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Mapping guide

A Level
Sociology

Cambridge OCR Level 3 Advanced GCE in Sociology | H583
For first teaching in 2027

Version 1.0 | November 2026
ocr.org.uk/sociology

Summary of updates

This table outlines updates made in various versions of this resource. For the latest version of our resources, please visit Teach Cambridge.

Section	Change	Version	Date
All	Creation of mapping guide	1.0	November 2026

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Introduction

We've updated our Sociology A Level for first teaching in September 2027, with first assessment in Summer 2029.

We've worked in close partnership with a wide range of stakeholders at each stage of the development, including The British Sociological Association and The Sociological Review Foundation, 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 new specification modernises the course content and begins to check and remove assumptions about the world, to ensure the course is inclusive to everyone.

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

Mapping the new specification against the current specification

Please note: For the new H583 specification, we have removed the 'Learners should' column that appears in the H580 specification and added any content there into the new 'Points to include (Breadth)' column. In this column we have also added some key concepts that must be delivered to students as they could appear in future exam questions, e.g. 'global culture (including reverse colonialism, global village)'.

In the 'Comments' column, where it says 'No content changes', the content remains the same, although some wording may have changed.

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Mapping detail

Component 01: Socialisation, culture and identity

Theme 1: Introducing socialisation, culture and identity

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
1. What is culture?	Definitions of culture, norms and values and their relative nature. Types of culture: ▪ subculture ▪ high culture ▪ popular culture ▪ global culture (including reverse colonialism, global village) ▪ consumer culture (including conspicuous consumption) ▪ cultural diversity (including intercultural and intracultural diversity) ▪ cultural hybridity (including code switching).	**1. What is culture?**	Culture, norms and values Types of culture: ▪ subculture ▪ high culture ▪ popular culture ▪ global culture ▪ consumer culture Cultural diversity Cultural hybridity	The relative nature of culture, norms and values should now be delivered.

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Theme 1: Introducing socialisation, culture and identity

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
2. What is socialisation?	☐ Definitions of primary and secondary socialisation. ☐ Agencies of socialisation: ▪ family (including manipulation, canalisation, imitation) ▪ peer group (including peer pressure, negative and positive sanctions) ▪ media (including male gaze, role modelling) ▪ religion (including cultural transmission, religious rituals) ▪ education (including formal curriculum, hidden curriculum) ▪ workplace (including canteen culture, re-socialisation). ☐ Formal agencies of social control and the processes used to maintain social order: ▪ criminal justice system (including police, courts and prisons) ▪ Government. ☐ Informal agencies of social control and the processes used to maintain social order: ▪ family ▪ peer groups/subcultures ▪ media ▪ religion ▪ education ▪ workplace.	**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 removed the nature/nurture debate. We have reworded formal agencies to the criminal justice system and government and removed military.

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Theme 1: Introducing socialisation, culture and identity

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
3. What is identity?	▯ Aspects of identity and the associated cultural characteristics and values: ▪ ethnicity (including generational differences, shared cultures) ▪ nationality (including banal nationalism, white nationalism) ▪ gender (including non-binary, trans identity, femininity, masculinity) ▪ social class (including cultural, economic and social capital) ▪ sexuality (including homosexual role, sexual fluidity) ▪ age (including elderly, middle age, youth, childhood, toxic childhood) ▪ disability (including the medical and social model). ▯ Hybrid identities and how identity can be fluid (including cultural code switching, Brasians, white mask, neighbourhood nationalism).	**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 identities to gender and added how identity can be fluid.

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Theme 2: Option 1 – Families and relationships

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
1. How are family life and relationships changing?	The diversity of family and household types in contemporary UK society, 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, values and diversity in UK society, including: ▪ emerging family and non-family types ▪ trends in marriage, divorce and cohabitation ▪ same-sex relationships. Understanding of key demographic changes and the reasons for these: ▪ birth rate ▪ family size ▪ age at marriage ▪ age of childbearing ▪ ageing population.	**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 when looking at diversity of family and household types. 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.

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Theme 2: Option 1 – Families and relationships

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
	The role of the family and the desirability of the nuclear family in contemporary UK society: ▪ functionalism (including universal family, the warm bath theory and the functions of the family) ▪ New Right (including traditional marriage and gender roles) ▪ Marxism (including capitalism, reproduction of the labour force) ▪ feminism (Marxist, liberal and radical feminism, post-feminism) ▪ postmodernism (including individualisation, confluent love and choice).		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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Theme 2: Option 1 – Families and relationships

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
2. To what extent are roles and relationships within families and households changing?	Roles and relationships in the family and how they are changing: ▪ domestic division of labour including housework/ paid domestic work ▪ paid work and working practices (including division of labour, symmetrical family, joint conjugal roles) ▪ emotional work (including triple shift) ▪ childcare/caring for elderly relatives (including paranoid parenting, sandwich generation) ▪ the 'dark side' of the family (including domestic abuse, neglect) ▪ finances/decision making ▪ power and control (including lagged adaptation, toxic childhood, coercive 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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Theme 2: Option 2 – Youth subcultures

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
1. How are youth subcultures formed? Why do they develop?	Youth culture and subcultures and how and why they are formed: ▪ functionalism (including transitional stage, social integration) ▪ Marxism/neo-Marxism (including spectacular subcultures, resistance, magical solutions) ▪ feminism (including bedroom culture, malestream sociology) ▪ postmodernism (including neo-tribes, supermarket of style). Subcultures and their norms and values relating to: ▪ social class (including resistance, bricolage) ▪ gender (male and female subcultures) ▪ ethnicity (including white mask, white wannabes) ▪ hybridity (including Blasian, cultural appropriation).	**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. Why youth cultures and subcultures are formed should also be covered.

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Theme 2: Option 2 – Youth subcultures

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
2. Why do some young people participate in deviant subcultures?	Deviant youth subcultures: ▪ online subcultures (including hackers, incels, radicalisation) ▪ criminal subcultures (including gangs) ▪ anti-school subcultures (including opposition to pro-school norms and values, peer status) ▪ urban music subcultures (including drill, grime, rave) ▪ female subcultures (including New Wave Girls, Skater girls). Patterns and trends 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: ▪ functionalism (including strain theory) ▪ subcultural theories (including status frustration, illegitimate opportunity structures) ▪ New Right (including poor socialisation) ▪ Marxism/neo-Marxism (including relative deprivation, marginalisation, resistance) ▪ interactionism (including labelling, master status) ▪ feminism (including heteronormative role, stigmatisation). The role of the media in the formation of deviant youth subcultures, moral panics and folk devils: ▪ 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 to link to the formation of deviant youth subcultures, moral panics and folk devils, and added the influence that social/digital media has.

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Theme 2: Option 3 – Media

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	**Comments**
1. How are different social groups represented in the media?	☐ Evidence and explanations for the representation and effects of misrepresentations of the following social groups in the media and how far these are changing in relation to: ▪ ethnicity (including stereotypes, tokenism) ▪ gender (including non-binary, trans identity, masculinity and femininity) ▪ sexuality (including heteronormative lens, queer culture) ▪ social class (including upper, middle, working and underclass) ▪ age (including elderly, youth, childhood). ☐ How and why views on media representation are formed and change: ▪ Marxism/neo-Marxism (including ruling-class hegemonic view, power inequalities) ▪ pluralism (including supply and demand, diversity and choice, Fourth Estate) ▪ feminism (including male gaze, beauty myth) ▪ postmodernism (including saturation, globalisation, hyper-reality).	**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 identities. We have also added sexuality into this section. We have simplified theoretical views by highlighting the need to look at how and why views on media representation are formed and change.

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Theme 2: Option 3 – Media

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	**Comments**
2. What effect do the media have on audiences?	▯ Theoretical views of media effects: ▪ direct media models – (including hypodermic syringe) ▪ indirect media models – (including cultural effects model and two-step flow model) ▪ active audience models – (including uses and gratifications and reception theory). ▯ The role and impact of the media (including deviancy amplification, labelling and the creation of moral panics and folk devils). ▯ Patterns and trends in sociological research and official statistics on media consumption and their influence on identities and values in terms of: ▪ social class ▪ gender ▪ ethnicity ▪ age.	**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. We have added the patterns and trends in sociological research and official statistics on media consumption and their influence on identities and values in terms of social class, gender, ethnicity and age.

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Component 02: Researching and understanding social inequalities

Theme 3: Section A – Research methods and researching social inequalities

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	**Comments**
1. What is the relationship between theory and methods?	Positivism: ▪ patterns ▪ trends ▪ objectivity ▪ value freedom ▪ generalisations ▪ quantitative data. Interpretivism: ▪ meanings and experiences ▪ Verstehen and empathy ▪ rapport ▪ subjectivity ▪ researcher imposition and bias ▪ reflexivity ▪ value laden ▪ 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 ▪ epresentativeness ▪ generalisability	We have added generalisations as a concept within the positivism section. We have added bias to go with researcher imposition in the interpretivism section, as well as the term 'value laden'.

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Theme 3: Section A – Research methods and researching social inequalities

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
2. What are the main stages of the research process?	☐ 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 ▪ interpretation of data. ☐ Sampling process. ☐ Sampling techniques and the advantages and disadvantages of each technique: ▪ Random: ▫ random ▫ systematic ▫ stratified. ▪ Non-random: ▫ snowball ▫ volunteer ▫ opportunity ▫ quota. ▪ Access and gatekeeping. ▪ Consideration of ethics in the research process. ☐ The relationship between sociology and contemporary social policy.	**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 Sampling techniques ▪ random ▪ systematic ▪ stratified ▪ snowball ▪ volunteer ▪ opportunity ▪ purposive ▪ quota Access and gatekeeping Ethics	We have added factors influencing the choice of research topic to also include funding, the researcher and the funding body. We have removed the purposive sampling technique and grouped the sampling techniques. We have removed longitudinal studies and added it to key question 3 below.

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Theme 3: Section A – Research methods and researching social inequalities

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
3. Which methods are used in sociological research?	Research methods: ▪ questionnaires ▪ structured interviews ▪ statistical data (official and non-official) ▪ content analysis ▪ observations (participant/non-participant/ covert/overt) ▪ unstructured interviews ▪ semi structured interviews. Quantitative and qualitative data. Ethnographic methods approach. Longitudinal studies. 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	Ethnography has been moved out of the list of research methods and now has a separate bullet point linking to the ethnographic approach. Longitudinal studies has been moved here from the previous key question 2.

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Theme 3: Section B – Understanding social inequalities

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
1. What are the main patterns and trends in social inequality and difference?	Evidence of social inequality and difference in a range of areas of social life and how these may impact the life chances of individuals in relation to: ▪ social class (including social mobility, social closure) ▪ gender (including vertical and horizontal segregation, gender pay gap, glass ceiling) ▪ ethnicity (including concrete ceiling, institutional racism, under-representation).	**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 should be considered in a range of areas of social life and how these may impact life chances of individuals. We have removed age.
2. How can patterns and trends in social inequality and difference be explained?	The main sociological and theoretical explanations of social inequality and difference: ▪ functionalism (including meritocracy, value consensus, social solidarity) ▪ Marxism (including class conflict, alienation, ideology) ▪ feminism (including dual burden, gender roles, patriarchy) ▪ Weberian (including status, party, social class).	**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: Debates in contemporary society

Theme 4: Globalisation and the digital social world

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
1. What is the relationship between globalisation and digital forms of communication?	Definitions of globalisation and problems with this (including social, economic and political factors). Developments in digital forms of communication in a global society: ▪ digital revolution ▪ global village ▪ virtual communities ▪ networked global society ▪ social media. Applying sociological theories to digital forms of communication: ▪ Marxism/neo-Marxism (including ownership and control, ideological control, means of production) ▪ feminism (including patriarchy, exploitation, fourth wave feminists) ▪ postmodernism (including diversity, identity, hyper-reality).	**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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Theme 4: Globalisation and the digital social world

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
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, relationships and values relating to: ▪ social class (upper, middle, working and underclass) ▪ gender (including non-binary, trans identity, masculinity and femininity) ▪ age (including elderly, middle aged, young adults, youth, children) ▪ location (including internet regulation, censorship, digital norms). The impact of digital forms of communication on: ▪ the digital divide (including income/wealth, location) ▪ social order, conflict and change (including religious fundamentalism, challenges to formal agencies of social control) ▪ cultural homogenisation (including westernisation, capitalism, consumerism) ▪ cultural defence/glocalisation (including local cultures, reverse colonisation, indigenous cultures).	**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, relationships and values. We have added the digital divide and how digital forms of communication have impacted it.

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Theme 5: Option 1 – Crime and deviance

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
1. How are crime and deviance defined and measured and what are the patterns and trends of crime in the UK and beyond?	Definitions: ▪ crime and deviance ▪ social control ▪ social order. The relativity of crime and deviance, between and within societies over time. The social construction of crime and deviance. Measuring crime: ▪ official crime statistics (including dark figure of crime, police discretion) ▪ victim surveys ▪ self-report studies. The social distribution of offending and victimisation: ▪ social class ▪ gender ▪ age ▪ ethnicity. Patterns of crime in a global context: ▪ global organised crime ▪ green crime (including primary, secondary).	**1. How are crime and deviance defined and measured?** **2. What are the patterns and trends in crime?**	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 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 reworded the key question to include the content from key question 2 from H580 on the patterns and trends of crime in the UK and beyond. We have reworded the key question to include the key content from the former key question 2. The social distribution of offending and victimisation, and patterns of crime in a global context should now be covered here.

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Theme 5: Option 1 – Crime and deviance

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
2. How can crime and deviance be explained?	Explanations of crime and deviance: ▪ functionalism (including anomie, strain, safety valve) ▪ subcultural theories (including status frustration, focal concerns, illegitimate opportunity structures) ▪ Marxism (including repressive state apparatus, alienation, capitalist ideology and values) ▪ interactionism (including master status, self-fulfilling prophecy, subterranean values) ▪ realism (left and right) (including marginalisation, relative deprivation, rational choice theory) ▪ feminism (including chivalry thesis, female masculinity, social control).	**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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Theme 5: Option 1 – Crime and deviance

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
3. How can crime and deviance be reduced?	Social policy and crime: ▪ social and community crime prevention and punishment (including multi-agency working, consensual policing) ▪ restorative justice (including reintegrative shaming) ▪ rehabilitation strategies (including community sentencing, treatment programmes) ▪ greater equality in society (including legislation, campaigns) ▪ situational crime prevention (including target hardening, displacement theory, zero tolerance) ▪ environmental crime prevention (including defensible space, broken windows theory) ▪ retributive justice (including punitive, retribution, custodial sentence) ▪ surveillance (including deterrence, actuarial justice, synoptic 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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Theme 5: Option 2 – Education

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
1. What is the role of education in society?	☐ The role of education: ▪ functionalism (including social solidarity, meritocracy, role allocation) ▪ Marxism (including ideological state apparatus, social reproduction, myth of meritocracy) ▪ liberal (including deschooling, child-centred approach) ▪ social democratic (including equality of opportunity) ▪ New Right (including marketisation, competition) ▪ feminism (including, gender socialisation). ☐ The relationship between education and work: ▪ functionalism (including role allocation) ▪ Marxism (including correspondence principle, hidden curriculum) ▪ New Right (including vocationalism).	**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	No content added.

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Theme 5: Option 2 – Education

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
2. What are the patterns and trends of educational inequalities and how can differential educational attainment and experiences be explained?	▯ Patterns and trends of educational attainment according to: ▪ social class ▪ ethnicity ▪ gender. ▯ The different educational provision around the world (including gender apartheid, education poverty). ▯ Differential educational attainment and experience, linking to: ▪ inside-school factors (including ethnocentric curriculum) and outside school factors (including parental support) ▪ structural factors (including streaming), material factors (including debt aversion) and cultural factors (including cultural capital) ▪ theoretical views: ▫ functionalism ▫ Marxism ▫ interactionism ▫ social democratic ▫ feminism ▫ New Right.	**2. What are the patterns and trends of educational inequalities?** **3. How can differential educational achievements be explained?**	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 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 highlighted how patterns and trends of educational attainment should be focused on. We have reworded the key question to include the content from key question 3 from H580. Differential educational attainment and experience along with theoretical views, should now be covered here.

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Theme 5: Option 2 – Education

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
3. How has the UK education system changed?	☐ The diversity of educational provision. ☐ Government policies and changes from 1988 onwards, including vocational and work-based training (including 1988 Education Reform Act, pupil premium). ☐ Ideological values and influences on government educational policy: ▪ New Right (including specialist schools, education market, league tables) ▪ social democratic (including social exclusion, Higher Education access, Education Action Zones). ☐ The impact of contemporary educational policies on: ▪ inclusion, access to education and opportunities ▪ 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 have now been added.

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Theme 5: Option 3 – Religion, belief and faith

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	
1. How are religion, belief and faith defined and measured and what are the patterns and trends?	Definitions: ▪ religion ▪ faith ▪ 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. Patterns and trends of religion, belief and faith 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 ▪ differences in the significance and value of religion between societies ▪ links between industrialisation, migration and technology on levels of religiosity.	**1. How are religion, belief and faith defined and measured?** **3. What are the patterns and trends of religion, belief and faith?**	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 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 to include the content from key question 3 from H580, on patterns and trends of religion, belief and faith. We have replaced vicarious religion with participation when covering measuring religion, belief and faith. 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.

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Theme 5: Option 3 – Religion, belief and faith

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	**Comments**
2. What is the role of religion, belief and faith in contemporary society?	The role of religion, belief and faith for the individual and for society and whether it's a conservative force or a force for change: ▪ functionalism (including social solidarity, religious rituals, collective conscience) ▪ Marxism/neo-Marxism (including false consciousness, conservative force) ▪ Weberianism (including social change, protestant work ethic) ▪ feminism (including patriarchy, gender-specific symbolism, conservative role) ▪ postmodernism (including choice, individualism, grand narratives). Sociological views on the growth of fundamentalist groups. Theoretical views on the relationship between religion and social change: ▪ functionalism ▪ Marxism/neo-Marxism ▪ Weberianism.	**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 specifically linked to contemporary society within the wording of the key question. We have added to the role of religion, belief and faith for the individual and for society, by including whether it's a conservative force or a force for change. We have added sociological views on the growth of fundamentalist groups. We have removed phenomenology from the role of religion, belief and faith section.

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Theme 5: Option 3 – Religion, belief and faith

New qualification H583		Current qualification H580		Comments
Key question	**Points to include (Breadth)**	**Key question**	**Content**	**Comments**
3. Is secularisation occurring?	Debates on the extent of secularisation in relation to: ▪ belief (including privatisation, diversity) ▪ practice (including religious devotions, spirituality) ▪ fundamentalism (including cultural defence) ▪ the influence of religion in society. Theoretical views on secularisation: ▪ pro-secularisation theorists (including rationalisation, societalisation) ▪ anti-secularisation theorists (including postmodern views and spiritual growth). The impact of contemporary UK government policy/direction on religion.	**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 fundamentalism to the debates on secularisation section. We have reworded the government policy area description, by focusing on the impact of contemporary UK government policy/ direction on religion.

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Content new to our refreshed qualification H583

Component number and key question number (KQ)	New content
1A KQ2 – Introducing socialisation, culture and identity	Formal agencies of social control: ▪ criminal justice system ▪ government.
1A KQ3 – Introducing socialisation, culture and identity	Aspects of identity and the associated cultural characteristics: ▪ gender (including non-binary and trans identities). 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 identities) ▪ sexuality.

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Component number and key question number (KQ)	New content
2A KQ1 – Research methods and researching social inequalities	Positivism: ▪ generalisations. Interpretivism: ▪ bias ▪ value laden.
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.
2B KQ1 – Understanding social inequalities	Evidence of social inequality and difference in a range of areas of social life and how these may impact life chances of individuals.
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 The impact of digital forms of communication on people's identity, relationships and values relating to: ▪ location.
3B KQ3 – Crime and deviance	Social policy and crime: ▪ rehabilitation strategies ▪ greater equality in society ▪ surveillance.
3B KQ3 – Education	The impact of contemporary educational policies on: ▪ inclusion, access to education and opportunities.

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Component number and key question number (KQ)	New content
3B KQ1 – Religion, belief and faith	Ways in which religion, faith and belief are measured: ▪ participation. Patterns and trends of religion, belief and faith in relation to: ▪ location. Religion, belief, and faith in a global context: ▪ links between industrialisation, migration and technology on levels of religiosity.
3B KQ2 – Religion, belief and faith	Sociological views on the growth of fundamentalist groups. The role of religion, belief and faith for the individual and for society and whether it's a conservative force or a force for change.
3B KQ4 – Religion, belief and faith	Debates on the extent of secularisation in relation to: ▪ fundamentalism. The impact of contemporary UK government policy/direction on religion.

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Current content not in the refreshed qualification H583

Component number and key question number (KQ)	Outgoing content
1A KQ2 – Introducing socialisation, culture and identity	Formal agencies of social control: ▪ military. Nature/nurture debate.
1B KQ1 – Families and relationships	Family diversity in terms of: ▪ social class ▪ ethnicity ▪ sexuality.
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 KQ3 – Crime and deviance	Theoretical views of crime and deviance: ▪ neo-Marxism/radical criminology ▪ New Right.

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Component number and key question number (KQ)	Outgoing content
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 and control.
3B KQ4 – Education	The impact of contemporary educational policies on: ▪ equality and equality of opportunity.
3B KQ1 – Religion, belief and faith	Ways in which religion, faith and belief are measured: ▪ vicarious religion. Advantages and disadvantages of each measure.
3B KQ2 – Religion, belief and faith	Theoretical views on the role of religion: ▪ phenomenology.

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