

MAKING THE SWITCH
SPECIFICATION
COMPARISON

A LEVEL

SOCIOLOGY



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HELPING YOU MAKE THE SWITCH - COMPARING SPECIFICATIONS

SWITCHING TO EDUQAS FROM AQA

Eduqas Sociology	AQA Sociology
Component 1: Socialisation and Culture This component focuses on the theme of socialisation, identity and culture.	
<p>Section A is compulsory and is intended to familiarise students with the key concepts and processes of cultural transmission.</p> <ul style="list-style-type: none"> the social construction of culture the processes and agencies of socialisation examples of the influence of socialisation on identity 	<p>Similar to Paper 2, Section A. One out of four options is studied</p> <p>Option 4.2.1 Culture and Identity. Students are expected to be familiar with different conceptions of culture; the socialisation process and identity.</p>
<p>Section B develops the key concepts and processes through the detailed study of one of two options.</p> <p>Option 1: Families and households:</p> <ul style="list-style-type: none"> family forms and diversity demographic changes relationships in families and households theoretical perspectives of families and households <p>Option 2: Youth Culture</p> <ul style="list-style-type: none"> factors influencing the formation of youth cultures the changing nature of youth culture and the growth of neo tribes youth subcultures, deviance, with reference to delinquency, crime, education and media theoretical perspectives of youth culture 	<p>Similar to Paper 2, Section A Option 4.2.2 Families and Households</p> <p>Students are expected to be familiar with family and social change; changing family patterns and structures; gender roles, domestic labour and power relationships; demographic changes and changes in childhood</p> <p>No option to study youth culture as such.</p>

Eduqas Sociology	AQA Sociology
<p>Section C develops the key concepts in Section A and includes consideration of social differentiation, power and stratification through the detailed study of one of three options.</p> <p>Option 1: Education</p> <ul style="list-style-type: none"> the role and function of education patterns and trends of differential attainment and participation contemporary social policy the influence of material and cultural factors and processes such as labelling theoretical perspectives of education <p>Option 2: Media</p> <ul style="list-style-type: none"> the role of the media in contemporary society ownership and control of the media patterns and trends in the representation of social groups contemporary social policy theoretical perspectives of the media <p>Option 3: Religion</p> <ul style="list-style-type: none"> the role and function of religion patterns and trends of participation and religiosity religious structures and organisations contemporary social policy theoretical perspectives of religion 	<p>Similar to Paper 1</p> <p>4.1.1 Education</p> <p>Students are expected to be familiar with the role and function of education; differential educational achievement of social groups; relationships and processes within schools and the significance of educational policies.</p> <p>Similar to some of the content in Paper 2. Section B</p> <p>Option 4.2.7 The Media</p> <p>the new media and their significance; the relationship between ownership and control; the media and globalisation; the processes of selection and presentation of news' content. Students also look at media representation of social groups and the relationships between media, content, presentation and audiences.</p> <p>Similar to some of the content in Paper 2, Section B</p> <p>Option 4.2.5 Beliefs in Society</p> <p>the relationship between social change and social stability and religious beliefs, practices and organisations. Students also consider the significance of religion and religiosity in the contemporary world.</p>
<p>Component 2: Methods of Sociological Enquiry</p> <p>Students will be required to demonstrate knowledge and understanding of a range of methods and sources of data, to apply this knowledge, to design, analyse and evaluate their own research design and to use examples from contemporary sociological research.</p>	
<ul style="list-style-type: none"> key concepts primary quantitative and qualitative research methods methodological approaches to research secondary methods and data sampling ethical issues practical issues theories of research 	<p>Similar to some of the content found in Paper 1 and Paper 3, 4.1.3 and 4.3.2 Theory and Methods</p> <p>Students are expected to be familiar with different methods of research; research design; sources of data; theory of sociological methods and theoretical, practical and ethical issues. Students also look at the scientific nature of sociology and must be able to apply sociological methods to the study of both Education and Crime.</p>

SWITCHING TO EDUQAS FROM AQA

Eduqas Sociology	AQA Sociology
Component 3: Power and Stratification This Component focuses on the theme of social differentiation, power and stratification.	
Section A <ul style="list-style-type: none"> evidence and examples of areas of inequality related to class, gender, ethnicity and age changing patterns of inequality theories and explanations for inequality and stratification 	<p>Evidence of areas of inequality can be found in</p> <p>Paper 1, 4.1.1 Education</p> <p>Paper 2, Option 4.2.3 Health, Option 4.2.4 Work, Poverty and Welfare and Option 4.2.8 Stratification and Differentiation</p> <p>Paper 3, 4.3.1 Crime and Deviance</p> <p>Other aspects of Paper 2, Option 4.2.8 Stratification and Differentiation can be applied to the Eduqas specification</p>
Section B This section focuses on the theme of power, issues of social order and control studied through one of the following options: <p>Option 1: Crime and deviance</p> <ul style="list-style-type: none"> patterns of the social distribution of crime and deviance measuring crime contemporary social policies definitions of crime and deviance influence of theories and explanations on social policy theories and explanations of crime and deviance <p>Option 2: Health and disability</p> <ul style="list-style-type: none"> patterns and trends of the social distribution of health and illness explanations for patterns and trends definitions and the social construction of health, illness and disability impact of social policies on health theories and explanations of health and disability <p>Option 3: Politics</p> <ul style="list-style-type: none"> patterns and trends in the social distribution of political participation explanations of the distribution of political participation the role of political organisations theories and explanations of power and politics <p>Option 4: World sociology</p> <ul style="list-style-type: none"> patterns of inequality related to health, education, employment, poverty explanations for patterns of inequality impact of globalisation theories and explanations of development 	<p>Similar to Paper 3, 4.3.1 Crime and Deviance</p> <p>Crime and Deviance is a compulsory topic.</p> <p>Students are expected to be familiar with crime, deviance, social order and social control. They look at the social distribution of crime and deviance; globalisation and crime; 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.</p> <p>Similar to Paper 2, Section A</p> <p>Option 4.2.3 Health</p> <p>Students are expected to be familiar with the social construction of health, illness, disability and the body and models of health and illness; unequal social distribution of health chances, health care and mental illness; the role of medicine, the health professions and the globalised health industry.</p> <p>No option to study politics as such.</p> <p>Similar to some of the content found in Paper 2, Section B</p> <p>Option 4.2.6 Global Development</p> <p>Development, underdevelopment and global inequality; the influence of globalisation on relationships between societies; the role of transnational corporations; the impact of development and employment, education, health, demographic change and gender as aspects of development.</p>

Component 1: Socialisation and Culture

This component focuses on the theme of socialisation, identity and culture.

Section A is compulsory and is intended to familiarise students with the key concepts and processes of cultural transmission.

- the social construction of culture
- the processes and agencies of socialisation
- examples of the influence of socialisation on identity

Similar to Component 1, Section A: Introducing socialisation, culture and identity

Students consider what is culture, what is socialisation and what is identity

Section B develops the key concepts and processes through the detailed study of one of two options.

Option 1: Families and households:

- family forms and diversity
- demographic changes
- relationships in families and households
- theoretical perspectives of families and households

Similar to Component 1, Section B where students study one of three options.

Option 1: Families and relationships

Students consider family diversity and demographic changes; the ideology of the nuclear family and theoretical perspectives; changing roles and relationships between partners and between parents and children, including issues of power.

Option 2: Youth Culture

- factors influencing the formation of youth cultures
- the changing nature of youth culture and the growth of neo tribes
- youth subcultures, deviance, with reference to delinquency, crime, education and media
- theoretical perspectives of youth culture

Option 2: Youth subcultures

Students consider how and why youth culture and subcultures are formed and why young people participate in deviant subcultures.

Section C develops the key concepts in Section A and includes consideration of social differentiation, power and stratification through the detailed study of one of three options.

Option 1: Education

- the role and function of education
- patterns and trends of differential attainment and participation
- contemporary social policy
- the influence of material and cultural factors and processes such as labelling
- theoretical perspectives of education

Similar to Component 3, Section B

Option 2 Education

Students consider the role of education in society; patterns and trends of educational inequalities by class, ethnicity and gender; how differential educational achievement can be explained and how the UK education system has changed.

Option 2: Media

- the role of the media in contemporary society
- ownership and control of the media
- patterns and trends in the representation of social groups
- contemporary social policy
- theoretical perspectives of the media

Similar to Component 1, Section B

Option 3: Media

Students consider how different social groups are represented in the media in relation to ethnicity, gender, social class and age and the effect the media has on audiences

Some overlap with Component 3, Section A: Globalisation and the digital social world

Option 3: Religion

- the role and function of religion
- patterns and trends of participation and religiosity
- religious structures and organisations
- contemporary social policy
- theoretical perspectives of religion

Similar to Component 3, Section B

Option 3: Religion, belief and faith

Students consider how religion, belief and faith are defined and measured; the role of religion, belief and faith; patterns and trends of religion, belief and faith and whether secularisation is occurring.

SWITCHING TO EDUQAS FROM OCR

Eduqas Sociology	OCR Sociology
Component 2: Methods of Sociological Enquiry Students will be required to demonstrate knowledge and understanding of a range of methods and sources of data, to apply this knowledge, to design, analyse and evaluate their own research design and to use examples from contemporary sociological research.	
<ul style="list-style-type: none"> key concepts primary quantitative and qualitative research methods methodological approaches to research secondary methods and data sampling ethical issues practical issues theories of research 	<p>Similar to some of the content found in Paper 1 and Paper 3, 4.1.3 and 4.3.2 Theory and Methods</p> <p>Students are expected to be familiar with different methods of research; research design; sources of data; theory of sociological methods and theoretical, practical and ethical issues. Students also look at the scientific nature of sociology and must be able to apply sociological methods to the study of both Education and Crime.</p>
Component 3: Power and Stratification This Component focuses on the theme of social differentiation, power and stratification.	
<p>Section A</p> <ul style="list-style-type: none"> evidence and examples of areas of inequality related to class, gender, ethnicity and age changing patterns of inequality theories and explanations for inequality and stratification 	<p>Similar to Component 2, Section B</p> <p>Understanding Social Inequalities</p> <p>Students consider the main patterns and trends in social inequality and difference and how these differences can be explained.</p>
<p>Section B</p> <p>This section focuses on the theme of power, issues of social order and control studied through one of the following options:</p> <p>Option 1: Crime and deviance</p> <ul style="list-style-type: none"> patterns of the social distribution of crime and deviance measuring crime contemporary social policies definitions of crime and deviance influence of theories and explanations on social policy theories and explanations of crime and deviance 	<p>Similar to Component 3, Section B</p> <p>Option 1: Crime and deviance</p> <p>Students consider definitions and measurement of crime and deviance; patterns and trends in crime; explanations of crime and deviance and how crime and deviance can be reduced</p>

