

Teacher guide and answers

AQA A Level Sociology 7192 • L020 • 90 minutes • v1.0

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

Purpose and curriculum position

Why does divorce happen, and what changes afterwards?

Bring divorce explanations and consequences together, as allocated in the revised scheme. Distinguish relationship separation from legal divorce, explain interacting causes and avoid inferring children's experiences from family form alone.

Distinguish separation from divorce, explain social causes and evaluate varied consequences through specific mechanisms.

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 L019 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	Measure the event correctly: concepts and mechanisms
23–34	11–14	Several causes may interact: application and hinge check
34–41	15–18	Consequences need a mechanism: 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 separation and divorce. 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 research would strengthen an explanation of consequences? Consider an alternative explanation and the evidence that could distinguish it.

Answers for Recall and Discover

R1

Meanings, resources and later transitions differ even within the same current category.

R2

Differences may reflect who enters a group and their prior circumstances rather than the effect of group membership alone.

R3

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

D1

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

D2

It excludes cohabiting separations and counts legal events in a period, which may follow an earlier separation.

D3

Income may make separate accommodation and living expenses feasible. It changes options without proving that employment causes dissatisfaction or divorce.

D4

It changes the procedure for ending marriage in England and Wales. It does not by itself establish individuals' motives or the causes of relationship conflict.

D5

Conflict may affect wellbeing before divorce and influence the decision to separate. Attributing every later difference to divorce alone would overlook that earlier process.

D6

Accept explained conditions such as income, housing, continuing conflict, reliable care, support networks or access to services. Connect each to a possible mechanism rather than a universal outcome.

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

Reduced conflict may improve daily experience, while maintaining two homes tightens budgets. The case allows different effects to coexist.

A3

The Hill case includes insecure housing and disputed travel, whereas Vale care is predictable. These conditions mediate experiences within a shared broad category.

C1

A longitudinal comparison should examine prior conflict, resources and changes after separation. Include people's accounts and comparable cases; selection and unmeasured differences may remain.

C2

Examine prior conditions and specific changes in resources, conflict and care. A legal event can be part of a process without being its sole cause.

Retrieval answers

Q1 C: Separation: Partners ending their relationship or shared life; this need not involve a legal divorce. Q2 A: Divorce rate: Divorce events relative to a specified married population and period. Q3 B: Economic independence: Access to resources that can reduce reliance on another person's income. Q4 C: Material consequence: An effect on income, housing, work or other tangible resources. Q5 B: No: prior conflict and changing circumstances must be examined. 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. Examine prior conditions and specific changes in resources, conflict and care. A legal event can be part of a process without being its sole cause.

F1

Legal recognition concerns status in law; social recognition concerns acknowledgement and treatment in everyday settings. They can change at different rates.

F2

Acknowledgement of a relationship or status through law. Accept a fitting example.

F3

Identify a relevant source, its population or context and the claim it could test. Legal recognition concerns status in law; social recognition concerns acknowledgement and treatment in everyday settings. They can change at different rates.

Content checks and sources

ONS release 23 September 2026 covers England and Wales 2024 and 2025. 2025: 105,002 divorces plus 959 civil partnership dissolutions = 105,961 legal partnership dissolutions, including nullity orders. Opposite-sex divorce rate 8.4 per 1,000 opposite-sex married people; 1993 peak 14.2. The 2025 rate denominator is age 18+, versus age 16+ for earlier published rates; report that comparability caveat. Do not call 8.4 a percentage or a lifetime probability. No-fault reform began 6 April 2022 in England and Wales. The 20-week minimum is to the conditional-order stage, not completion of the entire process. Legal timings can affect annual counts. No claim is made about which family form is superior.

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: Divorces and dissolutions, England and Wales 2024 and 2025

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/divorce/bulletins/divorcesinenglandandwales/2024and2025>

Ministry of Justice: No-fault divorce takes effect, 6 April 2022

<https://www.gov.uk/government/news/blame-game-ends-as-no-fault-divorce-comes-into-force>

Government: conditional-order waiting period

<https://www.gov.uk/divorce/apply-for-conditional-order-decree-nisi>

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>