

GCE AS Examiners' Report

Sociology

AS

Summer 2025

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Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each component.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	Eduqas offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.eduqas.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the Eduqas subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For linear specifications, a single grade is awarded for the subject, rather than for each component that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results and Grade Boundaries and PRS (eduqas.co.uk)

¹ Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	Eduqas provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.eduqas.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the Eduqas subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner Eduqas

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Executive Summary

Whilst many candidates performed well in the qualification, standards in Component 1 were lower than in previous series. Across both components the examining team observed that candidates regularly failed to fully address the demands of the questions set, for example, failing to contextualise and also, higher order skills of evaluation and discussion were often lacking or limited.

Most candidates engaged with the Component 1 paper and attempted all questions. A reasonable grasp of key sociological concepts and theories was demonstrated across the paper, but performance was often limited by lack of clarity, underdeveloped explanations, and weak evaluation skills. In Section B, Families and Households was by far the most popular option, and in Section C all candidates selected the Education topic, except for a small number of rubric errors. Candidates found Section A and the compulsory questions in Question 2 more challenging than the equivalent in 2024.

Sociological knowledge and understanding were often lacking as examiners found there was a lack of clear definitions (e.g., feral children and LAT families), infrequent use of key terminology such as imitation and role modelling, and weak use of the item as required in question 1. The stronger responses to the 25-mark essay questions often demonstrated good knowledge and understanding but struggled to demonstrate effective AO3 skills. Evaluation was often undeveloped and juxtaposed. The best responses to the data/graph interpretation question in Section C were able to correctly interpret the graph and use the data to support their analysis of patterns, trends and differences.

Improved exam technique was seen in Component 2 amongst many candidates, but centre-level variation was observed suggesting a need for consistent guidance on question demands. Performance was broadly in line with 2024. In the 5-mark question, top band responses were characterised by meaningful reference to the item and explicit focus on the demands of the question. Weaker responses often included generic, uncontextualised points and irrelevant reference to other studies. This was also the case with weak responses to the 10-mark questions.

Strong responses to part (c) provided a clear definition and understanding of the method, were able to accurately use methodological terms such as *verstehen* and validity, and contextualised strengths and weaknesses to the item. Likewise, the best responses to the essay question, part (d), again used subject specific terminology, referenced theoretical perspectives and relevant longitudinal studies, and explicitly addressed strengths and weaknesses in a well-structured way.

Key areas for development include:

Evaluation skills – this was the weakest skill demonstrated by candidates across the qualification. Evaluations were often brief, generic or disconnected from the argument.

Use of the item – Where the questions require contextualisation, candidates must integrate the item into their responses to demonstrate understanding and to add value to their responses. The item should not be copied but applied in a meaningful way.

Use of sociological language – Key terminology such as imitation, cultural deprivation, validity and reliability, were under-utilised or misapplied. Methodological language (in component 2) should be explained and linked to the context of the research.

Application of theory/evidence – Relevant and appropriate sociological content was often not applied to the context or the question, restricting AO2 marks.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: **029 22 404279**

Email: **GCESociology@eduqas.co.uk**

Qualification webpage: [AS and A Level Sociology | Eduqas](#)

See other useful contacts here: [Useful Contacts | Eduqas](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.eduqas.co.uk/home/professional-learning/>

Regional Rep Team

Our regional team covers all areas of England and can provide face-to-face and online advice at a time which is convenient to you.

Get in contact today and discover how our team can support you and your students.

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We support our education communities by providing trusted qualifications and specialist support, to allow our students the opportunity to reach their full potential.



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