

Teacher guide and answers

AQA A Level Sociology 7192 • L019 • 90 minutes • v1.0

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

Purpose and curriculum position

Why do couples cohabit?

Build on L018 by distinguishing cohabitation as a current arrangement from its varied meanings and possible trajectories. Connect partnership and childbearing without assuming one fixed sequence; prepare separation and divorce in L020.

Explain different cohabitation pathways, interpret an estimate with uncertainty and evaluate choice within constraints.

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 L018 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	One form, different meanings: concepts and mechanisms
23–34	11–14	Read estimates with care: application and hinge check
34–41	15–18	Choice and constraint together: 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 cohabitation and trajectory. 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

How far does individualisation explain the cases? Consider an alternative explanation and the evidence that could distinguish it.

Answers for Recall and Discover

R1

The timing of a ceremony and the value placed on a relationship are different questions.

R2

Housing, work and income can change what options are feasible.

R3

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

D1

It may be a stage before marriage or a preferred continuing alternative. Other accurate meanings include a practical response to current circumstances.

D2

People may have children before marriage, after marriage or without marrying. Partnership form and parenting are related but distinct aspects of a life course.

D3

An increase of 0.6 percentage points in cohabiting-couple families as a share of all UK families, 2015 to 2025.

D4

ONS does not identify this change as statistically significant. Sampling variation means the estimates alone do not establish a reliable change over that interval.

D5

Different income, housing access or care responsibilities can make the preferred arrangement feasible for one couple and constrained for another.

D6

Follow the same couples over time and ask about meanings as well as recording transitions. Attrition, changing intentions and unequal starting conditions remain limitations.

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

Alex and Remy describe preparation for marriage; Sana and Kit describe a continuing alternative. Their current category is shared but their stated trajectories differ.

A3

They act by sharing accommodation, but the affordability problem limits their options. Disagreement also shows that a household decision need not reflect identical preferences.

C1

Negotiated intentions help explain different meanings, but resources and disagreement constrain choices. Follow-up evidence is needed to test the actual trajectories.

C2

Legal status alone does not establish care or commitment. Sana and Kit illustrate parenting within cohabitation; wider claims require evidence of practices and responsibilities.

Retrieval answers

Q1 B: Cohabitation: Living together as a couple without being married or civil partnered to each other. Q2 C: Stage: A phase within a sequence; later phases are not guaranteed. Q3 A: Stigma: Social discredit attached to a characteristic or practice. Q4 B: Cross-section: Information describing a population at one point in time. Q5 B: No: uncertainty and statistical significance also matter. Explain why the alternative claim is not justified by the supplied evidence. Q6 C: 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. Legal status alone does not establish care or commitment. Sana and Kit illustrate parenting within cohabitation; wider claims require evidence of practices and responsibilities.

F1

A relationship can end without marriage having existed, or before a legal divorce occurs. The social transition and legal event are distinct.

F2

Partners ending their relationship or shared life; this need not involve a legal divorce. Accept a fitting example.

F3

Identify a relevant source, its population or context and the claim it could test. A relationship can end without marriage having existed, or before a legal divorce occurs. The social transition and legal event are distinct.

Content checks and sources

ONS UK 2025 estimates, released 17 April 2026: cohabiting-couple families 17.6% of all families, versus 17.0% in 2015; 0.6 percentage-point difference, not statistically significant. Do not claim established growth over this interval or substitute households, people or children for the denominator. The statistical family category includes couples with and without children. Marriage and civil partnership are distinct legal statuses; cohabitation does not automatically confer identical rights. This lesson does not give personal legal advice or infer relationship quality from legal status. Named theory is an interpretation to test.

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>

ONS: Families and households statistics explained

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

Giddens: The Transformation of Intimacy

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

AQA Paper 2 specimen assessment format

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