OCR
Oxford Cambridge and RSA

Mapping Guide

DRAFT

A LEVEL

SOCIOLOGY

H582

For first teaching in 2024

Mapping the refreshed A Level Sociology specification H582 to the current specification H580

Version 1.0 (October 2023)

Introduction

We've updated our Sociology A Level for first teaching in September 2024 with first AS assessment in Summer 2025 and first A Level assessment in Summer 2026.

We've worked in close partnership with a wide range of stakeholders at each stage of the development including The British Sociological Association, to ensure the specification is, and remains, up to date and relevant.

We also carried out an Ethnicity, Diversity, Inclusion and Belonging (EDIB) review to ensure the qualification supports our wider commitment to EDIB. The refreshed specification modernises the course content and begins decolonising the curriculum by checking and removing assumptions about the world while also becoming more inclusive.

Our Sociology qualification has been designed for teachers and students looking for an engaging, modern and highly relevant Sociology curriculum.

Our A Level and AS Level Sociology qualifications are accessible to a range of students who will have the chance to learn and develop key sociological skills and ways of thinking.

This mapping guide highlights the content that remains the same as before and where topics have been added or removed.

This mapping guide

In the tables that follow, you can see:

- refreshed component details including key questions and the content they link to
- how the refreshed components map to the current specification components that you may already know, at learning outcome level
- brief comments about the changes we've made
- new content introduced to the specification
- old content that has been removed.

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Mapping the refreshed specification against the current specification

Please note: For the refreshed H582 specification, we have removed the 'Learners should' column that appears in the H580 specification and added any content there into the new 'Content' column. In the 'Comments' column, where it says 'No content changes', the content remains the same, although some wording may have changed.

Component 01

Section A: Introducing socialisation, culture and identity

Refreshed qualification H582		Current qualification H580		Comments
Key question	**Content**	**Key question**	**Content**	
1. What is culture?	The relative nature of culture, norms and values. Types of culture: • subculture • high culture • popular culture • global culture • consumer culture. Cultural diversity. Cultural hybridity.	1. What is culture?	Culture, norms and values Types of culture: • subculture • high culture • popular culture • global culture • consumer culture Cultural diversity Cultural hybridity	No content changes.

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2. What is socialisation?	Definitions of primary and secondary socialisation and how they link to agencies of socialisation while being unique for individuals. Agencies of socialisation: • family • peer group • media • religion • education • workplace. Formal agencies of social control: • criminal justice system • government. Informal agencies of social control: • family • peer groups/subcultures • media • religion • education • workplace. The overlap of formal and informal social control on work, education and religion.	2. What is socialisation?	Primary and secondary socialisation Agencies of socialisation: • family • peer group • media • religion • education • workplace Nature/nurture debate Formal agencies of social control: • police • law/legal system • courts • government • military Informal agencies of social control: • family • peer groups/subcultures • media • religion • education • workplace	We have added that the linking to socialisation is unique for individuals. We have removed the nature/nurture debate. We have reworded formal agencies to the criminal justice system and government and removed military.

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3. What is identity?	How identities are created and can change. Aspects of identity and the associated cultural characteristics: • ethnicity • gender (including non-binary and trans identity) • social class • sexuality • age • disability. Hybrid identities and how identity can be fluid.	3. What is identity?	The concept of identity Aspects of identity and the associated cultural characteristics: • ethnicity • nationality • gender • social class • sexuality • age • disability Hybrid identities	We have added non-binary and trans identity to gender and added how hybrid identities can be fluid to the content. We have removed nationality from the cultural characteristics list.

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Section B: Option 1 – Families and relationships

Refreshed qualification H582		Current qualification H580		Comments
Key question	**Content**	**Key question**	**Content**	

1. How are family life and relationships changing?	The diversity of family and household types in the contemporary UK including blood and marriage-based relationships as well as chosen relationships:
	• nuclear families
	• extended families
	• lone parent families
	• reconstituted families
	• same-sex families
	• non-family households
	• lone person households.
	
	Changing sociological understanding of family life and diversity in the contemporary UK (the last 30 years), including:
	• emerging family types
	• trends in marriage, divorce and cohabitation
	• same-sex relationships
	• demographic changes.
		1. How diverse are modern families?	The diversity of family and household types in the contemporary UK:
			• nuclear families
			• extended families
			• lone parent families
			• reconstituted families
			• same-sex families
			• non-family households
			
			Aspects of and reasons for family and household diversity in the contemporary UK, including:
			• trends in marriage, divorce and cohabitation
			• demographic changes:
			  ○ birth rate
			  ○ family size
			  ○ age at marriage
			  ○ age of childbearing
			  ○ ageing population
			• family diversity in terms of:
			  ○ social class
			  ○ ethnicity
			  ○ sexuality
				We have reworded the key question.
				
				We have included blood and marriage-based relationships.
				
				We have added lone person households to the list of chosen relationships.
				
				We have removed specific mention of family diversity in terms of gender, class and ethnicity.
				
				We have removed social action theory from the list of theoretical perspectives.

Information on Key question 1 continues on next page

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	Consider key demographic changes and the reasons for these: • birth rate • family size • age at marriage • age of childbearing • ageing population. Theoretical perspectives, consensus versus conflict and structure and social control views and debates on the role of the family and the desirability of the nuclear family in contemporary UK society: • functionalism • New Right • Marxism • feminism • postmodernism.		The ideology of the nuclear family and the theoretical debates about the role and desirability of the nuclear family in contemporary society: • functionalism • New Right • Marxism • feminism • postmodernism Debates about the extent of family diversity in the contemporary UK	

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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 functionalist, Marxist and feminist theoretical approaches: • domestic division of labour including housework/paid domestic work • paid work (and working practices) • emotion work • childcare/caring for elderly relatives • the 'dark side' of the family • finances/decision making • power and control • the role of children, friends and extended family • the growth of child centred families • the extension of childhood.	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 Roles and relationships between parents and children and how they are changing, including issues of power	We have identified the specific roles and relationships to consider.

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Section B: Option 2 – Youth subcultures

Refreshed qualification H582		Current qualification H580		Comments
Key question	**Content**	**Key question**	**Content**	
1. How are youth subcultures formed? Why do they develop?	Theoretical views of the role of youth culture and subcultures and how and why they are formed considering issues of consensus versus conflict, social order and control: • functionalism • Marxism/neo-Marxism • feminism • postmodernism. Subcultures and: • social class • gender • ethnicity • hybridity.	1. How and why are youth culture and subcultures formed?	Theoretical views of the role and formation of youth culture and subcultures: • functionalism • Marxism/neo-Marxism • feminism • postmodernism Subcultures as related to: • social class • gender • ethnicity • hybridity	We have changed the wording of the key question. We have added considering issues of consensus versus conflict, social order and control to the theoretical views.

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2. Why do some young people participate in deviant subcultures?	Deviant subcultures: • delinquent subcultures • criminal subcultures • anti-school subcultures • urban music subcultures • female subcultures. Patterns within the last 30 years in sociological research and official statistics on youth subcultural deviance in terms of: • social class • gender • ethnicity • location. Explanations for why some young people participate in deviant subcultures, including structural and social action theory as well as issues of gender and ethnic identity: • functionalism/New Right • Marxism/neo-Marxism • interactionism • feminism. The role of the media; contemporary folk devils, moral panics and youth deviance: • deviancy amplification • social/digital media influence.	2. Why do young people participate in deviant subcultures?	Deviant subcultures: • delinquent subcultures • criminal subcultures • spectacular youth subcultures • anti-school subcultures • gangs Patterns and trends in youth deviance related to: • social class • gender • ethnicity Explanations for young people participating in deviant subcultures: • functionalism/New Right • Marxism/neo-Marxism • interactionism • culture and identity The media and youth deviance: • deviance amplification • folk devils • moral panics	We have reworded the key question. We have added urban music subcultures and female subcultures and removed spectacular youth subcultures and gangs. In the patterns in sociological research section, we have added location. We have added feminism into the theory list. We have reworded the role of the media section and added the role of social/digital media.

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Section B: Option 3 – Media

Refreshed qualification H582		Current qualification H580		Comments
Key question	**Content**	**Key question**	**Content**	
1. How are different social groups represented in the media?	Evidence and explanations for the representation and effects of misrepresentations of the following groups in the media and how far these are changing in relation to: • ethnicity • gender (including non-binary and trans identity) • sexuality • social class • age. How these factors can overlap to produce distorted views. Theoretical views on media representations: • Marxism/neo-Marxism • pluralism • feminism • postmodernism.	1. How are different social groups represented in the media?	Evidence of representations in the media and how far these are changing in relation to: • ethnicity (majority and minority ethnic groups) • gender (masculinity and femininity) • social class (middle, working, upper, under) • age (young and old) Theoretical views of media representations: • Marxism • neo-Marxism • pluralism • feminism • postmodernism	We have added within gender representations non-binary and trans identity. We have also added sexuality into this section. We have added how the different factors can overlap to produce distorted views.

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2. What effect do the media have on audiences?	Theoretical views of media effects including hypodermic syringe, two step flow, cultural effects, uses and gratifications: • direct • indirect • active audience. The role of the new media and the impact of social media: • social change • deviancy amplification and the creation of moral panics.	2. What effect do the media have on audiences?	Theoretical views of media effects: • direct • indirect • active audience The role of the media in deviance amplification and the creation of moral panics	We have reworded the role and impact of social media and how it can bring social change.

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Component 02

Section A: Research methods and researching social inequalities

Refreshed qualification H582		Current qualification H580		Comments
Key question	**Content**	**Key question**	**Content**	
1. What is the relationship between theory and methods?	How social research is guided by theory. Positivism: • patterns • trends • objectivity • value freedom • quantitative data. Interpretivism: • meanings and experiences • verstehen and empathy • rapport • subjectivity • researcher imposition & bias • reflexivity • qualitative data. Key research concepts: • validity • reliability • representativeness • generalisability.	1. What is the relationship between theory and methods?	Positivism: • patterns • trends • objectivity • value freedom • quantitative data Interpretivism: • meanings and experiences • verstehen and empathy • rapport • subjectivity • researcher imposition • reflexivity • qualitative data Key research concepts: • validity • reliability • representativeness • generalisability	We have added bias to go with researcher imposition.

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2. What are the main stages of the research process?	Key concepts in the research process: • factors influencing the choice of research topic including funding, the researcher and the funding body • factors influencing the choice of research methods • aims/hypothesis/research questions • primary/secondary data • operationalisation • pilot studies • data collection • longitudinal studies for qualitative and quantitative data • interpretation of data. Sampling process including the ethical, practical and theoretical factors influencing its choice and how this may lead to some groups being over/underrepresented.	2. What are the main stages of the research process?	Key concepts in the research process: • 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	We have added factors influencing the choice of research topic to also include funding, the researcher and the funding body. We have linked longitudinal studies to both qualitative and quantitative data. We have removed the relationship between sociology and social policy. We have removed the purposive sampling technique.

2. continued on next page

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	Sampling techniques and the advantages and disadvantages of each technique • random • systematic • stratified • snowball • volunteer • opportunity • quota. Access and gatekeeping. Consideration of ethics in the research process.		Sampling techniques • random • systematic • stratified • snowball • volunteer • opportunity • purposive • quota Access and gatekeeping Ethics	
3. Which methods are used in sociological research?	Research methods in the context of social inequalities and the advantages and disadvantages of each: • questionnaires • structured interviews • statistical data (official and non-official) • content analysis • observations (participant/ nonparticipant/covert/overt) • unstructured interviews • semi structured interviews • ethnography. Quantitative and qualitative data. Mixed methods • triangulation • methodological pluralism.	3. Which methods are used in sociological research?	Research methods: • questionnaires • structured interviews • statistical data (official and non-official) • content analysis • observations (participant/ nonparticipant/covert/overt) • unstructured interviews • semi structured interviews • ethnography Quantitative and qualitative data Mixed methods • triangulation • methodological pluralism	We have highlighted that advantages and disadvantages are needed for each method.

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Section B: Understanding social inequalities

Refreshed qualification H582		Current qualification H580		Comments
Key question	**Content**	**Key question**	**Content**	
1. What are the main patterns and trends in social inequality and difference?	Social inequality and difference, how they overlap and how they have changed in relation to: • social class • gender • ethnicity. Evidence of social inequalities from a range of areas of social life including patterns and trends in relation to work and employment.	1. What are the main patterns and trends in social inequality and difference?	Social inequality and difference in relation to: • social class • gender • ethnicity • age	We have added how social inequalities and differences overlap and change. We have removed age.
2. How can patterns and trends in social inequality and difference be explained?	The main sociological explanations of social inequality and difference, how useful each theory is in explaining inequality and contemporary forms of inequality in those areas: • functionalism • Marxism • feminism • Weberian.	2. How can patterns and trends in social inequality and difference be explained?	The main sociological explanations of social inequality and difference: • functionalism • Marxism • Weberian • feminism • New Right	We have removed New Right theory.

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Component 03

Section A: Globalisation and the digital social world

Refreshed qualification H582		Current qualification H580		Comments
Key question	**Content**	**Key question**	**Content**	
1. What is the relationship between globalisation and digital forms of communication?	Definitions of globalisation and problems with this. Developments in digital forms of communication in a global society and how they are related to social capital and access: • digital revolution • global village • virtual communities • networked global society • social media. Applying sociological theories to digital forms of communication: • Marxism/neo-Marxism • feminism • postmodernism.	1. What is the relationship between globalisation and digital forms of communication?	Definitions of globalisation Developments in digital forms of communication in a global society: • digital revolution • global village • networked global society • media convergence • social media • virtual communities • digital social networks Applying sociological theories to digital forms of communication: • Marxism • feminism • postmodernism	We have highlighted that the problems of defining globalisation should be covered. We have removed media convergence and digital social networks from the developments list. We have added neo-Marxism to go alongside Marxism.

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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. How people's identity and social inequalities relate to: • social class • gender • age • location. The impact of digital forms of communication on: • the digital divide • conflict and change • cultural homogenisation • cultural defence/'glocalisation'.	2. What is the impact of digital forms of communication in a global context?	The impact of digital forms of communication on: • people's identity • social inequalities • relationships The impact of digital forms of communication on culture: • conflict and change • cultural homogenisation • cultural defence/'glocalisation'	We have added location and how it relates to people's identity and social inequalities. We have added the digital divide and how digital forms of communication have impacted it.

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Section B: Option 1 – Crime and deviance

Refreshed qualification H582		Current qualification H580		Comments
Key question	**Content**	**Key question**	**Content**	
1. How are crime and deviance defined and measured in the UK?	Definitions: • crime and deviance • the relativity of crime and deviance over time, between and within societies • the social construction of crime and deviance. Measuring crime including the advantages and disadvantages of each: • official crime statistics • victim surveys (including CSEW) • self-report studies.	1. How are crime and deviance defined and measured?	Definitions: • crime and deviance • social order • social control • the relativity of crime and deviance • the social construction of crime and deviance Measuring crime: • official crime statistics • victim surveys • self-report studies	We have been specific to the UK in the key question. We have removed social order and social control from the definitions area. We have included the CSEW with victim surveys.

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2. What are the patterns and trends in crime?	The social distribution of offending and victimisation:
	• social class
	• gender
	• age
	• ethnicity.
	
	Patterns of crime in a global context:
	• global organised crime including:
	  ○ opportunities
	  ○ how countries in the global South may be used by transnational criminal groups and companies
	• green crime.
		2. What are the patterns and trends in crime?	The social distribution of offending and victimisation:
			• social class
			• gender
			• age
			• ethnicity
			
			Patterns of crime in a global context:
			• global organised crime
			• green crime
				We have provided more guidance on what to include when teaching global organised crime.

3. How can crime and deviance be explained?	Theoretical views of crime and deviance, how useful they are in relation to social class, gender, age and ethnicity, and how relevant they are for understanding crime in contemporary global society: • functionalism • Marxism • interactionism • realism (left and right) • subcultural theories • feminism.	3. How can crime and deviance be explained?	Theoretical views of crime and deviance: • functionalism • Marxism • neo-Marxism/radical criminology • interactionism • realism (left and right) • New Right • subcultural theories • feminism	We have removed neo-Marxism/radical criminology and the New Right from the theoretical views section.

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4. How can crime and deviance be reduced?	Social policy and crime including the effectiveness of crime prevention and control policies using recent examples:
	• social and community crime prevention and punishment
	• restorative justice
	• rehabilitation strategies
	• greater equality in society
	• situational crime prevention
	• environmental crime prevention
	• retributive justice
	• surveillance.
		4. How can crime and deviance be reduced?	Social policy and crime:
			• left wing:
			  ○ social and community crime prevention and punishment
			  ○ restorative justice
			  ○ structural changes in society
			• right wing:
			  ○ situational crime prevention
			  ○ environmental crime prevention
			  ○ retributive justice
			  ○ punitive punishment and control
				We have removed mention of left and right wing and removed structural changes in society and punitive punishment and control.
				
				We have added rehabilitation strategies, greater equality in society and surveillance to the same area.

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Section B: Option 2 – Education

Refreshed qualification H582		Current qualification H580		Comments
Key question	**Content**	**Key question**	**Content**	
1. What is the role of education in society?	Theoretical views on the role of education and how relevant they are today: • functionalism • Marxism • liberal • social democratic • New Right • feminism. Theoretical explanations of the relationship between education and work: • functionalism • Marxism • New Right.	1. What is the role of education in society?	Theoretical views of the role of education: • functionalism • Marxism • liberal • social democratic • New Right • feminism Theoretical explanations of the relationship between education and work: • functionalism • Marxism • New Right	We have added how relevant the theoretical views are to today.

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2. What are the patterns and trends of educational inequalities?	Differential educational achievement, how they overlap and intersect by: • social class • ethnicity • gender. Trends over time and issues of measurement and types of evidence in relation to the above areas. The disparity in educational provision around the world, for example between the global North and South.	2. What are the patterns and trends of educational inequalities?	Differential educational achievement by: • social class • ethnicity • gender Educational inequalities in a global context: • the global 'gender apartheid' in education • the disparity in educational provision around the world	We have added how class, gender and ethnicity overlap and intersect. We have added the example of the global North and South when covering the disparity in educational provision around the world. We have removed the global 'gender apartheid' in education from this area. We have added a focus on the trends over time and issues of measurement and types of evidence in relation to the factors of class, ethnicity and gender.

3. How can differential educational achievement and experiences be explained?	Explanations for differential educational achievement and experience including how useful sociological evidence is linking to:
	• inside and outside school factors
	• structural, material and cultural factors
	• social class, gender and ethnicity
	• theoretical approaches:
	  ○ functionalism
	  ○ Marxism
	  ○ interactionism
	  ○ social democratic
	  ○ feminism
	  ○ New Right.
		3. How can differential educational achievement be explained?	Explanations for differential educational achievement:
			• inside and outside school factors
			• structural, material and cultural factors
			• theoretical approaches
			• functionalism
			• Marxism
			• interactionism
			• social democratic
			• feminism
			• New Right
				We have reworded the key question to include explanations of experiences when looking at differential educational achievement.

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4. How has the UK education system changed?	The diversity of educational provision including different types of institutions and schools. Government policies from 1988 onwards, including vocational and work-based training. Ideological influences on government educational policy: • New Right • social democratic. The impact of educational policies on: • inclusion, access to education and opportunities • gender, class, ethnicity • competition, diversity and choice • raising standards.	4. How has the UK education system changed?	The diversity of educational provision Government policies from 1988 onwards, including vocational and work-based training Ideological influences on government educational policy: • New Right • social democratic The impact of educational policies on: • competition, diversity and choice • raising standards • equality and equality of opportunity	We have reworded the section on the impact of educational policies. Inclusion, access to education and opportunities replaces equality and equality of opportunity.

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Section B: Option 3 – Religion, belief and faith

Refreshed qualification H582		Current qualification H580		Comments
Key question	**Content**	**Key question**	**Content**	
1. How are religion, belief and faith defined and measured?	Defining religion, faith and belief. Different types of religious institutions, organisations and movements: • churches and denominations • sects and cults • new religious movements • new age movements • religious fundamentalism. Ways in which religion, faith and belief are measured: • religious belief • participation • religiosity • belief without belonging.	1. How are religion, belief and faith defined and measured?	Defining religion, faith and belief Different types of religious institutions, organisations and movements: • churches and denominations • sects and cults • new religious movements • new age movements • religious fundamentalism Measuring religion, faith and belief: • religious belief • religiosity • belief without belonging • vicarious religion	We have replaced vicarious religion with participation when covering measuring religion, faith and belief. We have removed any mention of advantages and disadvantages of each type of measurement.

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2. What is the role of religion, belief and faith in contemporary society?	Theoretical views on the role of religion, belief and faith for the individual and for society including whether it is a positive or negative and whether it is a conservative force or a force for change: • functionalism • Marxism/neo-Marxism • Weberian • feminism • postmodernism. Sociological views on the growth of fundamentalist groups and how these may challenge traditional theory. Theoretical views of the relationship between religion and social change including conflict, revolution, fundamentalist ideologies: • functionalism • Marxism/neo-Marxism • Weberian.	2. What is the role of religion, belief and faith?	Theoretical views of the role of religion, belief and faith for the individual and for society: • functionalism • Marxism • neo-Marxism • Weberianism • feminism • phenomenology • postmodernism Theoretical views of the relationship between religion and social change: • functionalism • Marxism • neo-Marxism • Weberianism	We have been more specific with the wording in the key question. We have removed phenomenology from the theoretical views section. We have included the key ideologies that need covering in the theoretical views section. We have added sociological views on the growth of fundamentalist groups and how these may challenge traditional theory.

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3. What are the key patterns and trends of religion, belief and faith?	Patterns and trends including reasons for the appeal of particular religions to different groups in society and in relation to: • social class • gender • ethnicity • age • location. Religion, belief, and faith in a global context: • change in the significance of religion in societies including its resurgence and decline • differences in the significance of religion between societies • links between industrialisation, migration and technology on levels of religiosity.	3. What are the patterns and trends of religion, belief and faith?	Patterns and trends in relation to: • social class • gender • ethnicity • age Religion, belief and faith in a global context: • change in the significance of religion in societies • differences in the significance of religion between societies	We have reworded the key question. We have added location to the patterns and trends area. We have added links between industrialisation, migration and technology on levels of religiosity in the global context area. We have also included in the significance of religion in societies area to include its resurgence and decline.

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4. Is secularisation occurring?	Debates on the extent of secularisation in relation to: • belief • practice • fundamentalism • the influence of religion in society including global patterns of religion in relation to the secularisation debate. Theoretical views on secularisation: • pro-secularisation theorists • anti-secularisation theorists including postmodern views. Government policy/direction on religious equality, discrimination and freedom.	4. Is secularisation occurring?	Debates on secularisation in relation to: • religious belief • religious practice • power and influence of religion in society Theoretical views on secularisation: • pro-secularisation theorists • anti-secularisation theorists including postmodern views Religion and social policy	We have added to influence of religion in society to include global patterns of religion in relation to the secularisation debate. We have added fundamentalism to the same debates section. We have reworded the government policy area description.

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Content new to our refreshed qualification (H582)

Component number, section and key question number (KQ)	New content
1A KQ1 – Socialisation, culture and identity	Formal agencies of social control: • criminal justice system • government.
1A KQ3 – Socialisation, culture and identity	Aspects of identity and the associated cultural characteristics: • gender (including non-binary and trans identity). How identity can be fluid.
1B KQ1 – Families and relationships	Blood and marriage-based relationships. The diversity of family and household types: • lone person households.
1B KQ2 – Youth subcultures	Deviant subcultures: • urban music subcultures • female subcultures. Patterns within the last 30 years in sociological research and official statistics on youth subcultural deviance in terms of: • location. Explanations for why some young people participate in deviant subcultures: • feminism.
1B KQ1 – Media	Evidence and explanations for the representation: • gender (including non-binary and trans identity) • sexuality. How these factors intersect to produce distortion.
2A KQ1 – Research methods and researching social inequalities	Interpretivism: • bias.

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2A KQ2 – Research methods and researching social inequalities	Key concepts in the research process: • factors influencing the choice of research topic including funding, the researcher and the funding body. Longitudinal studies for qualitative and quantitative data.
3A KQ1 – Globalisation and the digital social world	Definitions of globalisation and problems with this. Applying sociological theories to digital forms of communication: • Neo-Marxism.
3A KQ2 – Globalisation and the digital social world	The impact of digital forms of communication on: • the digital divide. How people's identity and social inequalities relate to: • location.
3B KQ2 – Crime and deviance	Global organised crime including: • opportunities • how countries in the global South may be used by transnational criminal groups and companies.
3B KQ4 – Crime and deviance	Social policy and crime including the effectiveness of crime prevention and control policies using recent examples: • social and community crime prevention and punishment • restorative justice • rehabilitation strategies • greater equality in society • surveillance.
3B KQ3 – Education	The disparity in educational provision around the world, for example between the global North and South.
3B KQ4 – Education	The impact of educational policies on: • inclusion, access to education and opportunities • gender, class, ethnicity.
3B KQ1 – Religion	Measuring religion, faith and belief: • participation.

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3B KQ2 – Religion	Sociological views on the growth of fundamentalist groups and how these may challenge traditional theory.
3B KQ3 – Religion	Patterns and trends in relation to: • location. Religion, belief, and faith in a global context: • links between industrialisation, migration and technology on levels of religiosity.
3B KQ4 – Religion	Debates on the extent of secularisation in relation to: • fundamentalism • the influence of religion in society including global patterns of religion in relation to the secularisation debate.

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Current content not in our refreshed qualification (H582)

Component number, section and key question number (KQ)	Outgoing content
1A KQ1 – Socialisation, culture and identity	Formal agencies of social control: • military. Nature/nurture debate.
1A KQ3 – Socialisation, culture and identity	Aspects of identity and the associated cultural characteristics: • nationality.
1B KQ1 – Families and relationships	Family diversity in terms of: • social class • ethnicity • sexuality. Theoretical perspectives.
1B KQ2 – Youth subcultures	Deviant subcultures: • spectacular subcultures • gangs.
2A KQ2 – Research methods and researching social inequalities	Sampling techniques and the advantages and disadvantages of each technique: • purposive.
2B KQ1 – Understanding social inequalities	Social inequality and difference, how they overlap and how they have changed in relation to: • age.
2B KQ2 – Understanding social inequalities	The main sociological explanations of social inequality and difference: • New Right.
3A KQ1 – Globalisation and the digital social world	Developments in digital forms of communication in a global society: • media convergence • digital social networks.
3B KQ1 – Crime and deviance	Definitions: • social order • social control.

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3B KQ3 – Crime and deviance	Theoretical views of crime and deviance: • Neo-Marxism/Radical criminology • New Right.
3B KQ4 – Crime and deviance	Social policy and crime including the effectiveness of crime prevention and control policies using recent examples: Left Wing: • structural changes in society Right Wing: • punitive punishment.
3B KQ4 – Education	The impact of educational policies on: • equality and equality of opportunity.
3B KQ1 – Religion	Measuring religion, faith and belief: • vicarious religion. Advantages and disadvantages of each measure.
3B KQ2 – Religion	Theoretical views on the role of religion: • phenomenology.

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