

Switching to OCR from Eduqas

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	Eduqas 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"> • different types of culture • the process of socialisation • the concept of identity. <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>Component 1 Socialisation and culture</p> <p>Like the OCR content, Section A requires students to be familiar with the social construction of culture, the process and agencies of socialisation, and the influence of socialisation on identity.</p>
<p>Component 1 Section B: Option 1 Families and relationships</p> <p>In this popular option, students consider:</p>	<p>Component 1 Section B Option 1 Families and households</p> <p>Like the OCR content, students are expected</p>



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<ul style="list-style-type: none"> the diversity of the family and demographic trends the ideology of the nuclear family how roles and relationships are changing issues such as: the domestic division of labour and the 'dark side' of the family the child-centred family. 	<p>to consider the diversity of the family, demographic trends, relationships and theoretical perspectives. Students need to be familiar with the links between the family and social change.</p>
<p>Component 1 Section B: Option 2 Youth subcultures</p> <p>Why not consider the increasingly popular option of teaching 'Youth subcultures'.</p> <ul style="list-style-type: none"> how and why are youth subcultures formed? why do young people participate in deviant subcultures? <p>One teacher remarked how this offers <i>'fantastic opportunities to explore social history coupled with endless appeal to students'</i>.</p>	<p>Component 1 Section B Option 2 Youth cultures</p> <p>Like the OCR content, consider factors influencing the formation of youth cultures and reference to delinquency and crime. Theoretical perspectives of youth cultures.</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 socialisation in contemporary society. Students consider:</p> <ul style="list-style-type: none"> how different groups are represented in the media in relation to ethnicity, gender, social class and age, and the theoretical views of representations the effect the media has on audiences. 	<p>Component 1 Section C Option 2 Media</p> <p>Students are expected to consider the role of the media, ownerships and control of the media, and social policy. 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>



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<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>Component 2 Methods of sociological enquiry</p> <p>Component 3 World Sociology option</p> <p>Theory and methods are explored in a very similar way to the OCR specification within Section A.</p> <p>Some content from the Component 3 option on World Sociology could be applied to the OCR specification in relation to patterns of inequality, work and employment</p>
<p>Component 3 Section A: Globalisation and the digital social world</p> <p>Really want to engage your students? Described by a teacher as a '<i>breath of fresh air</i>' this is an opportunity to consider a very 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 1 Section C Option 2 Media</p> <p>Some content on new media and globalisation but within the broader media option.</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"> • how crime and deviance are defined and 	<p>Component 3 Power and stratification Section B: Option 1 Crime</p> <p>Like OCR, students must be familiar with what crime and deviance are, the social distribution of crime and deviance by social class, gender, and ethnicity as well as age. Theories and</p>



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<p>measured</p> <ul style="list-style-type: none"> • patterns and trends in crime including the social distribution of offending and victimisation by social class, gender, ethnicity and age • global organised crime and green crime • how crime and deviance can be explained • how crime and deviance can be reduced. 	<p>explanations for crime and deviance, and their influence on social policy, are considered.</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"> • the role of education in society • the patterns and trends of educational inequalities by social class, ethnicity and gender • how differential educational achievement can be explained • how the UK education system has changed including educational policy in relation to gender, class and ethnicity. 	<p>Paper 1 Section C Option 1 Education</p> <p>Like OCR, within this option students must be familiar with the role of education in society, differential educational achievement by social class, ethnicity and gender and how this can be explained, as well as the relationships and processes that occur within schools. Students are also expected to know social policy.</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"> • how religion, belief and faith are defined and measured and the different types of religious institutions and movements • the role of religion, belief and faith 	<p>Paper 1 Section C Option 3 Religion</p> <p>Students consider the role and function of religion, as well as knowing about religious structures and organisations. Like OCR, students learn about patterns and trends of participation and religiosity in relation to social class, gender, ethnicity and age. Students are also expected to know about social policy with</p>



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<ul style="list-style-type: none">• the patterns and trends in relation to social class, gender, ethnicity and age• whether secularisation is occurring. <p>There is a global focus with consideration given to the change in the significance of religions in societies.</p>	<p>regard to religion in society and theoretical perspectives.</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 Component 1 Socialisation and Culture 70% of AS Written paper 120 marks 2 hours 30 minutes</p> <p>Section A: One structured question. 15 marks.</p> <p>Section B: Choose 1 of the 2 options. Compulsory question and essay question. 50 marks</p> <p>Section C: Choose 1 of the 3 options. Each option includes a compulsory question. 55 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 Component 2 Methods of sociological enquiry 30% of AS Written paper 50 marks 1 hour 15 minutes</p> <p>One compulsory question. Based on stimulus material which will be a synopsis of a piece of sociological research.</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. Section B: Choose 1 of 3 options. Within an option three extended response. 52 marks.</p>	<p>A Level paper 1 Socialisation and culture 40% of A Level Written paper 2 hours 30 minutes 120 marks</p> <p>Section A: Compulsory. One structured question. 20 marks Section B: Option. Compulsory question and essay question. 50 marks Section C: Choose 1 of 3 options. Compulsory question and essay question. 50 marks</p>
<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 Methods of sociological enquiry 20% of A Level Written paper 1 hour 45 minutes 60 marks</p> <p>2 compulsory questions. The questions include extended writing and one question will require learners to design, justify and evaluate a piece of sociological research.</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 Power and stratification 40% of A Level Written paper 2 hours 30 minutes 120 marks</p> <p>Section A: One question on the theme of social differentiation and stratification. Includes a compulsory question and a choice between two essay questions. 60 marks Section B: Choose 1 of the 4 options. Each option includes a compulsory question and an essay questions. 60 marks</p>

