

Teacher guide and answers

AQA A Level Sociology 7192 • L014 • 90 minutes • v1.0

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

Purpose and curriculum position

Are relationships becoming more individualised?

Introduce late-modern and postmodern interpretations after structural theories. Explain Giddens and Beck/Beck-Gernsheim, use Stacey as a contrast, and evaluate the conditions under which choices can be exercised.

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 L013 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	Giddens: negotiated intimacy: concepts and mechanisms
23–34	11–14	Individualisation and risk: application and hinge check
34–41	15–18	How much choice, and for whom?: 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 individualisation and detraditionalisation. 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 evidence would test a claim that relationships are becoming more negotiated? Consider an alternative explanation and the evidence that could distinguish it.

Answers for Recall and Discover

R1

They place different emphasis on discrimination, capitalism, patriarchy and intersecting structures.

R2

Capacity to interpret and act within social constraints.

R3

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

D1

It is sustained through the rewards of the relationship itself. Pure does not mean perfect, morally better, necessarily unmarried or free from inequality.

D2

It depends on a continuing relationship that satisfies those involved, rather than an assumption that the bond must last regardless of its quality.

D3

People increasingly have to plan and account for their own life paths. This concerns social organisation and responsibility, not a claim that everyone lacks concern for others.

D4

Partners may need to negotiate work, place and expectations without a single accepted script. More possible routes can create uncertainty about agreement and continuity.

D5

Late modernity stresses intensified change within modern social processes; postmodern approaches stress plurality or fragmentation and question a single standard pathway. These broad positions contain internal variation.

D6

If alternative housing is unaffordable, a person may have less practical ability to change a living arrangement. Formal permission to choose does not supply the resources needed.

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

Discussion of the relationship's value fits negotiated intimacy; coordinating the job move with personal plans illustrates managing biographies. Neither establishes a completely pure relationship.

A3

Caring commitments tie Erin to place; housing costs limit living separately. Show how these conditions narrow the options the couple can realistically negotiate.

C1

Compare accounts or practices over time using consistent measures, consider different groups, and distinguish changes in reported ideals from actual decisions. One invented couple cannot establish a trend.

C2

Traditional expectations may weaken or be contested without disappearing. Resources, care and continuing norms can restrict choices; explain variation between settings and groups.

Retrieval answers

Q1 C: Individualisation: A process in which people must increasingly construct and manage their own biographies. Q2 A: Pure relationship: Giddens's model of a bond sustained for the satisfaction the relationship itself provides. Q3 B: Contingency: Dependence on conditions rather than guaranteed permanence. Q4 C: Postmodernism: Approaches emphasising fragmentation, plurality and limits of one overarching account. Q5 B: No: it describes the basis on which the bond is sustained. 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. Traditional expectations may weaken or be contested without disappearing. Resources, care and continuing norms can restrict choices; explain variation between settings and groups.

F1

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.

F2

A perspective examining meaningful relationships, attachments and lived connections. Accept a fitting example.

F3

Identify a relevant source, its population or context and the claim it could test. 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.

Content checks and sources

The pure relationship is a theoretical model, not a moral judgement or a description of all partnerships. Individualisation does not imply isolation. Giddens and Beck/Beck-Gernsheim are taught as late-modern theorists, distinguished from postmodern emphases. Stacey's US research is not treated as a representative UK survey.

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>

Giddens: The Transformation of Intimacy

<https://www.sup.org/books/title/?id=2665>

Beck and Beck-Gernsheim: The Normal Chaos of Love

<https://www.wiley-vch.de/en/areas-interest/humanities-social-sciences/sociology-12so/social-theory-12so1/the-normal-chaos-of-love-978-0-7456-1382-6>

Stacey: Brave New Families

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

AQA Paper 2 specimen assessment format

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