology</li> <li>• Reproducing workforce</li> </ul>	Engels Zaretsky Donzelot Hochschild	

TOPIC AREA	KEY CONCEPTS	SUGGESTED SOCIOLOGISTS	
<b>Feminist views of family</b>	Key concepts and ideas include: <ul style="list-style-type: none"> <li>• Liberal feminism</li> <li>• Radical feminism</li> <li>• Marxist feminism</li> <li>• Intersectional feminism</li> <li>• Patriarchy</li> <li>• Division of domestic labour</li> <li>• Dual burden</li> <li>• Triple shift</li> <li>• Reserve army of labour</li> <li>• Power relationships</li> <li>• Emotional labour</li> <li>• Domestic violence</li> <li>• Patriarchal control</li> <li>• Decision-making</li> </ul>	Benston Oakley Greer Somerville Delphy and Leonard Ansley	
<b>Post and late modern view of family</b>	Key concepts and ideas include: <ul style="list-style-type: none"> <li>• Family diversity</li> <li>• Same sex families</li> <li>• Isolated nuclear family</li> <li>• Romantic love</li> <li>• Confluent love</li> <li>• Pure relationship</li> <li>• Reflexivity</li> <li>• Plastic sexuality</li> <li>• Individualisation thesis</li> <li>• Divorce-extended family</li> </ul>	Giddens Beck Beck-Gernsheim Stacey Bauman	



## EXAM GOLD

As the nature of sociology is synoptic, many of the ideas that are listed in the different theoretical views of family life are revisited in the more applied areas of sociology. For example, feminist ideas are often revisited when discussing gender roles and relationships in the family, whilst post and late modern views of family life help to explain the greater diversity of households and families today. When revising, make sure to highlight these links as they will be useful in helping you to add depth to your extended writing.



TOPIC AREA	KEY CONCEPTS	SUGGESTED SOCIOLOGISTS	
<p><b>Impacts of social policy on family life</b></p>	<p>Key social policies include:</p> <ul style="list-style-type: none"> <li>• Creation of NHS</li> <li>• Beveridge Report/Welfare state</li> <li>• Divorce Reform Act</li> <li>• Family Planning Act</li> <li>• Legalisation of Abortion</li> <li>• Equal Pay Act</li> <li>• Sex Discrimination Act</li> <li>• Marital rape clause removed</li> <li>• Section 28</li> <li>• Civil Partnership Act</li> <li>• Gay Marriage Act</li> <li>• Two-child Benefit Cap</li> <li>• Equality Act</li> <li>• Creation of Child Support Agency</li> <li>• Sure Start</li> <li>• 30 hours free childcare</li> <li>• Tax Credits/Working Tax Credits</li> <li>• Universal Credit</li> <li>• Maternity/Paternity and Parental Leave</li> <li>• New Deal</li> <li>• Adoption and Children Act</li> <li>• Mean-tested Child Benefit</li> <li>• Married Person's Tax Allowance</li> <li>• Troubled Families Programme</li> <li>• Cuts to Legal Aid</li> <li>• Triple Lock Pensions</li> <li>• Winter Fuel Payments</li> <li>• Immigration Policies</li> </ul>	<p>Donzelot Murray Hirsch Barter et al Barret and McIntosh Fitzpatrick Abbot and Wallace McKenzie Morgan Giddens Allan</p>	



## EXAM GOLD

Social policies are often used to make links between the theoretical views of the family and the differences in family life and as such are often used in questions linking different specification points across family and households. It is worth knowing the different impacts that social policies have, for example how they change gender roles, how they reinforce traditional family values or how they embrace the greater diversity in family structures, to name but a few.



TOPIC AREA	KEY CONCEPTS	SUGGESTED SOCIOLOGISTS	
<p>Changing patterns of marriage, cohabitation, divorce, childbearing and the life course - including sociology of personal lives</p>	<p>Key ideas/concepts and debates regarding greater family diversity including:</p> <ul style="list-style-type: none"> <li>• Secularisation</li> <li>• Changing attitudes to relationships</li> <li>• Life expectancy</li> <li>• Conventional family</li> <li>• Nuclear family</li> <li>• Lone parent families</li> <li>• Lone person households</li> <li>• Reconstituted/blended families</li> <li>• Cohabitation</li> <li>• Dual worker families</li> <li>• Same sex families</li> <li>• Beanpole families</li> <li>• Divorce reforms</li> <li>• Organisational diversity</li> <li>• Cultural diversity</li> <li>• Cohort diversity</li> <li>• Life cycle/ Life course diversity</li> <li>• Social class diversity</li> <li>• Living apart together (LATs)</li> <li>• Chosen families</li> <li>• Matrifocal families</li> <li>• Common-law families</li> <li>• Visiting relationships</li> <li>• Neo-conventional family</li> <li>• Connectedness thesis</li> <li>• Individualisation thesis</li> <li>• Loss of functionality</li> </ul>	<p>Chambers Beck Beck-Gernsheim Giddens Oakley Rapoport and Rapoport Smart Morgan Weekes May Reynolds Berthould Bhatti Modood Qureshi et al Barrow Chester Parsons Fletcher Haskey Murray</p>	



## EXAM GOLD

The ability to select relevant sociological concepts and research to support your ideas is a key skill at A Level. Whilst you may have covered dozens of reasons for a trend occurring, you do not have to write about all of the reasons in an essay. When revising, filter your notes into the concepts that can be applied to several different trends and apply those concepts in the exam by showing how they explain a specific trend.



TOPIC AREA	KEY CONCEPTS	SUGGESTED SOCIOLOGISTS	
<p><b>Gender roles and relationships</b></p>	<p>Key ideas/concepts and debates regarding gender roles and relationships including:</p> <ul style="list-style-type: none"> <li>• Joint and segregated conjugal roles</li> <li>• Instrumental and expressive roles</li> <li>• Symmetrical family</li> <li>• Domestic division of labour</li> <li>• Dual earner families</li> <li>• Gender pay gap</li> <li>• Childcare</li> <li>• Emotional work</li> <li>• Dual burden</li> <li>• Triple shift</li> <li>• Power relationships</li> <li>• Decision-making</li> <li>• Pooling of resources</li> <li>• Domestic violence</li> <li>• Domestic abuse</li> <li>• Gender scripts</li> <li>• Lagged adaptation</li> <li>• Changing masculinities</li> <li>• New man</li> </ul>	<p>Oakley Bott Wilmott and Young Parsons Walklate Dobash and Dobash Gershunny Duncombe and Marsden Pahl Vogler et al Man Yee Kan Dunne</p>	
<p><b>Childhood</b></p>	<p>Key ideas/concepts and debates regarding childhood including:</p> <ul style="list-style-type: none"> <li>• Social construction of childhood</li> <li>• Childhood and innocence</li> <li>• Cultural variations of childhood</li> <li>• Age patriarchy</li> <li>• March of progress</li> <li>• Modern childhood and child-centredness</li> <li>• Impacts of social policy on childhood</li> <li>• Social class differences in childhood experience</li> <li>• Gender differences in childhood experience</li> <li>• Ethnic differences in childhood</li> <li>• Toxic childhood</li> <li>• Disappearance of childhood</li> </ul>	<p>Palmer Postman Aries Wagg Pilcher Gittins Mayall McRobbie CPAG Jenks Brannen Bhatti Womack</p>	

TOPIC AREA	KEY CONCEPTS	SUGGESTED SOCIOLOGISTS	
Demographic trends	<p>Key ideas/concepts and debates regarding demographic trends including:</p> <ul style="list-style-type: none"> <li>• Birth rate</li> <li>• Death rate</li> <li>• Fertility rates</li> <li>• Infant mortality rate</li> <li>• Life expectancy</li> <li>• Migration</li> <li>• Immigration</li> <li>• Emigration</li> <li>• Net migration</li> <li>• Demographic transition</li> <li>• Economic factors for declining fertility</li> <li>• Cultural factors for declining fertility</li> <li>• Contraception</li> <li>• Medical improvements</li> <li>• Changes to lifestyles</li> <li>• Ageing population</li> <li>• Impacts on public services</li> <li>• Impacts of ageing population on family structure</li> <li>• Social policy impacts of ageing population</li> <li>• Impacts of globalisation on migration</li> <li>• Impacts of migration on family structures</li> </ul>	<p>UK Census Office for National Statistics McKeown Hirsch Spijker and McInnes McRobbie</p>	

## FAMILIES AND HOUSEHOLDS TOPIC VIDEOS BY TUTOR2U:

The team at tutor2u Sociology have created an extensive playlist of short videos that can be used when revising the topic areas on this checklist and these can be accessed at both [tutor2u.net](http://tutor2u.net) and on the tutor2u You Tube channel. Simply scan the QR code to be taken to the playlists to supplement your revision activities.



# FAMILIES AND HOUSEHOLDS CHECKLIST

This checklist highlights the key concepts, ideas and suggested research studies that students should consider in their revision of the AQA A level Sociology Paper 2 option topic of Families and Households. The material identified is based upon a range of concepts, ideas and research available in a range of publications for AQA A Level Sociology. This is not an exhaustive or compulsory list for students to follow, rather a range of concepts that they may come across throughout the period of studying this optional topic area.

The Paper 2 exam has 40 marks worth of questions on Families and Households. The questions styles are outlined below.

## PAPER 2 QUESTION 4: OUTLINE AND EXPLAIN TWO... (10 MARKS)

This question looks for students to apply their knowledge of one area of the specification to another. Often these two areas will be from different specification points. For example, the question may ask students to outline and explain two ways that social policies have led to changes in gender roles in the family. Students are required to link the two concepts by showing the skills of application and analysis - being able to create a logical explanation of how A causes a change in B.

To get into the higher mark bands on this question, student need to give two well developed responses that explicitly link the two concept or ideas together.

## PAPER 2 QUESTION 5: APPLYING MATERIAL FROM ITEM C, ANALYSE TWO...(10 MARKS)

As with Q3 on both paper 1 and 3, this question requires students to use two hooks that are in the item that is presented alongside this question. This question is testing all of the skills you need in A level Sociology, but largely the skill of application. You **MUST** reference the item in your response to make sure that you do not get your mark capped in the lower mark bands. In analysing the two ways, students should look to explain how the 'hook' in the item links the different elements of the question. To get into the top band on this question, students should have two well-developed points that contain analysis and/or an evaluation of the point made - this is a judgement on how effective the argument is.

## PAPER 2 QUESTION 6: USING MATERIAL FROM ITEM D AND YOUR KNOWLEDGE EVALUATE... (20 MARKS)

As with all essays, this question is testing the full range of your skills. Once again, material can be drawn from right across the families and households specification and so students should look to demonstrate their synoptic knowledge of full topic area when answering this question.

Application of knowledge comes through selecting relevant material to answer the question, whilst analysis comes from developing your responses to show a deeper understanding of the sociological concepts. To get into the higher mark bands, you need to be able to explicitly evaluate the points that you have made in the main body of the essay.

You will be presented with an item for this question that gives some hooks that you will be able to develop, but you should look to go beyond the item and add in other material in order to develop the range and depth required to get into the top bands.



### EXAM GOLD

**The ability to draw conclusions on the different arguments made is essential to getting into the top bands. The second paragraph of the item will usually suggest ways in which students may be able to make a judgement on the arguments presented in the main body. This might be through opposing perspectives or through offering a different view on a key debate. You may wish to use this as part of your conclusion.**



## FAMILIES AND HOUSEHOLDS CHECKLIST

TOPIC AREA	KEY CONCEPTS	SUGGESTED SOCIOLOGISTS	
<b>Functionalist views of family</b>	<p>Key concepts and ideas include:</p> <ul style="list-style-type: none"> <li>• Nuclear family</li> <li>• Primary socialisation</li> <li>• Sexual regulation</li> <li>• Economic functions</li> <li>• Reproductive functions</li> <li>• Gender socialisation</li> <li>• Instrumental and expressive roles</li> <li>• Stabilisation of adult personality</li> <li>• Privatised nuclear family</li> <li>• Biological/sexual division of labour</li> <li>• Social and geographical mobility</li> <li>• March of progress</li> <li>• Symmetrical family</li> </ul>		
<b>New Right views of family</b>	<p>Key concepts and ideas include:</p> <ul style="list-style-type: none"> <li>• Welfare dependency</li> <li>• Underclass</li> <li>• Conservative social policies</li> </ul>		
<b>Marxist views of family</b>	<p>Key concepts and ideas include:</p> <ul style="list-style-type: none"> <li>• Primitive communism</li> <li>• Exploitation</li> <li>• Alienation</li> <li>• Commodification</li> <li>• Inheritance</li> <li>• Safe haven</li> <li>• Pester power</li> <li>• Ideological state apparatus</li> <li>• Policing the family</li> <li>• Dominant ideology</li> <li>• Reproducing workforce</li> </ul>		

TOPIC AREA	KEY CONCEPTS	SUGGESTED SOCIOLOGISTS	
<p><b>Feminist views of family</b></p>	<p>Key concepts and ideas include:</p> <ul style="list-style-type: none"> <li>• Liberal feminism</li> <li>• Radical feminism</li> <li>• Marxist feminism</li> <li>• Intersectional feminism</li> <li>• Patriarchy</li> <li>• Division of domestic labour</li> <li>• Dual burden</li> <li>• Triple shift</li> <li>• Reserve army of labour</li> <li>• Power relationships</li> <li>• Emotional labour</li> <li>• Domestic violence</li> <li>• Patriarchal control</li> <li>• Decision-making</li> </ul>		
<p><b>Post and late modern view of family</b></p>	<p>Key concepts and ideas include:</p> <ul style="list-style-type: none"> <li>• Family diversity</li> <li>• Same sex families</li> <li>• Isolated nuclear family</li> <li>• Romantic love</li> <li>• Confluent love</li> <li>• Pure relationship</li> <li>• Reflexivity</li> <li>• Plastic sexuality</li> <li>• Individualisation thesis</li> <li>• Divorce-extended family</li> </ul>		



## EXAM GOLD

As the nature of sociology is synoptic, many of the ideas that are listed in the different theoretical views of family life are revisited in the more applied areas of sociology. For example, feminist ideas are often revisited when discussing gender roles and relationships in the family, whilst post and late modern views of family life help to explain the greater diversity of households and families today. When revising, make sure to highlight these links as they will be useful in helping you to add depth to your extended writing.



TOPIC AREA	KEY CONCEPTS	SUGGESTED SOCIOLOGISTS	
<p><b>Impacts of social policy on family life</b></p>	<p>Key social policies include:</p> <ul style="list-style-type: none"> <li>• Creation of NHS</li> <li>• Beveridge Report/Welfare state</li> <li>• Divorce Reform Act</li> <li>• Family Planning Act</li> <li>• Legalisation of Abortion</li> <li>• Equal Pay Act</li> <li>• Sex Discrimination Act</li> <li>• Marital rape clause removed</li> <li>• Section 28</li> <li>• Civil Partnership Act</li> <li>• Gay Marriage Act</li> <li>• Two-child Benefit Cap</li> <li>• Equality Act</li> <li>• Creation of Child Support Agency</li> <li>• Sure Start</li> <li>• 30 hours free childcare</li> <li>• Tax Credits/Working Tax Credits</li> <li>• Universal Credit</li> <li>• Maternity/Paternity and Parental Leave</li> <li>• New Deal</li> <li>• Adoption and Children Act</li> <li>• Mean-tested Child Benefit</li> <li>• Married Person's Tax Allowance</li> <li>• Troubled Families Programme</li> <li>• Cuts to Legal Aid</li> <li>• Triple Lock Pensions</li> <li>• Winter Fuel Payments</li> <li>• Immigration Policies</li> </ul>		



## EXAM GOLD

Social policies are often used to make links between the theoretical views of the family and the differences in family life and as such are often used in questions linking different specification points across family and households. It is worth knowing the different impacts that social policies have, for example how they change gender roles, how they reinforce traditional family values or how they embrace the greater diversity in family structures, to name but a few.



TOPIC AREA	KEY CONCEPTS	SUGGESTED SOCIOLOGISTS	
<p>Changing patterns of marriage, cohabitation, divorce, childbearing and the life course - including sociology of personal lives</p>	<p>Key ideas/concepts and debates regarding greater family diversity including:</p> <ul style="list-style-type: none"> <li>• Secularisation</li> <li>• Changing attitudes to relationships</li> <li>• Life expectancy</li> <li>• Conventional family</li> <li>• Nuclear family</li> <li>• Lone parent families</li> <li>• Lone person households</li> <li>• Reconstituted/blended families</li> <li>• Cohabitation</li> <li>• Dual worker families</li> <li>• Same sex families</li> <li>• Beanpole families</li> <li>• Divorce reforms</li> <li>• Organisational diversity</li> <li>• Cultural diversity</li> <li>• Cohort diversity</li> <li>• Life cycle/ Life course diversity</li> <li>• Social class diversity</li> <li>• Living apart together (LATs)</li> <li>• Chosen families</li> <li>• Matrifocal families</li> <li>• Common-law families</li> <li>• Visiting relationships</li> <li>• Neo-conventional family</li> <li>• Connectedness thesis</li> <li>• Individualisation thesis</li> <li>• Loss of functionality</li> </ul>		



## EXAM GOLD

The ability to select relevant sociological concepts and research to support your ideas is a key skill at A Level. Whilst you may have covered dozens of reasons for a trend occurring, you do not have to write about all of the reasons in an essay. When revising, filter your notes into the concepts that can be applied to several different trends and apply those concepts in the exam by showing how they explain a specific trend.



TOPIC AREA	KEY CONCEPTS	SUGGESTED SOCIOLOGISTS	
<p><b>Gender roles and relationships</b></p>	<p>Key ideas/concepts and debates regarding gender roles and relationships including:</p> <ul style="list-style-type: none"> <li>• Joint and segregated conjugal roles</li> <li>• Instrumental and expressive roles</li> <li>• Symmetrical family</li> <li>• Domestic division of labour</li> <li>• Dual earner families</li> <li>• Gender pay gap</li> <li>• Childcare</li> <li>• Emotional work</li> <li>• Dual burden</li> <li>• Triple shift</li> <li>• Power relationships</li> <li>• Decision-making</li> <li>• Pooling of resources</li> <li>• Domestic violence</li> <li>• Domestic abuse</li> <li>• Gender scripts</li> <li>• Lagged adaptation</li> <li>• Changing masculinities</li> <li>• New man</li> </ul>		
<p><b>Childhood</b></p>	<p>Key ideas/concepts and debates regarding childhood including:</p> <ul style="list-style-type: none"> <li>• Social construction of childhood</li> <li>• Childhood and innocence</li> <li>• Cultural variations of childhood</li> <li>• Age patriarchy</li> <li>• March of progress</li> <li>• Modern childhood and child-centredness</li> <li>• Impacts of social policy on childhood</li> <li>• Social class differences in childhood experience</li> <li>• Gender differences in childhood experience</li> <li>• Ethnic differences in childhood</li> <li>• Toxic childhood</li> <li>• Disappearance of childhood</li> </ul>		

TOPIC AREA	KEY CONCEPTS	SUGGESTED SOCIOLOGISTS	
<p><b>Demographic trends</b></p>	<p>Key ideas/concepts and debates regarding demographic trends including:</p> <ul style="list-style-type: none"> <li>• Birth rate</li> <li>• Death rate</li> <li>• Fertility rates</li> <li>• Infant mortality rate</li> <li>• Life expectancy</li> <li>• Migration</li> <li>• Immigration</li> <li>• Emigration</li> <li>• Net migration</li> <li>• Demographic transition</li> <li>• Economic factors for declining fertility</li> <li>• Cultural factors for declining fertility</li> <li>• Contraception</li> <li>• Medical improvements</li> <li>• Changes to lifestyles</li> <li>• Ageing population</li> <li>• Impacts on public services</li> <li>• Impacts of ageing population on family structure</li> <li>• Social policy impacts of ageing population</li> <li>• Impacts of globalisation on migration</li> <li>• Impacts of migration on family structures</li> </ul>		

**FAMILIES AND HOUSEHOLDS TOPIC VIDEOS BY TUTOR2U:**

The team at tutor2u Sociology have created an extensive playlist of short videos that can be used when revising the topic areas on this checklist and these can be accessed at both [tutor2u.net](http://tutor2u.net) and on the tutor2u You Tube channel. Simply scan the QR code to be taken to the playlists to supplement your revision activities.

