**Specification Comparison**

An overview of the reformed specifications compared to the existing WJEC GCE AS/A level Sociology specification.

<table>
<thead>
<tr>
<th>AS/A level Sociology</th>
<th>What remains the same?</th>
<th>What is changing?</th>
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</table>
| **Structure**         | • Written examination papers  
                        | • Two components for the AS level  
                        | • AS linear assessment after one year | • AS will be a "stand alone" decoupled qualification  
                        | • AS results will no longer count towards the A level  
                        | • AS will be co–teachable  
                        | • A level will have three components with linear assessments after two years |
| **Content**           | • No change to the subject content  
                        | • Minor wording changes to the subject criteria  
                        | • The following popular optional topics remain:  
                        | - families & households  
                        | - youth cultures  
                        | - education  
                        | - Media  
                        | - religion  
                        | - crime and deviance  
                        | - politics  
                        | - world sociology | • Components now have a discrete component on research methods  
                        | • More reference to research methods in the assessment objectives  
                        | • New opportunities for learners to choose options  
                        | • References to policy throughout the specification  
                        | • For A level, the stratification element is more generalised and theoretical so it can be delivered through existing topics and then reinforced with specific theory and detail |
| **Assessment**        | • Use of short open response, restricted response and extended response essay questions  
                        | • Questions designed to enable demonstration of higher order skills  
                        | • Straightforward wording of questions | • Longer examination times  
                        | • More choice on extended response essay questions  
                        | • Number of assessment objectives has increased from two to three  
                        | • There is a stronger emphasis on assessment of skills particularly application and evaluation  
                        | • Each assessment objective now refers to ‘context’  
                        | • Assessment materials contain detailed assessment grids |