**OCR**

Oxford Cambridge and RSA

## AS LEVEL

## Specification

# SOCIOLOGY

## H180

For first assessment in 2016

# Contents

# Introducing…
# AS Level in Sociology (from September 2015)

Our AS Level in Sociology specification provides your students with the exciting opportunity to gain a deeper understanding of the world around them and reflect on social issues that are often relevant to their own social experiences. They open up the possibility for fascinating discussions, for example 'what impact do digital forms of communication have on social relations?', 'how do sociologists investigate inequality in society?' and 'what are the patterns and trends of religion in relation to social class?'

Through the specification, students can acquire knowledge and a critical understanding of contemporary social processes and social changes. They have the opportunity to develop a broad set of desirable key skills, including the ability to analyse and formulate clear, logical arguments with scope for extensive evaluation from a range of theoretical perspectives.

Developing strong critical thinking skills and being able to consider issues with a global outlook will be of huge benefit to your students moving forward, whether this is in further education, the workplace or society in general.

**Meet the team**

We have a dedicated team of people working on our AS Level in Sociology qualifications.

Find out more about our Sociology team at **ocr.org.uk**

If you need specialist advice, guidance or support, get in touch as follows:

- **01223 553998**

- **sociology@ocr.org.uk**

- **@OCR_exams**

Vertical black lines indicate a significant change to the previous printed version.

# Teaching and learning resources

We recognise that the introduction of a new specification can bring challenges for implementation and teaching. Our aim is to help you at every stage and we're working hard to provide a practical package of support in close consultation with teachers and other experts, so we can help you to make the change.

**Designed to support progression for all**

Our resources are designed to provide you with a range of teaching activities and suggestions so you can select the best approach for your particular students. You are the experts on how your students learn and our aim is to support you in the best way we can.

**We want to…**

- Support you with a body of knowledge that grows throughout the lifetime of the specification

- Provide you with a range of suggestions so you can select the best activity, approach or context for your particular students

- Make it easier for you to explore and interact with our resource materials, in particular to develop your own schemes of work

- Create an ongoing conversation so we can develop materials that work for you.

**Plenty of useful resources**

You'll have four main types of subject-specific teaching and learning resources at your fingertips:

- Delivery Guides

- Transition Guides

- Topic Exploration Packs

- Lesson Elements.

Along with subject-specific resources, you'll also have access to a selection of generic resources that focus on skills development and professional guidance for teachers.

**Skills Guides** – we've produced a set of Skills Guides that are not specific to Sociology, but each covers a topic that could be relevant to a range of qualifications – for example, communication, legislation and research. Download the guides at **ocr.org.uk/skillsguides**

**Active Results** – a free online results analysis service to help you review the performance of individual students or your whole school. It provides access to detailed results data, enabling more comprehensive analysis of results in order to give you a more accurate measurement of the achievements of your centre and individual students. For more details refer to **ocr.org.uk/activeresults**

## Professional development

Take advantage of our improved Professional Development Programme, designed with you in mind. Whether you want to come to face-to-face events, look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub.

**An introduction to the new specifications**

We'll be running events to help you get to grips with our AS Level in Sociology qualification.

These events are designed to help prepare you for first teaching and to support your delivery at every stage.

Watch out for details at **cpdhub.org.uk**

To receive the latest information about the training we'll be offering, please register for AS level email updates at **ocr.org.uk/updates**

# 1 Why choose an OCR AS Level in Sociology?

## 1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new AS Level in Sociology course has been developed in consultation with teachers, employers and Higher Education to provide students with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

### Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - …and much more.

- Access to Subject Advisors to support you through the transition and throughout the lifetimes of the specifications.

- CPD/Training for teachers to introduce the qualifications and prepare you for first teaching.

- Active Results – our free results analysis service to help you review the performance of individual students or whole schools.

All AS level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England QN 601/3996/1.

## 1b. Why choose an OCR AS Level in Sociology?

This practical and engaging course has been redeveloped after feedback from teachers and other key stakeholders. The content has been designed to inspire, nurture and develop learners. The most popular aspects of previous qualifications have been retained or enhanced. This qualification is designed to foster the development of critical and reflective thinking with a respect for social diversity; and to encourage an awareness of the importance of social structure and social action in explaining social issues.

Learners are encouraged to develop their own sociological awareness through active involvement with the contemporary social world.

Our AS Level in Sociology specification is designed to encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to reflect on their own experience of the social world to enhance their ability to play informed roles within different social contexts. It prepares learners to make informed decisions about further learning opportunities and career choices.

### Aims and learning outcomes

The main purpose of the specification is to prepare learners to progress to a qualification in the same subject area but at a higher level of or requiring more specific knowledge, skills and understanding.

Secondary purposes include preparing learners to progress to a qualification in another subject area, preparing learners for employment and giving learners personal growth and engagement in learning.

Our AS level specification in Sociology enables learners to:

- recognise that their sociological knowledge, understanding and skills help them to develop an understanding of the interrelationships between individuals, groups, institutions and societies

- analyse critically the nature and sources of information and to base reasoned judgements and arguments on evidence

- organise and communicate their knowledge and understanding in different and creative ways, and reach substantiated judgements

- appreciate the significance of theoretical and conceptual issues in sociological debate

- understand and evaluate sociological methodology and a range of research methods through active involvement in the research process

- develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society

- develop a lifelong interest in social issues.

## 1c.    What are the key features of this specification?

From September 2015, the AS Level in Sociology is made up of **two** mandatory components which are externally assessed.

Our AS Level in Sociology qualification has been designed to be co-teachable with the first year of the A level. The specification content is identical to the A level content for Component 1 and Component 2 Section A. Component 2 Section B has a reduced amount of content.

Here are some of the key benefits of our new AS Level in Sociology specification for you and your students:

- a straightforward specification with detailed guidance to support delivery

- improved support, resources and more teacher guidance

- strong focus on key sociological themes

- choice for teachers and students with options in Component 1.

## 1d.    How do I find out more information?

If already using OCR specifications you can contact us at: **www.ocr.org.uk**

If not already registered you can find out more information on the benefits of becoming one at: **www.ocr.org.uk**

If you are not yet an approved centre and would like to become one go to: **www.ocr.org.uk**

Find out more?

Ask the Subject Advisor

Email: **sociology@ocr.org.uk**

Telephone: 01223 553998

Visit our Online Support Centre at **support.ocr.org.uk**

# 2 The specification overview

## 2a. Overview of AS Level in Sociology (H180)

Learners take both components 01 and 02.

| Content Overview | Assessment Overview | |
|---|---|---|
| Introducing socialisation, culture and identity<br><br>Themes developed through the context of one of three options:<br><br>• Families and relationships<br><br>• Youth subcultures<br><br>• Media<br><br><br>Research methods and researching social inequalities<br><br>Understanding social inequalities | Socialisation, culture and identity (01)<br><br>75 Marks<br><br>1 hour 30 minutes written paper | **50%**<br><br>of total AS level |
| | Researching and understanding social inequalities (02)*<br><br>75 Marks<br><br>1 hour 30 minutes written paper | **50%**<br><br>of total AS level |

\* Indicates synoptic assessment.

## 2b.   Content of AS Level in Sociology (H180)

The AS level specification content is set out in **three** parts:

1.   **Key questions** – the key question to be explored.

2.   **Content** – sociological concepts and theories which should be included for each key issue.

3.   **Learners should** – this provides content amplification to explain in more detail what learners need to know for the assessment of this qualification.

Although not directly assessed, learners are encouraged to carry out their own small-scale research projects as a way of enhancing their sociological understanding of methodology, substantive topic areas and core themes.

**2**

## 2c.   Content of Socialisation, culture and identity: (01)

This component introduces learners to the key themes of socialisation, culture and identity and develops these themes through the context of one of three options of Families and relationships, Youth subcultures or Media.

These options develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues. The following tables outline the content that must be studied. This is split into two sections, Section A and Section B.

| Section A: Introducing socialisation, culture and identity | | |
|---|---|---|
| **Key questions** | **Content** | **Learners should:** |
| **1. What is culture?** | Culture, norms and values<br><br>Types of culture:<br>• subculture<br>• high culture<br>• popular culture<br>• global culture<br>• consumer culture<br>Cultural diversity<br>Cultural hybridity | be able to understand the relative nature of culture, norms and values. Cross-cultural material should be used here. |
| **2. What is socialisation?** | Primary and secondary socialisation<br><br>Agencies of socialisation:<br>• family<br>• peer group<br>• media<br>• religion<br>• education<br>• workplace<br>Nature/nurture debate | be able to link definitions of primary socialisation and secondary socialisation to relevant agencies of socialisation, understanding that socialisation is a lifelong process.<br><br>understand the link between socialisation and the creation of identities<br><br>consider the implications of the nature/nurture debate for an understanding of socialisation. |

| Section A: Introducing socialisation, culture and identity | | |
|---|---|---|
| **Key questions** | **Content** | **Learners should:** |
| *cont.*<br>**2. What is socialisation?** | Formal agencies of social control:<br>• police<br>• law/legal system<br>• courts<br>• government<br>• military<br>Informal agencies of social control:<br>• family<br>• peer group/subcultures<br>• media<br>• religion<br>• education<br>• workplace | explore the overlap between formal and informal social control for work, education and religion. |
| **3. What is identity?** | The concept of identity<br><br>Aspects of identity and the associated cultural characteristics:<br>• ethnicity<br>• nationality<br>• gender<br>• social class<br>• sexuality<br>• age<br>• disability<br>Hybrid identities | understand how identities are created including the influence of agencies of socialisation.<br><br>understand the different aspects of an individual's identity, their relative importance to individuals and ways in which they may intersect.<br><br>consider changing identities. |

**2**

| Section B Option 1: Families and relationships | | |
|---|---|---|
| This option focuses on the family as a central agency of socialisation and a main transmitter of culture in contemporary society. It allows learners to explore contemporary family structures and relationships. | | |
| **Key questions** | **Content** | **Learners should:** |
| **1. How diverse are modern families?** | The diversity of family and household types in the contemporary UK:<br><br>• nuclear families<br><br>• extended families<br><br>• lone parent families<br><br>• reconstituted families<br><br>• same-sex families<br><br>• non-family households | also consider newer/emerging types of families and households. |
| | Aspects of and reasons for family and household diversity in the contemporary UK, including:<br><br>• trends in marriage, divorce and cohabitation<br><br>• demographic changes:<br>  o birth-rate<br>  o family size<br>  o age at marriage<br>  o age of child-bearing<br>  o ageing population<br><br>• family diversity in terms of:<br>  o social class<br>  o ethnicity<br>  o sexuality | have an overview of trends over the last 30 years and consider the key reasons for these changes. Detailed knowledge of statistics on marriage, divorce and demographic changes is not required. |
| | The ideology of the nuclear family and the theoretical debates about the role and desirability of the nuclear family in contemporary society:<br><br>• functionalism<br><br>• New Right<br><br>• Marxism<br><br>• feminism<br><br>• postmodernism<br><br>Debates about the extent of family diversity in the contemporary UK | consider issues of consensus versus conflict, social order and control in relation to theoretical views of the role of the family in contemporary society. A theoretical approach to considering the extent of family diversity should be taken. |

**2**

## Section B Option 1: Families and relationships

| Key questions | Content | Learners should: |
|---|---|---|
| **2. To what extent are roles and relationships within families and households changing?** | Roles and relationships between partners and how they are changing, including issues of power | consider a range of issues including the domestic division of labour and the 'dark side' of the family. A theoretical approach should be taken, applying functionalist, Marxist and feminist approaches. |
| | Roles and relationships between parents and children and how they are changing, including issues of power | consider issues such as the growth of the child-centred family and the extension of childhood. |
| | | consider the impact of the ageing population on the relationship between grandparents, parents and children. A theoretical approach should be taken, applying feminist approaches. |

## Section B Option 2: Youth subcultures

This option focuses on youth as an important period in the socialisation process when individuals are developing a sense of identity within their peer groups. It allows learners to explore different types of youth subcultures and the roles they may play in society.

| Key questions | Content | Learners should: |
|---|---|---|
| **1. How and why are youth culture and subcultures formed?** | Theoretical views of the role and formation of youth culture and subcultures:<br>• functionalism<br>• Marxism/neo-Marxism<br>• feminism<br>• postmodernism<br>Subcultures as related to:<br>• social class<br>• gender<br>• ethnicity<br>• hybridity | use illustrative examples of subcultures to explore how and why youth culture and subcultures are formed.<br>consider issues of consensus versus conflict, social order and control in relation to theoretical views of the role and formation of youth culture and subculture. |

**2**

| Section B Option 2: Youth subcultures | | |
|---|---|---|
| **Key questions** | **Content** | **Learners should:** |
| **2. Why do young people participate in deviant subcultures?** | Deviant subcultures:<br>• delinquent subcultures<br>• criminal subcultures<br>• spectacular youth subcultures<br>• anti-school subcultures<br>• gangs | consider newer/emerging types of deviant subcultures. |
| | Patterns and trends in youth deviance related to:<br>• social class<br>• gender<br>• ethnicity | consider patterns and trends (within the last 30 years) of youth deviance based on the evidence presented by official statistics. |
| | Explanations for young people participating in deviant subcultures:<br>• functionalism/New Right<br>• Marxism/neo-Marxism<br>• interactionism<br>• culture and identity<br>The media and youth deviance:<br>• deviance amplification<br>• folk devils<br>• moral panics | consider both theoretical and identity based explanations, which could include issues of ethnic identity and gender. |

<table>
<tr><td colspan="3" align="center">**Section B Option 3: Media**</td></tr>
<tr><td colspan="3">This option focuses on how media plays an increasingly important role as an agent of socialisation in contemporary society. It allows learners to explore a range of evidence relating to media representations and media effects.</td></tr>
<tr><td align="center">**Key questions**</td><td align="center">**Content**</td><td align="center">**Learners should:**</td></tr>
<tr><td>**1. How are different social groups represented in the media?**</td><td>Evidence of representations in the media and how far these are changing in relation to:<br><br>• ethnicity (majority and minority ethnic groups)<br><br>• gender (masculinity and femininity)<br><br>• social class (middle, working, upper, under)<br><br>• age (young and old)</td><td>be able to discuss representation of a range of ethnicities. For example learners could consider UK nationalities (Irish, Scottish, Welsh, English) and also newer immigrant groups as well as more established minority ethnic groups.</td></tr>
<tr><td></td><td>Theoretical views of media representations:<br><br>• Marxism<br><br>• neo-Marxism<br><br>• pluralism<br><br>• feminism<br><br>• postmodernism</td><td>understand explanations for these representations, and any changing representations, utilising theoretical perspectives as appropriate.<br><br>consider issues of consensus versus conflict, social order and control in relation to theoretical views of media representations.<br><br>use postmodernism as a critique of other theoretical views.</td></tr>
<tr><td>**2. What effect do the media have on audiences?**</td><td>Theoretical views of media effects:<br><br>• direct<br><br>• indirect<br><br>• active audience<br><br>The role of the media in deviance amplification and the creation of moral panics</td><td>understand a range of theories on the effects of the media on the audience, including: hypodermic syringe; two-step flow; cultural effects; uses and gratifications.</td></tr>
</table>

**2**

## 2c. Content of Researching and understanding social inequalities: (02)

This component explores the methods of sociological enquiry and develops knowledge and understanding of contemporary social processes and social change in the context of social inequality and difference. This component aims to foster the development of critical and reflective thinking with a respect for social diversity in terms of social class and gender. It develops links between the nature of sociological thought and methods of sociological enquiry.

Although not directly assessed, this component encourages learners to carry out their own small-scale research projects as a way of enhancing their sociological understanding of methodology, substantive topic areas and core themes.

The following tables outline the content that must be studied. This is split into two sections, Section A and Section B.

| Section A: Research methods and researching social inequalities | | |
|---|---|---|
| In this section, learners are introduced to a range of methods and sources of data as well as the factors influencing the design of sociological research and the relationship between theory and methods. Learners are encouraged to consider the practical, ethical and theoretical issues arising in sociological research and to apply knowledge of research methods to the particular context of social inequalities. | | |
| **Key questions** | **Content** | **Learners should:** |
| **1. What is the relationship between theory and methods?** | Positivism:<br>• patterns<br>• trends<br>• objectivity<br>• value freedom<br>• quantitative data<br>Interpretivism:<br>• meanings and experiences<br>• verstehen and empathy<br>• rapport<br>• subjectivity<br>• researcher imposition<br>• reflexivity<br>• qualitative data | understand how social research is guided by theory. |
| | Key research concepts:<br>• validity<br>• reliability<br>• representativeness<br>• generalisability | use these concepts in an evaluative way when considering the research process and methodological theories. |

| Section A: Research methods and researching social inequalities | | |
|---|---|---|
| **Key questions** | **Content** | **Learners should:** |
| **2. What are the main stages of the research process?** | Key concepts in the research process: | consider how sociological research contributes to social policy. |
| | • factors influencing the choice of research topic | |
| | • aims/hypothesis/research questions | |
| | • primary data | |
| | • secondary data | |
| | • operationalisation | |
| | • pilot studies | |
| | • data collection | |
| | • respondent validation | |
| | • longitudinal studies | |
| | • interpretation of data | |
| | • the relationship between sociology and social policy | |
| | Sampling process | understand the practical, ethical and theoretical factors influencing choice of sampling process. |
| | Sampling techniques | understand the advantages and disadvantages of random and non-random sampling techniques. |
| | • random | |
| | • systematic | |
| | • stratified | |
| | • snowball | |
| | • volunteer | |
| | • opportunity | |
| | • purposive | |
| | • quota | |
| | Access and gatekeeping | understand how samples are accessed and the issues with access. |
| | Ethics | understand ethical considerations such as those used by the British Sociological Association and why ethical principles should be followed. |

**2**

| Section A: Research methods and researching social inequalities | | |
|---|---|---|
| **Key questions** | **Content** | **Learners should:** |
| **3. Which methods are used in sociological research?** | Research methods:<br>• questionnaires<br>• structured interviews<br>• statistical data (official and non-official)<br>• content analysis<br>• observations (participant/non-participant/covert/overt)<br>• unstructured interviews<br>• semi structured interviews<br>• ethnography<br>Quantitative and qualitative data<br>Mixed methods<br>• triangulation<br>• methodological pluralism | consider the uses of research methods in the context of social inequalities. |

| Section B: Understanding social inequalities | | |
|---|---|---|
| Within this section learners will have the opportunity to develop knowledge and understanding of contemporary patterns and trends of social inequality. | | |
| **Key questions** | **Content** | **Learners should:** |
| **1. What are the main patterns and trends in social inequality and difference?** | Social inequality and difference in relation to:<br>• social class<br>• gender | consider the main patterns and trends in relation to work and employment.<br>consider evidence of social inequalities from a range of areas of social life.<br>consider how social inequalities affect life chances. |
| **2. How can patterns and trends in social inequality and difference be explained?** | The main sociological explanations of social inequality and difference:<br>• functionalism<br>• Marxism<br>• feminism | have an understanding of the distinctive concepts and ideas associated with each theory. |

**2**

## 2d. Prior learning, knowledge and progression

No prior knowledge of the subject is required. The specification builds on, but does not depend on, the knowledge, understanding and skills specified for GCSE Sociology.

Throughout the course of study, learners are encouraged to develop a critical awareness of sociological concepts and issues in contemporary society. This specification is designed to foster the development of critical and reflective thinking with a respect for social diversity; and to encourage an awareness of the importance of social structure and social action in explaining social issues.

The specification therefore provides a suitable foundation for the study of sociology or related courses at a higher level.

Equally it is suitable for preparing learners intending to progress to a qualification in another subject area, preparing learners for employment and giving learners personal growth and engagement in learning.

**2**

# 3 Assessment of OCR AS in Sociology

## 3a. Forms of assessment

The AS Level in Sociology is a linear qualification with 100% external assessment.

This qualification consists of **two** examined components. Both Sections A and B of each components will test all three Assessment Objectives.

**Component 01:**

**Socialisation, culture and identity**

**Section A: Introducing socialisation, culture and identity**

A mix of short and medium tariff compulsory questions, some based on source material.

**Section B: Options**

Learners choose **one** from a choice of three options (either Families and relationships, Youth subcultures or Media)

Within each option, there will be three questions that will test the quality of extended responses via the levels of response mark scheme.

**Component 02:**

**Researching and understanding social inequalities**

**Section A: Research methods and researching social inequalities**

A mix of short and medium tariff compulsory questions, some based on source material.

**Section B: Understanding social inequalities**

There will be two compulsory questions that will test the quality of extended responses via the levels of response mark scheme.

## 3b. Assessment objectives (AO)

There are three assessment objectives in OCR AS level Sociology.

These are detailed in the table below. Learners are expected to demonstrate their ability to:

|  | Assessment Objective | Weighting |
|---|---|---|
| AO1 | Demonstrate knowledge and understanding of:<br>• sociological theories, concepts and evidence<br>• sociological research methods | 40-50% |
| AO2 | Apply sociological theories, concepts, evidence and research methods to a range of issues | 30-35% |
| AO3 | Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:<br>• present arguments<br>• make judgements<br>• draw conclusions | 20-25% |

### AO weightings in AS Level in Sociology

The relationship between the assessment objectives and the components are shown in the following table:

| Component | % of AS Level | | |
|---|---|---|---|
|  | AO1 | AO2 | AO3 |
| Socialisation, culture and identity (H180/01) | 45 – 50% | 30 – 35% | 15 – 20% |
| Researching and understanding social inequalities (H180/02) | 45 – 50% | 25 – 30% | 20 – 25% |

## 3c. Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study, and assessment.

The total qualification time for AS Level Sociology is 180 hours. The total guided learning time is 180 hours.

## 3d. Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures /

Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability.

## 3e. Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

## 3f. Assessment availability

There will be one examination series available each year in May/June to **all** learners.

This specification will be certificated from the June 2016 examination series onwards.

## 3g. Retaking the qualification

Learners can retake the qualification as many times as they wish. They retake both components of the qualification.

## 3h. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and

coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

## 3i. Synoptic assessment

Synoptic assessment draws together the knowledge, understanding and skills learnt in different aspects of the AS level Sociology course. It includes the explicit assessment of understanding of the connections between the nature of sociological thought; methods of sociological enquiry; and the two core themes using higher order skills.

Synoptic learning in sociology engages students in theoretical debate while encouraging an active involvement in the research process. It fosters a critical awareness of contemporary social processes and change.

Learners are encouraged to think holistically and develop their skills of thinking as a sociologist.

## 3j. Calculating Qualification Results

A learner's overall qualification grade for AS level in Sociology will be calculated by adding together their marks from the two components taken to give their total weighted mark.

This mark will then be compared to the qualification level grade boundaries for the qualification for the relevant exam series to determine the learner's overall qualification grade.

# 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at **http://www.ocr.org.uk/administration**.

## 4a.    Pre-assessment

### Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries

should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

### Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking AS level in Sociology must be entered for H180.

| Entry code | Title | Component code | Component title | Assessment type |
|---|---|---|---|---|
| H180 | AS Sociology | 01 | Socialisation, culture and identity | External Assessment |
|  |  | 02 | Researching and understanding social inequalities | External Assessment |

### Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website at: **https://www.ocr.org.uk/administration/general-qualifications/assessment/**

## 4b.   Accessibility and special consideration

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments*.

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ *A guide to the special consideration process*.

## 4c.   External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations.*

### Head of centre annual declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

### Private Candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: **http://www.ocr.org.uk**.

# 4d. Results and certificates

## Grade scale

Advanced Subsidiary qualifications are graded on the scale: A, B, C, D, E, where A is the highest. Learners who fail to reach the minimum standard for E will be Unclassified (U). Only subjects in which grades A to E are attained will be recorded on certificates.

## Results

Results are released to centres and learners for information and to allow any queries to be resolved **before** certificates are issued.

Centres will have access to the following results' information for each learner:

- the grade for the qualification

- the raw mark for each component

- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component

- weighted mark grade boundaries for each qualification.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment. A learner's final results will be recorded on an OCR certificate.

The qualification title will be shown on the certificate as 'OCR Level 3 Advanced Subsidiary GCE in Sociology'.

# 4e. Post-results services

A number of post-results services are available:

- **Review of results** – If you are not happy with the outcome of a learner's results, centres may request a review of marking.

- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.

- **Access to scripts** – Centres can request access to marked scripts.

# 4f. Malpractice

Any breach of the regulations for the conduct of examinations and coursework may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected.

Detailed information on malpractice can be found in the JCQ *Suspected Malpractice in Examinations and Assessments: Policies and Procedures.*

# 5 Appendices

## 5a. Overlap with other qualifications

There is no significant overlap between the content of this specification and those for other AS level qualifications.

## 5b. Avoidance of bias

The AS level qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage candidates who share a protected characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

## Summary of updates

| Date | Version | Section | Title of section | Change |
|------|---------|---------|------------------|--------|
| January 2020 | 1.1 | 1d. | How do I find out more? | Insertion of Online Support Centre link |
| | | 4e. | Post-results services | Enquires about results changed to Review of results |
| February 2021 | 1.2 | Cover | | Update to specification covers to meet digital accessibility standards |
| January 2024 | 1.3 | 3c, 3d, 3e | Total qualification time, Qualification availability, Language | Inclusion of disclaimer regarding language and availability |
| | | 4a | Pre-assessment | Update to include resilience guidance |
| | | Checklist | | Inclusion of Teach Cambridge |

# *YOUR CHECKLIST*

*Our aim is to provide you with all the information and support you need to deliver our specifications.*

- ☐ Bookmark OCR website for all the latest information and news on A level Sociology

- ☐ Sign up for Teach Cambridge: our personalised and secure website that provides teachers with access to all planning, teaching and assessment support materials

- ☐ Be among the first to hear about support materials and resources as they become available – register for A Level Sociology

- ☐ Find out about our professional development

- ☐ View our range of skills guides for use across subjects and qualifications

- ☐ Discover our new online past paper service

- ☐ Learn more about Active Results

- ☐ Visit our Online Support Centre

# Download high-quality, exciting and innovative AS Level Sociology resources from ocr.org.uk/sociology

Resources and support for our AS Level Sociology qualification, developed through collaboration between our Sociology Subject Advisors, teachers and other subject experts, are available from our website. You can also contact our Sociology Subject Advisors who can give you specialist advice, guidance and support.

**Contact the team at:**

**01223 553998**

**sociology@ocr.org.uk**

**@OCR_exams**

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