TEACHER DELIVERY MAP

# Slide by slide delivery map

AQA A Level Sociology 7192 • Families & Households • L018 • 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 MARRIAGE AND SOCIAL CHANGE

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: Prevalence measures how common a category is; acceptance concerns judgements and treatment.

## 3 Recall from Lesson 17

Recall • 2–6 minutes

Workbook R1, R2. Expected reasoning: Prevalence measures how common a category is; acceptance concerns judgements and treatment.

## 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 Patterns need a denominator

Discover • 9–11 minutes

Workbook D1, D2. Expected reasoning: It combines marriages and civil partnership formations in England and Wales during 2023.

### 6 Build the concepts

Discover • 11–13 minutes

Workbook D1. Expected reasoning: It combines marriages and civil partnership formations in England and Wales during 2023.

### 7 Connect the ideas

Discover • 13–15 minutes

Workbook D2. Expected reasoning: It relates events to a specified population, allowing comparison that takes population size into account. Composition can still differ.

### 8 The central argument

Discover • 15–18 minutes

Workbook D1. Expected reasoning: It combines marriages and civil partnership formations in England and Wales during 2023.

## Delivery map continued

### 9 Explain the mechanism

Discover • 18–21 minutes

Workbook D3. Expected reasoning: Saving for accommodation or a ceremony may compete with available income. This could delay timing without removing commitment or a wish to marry.

### 10 From concept to example

Discover • 21–23 minutes

Workbook D3. Expected reasoning: Saving for accommodation or a ceremony may compete with available income. This could delay timing without removing commitment or a wish to marry.

### 11 Choice within social conditions

Discover • 23–26 minutes

Workbook D3, D4. Expected reasoning: Saving for accommodation or a ceremony may compete with available income. This could delay timing without removing commitment or a wish to marry.

### 12 Distinguish these ideas

Discover • 26–29 minutes

Workbook D4. Expected reasoning: If religious rules have less influence, living together without marrying may carry less normative pressure. Attitude and behaviour evidence are needed to test that mechanism.

## Delivery map continued

### 13 Extend the explanation

Discover • 29–31 minutes

Workbook D5. Expected reasoning: The person may marry later. A current status does not establish a complete life course.

### 14 Check the inference

Apply • 31–34 minutes

Workbook retrieval Q5. Hinge question: A couple postpones a wedding to save for housing. What follows? Hinge answer: B. Their stated reason concerns timing and resources; lifetime intentions remain open. Ask for the reason before revealing. If insecure, revisit the relevant definitions and give a second example before proceeding.

### 15 Test explanations fairly

Discover • 34–36 minutes

Workbook D5. Expected reasoning: The person may marry later. A current status does not establish a complete life course.

### 16 Test the explanation

Challenge • 36–38 minutes

Workbook D6. Expected reasoning: Compare interviews about decisions with longitudinal evidence on income, housing and later transitions. Seek contrasting cases and allow both mechanisms to operate.

## Delivery map continued

### 17 A reasoned judgement

Discover • 38–40 minutes

Workbook C1. Expected reasoning: Resources, meanings and disruption explain different stated processes. Their relative importance in the wider population requires representative and longitudinal evidence.

### 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: Rowan and Jules illustrate postponement linked to resources; Priya and Ellis describe a current alternative. Neither account establishes a rejection of commitment.

## Delivery map continued

### 21 Apply the concepts

Apply • 52–55 minutes

Workbook A2, A3. Expected reasoning: Rowan and Jules illustrate postponement linked to resources; Priya and Ellis describe a current alternative. Neither account establishes a rejection of commitment.

### 22 Develop the judgement

Apply • 55–58 minutes

Workbook C1. Expected reasoning: Resources, meanings and disruption explain different stated processes. Their relative importance in the wider population requires representative and longitudinal evidence.

### 23 An illustration or a test?

Challenge • 58–60 minutes

Workbook A3. Expected reasoning: A delayed ceremony can move an event between years without a corresponding change in the value placed on marriage. Annual counts need their historical context.

### 24 Retrieval check

Prove • 60–64 minutes

Complete the six-item quiz independently; then mark and read feedback. Keys: 1 A, 2 B, 3 C, 4 A, 5 B, 6 B. 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: Resources, meanings and disruption explain different stated processes. Their relative importance in the wider population requires representative and longitudinal evidence.

### 26 Improve the claim

Challenge • 68–71 minutes

Workbook C2. Expected reasoning: A fall in events may reflect timing, alternatives or population change. Commitment is a separate concept requiring evidence about relationships and meanings.

### 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 fall in events may reflect timing, alternatives or population change. Commitment is a separate concept requiring evidence about relationships and meanings.

### 30 Before Lesson 19

Recall • 87–90 minutes

Workbook F1, F2, F3. Expected reasoning: It may be a stage before marriage or a preferred continuing alternative. Other accurate meanings include a practical response to current circumstances.

### 31 PAPER 2 PRACTICE

Challenge • Optional follow-up

Optional fifteen-minute practice outside the lesson: Outline and explain two reasons why people may marry later in life. [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.