

# SOCIOLOGY

**It's easy to join us**

## Moving to OCR's A Level in Sociology from AQA

### Are you currently teaching AQA's A Level in Sociology?

**This short guide will take a look at our refreshed A Level in Sociology and show you how it compares to the AQA A Level and how you can easily move to teaching our specification.**

We collaborate with teachers, employers and Higher Education representatives to develop qualifications which are relevant and meet the needs of students.

**Our A Level in Sociology has lots of key benefits for teachers, including:**

- an improved assessment model that ensures complete consistency in question and paper structure
- an updated, inclusive curriculum with an emphasis on exciting modern sociological studies
- a unique mandatory unit: 'globalisation and the digital social world' (H582/03)
- optional units that allow teachers to choose topics best suited to student needs (H582/01; H582/02)
- clearly laid out content with breadth of knowledge exemplified
- a range of support services to help you at every stage, from preparation to delivery.

We listen. The decisions we make when we develop our specification are based on teacher and student feedback. To tell us more about your experiences of teaching OCR, join our teacher panel and help shape the future of our assessments.

Follow us on Twitter: [\*\*OCR Sociology\*\*](#)

**Your students will develop:**

- a lifelong passion for understanding social issues
- a deep understanding of how cultures and identities are changing in the contemporary UK and how British and spiritual, moral, social, cultural (SMSC) values can be promoted
- essential knowledge on the role and impact of digital technology and social media on individuals and society
- a deep understanding of how globalisation impacts on crime, education and religious beliefs
- key knowledge and understanding of social inequalities in the UK linked to social class, gender and ethnicity
- transferable skills such as critical evaluation, planning, presentation/delivery and the practical application of research skills
- valuable communication skills that are extremely attractive in the modern workplace including: the police, civil service, marketing, community work, consultancy, public relations and much more.

# About our A Level in Sociology

**We believe in developing specifications that are engaging and contemporary, equipping students with the knowledge and skills they need to succeed in their studies and beyond.**

Informed by research and extensive engagement with the teaching community, we've created specifications that aim to enthuse and inspire students of all backgrounds and abilities, helping you to help them achieve their full potential.

We offer a range of support services to help you at every stage, from preparation to delivery:

- expert Subject Advisors who are part of their subject communities and here to support you with advice, updates on resources, and information about training and networking opportunities
- detailed assessment guides, practice materials and examiners' reports to help you navigate the specification and its content
- comprehensive curriculum planners and schemes of work to support with planning and delivery
- textbooks and teaching and learning resources from leading third parties and publishers
- ExamBuilder: our free question-building platform that helps you to build your own tests as our bank of past live-series questions grows
- Active Results: our free results analysis service to help you review the performance of individual students or whole school
- an extensive range of professional development courses, covering everything from Starting to Teach to Exam Review, where you'll have the opportunity to speak directly to Subject Advisors and assessment experts.

**To find out more about all of our support services, please visit [Teach Cambridge](#).**

# At a glance specification comparison

	OCR Sociology	AQA Sociology
<b>Structure</b>	There are three mandatory components which are all externally assessed. There are optional units in Components 01 and 03.	There are three mandatory components which are all externally assessed. There are optional units in Paper 2.
<b>Grading</b>	The qualification is graded on the scale: A*, A, B, C, D, E, where A* is the highest. Students who fail to reach the minimum standard for E will be Unclassified.	The qualification is graded on the scale: A*, A, B, C, D, E, where A* is the highest. Students who fail to reach the minimum standard for E will be Unclassified.
<b>Assessment</b>	<p><b>H582/01</b> 2 hour exam worth 80 marks Optional units in Section B OCR set and marked</p> <p><b>H582/02</b> 2 hour exam worth 80 marks OCR set and marked</p> <p><b>H582/03</b> 2 hour exam worth 80 marks Optional units in Section B OCR set and marked</p>	<p><b>Paper 1</b> 2 hour exam worth 80 marks Externally assessed</p> <p><b>Paper 2</b> 2 hour exam worth 80 marks Optional units Externally assessed</p> <p><b>Paper 3</b> 2 hour exam worth 80 marks Externally assessed</p>

# Comparing assessment models

## OCR Sociology

### A Level Component 01 (H582/01)

#### Socialisation, Culture and Identity

33.3% of A Level

Written paper 2 hours

80 marks

Section A: Short and medium tariff questions. 28 marks

Section B: Choose 1 of 3 options. Short and medium tariff questions. One extended response. 52 marks

### A Level Component 02 (H582/02)

#### Researching and Understanding Social Inequalities

33.3% of A Level

Written paper 2 hours

80 marks

Section A: Short and medium tariff questions. 28 marks

Section B: Short and medium tariff questions. One extended response. 52 marks

### A Level Component 03 (H582/03)

#### Debates in Contemporary Society

33.3% of A Level

Written paper 2 hours

80 marks

Section A: Short and medium tariff questions. 28 marks

Section B: Choose 1 of 3 options. Short and medium tariff questions. One extended response. 52 marks

## AQA Sociology

### A Level Paper 1

#### Education with Theory and Methods

33.3% of A Level

Written paper 2 hours

80 marks

Education: Short answer and extended writing. 50 marks.

Methods in Context: Extended writing. 20 marks

Theory and Methods: Extended writing. 10 marks

### A Level Paper 2

#### Topics in Sociology

33.3% of A Level

Written paper 2 hours

80 marks

Section A: Extended writing. 40 marks

Section B: Extended writing. 40 marks

### A Level Paper 3

#### Crime and Deviance with Theory and Methods

33.3% of A Level

Written paper 2 hours

80 marks

Crime and Deviance: Short answer and extended writing. 50 marks

Theory and Methods: Extended writing. 30 marks

## It's easy to switch

- If you're an OCR-approved centre, all you need to do is download the specification and start teaching.
- Sign up for our [Choosing OCR webinar](#) exclusively for centres who are thinking of moving to or are new to OCR.
- [Be kept up-to-date](#) with the latest news including professional development and Teacher Networks.

# And finally...

## Comparison of units

OCR A Level in Sociology		AQA A Level in Sociology	
<b>Component 01 Socialisation, Culture and Identity</b>			
<b>Section A Introducing socialisation, culture and identity</b>		<b>Paper number</b>	<b>Compulsory or optional content</b>
<b>Key question</b>	<b>Content area</b>		
1. What is culture?	The relative nature of culture, norms and values.	2 Culture and Identity	O
2. What is socialisation?	Definitions of primary and secondary socialisation and how they link to agencies of socialisation.	2 Culture and Identity	O
3. What is identity?	Aspects of identity and the associated cultural characteristics. Hybrid identities and how identity can be fluid.	2 Culture and Identity	O
<b>Section B Option 1: Families and Relationships</b>		<b>Paper number</b>	<b>Compulsory or optional content</b>
<b>Key question</b>	<b>Content area</b>		
1. How diverse are modern families?	The diversity of family and household types in the contemporary UK.	2 Families and Households	O
2. To what extent are roles and relationships within families and households changing?	Roles and relationships in the family and how they are changing, including the application of theoretical explanations.	2 Families and Households	O
<b>Section B Option 2: Youth Subcultures</b>		<b>Paper number</b>	<b>Compulsory or optional content</b>
<b>Key question</b>	<b>Content area</b>		
1. How and why are youth culture and subcultures formed?	Theoretical views of the role of youth culture and subcultures and how and why they are formed, considering different theoretical approaches.	3 Crime and Deviance	C
		2 Culture and Identity	O
		2 Beliefs in Society	O
		2 The Media	O
2. Why do young people participate in deviant subcultures?	Patterns of different deviant subcultures within the last 30 years, including the application of different theoretical explanations.	1 Education	O
		2 Culture and Identity	O
		2 Beliefs in Society	O
		2 The Media	O

<b>Section B Option 3: Media</b>		<b>Paper number</b>	<b>Compulsory or optional content</b>
<b>Key question</b>	<b>Content area</b>		
1. How are different social groups represented in the media?	Evidence and explanations for the representation and effects of misrepresentations of a range of different social groups.	2 The Media; Culture and Identity	O
		3 Crime and Deviance	C
2. What effect do the media have on audiences?	Theoretical views of media effects including the role of new media and social media.	2 The Media; Culture and Identity	O
		3 Crime and Deviance	C

**Component 02  
Researching and Understanding Social Inequalities**

<b>Section A Research methods and researching social inequalities</b>		<b>Paper number</b>	<b>Compulsory or optional content</b>
<b>Key question</b>	<b>Content area</b>		
1. What is the relationship between theory and methods?	How social research is guided by theory: Positivism and Interpretivism.	1 Education: Theory and Methods; 3 Crime and Deviance: Theory and Methods	C
2. What are the main stages of the research process?	Key concepts in the research process / research design, including sampling techniques.	1 Education: Theory and Methods; 3 Crime and Deviance: Theory and Methods	C
3. Which methods are used in sociological research?	Research methods in the context of social inequalities and the advantages and disadvantages of each.	1 Education: Theory and Methods; 3 Crime and Deviance: Theory and Methods	C

<b>Section B Understanding social inequalities</b>		<b>Paper number</b>	<b>Compulsory or optional content</b>
<b>Key question</b>	<b>Content area</b>		
1. What are the main patterns and trends in social inequality and difference?	Evidence of social inequalities from a range of areas of social life including patterns and trends in relation to work and employment.	2 Health; Work, Poverty and Welfare; Stratification and Differentiation	O
2. How can patterns and trends in social inequality and difference be explained?	The main sociological explanations of social inequality and difference.	2 Health; Work, Poverty and Welfare; Stratification and Differentiation	O

**Component 03  
Debates in Contemporary Society**

**Section A  
Globalisation and the digital social world**

<b>Key question</b>	<b>Content area</b>
1. What is the relationship between globalisation and digital forms of communication?	Developments in digital forms of communication in a global society and how they are related to social capital and access.
2. What is the impact of digital forms of communication in a global context?	The impact of digital forms of communication on the positive and negative effects on people's identity, relationships and social inequalities.

<b>Paper number</b>	<b>Compulsory or optional content</b>
1 Education	C
2 Work, Poverty and Welfare; Beliefs in Society; Global Development; The Media; Stratification and Differentiation; Culture and Identity; Families and Households; Health	O
3 Crime and Deviance	C
1 Education	C
2 Work, Poverty and Welfare; Beliefs in Society; Global Development; The Media; Stratification and Differentiation; Culture and Identity; Families and Households; Health	O
3 Crime and Deviance	C

**Section B  
Option 1: Crime and Deviance**

<b>Key question</b>	<b>Content area</b>
1. How are crime and deviance defined and measured?	Defining crime. Measuring crime including the advantages and disadvantages of each form of measure.
2. What are the patterns and trends in crime?	The social distribution of offending and victimisation including a global context.
3. How can crime and deviance be explained?	Theoretical views of crime and deviance, and how relevant they are for understanding crime in contemporary global society.
4. How can crime and deviance be reduced?	Social policy and crime including the effectiveness of crime prevention and control policies.

<b>Paper number</b>	<b>Compulsory or optional content</b>
3 Crime and Deviance	C
3 Crime and Deviance	C
3 Crime and Deviance	C
3 Crime and Deviance	C

<b>Section B Option 2: Education</b>		<b>Paper number</b>	<b>Compulsory or optional content</b>
<b>Key question</b>	<b>Content area</b>		
1. What is the role of education in society?	Theoretical views on the role of education and the relationship between education and work.	1 Education	C
2. What are the patterns and trends of educational inequalities?	Differential educational achievement, how they overlap, including a global perspective.	1 Education	C
3. How can differential educational achievement be explained?	Explanations for differential educational achievement and experience. Inside and outside school factors.	1 Education	C
4. How has the UK education system changed?	The diversity of educational provision including changes over time. Government policies from 1988 onwards.	1 Education	C

<b>Section B Option 3: Religion, belief and faith</b>		<b>Paper number</b>	<b>Compulsory or optional content</b>
<b>Key question</b>	<b>Content area</b>		
1. How are religion, belief and faith defined and measured?	Defining religion, faith and belief; including how religion, faith and belief is measured.	2 Beliefs in Society	O
2. What is the role of religion, belief and faith?	Theoretical views on the role of religion, belief and faith for the individual and for society including whether it is a positive or negative.	2 Beliefs in Society	O
3. What are the patterns and trends of religion, belief and faith?	Patterns and trends including reasons for the appeal of religions to different groups in society.	2 Beliefs in Society	O
4. Is secularisation occurring?	Theoretical views on the extent of secularisation including government policy.	2 Beliefs in Society	O



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If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on  
**01223 553998**

Alternatively, you can email us on  
**support@ocr.org.uk**

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