

## Switching to OCR from AQA

### Introduction

If you want to really engage your students, teaching the OCR Sociology qualification is the ideal option, providing a blend of both familiar and contemporary A Level sociology content. The specification is clearly set out and after the key themes of socialisation, culture and identity are explored - designed as an accessible introductory topic for all learners - we have a range of popular topic options. We also have our globalisation and the digital social world content which is bound to get your students talking!

### How the content compares

OCR Sociology	AQA Sociology
<p>Component 1 Section A: Introducing socialisation, culture and identity</p> <p>Socialisation, culture and identity are key themes within sociology. Students become familiar with:</p> <ul style="list-style-type: none"> <li>• different types of culture</li> <li>• the process of socialisation</li> <li>• the concept of identity.</li> </ul> <p>Teachers have told us having this content in Component 1 is a great introduction for students with these themes then leading nicely into, and being developed through, the context of 1 of 3 options: Families and relationships, Youth subcultures or Media.</p>	<p>Paper 2</p> <p>Optional 3.2.2.1 Culture and identity Optional 4.2.1 Culture and identity</p> <p>Like the OCR content, this option requires students to be familiar with different types of culture, the process of socialisation and differing aspects of identity.</p>



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<p>Component 1 Section B: Option 1 Families and relationships</p> <p>In this popular option, students consider:</p> <ul style="list-style-type: none"> <li>the diversity of the family and demographic trends</li> <li>the ideology of the nuclear family</li> <li>how roles and relationships are changing</li> <li>issues such as: the domestic division of labour and the 'dark side' of the family</li> <li>the child-centred family.</li> </ul>	<p>Paper 2</p> <p>Optional 3.2.2.2 Families and households</p> <p>Optional 4.2.2 Families and households</p> <p>Like the OCR content, students are expected to consider the diversity of the family, demographic trends, gender roles, domestic labour and power relationships. Also the nature of childhood and changes in the status of children.</p> <p>Students need to be familiar with the links between the family and social change. And reference made to the economy and state policies.</p>
<p>Component 1 Section B: Option 2 Youth subcultures</p> <p>If you're looking for a change, then perhaps consider the option of teaching 'Youth subcultures'. Consider:</p> <ul style="list-style-type: none"> <li>how and why are youth subcultures formed?</li> <li>why do young people participate in deviant subcultures?</li> </ul> <p>One teacher remarked how this offers '<i>fantastic opportunities to explore social history coupled with endless appeal to students</i>'.</p>	<p>There is no option to study youth subcultures.</p>
<p>Component 1 Section B: Option 3 Media</p> <p>This option focuses on how media plays an increasing important role as an agent of</p>	<p>Paper 2</p> <p>Optional 4.2.7 The Media</p> <p>Students are expected to consider the relationship between ownerships and control of</p>



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<p>socialisation in contemporary society. Students consider:</p> <ul style="list-style-type: none"> <li>• how different groups are represented in the media in relation to ethnicity, gender, social class and age, and the theoretical views of representations</li> <li>• the effect the media has on audiences.</li> </ul>	<p>the media, also the processes of selection and presentation of news content. Like the OCR content, students consider media representations in relation to ethnicity, gender, social class and age as well as the relationship between the media and audiences.</p>
<p>Component 2</p> <p>Research methods and researching social inequalities</p> <p>The main stages of the research process and the relationship between theory and methods are explored in Component 2.</p> <p>Learners go on to apply this to the context of social inequalities – a central theme within sociology. At A Level the main patterns and trends of social inequality and difference, and explanations for these, are considered in relation to social class, gender, ethnicity and age. Students consider evidence from a range of areas of social life and consider how inequalities affect life chances.</p>	<p>Paper 1 and Paper 2 / Paper 1 and Paper 3</p> <p>3.1 Education with Methods in Context</p> <p>4.1 Education with Theory and Methods</p> <p>4.3 Crime and Deviance with Theory and Methods</p> <p>3.2.2.3 and 4.2.3 Health</p> <p>3.2.2.4 and 4.2.4 Work, Poverty and Welfare</p> <p>Theory and methods are explored in both Paper 1 and Paper 3. Students are expected to be familiar with the content for the compulsory topics of Education and Crime, and then must also apply sociological research methods to the study of both these areas. Within the theory and methods section, students study research design and methods used, and are also expected to consider the extent to which sociology can be regarded as scientific. Some content from the Health and Work, Poverty and Welfare topics could be applied to the OCR specification.</p>
<p>Component 3 Section A:</p> <p>Globalisation and the digital social world</p> <p>Really want to engage your students?</p> <p>Described by a teacher as a '<i>breath of fresh air</i>' this is an opportunity to consider a very</p>	<p>Limited focus on contemporary issues.</p>



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<p>relevant and important issue in today's society – the impact of digital forms of communication on peoples' identity, social inequalities, relationships, and the opportunity to consider how this might impact on culture.</p>	
<p>Component 3 Section B: Option A Crime and deviance</p> <p>This option is an opportunity for students to consider and discuss:</p> <ul style="list-style-type: none"> <li>• how crime and deviance are defined and measured</li> <li>• patterns and trends in crime including the social distribution of offending and victimisation by social class, gender, ethnicity and age</li> <li>• global organised crime and green crime</li> <li>• how crime and deviance can be explained</li> <li>• how crime and deviance can be reduced.</li> </ul>	<p>Paper 3 4.3 Crime and Deviance with Theory and Methods</p> <p>This is compulsory content for students.</p> <p>Students must be familiar with what crime and deviance are, and like OCR the social distribution of crime and deviance by social class, gender, and ethnicity considered. Students also consider green crime and state crime as well as crime control – prevention and punishment including the role of the criminal justice system. Students must also be able to apply the crime and deviance content to sociological research methods.</p>
<p>Component 3 Section B: Option 2 Education</p> <p>This option is an opportunity for students to consider and discuss:</p> <ul style="list-style-type: none"> <li>• the role of education in society</li> <li>• the patterns and trends of educational inequalities by social class, ethnicity and gender</li> <li>• how differential educational achievement can be explained</li> <li>• how the UK education system has</li> </ul>	<p>Paper 1 3.1 Education with Methods in Context 4.1 Education with Theory and Methods</p> <p>This is compulsory content for students.</p> <p>Like OCR, students must be familiar with the role of education in society, differential educational achievement by social class, ethnicity and gender, as well as the relationships and processes that occur within schools. Students are also expected to know educational policies including marketization</p>



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<p>changed including educational policy in relation to gender, class and ethnicity.</p>	<p>and privatisation as well as the impact of globalisation on educational policy. Students must also be able to apply the education content to sociological research methods.</p>
<p>Component 3 Section B: Option 3 Religion, belief and faith</p> <p>This option is an opportunity for students to consider and discuss:</p> <ul style="list-style-type: none"> <li>• how religion, belief and faith are defined and measured and the different types of religious institutions and movements</li> <li>• the role of religion, belief and faith</li> <li>• the patterns and trends in relation to social class, gender, ethnicity and age</li> <li>• whether secularisation is occurring.</li> </ul> <p>There is a global focus with consideration given to the change in the significance of religions in societies.</p>	<p>Paper 2 4.2 Topics in Sociology Option 2 4.2.5 Beliefs in society</p> <p>Students consider ideology, science and religion and the different types of religious organisations. Students must also consider the link between social change and religious beliefs, practices and organisations and also the relationship between different social groups and religious organisations.</p> <p>Students consider whether secularisation is occurring in a global context, as well as globalisation and the spread of religions.</p>



## Assessment

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<p>AS Component 1 Socialisation, culture and identity 50% of AS Written paper 75 marks 1 hour 30 minutes</p> <p>Section A: Short and medium tariff questions. 30 marks.</p> <p>Section B: Choose 1 of the 3 options. Within each option there are three extended response. 45 marks.</p>	<p>AS Paper 1 Education with Methods in Context 50% of AS Written paper 60 marks 1 hour 30 minutes</p> <p>Education: Short answer and extended writing. 40 marks.</p> <p>Methods in context: Extended response. 20 marks.</p>
<p>AS Component 2 Researching and understanding social inequalities 50% of AS Written paper 75 marks 1 hour 30 minutes</p> <p>Section A: Short and medium tariff questions. 45 marks.</p> <p>Section B: Two extended response. 30 marks.</p>	<p>AS Paper 2 Research Methods and Topics in Sociology 50% of AS Written paper 60 marks 1 hour 30 minutes</p> <p>Section A: Short answer and extended writing. 20 marks.</p> <p>Section B: Short answer and extended response. 40 marks.</p>
<p>A Level Component 1 Socialisation, culture and identity 30% of A Level Written paper 1 hour 30 minutes 90 marks</p> <p>Section A: Short and medium tariff questions. 38 marks.</p> <p>Section B: Choose 1 of 3 options. Within an</p>	<p>A Level paper 1 Education with Theory and Methods 33.3% of A Level Written paper 2 hours 80 marks</p> <p>Education: Short answer and extended response. 50 marks.</p> <p>Methods in Context: Extended response. 20</p>



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option three extended response. 52 marks.	marks. Theory and Methods: Extended response 10 marks.
<p>A Level Component 2 Researching and understanding social inequalities 35% of A Level Written paper 2 hours 15 minutes 105 marks</p> <p>Section A: Short and medium tariff questions. 45 marks. Section B: Two extended response. 60 marks.</p>	<p>A Level paper 2 Topics in Sociology 33.3% of A Level Written paper 2 hours 80 marks</p> <p>Section A: Extended response. 40 marks. Section B: Extended response. 40 marks.</p>
<p>A Level Component 3 Debates in contemporary society 35% of A Level Written paper 2 hours 15 minutes 105 marks</p> <p>Section A: Short and medium tariff questions. 35 marks. Section B: Choose 1 of 3 options. Within an option three extended response. 70 marks.</p>	<p>A Level paper 3 Crime and Deviance with Theory &amp; Methods 33.3% of A Level Written paper 2 hours 80 marks</p> <p>Crime and deviance: Short answer and extended response. 50 marks. Theory and Methods: Extended response. 30 marks.</p>

