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# AS AND A-LEVEL SOCIOLOGY

AS (7191)  
A-level (7192)

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## Specifications

For teaching from September 2015 onwards  
For AS exams in May/June 2016 onwards  
For A-level exams in May/June 2017 onwards

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Version 1.1 2 December 2016



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## Are you using the latest version of these specifications?

- You will always find the most up-to-date version of these specifications on our website at [aqa.org.uk/7192](http://aqa.org.uk/7192)
- We will write to you if there are significant changes to the specifications.

# 1 Introduction

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## 1.1 Why choose AQA for AS and A-level Sociology

### Relevant content designed by experts

These qualifications offers an engaging and effective introduction to Sociology. Students will learn the fundamentals of the subject and develop skills valued by higher education (HE) and employers, including critical analysis, independent thinking and research.

Retaining the most popular features of our previous, market-leading qualification, we have worked with teachers, HE and the British Sociological Association to produce clear, up-to-date and stimulating specifications. We have built on the success of our previous specification by introducing some minor amendments that reflect advances and changes in the subject and provide a coherent and holistic programme of study.

### Content continuity

Our focus for this new qualifications has been to provide continuity for teachers. We have included:

- a range of attractive topic options, allowing teachers to teach to their strengths and ensuring that students experience an interesting, diverse and coherent course of study
- approaches and methods related to the core areas of Sociology, to enable students to engage in theoretical debate and to encourage an active involvement with the research process
- many familiar and popular topics from our previous specification.

### Trusted assessment

Our assessments continue to employ a variety of familiar question types, including short answer and extended writing/essays, which target:

- knowledge and understanding
- application
- analysis and evaluation.

Students' understanding of research methods, gained through classroom experience of practical Sociology, will be assessed using the familiar 'methods in context' format.

### Co-teachability of AS and A-level

We have designed the AS and A-level specifications to cover core areas of Sociology and to be fully co-teachable within the first year of study. We know this will help teachers with resourcing and timetabling and will also allow students to switch between AS and A-level during the first year if they wish.

### Progression

Our specifications will appeal to a cross-section of students, regardless of whether they have studied the subject before. They build on skills developed in the sciences and humanities, and enable progression into a wide range of other subjects.

Learn more about our Sociology qualifications at [aqa.org.uk/sociology](http://aqa.org.uk/sociology).

## 1.2 Support and resources to help you teach

We know that support and resources are vital for your teaching and that you have limited time to find or develop good quality materials. So we've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

### Teaching resources

We have too many Sociology resources to list here so visit [aqa.org.uk/sociology](https://www.aqa.org.uk/sociology) to see them all. They include:

- flexible sample schemes of work to help you plan for course delivery in your own way
- individual lesson plans on specific topic areas to assist you in providing continuity and progression in teaching
- student textbooks and e-learning materials that have been scrutinised by AQA
- training courses to help you deliver AQA Sociology qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

### Preparing for exams

Visit [aqa.org.uk/7192](https://www.aqa.org.uk/7192) for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses
- exemplar student answers with examiner commentaries.

### Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at [aqa.org.uk/era](https://www.aqa.org.uk/era)

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit [aqa.org.uk/results](https://www.aqa.org.uk/results)

### Keep your skills up to date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject-specific training, we offer a range of courses to help boost your skills:

- improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements
- help you prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at [coursesandevents.aqa.org.uk](https://www.coursesandevents.aqa.org.uk)

## Get help and support

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Visit our website for information, guidance, support and resources at [aqa.org.uk/7192](http://aqa.org.uk/7192)

You can talk directly to the Sociology subject team

E: [socialsciences@aqa.org.uk](mailto:socialsciences@aqa.org.uk)

T: 01483 477 822

## 2 Specification at a glance

### 2.1 AS

#### Subject content

##### Compulsory content

[3.1.1 Education](#)

[3.1.2 Methods in Context](#)

[3.2.1 Research Methods](#)

##### Optional

[3.2.2 Topics in Sociology](#)

[3.2.2.1 Culture and Identity](#)

[3.2.2.2 Families and Households](#)

[3.2.2.3 Health](#)

[3.2.2.4 Work, Poverty and Welfare](#)

#### Assessments

Paper 1: Education with Methods in Context	+	Paper 2: Research Methods and Topics in Sociology
<b>What's assessed</b>		<b>What's assessed</b>
Compulsory content 3.1.1, 3.1.2		Section A: compulsory content 3.2.1 Section B: one from 3.2.2 Topics in Sociology
<b>Assessed</b>		<b>Assessed</b>
<ul style="list-style-type: none"> <li>• 1 hour 30 minutes written exam</li> <li>• 60 marks</li> <li>• 50% of AS level</li> </ul>		<ul style="list-style-type: none"> <li>• 1 hour 30 minutes written exam</li> <li>• 60 marks</li> <li>• 50% of AS level</li> </ul>
<b>Questions</b>		<b>Questions</b>
Education: short answer and extended writing, 40 marks		Section A: short answer and extended writing, 20 marks
Methods in Context: extended writing, 20 marks		Section B: short answer and extended writing, 40 marks

## 2.2 A-level

### Subject content

#### Compulsory content

##### [4.1 Education with Theory and Methods](#)

###### [4.1.1 Education](#)

###### [4.1.2 Methods in Context](#)

###### [4.1.3 Theory and Methods](#)

##### [4.3 Crime and Deviance with Theory and Methods](#)

###### [4.3.1 Crime and Deviance](#)

###### [4.3.2 Theory and Methods](#)

#### Optional

##### [4.2 Topics in Sociology](#)

#### Option 1

##### [4.2.1 Culture and Identity](#)

##### [4.2.2 Families and Households](#)

##### [4.2.3 Health](#)

##### [4.2.4 Work, Poverty and Welfare](#)

#### Option 2

##### [4.2.5 Beliefs in Society](#)

##### [4.2.6 Global Development](#)

##### [4.2.7 The Media](#)

##### [4.2.8 Stratification and Differentiation](#)

### Assessments

Paper 1: Education with Theory and Methods	+	Paper 2: Topics in Sociology	+	Paper 3: Crime and Deviance with Theory and Methods
<p><b>What's assessed</b></p> <p>Compulsory content 4.1.1, 4.1.2, 4.1.3</p>		<p><b>What's assessed</b></p> <p>Section A: one from option 1: 4.2.1, 4.2.2, 4.2.3 or 4.2.4</p> <p>Section B: one from option 2: 4.2.5, 4.2.6, 4.2.7 or 4.2.8</p>		<p><b>What's assessed</b></p> <p>Compulsory content 4.3.1, 4.3.2</p>
<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• 2 hour written exam</li> <li>• 80 marks</li> <li>• 33.3% of A-level</li> </ul>		<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• 2 hour written exam</li> <li>• 80 marks</li> <li>• 33.3% of A-level</li> </ul>		<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• 2 hour written exam</li> <li>• 80 marks</li> <li>• 33.3% of A-level</li> </ul>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Education: short answer and extended writing, 50 marks</li> <li>• Methods in Context: extended writing, 20 marks</li> <li>• Theory and Methods: extended writing, 10 marks</li> </ul>		<p><b>Questions</b></p> <p>Section A: extended writing, 40 marks</p> <p>Section B: extended writing, 40 marks</p>		<p><b>Questions</b></p> <p>Crime and Deviance: short answer and extended writing, 50 marks</p> <p>Theory and Methods: extended writing, 30 marks</p>



# 3 Subject content – AS

## Integral elements

All the following must be an integral part of the study of each topic area:

- sociological theories, perspectives and methods
- the design of the research used to obtain the data under consideration, including its strengths and limitations.

Attention must be given to drawing out the links between topic areas studied.

## Core themes

Students must study the following two core themes:

- socialisation, culture and identity
- social differentiation, power and stratification.

The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics.

In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.

## Contemporary UK society

The central focus of study in this specification should be on UK society today, with consideration given to comparative dimensions where relevant, including the siting of UK society within its globalised context.

### 3.1 Education with Methods in Context

The study of the topics in this paper should engage students in theoretical debate while encouraging an active involvement with the research process.

The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.

In their study of the topics, students should examine:

- topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification)
- both the evidence of and the sociological explanations for the content listed in the topic areas below.

Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research.

Attention should be given to drawing out links with other topics studied in this specification.

### 3.1.1 Education

Students are expected to be familiar with sociological explanations of the following content:

- the role and functions of the education system, including its relationship to the economy and to class structure
- differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
- the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

### 3.1.2 Methods in Context

Students must be able to apply sociological research methods to the study of education.

## 3.2 Research Methods and Topics in Sociology

### 3.2.1 Research Methods

Students must examine the following areas:

- quantitative and qualitative methods of research; research design
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

### 3.2.2 Topics in Sociology

The study of these topics should engage students in theoretical debate while encouraging an active involvement with the research process.

The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.

In their study of these topics, students should examine:

- topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification)
- both the evidence of and the sociological explanations for the content listed in the topic areas below.

Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research.

Attention should be given to drawing out links with other topics studied in this specification.

### 3.2.2.1 Culture and Identity

Students are expected to be familiar with sociological explanations of the following content:

- different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular culture and global culture
- the socialisation process and the role of the agencies of socialisation
- the self, identity and difference as both socially caused and socially constructed
- the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society
- the relationship of identity to production, consumption and globalisation.

### 3.2.2.2 Families and Households

Students are expected to be familiar with sociological explanations of the following content:

- the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
- gender roles, domestic labour and power relationships within the family in contemporary society
- the nature of childhood, and changes in the status of children in the family and society
- demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

### 3.2.2.3 Health

Students are expected to be familiar with sociological explanations of the following content:

- the social construction of health, illness, disability and the body, and models of health and illness
- the unequal social distribution of health chances in the United Kingdom by social class, gender, ethnicity and region
- inequalities in the provision of, and access to, health care in contemporary society
- the nature and social distribution of mental illness
- the role of medicine, the health professions and the globalised health industry.

### 3.2.2.4 Work, Poverty and Welfare

Students are expected to be familiar with sociological explanations of the following content:

- the nature, existence and persistence of poverty in contemporary society
- the distribution of poverty, wealth and income between different social groups
- responses and solutions to poverty by the state and by private, voluntary and informal welfare providers in contemporary society
- organisation and control of the labour process, including the division of labour, the role of technology, skill and de-skilling
- the significance of work and worklessness for people's lives and life chances, including the effects of globalisation.

# 4 Subject content – A-level

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## Integral elements

All the following must be an integral part of the study of each topic area:

- sociological theories, perspectives and methods
- the design of the research used to obtain the data under consideration, including its strengths and limitations.

Attention must be given to drawing out the links between topic areas studied.

## Core themes

Students must study the following two core themes:

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- social differentiation, power and stratification.

The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics.

In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.

## Contemporary UK society

The central focus of study in this specification should be on UK society today, with consideration given to comparative dimensions where relevant, including the siting of UK society within its globalised context.

### 4.1 Education with Theory and Methods

The study of the topics in this paper should engage students in theoretical debate while encouraging an active involvement with the research process.

The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.

In their study of the topics, students should examine:

- topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification)
- both the evidence of and the sociological explanations for the content listed in the topic areas below.

Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research.

Attention should be given to drawing out links with other topics studied in this specification.

### 4.1.1 Education

Students are expected to be familiar with sociological explanations of the following content:

- the role and functions of the education system, including its relationship to the economy and to class structure
- differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
- the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

### 4.1.2 Methods in Context

Students must be able to apply sociological research methods to the study of education.

### 4.1.3 Theory and Methods

Students must examine the following areas:

- quantitative and qualitative methods of research; research design
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research
- consensus, conflict, structural and social action theories
- the concepts of modernity and post-modernity in relation to sociological theory
- the nature of science and the extent to which Sociology can be regarded as scientific
- the relationship between theory and methods
- debates about subjectivity, objectivity and value freedom
- the relationship between Sociology and social policy.

## 4.2 Topics in Sociology

The study of these topics should engage students in theoretical debate while encouraging an active involvement with the research process.

The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.

In their study of these topics, students should examine:

- topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification)
- both the evidence of and the sociological explanations for the content listed in the topic areas below.

Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research.

Attention should be given to drawing out links with other topics studied in this specification.

### 4.2.1 Culture and Identity

Students are expected to be familiar with sociological explanations of the following content:

- different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular culture and global culture
- the socialisation process and the role of the agencies of socialisation
- the self, identity and difference as both socially caused and socially constructed
- the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society
- the relationship of identity to production, consumption and globalisation.

### 4.2.2 Families and Households

Students are expected to be familiar with sociological explanations of the following content:

- the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
- gender roles, domestic labour and power relationships within the family in contemporary society
- the nature of childhood, and changes in the status of children in the family and society
- demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

### 4.2.3 Health

Students are expected to be familiar with sociological explanations of the following content:

- the social construction of health, illness, disability and the body, and models of health and illness
- the unequal social distribution of health chances in the United Kingdom by social class, gender, ethnicity and region
- inequalities in the provision of, and access to, health care in contemporary society
- the nature and social distribution of mental illness
- the role of medicine, the health professions and the globalised health industry.

### 4.2.4 Work, Poverty and Welfare

Students are expected to be familiar with sociological explanations of the following content:

- the nature, existence and persistence of poverty in contemporary society
- the distribution of poverty, wealth and income between different social groups
- responses and solutions to poverty by the state and by private, voluntary and informal welfare providers in contemporary society
- organisation and control of the labour process, including the division of labour, the role of technology, skill and de-skilling
- the significance of work and worklessness for people's lives and life chances, including the effects of globalisation.

### 4.2.5 Beliefs in Society

Students are expected to be familiar with sociological explanations of the following content:

- ideology, science and religion, including both Christian and non-Christian religious traditions
- the relationship between social change and social stability, and religious beliefs, practices and organisations
- religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice
- the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices
- the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

### 4.2.6 Global Development

Students are expected to be familiar with sociological explanations of the following content:

- development, underdevelopment and global inequality
- globalisation and its influence on the cultural, political and economic relationships between societies
- the role of transnational corporations, non-governmental organisations and international agencies in local and global strategies for development
- development in relation to aid and trade, industrialisation, urbanisation, the environment, and war and conflict
- employment, education, health, demographic change and gender as aspects of development.

### 4.2.7 The Media

Students are expected to be familiar with sociological explanations of the following content:

- the new media and their significance for an understanding of the role of the media in contemporary society
- the relationship between ownership and control of the media
- the media, globalisation and popular culture
- the processes of selection and presentation of the content of the news
- media representations of age, social class, ethnicity, gender, sexuality and disability
- the relationship between the media, their content and presentation, and audiences.

### 4.2.8 Stratification and Differentiation

Students are expected to be familiar with sociological explanations of the following content:

- stratification and differentiation by social class, gender, ethnicity and age
- dimensions of inequality: class, status and power; differences in life-chances by social class, gender, ethnicity, age and disability
- the problems of defining and measuring social class; occupation, gender and social class
- changes in structures of inequality, including globalisation and the transnational capitalist class, and the implications of these changes
- the nature, extent and significance of patterns of social mobility.

## 4.3 Crime and Deviance with Theory and Methods

The study of the topics in this paper should engage students in theoretical debate while encouraging an active involvement with the research process.

The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.

In their study of this topic, students should examine:

- topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification)
- both the evidence of and the sociological explanations for the content listed in the topic areas below.

Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research.

Attention should be given to drawing out links with other topics studied in this specification.

### 4.3.1 Crime and Deviance

Students are expected to be familiar with sociological explanations of the following content:

- crime, deviance, social order and social control
- the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime
- globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes
- crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

### 4.3.2 Theory and Methods

Students must examine the following areas:

- quantitative and qualitative methods of research; research design
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research
- consensus, conflict, structural and social action theories
- the concepts of modernity and post-modernity in relation to sociological theory
- the nature of science and the extent to which Sociology can be regarded as scientific
- the relationship between theory and methods
- debates about subjectivity, objectivity and value freedom
- the relationship between Sociology and social policy.



# 5 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at [aqa.org.uk/pastpapers](http://aqa.org.uk/pastpapers)

The AS specification is designed to be taken over one or two years with all assessments taken at the end of the course. The A-level specification is designed to be taken over two years with all assessments taken at the end of the course.

Assessments and certification for the AS specification are available for the first time in May/June 2016 and then every May/June for the life of the specification.

Assessments and certification for the A-level specification are available for the first time in May/June 2017 and then every May/June for the life of the specification.

These are linear qualifications. In order to achieve the award, students must complete all exams in May/June in a single year. All assessments must be taken in the same series.

As set out in the Specification at a glance and Subject content sections, students must provide extended responses that draw upon the Integral elements and Core themes as threads throughout all written assessments for Sociology. Students are expected to draw links between these threads and subject content, and also between elements of subject content, in order to demonstrate the skills of application, analysis and evaluation.

All materials are available in English only.

## 5.1 Aims

The study of Sociology must focus on contemporary society and foster the development of critical and reflective thinking with a respect for social diversity. It must provide an awareness of the importance of social structure and social action in explaining social issues. Students must be encouraged to develop their own sociological awareness through active engagement with the contemporary social world.

These specifications have been designed with the clear objective of addressing the requirements above and will encourage students to:

- acquire knowledge and a critical understanding of contemporary social processes and social changes
- appreciate the significance of theoretical and conceptual issues in sociological debate
- understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
- develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society
- develop a lifelong interest in social issues.

## 5.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all AS and A-level Sociology specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

## AS

- AO1: Demonstrate knowledge and understanding of:
  - sociological theories, concepts and evidence
  - sociological research methods
- AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues
- AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:
  - present arguments
  - make judgements
  - draw conclusions.

### Weighting of assessment objectives for AS Sociology

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	22	24	46
AO2	18	13	31
AO3	10	13	23
Overall weighting of components	50	50	100

## A-level

- AO1: Demonstrate knowledge and understanding of:
  - sociological theories, concepts and evidence
  - sociological research methods
- AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues
- AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:
  - present arguments
  - make judgements
  - draw conclusions.

### Weighting of assessment objectives for A-level Sociology

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	15	13	16	44
AO2	11	11	9	31
AO3	8	9	8	25
Overall weighting of components	33.33	33.33	33.33	100

## 5.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

### AS

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Education with Methods in Context	60	x1	60
Paper 2: Research Methods and Topics in Sociology	60	x1	60
Total scaled mark:			120

### A-level

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Education with Theory and Methods	80	x1	80
Paper 2: Topics in Sociology	80	x1	80
Paper 3: Crime and Deviance with Theory and Methods	80	x1	80
Total scaled mark:			240

# 6 General administration

You can find information about all aspects of administration, as well as all the forms you need, at [aqa.org.uk/examsadmin](http://aqa.org.uk/examsadmin)

## 6.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code, Further and Higher Education providers are likely to take the view that they have only achieved one of the two qualifications. Please check this before your students start their course.

Qualification title	AQA entry code	DfE discount code
AQA Advanced Level GCE in Sociology	7192	4890
AQA Advanced Subsidiary GCE in Sociology	7191	4890 (post-16), EE2 (KS4)

These specifications comply with Ofqual's:

- *General conditions of recognition* that apply to all regulated qualifications
- GCE qualification level conditions that apply to all GCEs
- GCE subject level conditions that apply to all GCEs in this subject
- all relevant regulatory documents.

Ofqual has accredited these specifications. The qualification accreditation number (QAN) for the AS is 601/3995/X. The QAN for the A-level is 601/3994/8.

## 6.2 Overlaps with other qualifications

There is overlapping content in the AS and A-level Sociology specifications. This helps you teach the AS and A-level together.

## 6.3 Awarding grades and reporting results

The AS qualification will be graded on a five-point scale: A, B, C, D and E.

The A-level qualification will be graded on a six-point scale: A\*, A, B, C, D and E.

Students who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

## 6.4 Re-sits and shelf life

Students can re-sit the qualifications as many times as they wish, within the shelf life of the qualifications.

## 6.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on these specifications are at the discretion of schools and colleges.

However, we recommend that students should have the skills associated with a GCSE course or equivalent.

## 6.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at [jcq.org.uk](http://jcq.org.uk)

### Students with special needs

We can make arrangements for students with special needs to help them access the assessments, as long as the competences being tested are not changed. These arrangements must be made **before** the assessment. For example, we can agree to a reader for an individual student with learning difficulties. This would be classed as an access arrangement.

### Students with disabilities

We can make reasonable adjustments for disabled students. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille. We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

### Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

For more information and advice about access arrangements, reasonable adjustments and special consideration please see [aqa.org.uk/access](http://aqa.org.uk/access) or email [accessarrangementsqueries@aqa.org.uk](mailto:accessarrangementsqueries@aqa.org.uk)

## 6.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at [aqa.org.uk/becomeacentre](http://aqa.org.uk/becomeacentre)

If your school or college is new to these specifications, please let us know by completing an Intention to enter form. The easiest way to do this is via e-AQA at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

## 6.8 Private candidates

A private candidate is someone who enters for exams through an AQA-approved school or college but is not enrolled as a student there.

If you are a private candidate you may be self-taught, home-schooled or have private tuition, either with a tutor or through a distance learning organisation. You must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/examsadmin](http://aqa.org.uk/examsadmin)
- email: [privatecandidates@aqa.org.uk](mailto:privatecandidates@aqa.org.uk)

## Get help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/7192](http://aqa.org.uk/7192)

You can talk directly to the Sociology subject team

E: [socialsciences@aqa.org.uk](mailto:socialsciences@aqa.org.uk)

T: 01483 477 822