

Teacher guide and answers

AQA A Level Sociology 7192 • L021 • 90 minutes • v1.0

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

Purpose and curriculum position

How have same-sex relationships changed family life?

Connect relationship diversity with state recognition and personal-life approaches. Distinguish legal status, public attitudes and everyday practices; analyse diversity within same-sex relationships without assuming uniform identities, roles or experiences.

Distinguish legal and social recognition, apply personal-life concepts and test claims about equality.

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 L020 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	Law and recognition are distinct: concepts and mechanisms
23–34	11–14	Practices within diverse relationships: application and hinge check
34–41	15–18	Change without a single template: 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 legal recognition and social recognition. 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 has legal recognition changed family life in these cases? Consider an alternative explanation and the evidence that could distinguish it.

Answers for Recall and Discover

R1

A law alters available procedures or statuses but does not establish every person's reason for acting.

R2

Resources, practices, conflict and support can vary within the same category.

R3

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

D1

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

D2

It marks the first same-sex marriages in England and Wales under the changed law, not the first existence of relationships or family practices.

D3

Care, shared history, obligation and displaying relationships can be examined wherever they occur, rather than treating one legal form as the only meaningful connection.

D4

People have varied networks; chosen ties may complement, overlap with or differ from ties of descent. Their importance needs evidence rather than assumption.

D5

The relationship category does not reveal time, income, decision-making or workload. Equality requires evidence about practices and power.

D6

Use a supplied fictional service encounter and ask what evidence would show whether a form recognises different partners equally. Analyse the procedure rather than learners' own identities.

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

Years of mutual care give meaning to Sam and Lou's chosen tie. Naming a partner or carer on a form displays a relationship to an institutional audience.

A3

Different paid-work hours help explain uneven tasks, but time totals alone do not establish fairness or power. Ask about responsibility, preferences and decision-making.

C1

It provides a recognised option for Erin and Jo, while other meaningful ties remain outside marriage. Everyday forms and care negotiations show why law alone cannot describe all experience.

C2

Relationship category does not establish the allocation of work or power. Investigate time, responsibility, resources and negotiation, allowing variation within couples.

Retrieval answers

Q1 A: Legal recognition: Acknowledgement of a relationship or status through law. Q2 B: Heteronormativity: An assumption that heterosexual relationships form the standard or default. Q3 C: Family practice: An activity through which people sustain family relationships. Q4 A: Intersectionality: Attention to how social positions and inequalities combine in experience. Q5 A: Whether the wording assumes one relationship pattern and limits recognition. Explain why the alternative claim is not justified by the supplied evidence. Q6 B: 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. Relationship category does not establish the allocation of work or power. Investigate time, responsibility, resources and negotiation, allowing variation within couples.

F1

Accept separation, bereavement or parenting without a co-resident partner. Explain that a route does not determine every subsequent experience.

F2

A parent living with one or more children without a co-resident partner in the statistical family unit. Accept a fitting example.

F3

Identify a relevant source, its population or context and the claim it could test. Accept separation, bereavement or parenting without a co-resident partner. Explain that a route does not determine every subsequent experience.

Content checks and sources

The 2013 Act and first marriages on 29 March 2014 refer to England and Wales; do not assign one date to the whole UK. Civil partnership and marriage are distinct statuses. Sexual orientation and gender identity are different concepts; neither can be read from appearance. The fictional same-sex couples are explicitly described, not inferred. Smart (2007) and Finch (2007) supply concepts used across family forms, not claims that all LGBTQ+ people share one experience. No family type is ranked, and no personal disclosure is required.

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>

Marriage (Same Sex Couples) Act 2013

<https://www.legislation.gov.uk/ukpga/2013/30/contents>

Government factsheet: Act and first marriages

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/306000/140423_M_SSC_Act_factsheet__web_version_.pdf

Smart: Personal Life

https://books.google.com/books/about/Personal_Life.html?id=Q0u7jYMyvIsC

Finch: Displaying Families

<https://journals.sagepub.com/doi/pdf/10.1177/0038038507072284>

AQA Paper 2 specimen assessment format

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