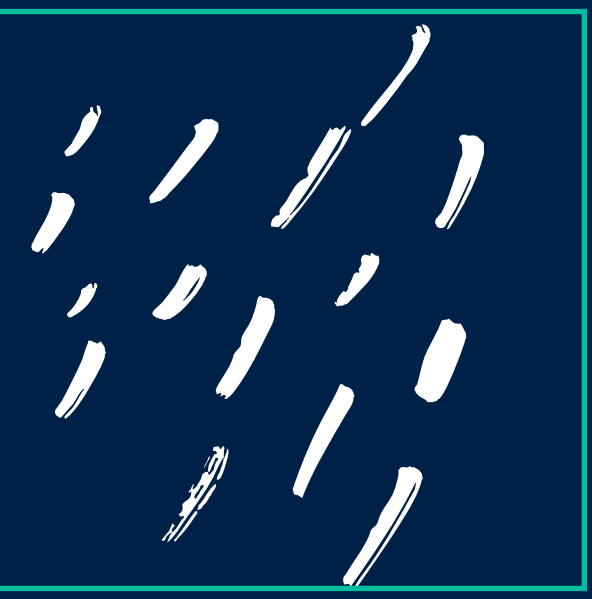
OXFORD AQA
INTERNATIONAL QUALIFICATIONS

International AS and A-level

Sociology

(9690) Specification



For teaching from September 2026 onwards

For International AS exams
May/June 2027 onwards

For International A-level exams
May/June 2028 onwards

For teaching and examination outside the United Kingdom

Contents

1 Introduction **4**

1.1 Why choose OxfordAQA International AS/A levels? 4

1.2 Why choose our International AS/A level Sociology? 4

1.3 Recognition 4

1.4 The Oxford International Programme learner attributes 5

1.5 Support and resources to help you teach 6

2 Specification at a glance **7**

2.1 Subject content 7

2.2 Assessments 8

3 Subject content **10**

3.1 Families 10

3.2 Socialisation and social control 12

3.3 Research methods and theory 13

3.4 People and development 15

3.5 People and the environment 16

3.6 People and technology 18

4 Scheme of assessment **20**

4.1 Availability of assessment units and certification 20

4.2 Aims and learning outcomes 20

4.3 Assessment Objectives 21

4.4 Assessment weightings 21

5 General administration **22**

5.1 Entries and codes 22

5.2 Overlaps with other qualifications 22

5.3 Awarding grades and reporting results 23

5.4 Resits 23

5.5 Previous learning and prerequisites 24

5.6 Access to assessment: equality and inclusion 23

5.7 Working with OxfordAQA for the first time 22

5.8 Private candidates 22

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/9690**
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose OxfordAQA International AS/A levels?

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

Our International AS/A levels offer the same rigour and high quality as AS/A levels 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 AS/A level 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. The specification builds on the OxfordAQA International GCSE, but it is not necessary to have studied a GCSE in Sociology to study this AS/A-level specification. In order to make the subject engaging and accessible, we have included some study of the foundations of the discipline set down by sociologists in the past, but have also taken in to account recent developments, evidence and examples which will help students to grasp the complexities of social life and social changes. We have also created opportunities for students to apply what they learn in sociology to their own lives and to their own societies or societies they know about. We hope that students will be enthused by what they learn and inspired to study the subject at a higher level.

You can find out about all our International AS/A-level Sociology qualification at **oxfordaqa.com/9690**

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.

Empowered & independent

Our students are independent, critical thinkers who are adaptable and look to develop strategies to be lifelong learners. They are confident leading on projects but also work well in a collaborative environment.

Inventive & curious

Our students are inventive, resourceful, and creative. They question the world around them with a sense of wonder, and aspire to shape a better future for themselves and their community.

Future-ready

Our students are more prepared to succeed in the world that lies ahead and have the knowledge, skills, and drive to achieve any objective they may set themselves. They are comfortable being challenged, acquiring new skills quickly, and seeking new adventures.

Ambitious & self-motivated

Our students are ambitious and want to strive for success in every aspect of their lives. They take the initiative, approaching every task with an eagerness to learn and take ownership of their own learning with the utmost integrity.

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 titles of the qualification are:

- OxfordAQA International Advanced Subsidiary Sociology
- OxfordAQA International Advanced Level Sociology

These qualifications are modular. The full International A-level is intended to be taken over two years. The specification content for the International AS is half that of an International A-level. The International AS can be taken as a stand-alone qualification or can be used to count towards the International A-level. Students can take the International AS in the first year and then take the International A2 in the second year to complete the International A-level or they can take all the units together in the same examination series at the end of the course.

The International AS content will be 50% of the International A-level content but International AS assessments will contribute 40% of the total marks for the full International A-level qualification with the remaining 60% coming from the International A2 assessments.

Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Exams will be available in January and May/June.

The guided learning hours (GLH) for an OxfordAQA International Advanced Subsidiary is 180. The guided learning hours (GLH) for an OxfordAQA International Advanced Level is 360.

These figures are for guidance only and may vary according to local practice and the learner's prior experience of the subject.

2.1 Subject content

AS subject content

- 3.1.1 Families (page 10)
- 3.1.2 Socialisation and social control (page 12)
- 3.1.3 Research methods and theory (page 13

A level subject content

- 3.2.1 People and development (page 15)
- 3.2.2 People and the environment (page 16)
- 3.2.3 People and technology (page 18)

2.2 Assessments

AS

Unit 1: Introducing Sociology	+	Unit 2: Exploring Sociology
What's assessed • 3.1.1 Families • 3.1.3 Research methods and theory		**What's assessed** • 3.1.2 Socialisation and social control • 3.1.3 Research Methods and theory
How it's assessed • Exam: 1 hour 45 minutes • Total marks: 60 • 50% of International AS • 20% of International A-level		**How it's assessed** • Exam: 1 hour 45 minutes • Total marks: 60 • 50% of International AS • 20% of International A level
Questions **Section A - Families** 40 marks - short and extended response questions **Section B - Research methods** 20 marks - short questions and a structured question based on data about an unseen issue of global sociological significance.		**Questions** **Section A - Socialisation and social control** 40 marks - short and extended response questions **Section B - Research methods and theory** 20 marks - an extended response question

A2

Unit 3: People and development	+	Unit 4: People and the environment	+	Unit 5: People and technology
What's assessed • 3.2.1 People and development		**What's assessed** • 3.2.2 People and the environment		**What's assessed** • 3.2.3 People and technology
How it's assessed • Exam: 1 hour 30 minutes • Total marks: 50 • 20% of International A-level		**How it's assessed** • Exam: 1 hour 30 minutes • Total marks: 50 • 20% of International A-level		**How it's assessed** • Exam: 1 hour 30 minutes • Total marks: 50 • 20% of International A-level
Questions Short and extended response questions		**Questions** Short and extended response questions		**Questions** 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 AS Content

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, and foster care/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. Individualisation; personal life (Smart). Diasporas and transnational families. Friends as family. Pets/ companion animals as family members.
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 children. Children: the status and roles of children in different societies and changes over time; child centredness. Adult children, including 'boomerang' families. Older people, including the status and roles of older people in different societies including grandparent roles.

In their study of section 3.1.1, students would benefit from studying the work of the following sociologists: **Engels, Oakley, Parsons, Smart, Stacey, Therborn.**

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

3.1.2 Socialisation and social control

Content	Additional information
3.1.2.1 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.
3.1.2.2 Socialisation	Primary and secondary socialisation; re-socialisation; inadequate 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.
3.1.2.3 Social identities and social change	Individual and collective identities. The social construction of identities through socialisation. Social identities based on: age and generation/cohort; sex and gender; race and ethnicity; social class; religion; ability/disability; nationality. Social change and identities: gender identities including masculinity and femininity; hybrid ethnic identities and diasporas; online identities (in social media and virtual communities); greater consumption and globalisation as influences on identities.
3.1.2.4 Social control	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 system . Aims and types of punishment. Crime prevention: types of policing, surveillance. Repressive and ideological state apparatuses, interpellation; hegemony. Sociological perspectives on social control: functionalist; Marxist; feminist; social action/interactionist.

3.1.2.5 Deviance, harm and crime	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; white collar crimes; corporate crimes; state crimes; green/environmental crimes; victimless' crimes; cybercrimes.. Social harms, including examples of actions which cause harm but are not considered as 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..

In their study of section 3.1.2, 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.

3.1.3 Research methods and theory

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, 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.
3.1.3.5 Sociological theories and perspectives	Public sociology (Burawoy). Values and value freedom. Sociology and activism. Structure and agency. Marxism and neo-Marxisms. Feminisms. Functionalism and neo-functionalism. Symbolic interactionism. Postmodernism and postmodernity.

3.2 A-level content

3.2.1 People and development

Content	Additional information
3.2.1.1 The Great Divergence	How a gap developed between countries that developed quickly and those that have developed more slowly. Imperialism: the European empires; exploration and trade; enslavement; colonialism; neocolonialism. Industrialisation, urbanisation and capitalism Reasons why Europe industrialised: modernisation theory; the Protestant work ethic (Weber); dependency theory; enslavement. Legacies of colonialism and enslavement; neo-colonialism. Factors and changes associated with development: life expectancy; living standards/ greater affluence and reduced poverty; education; health; rights of women and other groups; human rights; democracy.
3.2.1.2 What is meant by globalisation?	Different types of globalisation, including cultural, political and economic. Cultural globalisation: languages; religious beliefs; popular culture; the internet and global communication; the global village; cultural imperialism. Political globalisation: democracy, human rights, and gender equality. Economic globalisation: the global spread of capitalism and global trade; transnational corporations; global activism. The extent to which different types of globalisation have happened and are happening. Theoretical views on globalisation: neo-liberal (positive globalist); negative globalist; transformationalist. Ways in which globalisation has benefitted or negatively affected different countries and people. The global and the local, including how the local survives; glocalisation.
3.2.1.3 Who is involved in globalisation?	The roles in globalisation of: nation states, including those that are more developed and those that are less developed; transnational corporations; transnational and United Nations (UN) agencies; non-governmental organisations (NGOs); "grassroots" movements; indigenous peoples. Arguments for and against development aid.
3.2.1.4 Demographic changes - migration and diasporas	How and why people have migrated and still do so: push and pull explanations. Internal and international migration. Borders, passports and visas. Refugees; forced migration. Undocumented workers; economic migrants, undocumented workers, digital nomads Growth and development of diasporas and transnational networks. Effects on migration of climate change.

3.2.1.5 Obstacles to progress	Modernisation theory view: persistence of values and practices. Marxist views: globalisation and capitalism. Feminist views: globalisation and patriarchy. Reasons for persistence of inequalities, including in health and education. The role of globalisation in the climate crisis and environmental problems; sustainable development. Effects of wars and conflicts on development.

In their study of section 3.2.1, students would benefit from studying the work of the following sociologists: **Bello, Braudel, Frank, Polanyi, Rodney, Sachs .**

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

3.2.2 People and the environment

Content	Additional information
3.2.2.1 The built human environment	Nomadic lifestyles. Rural areas: peasants and landless labourers, rural depopulation. Urbanisation; social life in cities: 'slums' and informal housing; suburbia; segregation; gated communities; megacities; non-places. Power and inequalities in rural and urban areas. Cities and changing environment and climate. Demographic transition theory.

3.2.2.2 Human impacts on environment	Views of the relationship between people and the natural world: exploitation for human use; romanticism; conservation; media representations of ideas about the environment. Future generations and 'the long now'. Consumption; sustainability; energy sources. Agriculture and food: effects of what people eat and use on the environment. Effects of human movement: mass transport and commuting; tourism and over-tourism. Environmental problems: air, land and water pollution; plastics, e-waste. Changing landscapes: desertification; deforestation; extraction and mining; national parks and protected areas; oceans. The climate crisis: global heating; wildfires. Social construction of the environment and climate crises as social problems. Responses to the climate crisis: scepticism and denialism; governments and the Intergovernmental Panel on Climate Change; environmental movements. Sociological views: ecological modernisation theory; green Marxism. Inequalities between and within countries in the effects of environmental and climate changes and in access to acting sustainably. Environmental and climate justice.
3.2.2.3 People and animals	The zoological connection (Bryant); views of the relationship between humans and animals. Animal welfare; animal cruelty and animal rights. Domestication: working animals; livestock: production and slaughter of animals for food. Pets: companion animal-human relationships and the therapeutic use of animals. Health: relationships between animals and diseases affecting people including zoonotic diseases. The Columbian Exchange. Biodiversity: extinctions; reduction in numbers including megafauna; hunting and fishing; invasive species. Attempts to counter biodiversity loss, including conservation, zoos, rewilding, reintroduction of species and de-extinction. Biotechnology and genomics; animal experimentation.

In their study of section 3.2.2, students would benefit from studying the work of the following sociologists: **Augé, Brand, Bryant; Bullard; (Mike) Davis, Hannigan.**

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

3.2.3 People and technology

Content	Additional information
3.2.3.1 Pre-and non-digital technologies	Machines: industrialisation and the changing nature of work, including extraction, manufacturing, and service industries. Mobilities and mass transport: cars and roads; railways; air travel; effects on people and on the environment. Consumerism and conspicuous consumption of material goods. Technological determinism; social constructionist views of technology.
3.2.3.2 'Traditional' media	Communication: post; telegraph; telephone. Information and entertainment: newspapers; broadcasting (radio and television); film/cinema. Growth of popular/mass culture. Marxist and pluralist views of 'traditional' media. Ownership and control of traditional media; media corporations and concentration of ownership. 'Traditional' media and misinformation, disinformation and propaganda. Representations of social groups according to social class, gender, ethnicity and age. Theories of relationships between traditional media and audiences: hypodermic syringe model; two step flow model; cultural effects; uses and gratifications.
3.2.3.3 The internet and social and new media	The internet: fast global access to information. Social and new media: changes in communication; social media and mental health. Ownership and control of new and social media. Social media and misinformation and disinformation; conspiracy theories. Relationships between social media and audiences: greater audience involvement including as content creators and citizen journalists; social media influencers.
3.2.3.4 Digital technologies	Digital/online games. Ways 'traditional' media are adapting to the digital age. Use of technologies for health and fitness, including quantification and gamification of social life. Use of technologies for surveillance. Illegal and anti-social uses: cybercrimes and cyber security; hacking. Inequalities in access to digital technologies; digital divides.
3.2.3.5 Artificial intelligence and cyborgs	Differences between types of AI. Algorithms: issues of power and inequality. The extent to which people and organisations are using AI and effects of this. Emerging technologies that merge the human and machine/technology. Robots and cyborgs.

In their study of section 3.2.3, students would benefit from studying the work of the following sociologists: **(Stanley) Cohen, Haraway, Latour, McLuhan, Urry; Uscinski .**

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/9690**

These qualifications are modular. The full International A-level is intended to be taken over two years. The specification content for the International AS is half that of an International A-level.

The International AS can be taken as a stand-alone qualification or it can count towards the International A-level. To complete the International A-level, students can take the International AS in their first year and the International A2 in their second year or

they can take all the units together in the same examination series at the end of the two-year course.

The International AS content will be 50% of the International A-level content. International AS assessments contribute 40% of the total marks for the full International A-level qualification. The remaining 60% comes from the International A2 assessments.

All materials are available in English only.

4.1 Availability of assessment units and certification

Exams and certification for this specification are available as follows:

	Availability of units		Availability of certification	
	International AS	International A2	International AS	International A2
June 2027	✓		✓	
January 2028	✓		✓	
June 2028	✓	✓	✓	✓
January 2029 onwards	✓	✓	✓	✓
June 2029 onwards	✓	✓	✓	✓

4.2 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 theories, concepts and evidence in sociological debates
- understand and evaluate a range of research methods and sociological theories
- 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.

4.3 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.

4.3.1 Assessment Objective weightings for International AS Sociology

Assessment Objectives (AOs)	Component weightings (approx %)		Overall weighting of AOs (approx %)
	Paper 1	Paper 2	
AO1	22	20	42
AO2	12.5	11.5	24
AO3	15.5	18.5	34
Overall weighting of components	50	50	100

4.3.2 Assessment Objective weightings for International A-level Sociology

Assessment Objectives (AOs)	Unit weighings (approx %)					Overall weighting of AOs (approx %)
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	
AO1	9	8	7	7	7	38
AO2	5	4.5	6	6	6	27.5
AO3	6	7.5	7	7	7	34.5
Overall weighting of components	20	20	20	20	20	100

4.4 Assessment weightings

The raw marks awarded on the papers will be transferred to a uniform mark scale (UMS) to meet the weighting of the components and to ensure comparability between components sat in different exam series. Students' final grades will be calculated by adding together the uniform marks for all components. The maximum raw and uniform marks in the table below.

Unit	Maximum raw mark	Percentage weighting	Maximum uniform mark
Unit 1	60	50	100
Unit 2	60	50	100
International AS level qualification		100	200
Unit 1	60	20	100
Unit 2	60	20	100
Unit 3	50	20	100
Unit 4	50	20	100
Unit 5	50	20	100
International A-level qualification		100	500

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 AS Sociology	9691
OxfordAQA Internatinoal A-level Sociology	9692

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

You should use the following unit entry codes:

Unit 1 – SCL1

Unit 2 – SCL2

Unit 3 – SCL3

Unit 4 – SCL4

Unit 5 - SCL5

A unit entry will not trigger certification. You will also need to make an entry for the overall subject award in the series that certification is required.

Exams will be available May/June and in January

5.2 Overlaps with other qualifications

This qualification overlaps with the AQA UK AS Sociology (7191) and A-level Sociology (7192)5.3

5.3 Awarding grades and reporting results

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

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

To be awarded an A*, students will need to achieve a grade A on the full A-level qualification and 90% of the maximum uniform mark on the aggregate of the A2 units.

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

We will publish the minimum raw mark needed for each grade in each unit when we issue students' results. We will report a student's unit results to schools in terms of uniform marks and unit grades and we will report qualification results in terms of uniform marks and grades.

The relationship between uniform marks and grades is shown in the table below.

	Uniform mark range per unit and per qualification						
Grade	**Unit 1**	**Unit 2**	**International AS Sociology**	**Unit 3**	**Unit 4**	**Unit 5**	**International A-level Sociology**
Maximum uniform mark	100	100	200	100	100	100	500
A*							*See note below
A	80-100	80-100	160-200	80-100	80-100	80-100	400-500
B	70-79	70-79	140-159	70-79	70-79	70-79	350-399
C	60-69	60-69	120-139	60-69	60-69	60-69	300-349
D	50-59	50-59	100-199	50-59	50-59	50-59	250-299
E	40-49	40-49	80-99	40-49	40-49	40-49	200-249

* For the award of grade A*, a student must achieve grade A in the full International A-level qualification and a minimum of 270 uniform marks in the aggregate of units 3, 4 and 5.

5.4 Resits

Unit results remain available to count towards certification, whether or not they have already been used, provided the specification remains valid. Students can resit units as many times as they like, so long as they're within the shelf-life of the specification. The best result from each unit will count towards the final qualification grade. Students who wish to repeat a qualification may do so by resitting one or more units.

To be awarded a new subject grade, the appropriate subject award entry, as well as the unit entry/entries, must be submitted.

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.

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