

International GCSE **Sociology**

(9292) Specification



For teaching from September 2026 onwards

For exams May/June 2028 onwards

For teaching and examination outside
the United Kingdom

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at oxfordaqa.com/9292
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose OxfordAQA International GCSE?

Our international qualifications enable schools that follow a British curriculum to benefit from the best education expertise in the United Kingdom (UK).

Our International GCSEs offer the same rigour and high quality as GCSEs in the UK and are relevant and appealing to students worldwide. They reflect a deep understanding of the needs of teachers and schools around the globe and are brought to you by Oxford University Press and AQA, the UK's leading awarding body.

Providing valid and reliable assessments, these qualifications are based on over 100 years of experience, academic research and international best practice. They reflect the latest changes to the British system, enabling students to progress to higher education with up-to-date qualifications.

You can find out about OxfordAQA at oxfordaqa.com

1.2 Why choose our International GCSE Sociology?

We have worked closely with teachers to develop a relevant, engaging and up-to-date sociology specification to inspire, motivate and challenge all students regardless of their academic ability.

Particular care has been taken to make the language used in question papers as accessible as possible and suitable for those students for whom English is not their first language. UK English spellings will be used in examination papers. British idiosyncratic terms however, will be avoided to aid students' understanding.

This qualification offers an engaging and effective introduction to sociology. Students will learn the fundamentals of the subject and learn to understand their own societies and those of other people. They will also develop skills valued by higher education (HE) and employers, including critical analysis and independent thinking.

Our aim with this specification is to make this important subject accessible to young people around the world. To do this we have tried to build on the foundations of the subject set down by sociologists in the past, adding to these by taking account of recent developments and by bringing in new evidence and examples to help students grasp the complexities of social life and social changes. We have created opportunities for students to apply what they learn in sociology to their own lives and to the societies they live in. We hope that students will be engaged by what they learn and will be inspired to study the subject at a higher level.

You can find out about all our International GCSE Sociology qualifications at oxfordaqa.com/9292

1.3 Recognition

OxfordAQA meet the needs of international students. Please refer to the published timetables on the exams administration page of our website (oxfordaqa.com/exams-administration) for up to date exam timetabling information. They are an international alternative and comparable in standard to the Ofqual regulated qualifications offered in the UK.

To see the latest list of universities who have stated they accept these international qualifications, visit oxfordaqa.com/recognition

1.4 The Oxford International Programme learner attributes

In order to equip students with the skills they need for success both now and in the future, we have worked with Oxford University Press to create the Oxford International Programme. This combines the Oxford International Curriculum with OxfordAQA qualifications, creating an integrated offer for international schools, from Early Years to A-level.

At its core we have introduced the Oxford International Programme learner attributes – the skills and competencies that enable our students to thrive academically, socially and personally.

The learner attributes, alongside our focus on demonstrating higher order critical thinking skills, ensure that students are equipped to get the grades that will take them places, and build the skills they need to be successful when they get there.



1.5 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. That's why we've worked with experienced teachers to provide resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

You will have access to:

- sample schemes of work to help you plan your course with confidence
- training and support to help you deliver our qualifications
- student textbooks that have been checked and approved by us
- command words with exemplars
- sociology vocabulary with definitions.

Preparing for exams

You will have access to the support you need to prepare for our exams, including:

- specimen papers and mark schemes
- exemplar student answers with examiner commentaries.

Analyse your students' results with Data Insights

After your first examination series, you can use this tool to see which questions were the most challenging, how the results compare to previous years and where your students need to improve. Data Insights, our free online results analysis tool, will help you see where to focus your teaching.

Information about results, including maintaining standards over time, grade boundaries and our post-results services, will be available on our website in preparation for the first examination series.

Help and support

Visit our website for information, guidance, support and resources at oxfordaqa.com/9292

You can contact the subject team directly at info@oxfordaqa.com or call us on +44 (0)161 696 5995 (option 1 and then 1 again).

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm.

2 Specification at a glance

The title of the qualification is:

- OxfordAQA International GCSE Sociology.

This qualification is linear. Linear means that students will sit all their exams at the end of the course. The guided learning hours (GLH) for this qualification are 120–140. This figure is for guidance only and may vary according to local practice and the learner's prior experience of the subject.

2.1 Subject content

- Families (page 8)
- Education (page 9)
- Research methods (page 10)
- Differences and inequalities (page 11)
- Socialisation and social control (page 12)

2.2 Assessments

Paper 1: Introducing Sociology	+	Paper 2: Exploring Sociology
What's assessed • 3.1.1 Families • 3.1.2 Education • 3.1.3 Research methods		What's assessed • 3.2.1 Differences and inequalities • 3.2.2 Socialisation and social control • 3.1.3 Research methods
How it's assessed • Exam: 1 hour 30 minutes • Total marks: 60		How it's assessed • Exam: 1 hour 30 minutes • Total marks: 60
Questions Section A - Families 22 marks - short and extended response questions Section B - Education 22 marks - short and extended response questions. Section C - Research methods 16 marks - short questions and a structured question based on data about an unseen issue of global sociological significance		Questions Section A - Differences and Inequalities 22 marks - short and extended response questions Section B - Socialisation and Social Control 22 marks - short and extended response questions Section C - Research methods 16 marks - short and extended response questions

3 Subject content

Sociology in an international context

Due to its international nature, a key focus of this specification is how the themes and issues studied throughout the course of study apply in different societies around the world.

Students will therefore be required to use examples from their own society or a society they know about in their answers to selected extended response questions in the exam.

3.1 Paper 1

3.1.1 Families

Content	Additional information
3.1.1.1 Families, marriage and kinship	Types of family: extended families, including vertically and horizontally extended; nuclear families; single parent families. Alternatives to families, including communes, living alone, foster care and children's homes. Therborn's types of family system. Variations between cultures: matriarchal and patriarchal families. Types of marriage: arranged marriages; love marriages; monogamy. Note: if appropriate to the local context and not restricted by law or regulation, other types of marriage may also be taught, such as polygamy. These will not be directly assessed in the exam, but would be credited if used in a relevant way to answer a question.
3.1.1.2 Perspectives on families and the relationship between families and society	Functionalism: functions of the family; how the nuclear family 'fits' modern industrial societies. Marxism: families as agents of social control. Feminisms: families as shaping the position of men and women in society.
3.1.1.3 Social change and changing families	Demographic changes: family size; birth and death rates; infant and child mortality; migration internal and international; ageing populations. Explanations of demographic changes. The relationship between families and industrialisation and between families and urbanisation Family diversity: newer types of families including pivot/sandwich generation, reconstituted/blended families, living apart together, child free couples and beanpole families. Note: If appropriate to the local context and not restricted by law or regulation, other types of family diversity may be considered, such as cohabitation and civil partnerships. These will not be directly assessed in the exam, but would be credited if used in a relevant way to answer a question. Explanations of family diversity including how demographic changes and laws and social policies can affect families.

3.1.1.4 Gender, age and the experience of family life	Gender: 'traditional' roles of the male and female in families; the female/expressive role including emotional support and the triple shift; the male/instrumental or 'breadwinner' role. Changes to these roles and reasons for changes. The division of domestic labour; gender differences in power and decision making within families. Violence against women and abuse in families. Children: the status and roles of children in different societies; child centredness. Adult children, including 'boomerang' families. Older people, including the status and roles of older people in different societies and the roles of grandparents.
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In their study of section 3.1.1, students would benefit from studying the work of the following sociologists: Engels, Oakley, Parsons, Smart, Stacey and Therborn.

Appropriate use of the work of other sociologists will be credited in the examination.

3.1.2 Education

Content	Additional information
3.1.2.1 Education and schooling	Formal and informal education. Official and hidden curriculum. Levels of education: nursery/pre-school; primary; secondary; tertiary. Types of schools: state/public and private; selective and non-selective; faith/religious schools; international schools; boarding/residential schools; progressive schools; vocational education. Online learning.
3.1.1.2 Perspectives on education and the relationship between education and society	Functionalism: role allocation; shared values; developing human capital; schools as a bridge from the particularistic to the universalistic. Marxism: schooling for different classes; reproducing and legitimising class structures; preparation for work; myth of meritocracy. Feminisms: shaping of gender roles and expectations .
3.1.2.3 Relationships and processes in schools	School ethos and curricula: ethnocentrism; vocational education; unequal access to knowledge. Interactionism: focus on micro level interaction in schools. Behaviour and sanctions, including positive and negative. Teacher expectations: labelling and the self-fulfilling prophecy; stereotyping; ideal pupils; the halo effect. Pupil subcultures, including pro and anti-school subcultures. Racism and sexism in schools.

3.1.2.4 Educational attainment	Issues in measuring attainment: examinations; IQ tests. Credentialism. Differences in attainment by social class, gender, ethnicity and intersections of these. Explanations of differences in attainment, including material and cultural factors, home/community factors, and in-school factors. Note: explanations should draw on perspectives specified in 3.1.2.2.
3.1.2.5 Global education	Literacy rates: global rates and comparisons between countries. Differences in educational provision around the world. Effects of poverty on schools and education. Gender and other inequalities in access to education. Inequalities in access to digital education.

In their study of section 3.1.2, students would benefit from studying the work of the following sociologists: Becker, Bourdieu, Davis and Moore, Freire, Illich and Samson.

Appropriate use of the work of other sociologists will be credited in the examination.

3.1.3 Research methods

Content	Additional information
3.1.3.1 Approaches to research	Quantitative and qualitative evidence and data. Primary and secondary sources and data. Positivist approaches. Interpretivist approaches.
3.1.3.2 Main research methods and their strengths and limitations	Surveys and questionnaires: postal/telephone surveys; online surveys; self-completion surveys; types of questions used in surveys. Interviews of different types: formal/structured interviews; informal/unstructured interviews; group interviews. Ethnographic approaches, including participant observation. Covert and overt observation; non-participant observation. Experiments: laboratory experiments; field experiments. Triangulation. Longitudinal studies. Qualitative secondary sources, including diaries, letters and personal documents. Quantitative secondary sources, including official statistics.

3.1.3.3 Issues in research	Operationalisation of concepts. Sampling: population; sampling frames. Types of sample: random; systematic; quota; multistage; stratified random; snowball. Validity and reliability. Researcher/interviewer bias; the Hawthorne Effect; social desirability. Practical issues, including time and funding. Ethical issues, including informed consent, confidentiality, anonymity, and participant wellbeing. Causation and correlation. Representativeness and generalisability.
3.1.3.4 Interpretation of data	How to interpret data from quantitative sources, including tables, charts and graphs. How to interpret data from qualitative sources, including extracts from field notes and unstructured interviews.

3.2 Paper 2

3.2.1 Differences and inequalities

Content	Additional information
3.2.1.1 Differences	How sociologists classify groups of people by: social class; status; caste; slavery; sex and gender; race and ethnicity; age and generation/cohort; religion; ability/disability; nationality. Ways in which individuals identify with groups; individual and collective identities.
3.2.1.2 Inequalities	Inequalities in power and in life-chances: employment; education; health; life expectancy; social mobility. Intersectionality and the impacts on individuals. How inequalities affect people and society.
3.2.1.3 Social class	Marxism: social classes and class conflict; exploitation; false consciousness. Functionalism: functional necessity of class inequality; meritocracy. Weberianism: status; class; party. Ways of measuring social class. Wealth and income, including global comparison and changes over time. Social mobility: upward and downward social mobility; social mobility within and between generations; factors affecting social mobility.
3.2.1.4 Gender	Feminist views of patriarchy. Roles, status and power of men and women in different societies. Sexism; sex discrimination; the 'glass ceiling' in employment.

3.2.1.5 Ethnicity	Differences between race and ethnicity. Apartheid systems. Legacies of colonialism and enslavement. Racism; institutional racism; assimilation; multiculturalism; diasporas; hybrid identities.
3.2.1.6 Attempts to reduce/eliminate inequalities	Marxism: abolition of capitalism. Social democratic welfare states. Development aid.

In their study of section 3.2.1, students would benefit from studying the work of the following sociologists Connell, Crenshaw, du Bois, Marx, Walby and Weber.

Appropriate use of the work of other sociologists will be credited in the examination.

3.2.2 Socialisation and social control

Content	Additional information
3.2.2.1 Individuals and society	Culture: norms and values; roles; status; stereotypes; subcultures, including ethnic groups in multicultural societies. The sociological imagination (Mills); connecting personal troubles and public issues.
3.2.2.2 Socialisation	Primary and secondary socialisation; re-socialisation; inadequate socialisation. The social construction of identities through socialisation. Agencies of socialisation: families; schools; peers; media; religions; workplace. Processes/methods used by these agencies. Sociological perspectives on socialisation: functionalist; Marxist; feminist; social action/interactionist.
3.2.2.3 Social identities and social change	Formal and informal social control. Sanctions, both positive and negative. Consensus and conflict views of social control. Stigmatised identities; othering. Agencies of informal social control: families; schools; peers; media; religion; workplace. Agencies of formal social control: government/laws; police and other enforcement agencies; criminal justice systems. Aims and types of punishment. Crime prevention: types of policing, surveillance. Sociological perspectives on social control: functionalist; Marxist; feminist; social action/interactionist.

3.2.2.4 Social control	Social construction of crime and deviance, including the differences between societies and over time. Types of crimes and examples of them: violent crimes; property crimes; cybercrimes; white collar crimes; corporate crimes; state crimes; green/environmental crimes; 'victimless' crimes. Issues in measuring and researching crime and deviance including official/police statistics, self report studies and victim surveys. Patterns of offending and victimisation by: gender; social class; age; ethnicity; explanations of these patterns.
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In their study of section 3.2.2, students would benefit from studying the work of the following sociologists Stanley Cohen, Fanon, Goffman, Mead, Mills and Zuboff.

Appropriate use of the work of other sociologists will be credited in the examination.

4 Scheme of assessment

Find mark schemes, and specimen papers for new courses, on our website at oxfordaqa.com/9292

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

Our International GCSE exams and certification for this specification are available for the first time in May/June 2028 and then every May/June and November for the life of the specification.

All materials available in English only.

Our GCSE exams in Sociology include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

4.1 Aims and learning outcomes

The aims of this syllabus are to enable students to:

- acquire knowledge and a critical understanding of contemporary social processes and social changes
- appreciate the significance of concepts and evidence in sociological debates
- understand and evaluate a range of research methods
- develop critical thinking skills and an awareness of the influence of social structures and of social actions on social life
- develop a sociological imagination which they can apply to their own situation and that of others
- develop skills that enable them to understand their personal identity, roles and responsibilities within society
- develop a lifelong interest in social issues and a respect for social diversity.

4.2 Assessment Objectives

- AO1 Demonstrate knowledge and understanding of sociological theories, concepts and evidence
- AO2 Interpret sociological evidence and data and 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 and draw conclusions.

4.2.1 Assessment Objective weightings

Assessment Objectives (AOs)	Component weightings (approx %)		Overall weighting of components (approx %)
	Paper 1	Paper 2	
AO1	22	24	46
AO2	13	8	21
AO3	15	18	33
Overall weighting of components	50	50	100

4.3 Assessment weightings

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Listening and reading	60	x1	60
Paper 2: Writing	60	x1	60
Total scaled mark			120

5 General administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures that support this aim. To ensure that all students have a fair experience, we have worked with other awarding bodies in England to develop best practice for maintaining the integrity of exams. This is published through the Joint Council for Qualifications (JCQ). We will maintain the same high standard through their use for OxfordAQA.

More information on all aspects of administration is available at oxfordaqa.com/exams-administration

For any immediate enquiries please contact info@oxfordaqa.com

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm local time.

5.1 Entries and codes

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

Qualification title	OxfordAQA entry code
OxfordAQA International GCSE Sociology	9292

Please check the current version of the Entry Codes book and the latest information about making entries on oxfordaqa.com/exams-administration

Exams will be available May/June and in November.

5.2 Overlaps with other qualifications

This qualification overlaps with AQA GCSE Sociology (8192).

5.3 Awarding grades and reporting results

In line with UK GCSEs, this qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

To find out more about the new grading system, visit our website at oxfordaqa.com

5.4 Resits

Students can retake the whole qualification as many times as they wish. This is a traditional linear specification, individual components cannot be resat.

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

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools.

5.6 Access to assessment: equality and inclusion

Our general qualifications are designed to prepare students for a wide range of occupations and further study whilst assessing a wide range of competences.

The subject criteria have been assessed to ensure they test specific competences. The skills or knowledge required do not disadvantage particular groups of students.

Exam access arrangements are available for students with disabilities and special educational needs.

We comply with the UK Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student. Information about access arrangements will be issued to schools when they become OxfordAQA centres.

5.7 Working with OxfordAQA for the first time

You will need to apply to become an OxfordAQA centre to offer our specifications to your students. Find out how at oxfordaqa.com/centreapprovals

5.8 Private candidates

Centres may accept private candidates for examined units/components only with the prior agreement of OxfordAQA. If you are an approved OxfordAQA centre and wish to accept private candidates, please contact OxfordAQA at: info@oxfordaqa.com

Private candidates may also enter for examined only units/components via the British Council; please contact your local British Council office for details.



Developing skills. *Building success.* Accessing universities worldwide.

Thank you for choosing OxfordAQA. Our globally recognised International GCSE and A-level qualifications blend subject knowledge with higher-order critical thinking skills – to encourage curiosity, independent thinking and a deeper understanding of the world.

These are the skills that will help students succeed in exams, thrive at university and be ready for life.

We look forward to supporting you and your students on this journey.

Get in touch

You can contact us at
oxfordaqa.com/contact-us

or email info@oxfordaqa.com