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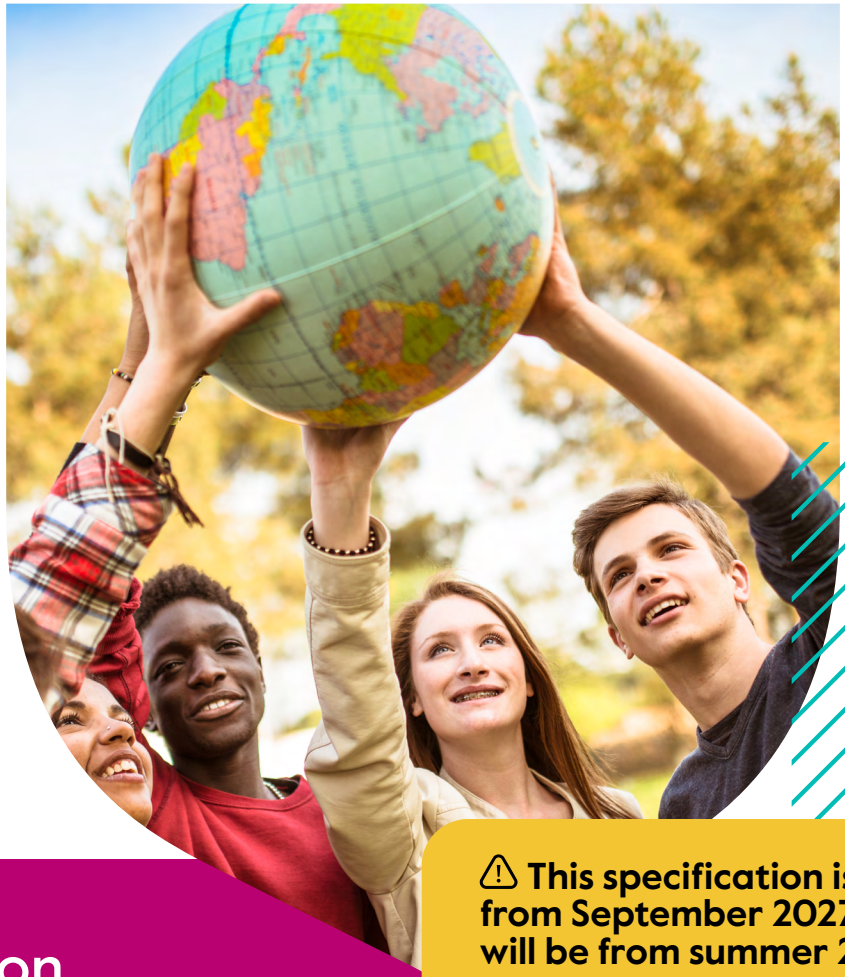

⚠ **This specification is for first teaching from September 2027. First assessment will be from summer 2029.**

Specification

A Level Sociology

Cambridge OCR Level 3 Advanced GCE in Sociology | H583
For first teaching in 2027
For first assessment in 2029

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

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Summary of updates

Section	Change	Version	Date
All	Creation of specification	1.0	October 2026

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Our EDIB principles are that we:

- are respectful and considerate
- celebrate differences and promote positive attitudes to belonging
- include perspectives that reflect the diverse cultural and lifestyle backgrounds of our society
- challenge prejudicial views and unconscious biases
- promote a safe and supportive approach to learning
- are accessible and fair, creating positive experiences for all
- provide opportunities for everyone to perform at their best
- are contemporary, relevant and equip everyone to live and thrive in a global, diverse world
- create a shared sense of identity in a modern mixed society with one humanity.

To learn more, including our work on accessibility in our assessment materials, visit our people and planet page.

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2. Specification at a glance

2.1 Assessment overview

Students must complete all question papers (01, 02, 03) to be awarded the Cambridge OCR Level 3 Advanced GCE in Sociology.

Component	Content	Assessment
Socialisation, culture and identity (01)	Compulsory section on introducing socialisation, culture and identity. Students will also study **one** of the following options: • families and relationships • youth subcultures • media.	70 marks 1 hour 30 Written paper **33.3 % of total A Level**
Researching and understanding social inequalities (02)#	Introduces research methods and researching and understanding social inequalities.	70 marks 1 hour 30 Written paper **33.3 % of total A Level**
Debates in contemporary society (03)	Compulsory section on globalisation and the digital social world. Students will also study **one** of the following options: • crime and deviance • education • religion, belief and faith.	70 marks 1 hour 30 Written paper **33.3 % of total A Level**

# Indicates inclusion of synoptic assessment.

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2.2 Content overview

Sociology focuses on the study of social life and how our environment shapes our futures. Looking at how society is organised and how humans experience their lives, helps students to be able to question why our world is as it is. There are three components, broken down into five themes.

Theme 1: Socialisation, culture and identity

Introduces students to the key themes of socialisation, culture and identity.

- What is culture?
- What is socialisation?
- What is identity?

Theme 2: Families and relationships, Youth subcultures, or Media

Students will study **one** of the following options:

- Families and relationships
  - How are family life and relationships changing?
  - To what extent are roles and relationships within families and households changing?
- Youth subcultures
  - How are youth subcultures formed? Why do they develop?
  - Why do some young people participate in deviant subcultures?
- Media
  - How are different social groups represented in the media?
  - What effect do the media have on audiences?

Theme 3: Researching and understanding social inequalities

Students will need to be familiar with research methods and researching/understanding social inequalities. This will include the relationship between theories and methods, the main stages of the research process, methods used in sociological research, and patterns and trends in social inequality and difference.

Theme 4: Debates in contemporary society

Students will study globalisation and the digital social world.

- What is the relationship between globalisation and digital forms of communication?
- What is the impact of digital forms of communication?

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Theme 5: Crime and deviance, Education, or Religion, belief and faith.

Students will study **one** of the following options:

- Crime and deviance
  - How are crime and deviance defined and measured in the UK?
  - What are the patterns and trends in crime?
  - How can crime and deviance be explained and reduced?
- Education
  - What is the role of education in society?
  - What are the patterns and trends of educational inequalities?
  - How can differential educational achievement and experiences be explained, and how has the UK system changed?
- Religion, belief and faith
  - How are religion, belief and faith defined and measured?
  - What is the role of religion, belief and faith in contemporary society?
  - What are the patterns and trends of religion, belief and faith?

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3. Subject content

The knowledge, understanding and skills required in section 3.1.1 onwards are set out in three columns:

- The first column states the key question students should be considering.
- The second column is called 'Points to include (Breadth)'. This column clarifies the minimum breadth of content required. Students should know and understand each point including its meaning, features, characteristics and any relevant example to support understanding etc.
- The third column is called 'Guidance (Depth)'. This column clarifies the depth of understanding and skills required. This column will often focus on the nature of sociological thought that should be applied to the 'Points to include' column as well as, where appropriate, the strengths and weaknesses of theoretical and/or methodological approaches and perspectives.

The skills students need to develop throughout the course of study are listed in section 3.4. These key skills will support students in the assessment of this qualification.

Students should know the nature of sociological thought and how it links to various theoretical debates or ideas. The following provides a non-exhaustive guide as to what each concept and theoretical issue means and links to how this could be used in this qualification. The content listed in section 3.1 onwards will use these terms, and students will be required to understand what these mean in the given context.

Concepts and theoretical issues key information table

Concept and theoretical issue	What it means	How it links to theories
Social order and social control	**Social order** = the way in which various components of society work together to maintain the 'status quo' **Social control** = how society regulates behaviour, both formally and informally (e.g., through laws, norms and values, social institutions, sanctions).	**Functionalism:** shared norms/values are both necessary and desirable to create order. This social control maintains social cohesion. **Marxism:** the social order helps to maintain ruling class power, and this control maintains capitalism. **Weberian:** control is achieved through authority, bureaucratic organisation and social closure. For social control to be effective, society needs to believe rules are fair. **Feminism:** control maintains patriarchy and the social order keeps women in subordinate positions. **New Right:** strong governmental policy is needed to prevent societal and moral breakdown. **Pluralism:** control comes from shared values and agreement between diverse groups rather than through a single 'top-down' authority. **Postmodernism:** society is no longer so hierarchical and rigid so dismisses grand, structural theories, and instead highlights a more fragmented, self-regulating and media saturated system.

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Concept and theoretical issue	What it means	How it links to theories
Social change	How society functions and structures change over time.	**Functionalism:** change is a slow, evolutionary and adaptive process to maintain stability when institutions become dysfunctional. **Marxism:** change is driven by the inevitable conflict between social classes (the class struggle) and may result in rapid, revolutionary change. **Weberian:** change can be driven by ideas, beliefs, and rationalisation (culture), not just economic forces. **Feminism:** change comes from challenging patriarchal structures, gender norms and inequalities. **Social democratic:** change through gradual reform, democratic processes and state/policy interventions. **New Right:** wary of rapid change; prefer tradition and can be described as reactionary in their desire to reverse contemporary social shifts. **Postmodernism:** change is fast, fragmented, unpredictable and diverse. Alongside greater individual freedoms are increased risks and uncertainty.
Conflict and consensus	**Conflict** = society is made up of groups with conflicting interests resulting in tensions and inequalities between these groups **Consensus** = shared agreement on values resulting in a harmonious society.	**Functionalism:** consensus is key to social order, which is maintained through agreement, not force. **Marxism:** conflict between different opposing social classes, is central to society. Consensus is an illusion imposed by the ruling class. **Weberian:** society is based on multi-dimensional conflicts (class, status, party) but maintains consensus through hierarchy, authority and bureaucracy. **Feminism:** conflict between genders due to patriarchal structures and controls. **Pluralism:** power is shared and conflict exists but is managed through negotiation. **New Right:** need shared traditional values to maintain consensus and order. They actively oppose alternative lifestyles. **Postmodernism:** rejects the ideas of both conflict and consensus approaches as they fail to understand the complexities, uncertainties and fragmentation of contemporary society.

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Concept and theoretical issue	What it means	How it links to theories
Social structure and social action	**Social Structure** = the social patterns through which society is organised. It sees large-scale forces as shaping the individual. Often described as a 'macro' theory. **Social Action** = individuals have free will and so make their own choices. They are not passively shaped by society. Often described as a 'micro' theory.	**Functionalism/Marxism:** structure shapes an individual's behaviour and thoughts. **Weberian:** both structure and action matter. Large-scale structures are created, maintained and changed by individual actions. **Interactionism:** focus on social action and meaning. Structure is not fixed, it can be changed. **Feminism:** structure (patriarchy) causes gender inequalities and disadvantages women, but collective action can change these institutions. **Pluralism:** individuals and groups both influence society, no single interest dominates. **Postmodernism:** less focused on fixed structures which they see as breaking down; more about choice and 'pick and mix' identities.
The role of values	Shared beliefs about what is good and important in society; they guide behaviour and decisions.	**Functionalism:** shared values create social cohesion. **Marxism:** dominant values reflect ruling class interests and ideologies. **Weberian:** values can shape social action and social change. **Feminism:** values often reflect male dominance (patriarchal values). **New Right:** strong traditional values are essential. **Social democratic:** values like equality and fairness should shape social policy. **Postmodernism:** in contemporary societies values are diverse, meaning there is no single dominant value system.

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Concept and theoretical issue	What it means	How it links to theories
Relationship between sociology and contemporary social policy	Sociology studies society and can influence social policies; social policies also shape society. **Social policy** = government strategies, laws, and actions designed to improve welfare, tackle social issues and manage social services.	**Functionalism:** policies promote stability and social cohesion and meet social needs. **Marxism:** policies maintain social class inequalities and so benefit the powerful. **Weberian:** policies shaped by bureaucracy and competing interests, often leading to social closure. **Feminism:** policies can reduce or reinforce gender inequalities. **Pluralism:** policies result from negotiation between groups. Diverse providers, not just the state. **New Right:** policies should reduce state intervention and promote self-reliance. A political perspective that believes state intervention causes welfare dependency. **New Right:** policies should reduce state intervention and promote self-reliance. A political perspective that believes state intervention causes welfare dependency. **Social democratic:** policies should reduce inequality and support welfare through reform. **Postmodernism:** sceptical of universal policies due to societal diversity. Favours more individualised and localised policies.

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3.1 Component 01: Socialisation, culture and identity

This component introduces students to the core themes of socialisation, culture and identity. It develops these themes through the context of **one** of three options, either: 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 concepts and theoretical issues key information table should be used in conjunction with the specified content that follows.

3.1.1 Theme 1: Introducing socialisation, culture and identity

Key question	Points to include (Breadth)	Guidance (Depth)
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).	□ How these change according to time, culture and society. □ Include the associated norms and values for each type of culture.
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).	□ How definitions link to agencies of socialisation. □ Conflict, consensus and social action theory in understanding the processes that agencies of socialisation use to socialise individuals into society's norms and values and maintaining social order.

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Key question	Points to include (Breadth)	Guidance (Depth)
	□ 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.	□ Understand the overlap between formal and informal social control in work, education and religion.
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).	□ Understand how identities are created including the influence of agencies of socialisation. □ How identity can be subject to social change

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3.1.2 Theme 2: Option topics

3.1.2.1 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. The core themes of **socialisation, culture, identity, social differentiation, power and stratification** are threaded through this section, and content should be studied in relation to these themes. It allows students to explore contemporary family structures and relationships. The concepts and theoretical issues key information table should be used in conjunction with the specified content that follows.

Key question	Points to include (Breadth)	Guidance (Depth)
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.	□ 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.

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Key question	Points to include (Breadth)	Guidance (Depth)
	□ 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).	□ Theoretical views including conflict, consensus, social structure, social order and social control in relation to the role of the family in contemporary society. A theoretical approach to considering the extent of family diversity should be taken.
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.	□ Social structure, conflict and consensus in relation to roles and relationships in the family. A theoretical approach should be taken, applying functionalist, Marxist and feminist approaches.

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3.1.2.2 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. The core themes of **socialisation, culture, identity, social differentiation, power and stratification** are threaded through this section, and content should be studied in relation to these themes. It allows students to explore different types of youth subcultures and the roles they may play in society. The concepts and theoretical issues key information table should be used in conjunction with the specified content that follows.

Key question	Points to include (Breadth)	Guidance (Depth)
1. How are youth culture and 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).	□ Theoretical views, including conflict and consensus, social structure, social order and social control in relation to the role and formation of youth culture and subculture and their associated norms and values.
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).	□ The role of norms and values in these deviant subcultures and the threat to social order.

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Key question	Points to include (Breadth)	Guidance (Depth)
	□ Patterns and trends in sociological research and official statistics on youth subcultural deviance in terms of: ◦ social class ◦ gender ◦ ethnicity ◦ location.	□ Patterns and trends (within the last 30 years) of youth deviance based on the evidence presented by official statistics.
	□ 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).	□ Theoretical views including conflict and consensus and social structure, social action, social control in relation to why some young people participate in deviant subcultures.
	□ The role of the media in the formation of deviant youth subcultures, moral panics and folk devils: ◦ deviancy amplification ◦ social/digital media influence.	□ Identity-based explanations which could include issues of ethnic identity, gender and social class.

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3.1.2.3 Option 3: Media

This option focuses on how media plays an increasingly important role as an agent of socialisation in contemporary society. The core themes of **socialisation, culture, identity, social differentiation, power and stratification** are threaded through this section, and content should be studied in relation to these themes. It allows students to explore a range of evidence relating to media representations and media effects. The concepts and theoretical issues key information table should be used in conjunction with the specified content that follows.

Key question	Points to include (Breadth)	Guidance (Depth)
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).	□ Representation and misrepresentation across a range of ethnicities, genders, sexualities, classes and ages. □ Understand how social groups intersect in representation within the media.
	□ 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).	□ Understand explanations for these representations, and any changing representations, utilising theoretical perspectives as appropriate. □ Theoretical views including conflict, social order, social control and social structure in relation to media representations.

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Key question	Points to include (Breadth)	Guidance (Depth)
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 theory 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.	□ How the media acts as an agency of social control and how it affects social order. □ Theoretical views, including social action theory, on the effects of the media on the audience. □ Patterns and trends (within the last 30 years) of media consumption.

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3.2 Component 02: Researching and understanding social inequalities

This component explores the methods of sociological enquiry and uses the context of social difference and inequality to develop knowledge and understanding of contemporary social processes. The core themes of **social differentiation, power and stratification** are threaded through this section, and content should be studied in relation to these themes. This component aims to foster the development of critical and reflective thinking with a respect for social diversity in terms of social class, gender, and ethnicity. Although not directly assessed, this component encourages students to carry out their own small-scale research projects as a way of enhancing their sociological understanding of methodology linking to the key content. Students are encouraged to practice research to aid with understanding this topic.

Where possible and appropriate, synoptic links should be made with the content of the other components throughout teaching and assessment (e.g., in the application of evaluative issues). See section 4.5 for more information on synoptic assessment.

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

In this section, students are introduced to a range of research methods and sources of data as well as the factors influencing the design of sociological research. Students will also consider the relationship between theory and methods. Students are encouraged to consider the ethical, practical and theoretical issues arising in sociological research and to apply knowledge of research methods to the particular contexts of Section B. The concepts and theoretical issues key information table should be used in conjunction with the specified content that follows.

Key question	Points to include (Breadth)	Guidance (Depth)
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.	□ Understand how social research is guided by theory – social structure and social action approaches. □ Use these concepts in an evaluative way when considering the research process and methodological perspectives.

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Key question	Points to include (Breadth)	Guidance (Depth)
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.	□ Understand the practical, ethical and theoretical factors influencing the research process and the choice of sampling process.
	□ Sampling techniques and the advantages and disadvantages of each technique: ◦ Random: ▪ random ▪ systematic ▪ stratified. ◦ Non-random: ▪ snowball ▪ volunteer ▪ opportunity ▪ quota.	□ Understand the advantages and disadvantages of random and non-random sampling techniques.
	□ Access and gatekeeping.	□ Understand how samples are accessed and the issues with access.
	□ Consideration of ethics in the research process.	□ Understand ethical considerations such as those used by the British Sociological Association and why ethical principles should be followed.
	□ The relationship between sociology and contemporary social policy.	□ How sociological research contributes to contemporary social policy.

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Key question	Points to include (Breadth)	Guidance (Depth)
3. Which research 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.	□ The uses of research methods in the context of social inequalities and the advantages and disadvantages of each.

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3.2.2 Theme 3 Section B: Understanding social inequalities

Within this section, students will have the opportunity to develop knowledge and understanding of contemporary patterns and trends of social inequality. The core themes of **socialisation, culture, identity, social differentiation, power and stratification** are threaded through this section, and content should be studied in relation to these themes. Students should be able to engage in theoretical debate, explore conceptual issues and develop skills of analysis and evaluation of sociological research and evidence. Students are encouraged to think synoptically in this unit and should be able to apply concepts learned in other topics areas, including research methods (in 3.2.1), to the appropriate question in the assessment from this component. The concepts and theoretical issues key information table should be used in conjunction with the specified content that follows.

The first question from section B in the assessment will require students to use relevant topics from section A in order to answer the question.

Key question	Points to include (Breadth)	Guidance (Depth)
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).	□ The main patterns and trends and how they are established and how they have changed in relation to class, gender and ethnicity. □ Evidence of social inequalities across a range of areas of social life, such as work and employment, health and poverty, and how these are shaped by systems of social stratification. □ How inequalities have impacted the life chances of individuals. Evidence of inequality taught in other areas of the course can also be included.
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).	□ Theoretical views including social structure and social action debates for why contemporary social inequality and difference exist. □ Theoretical views including social order, social control, conflict and consensus in relation to patterns and trends in social inequality. □ How contemporary social policies relate to social class, gender and ethnicity and how they have tried to reduce social inequalities.

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3.3 Component 03: Debates in contemporary society

This component engages students in theoretical debates and how these relate to a contemporary global society. It develops links between the topics studied in this component, the nature of sociological thought, contemporary social policy and the core themes. The core themes of **socialisation, culture, identity, social differentiation, power and stratification** are threaded through this section, and content should be studied in relation to these themes. Sociological debates are introduced through a compulsory topic of 'Globalisation and the digital social world' in Section A, whilst Section B explores them in more depth from a detailed study of one of three options: either Crime and deviance, Education, or Religion, belief and faith. The concepts and theoretical issues key information table should be used in conjunction with the specified content that follows.

3.3.1 Theme 4: Globalisation and the digital social world

Key question	Points to include (Breadth)	Guidance (Depth)
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).	□ How developments in digital communication are related to social capital and access. □ Theoretical views of social order, social control and conflict on the development of digital forms of communication.

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Key question	Points to include (Breadth)	Guidance (Depth)
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).	□ The impact of digital forms of communication on social inequalities in relation to social class, gender, age, and location. □ The positive and negative impacts of digital forms of communication on people's identity, values, relationships and social inequalities.

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3.3.2 Theme 5: Option topics

3.3.2.1 Option 1: Crime and deviance

This option focuses on debates in contemporary society through a detailed study of crime and deviance. The core themes of **socialisation, culture, identity, social differentiation, power and stratification** are threaded through this section, and content should be studied in relation to these themes. The social construction of crime and deviance are considered and the ways in which crime is socially distributed, explained and reduced. This option introduces a global dimension, with reference to patterns and trends. It aims to give an understanding of different theoretical approaches to the study of crime and deviance. The concepts and theoretical issues key information table should be used in conjunction with the specified content that follows.

Key question	Points to include (Breadth)	Guidance (Depth)
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).	□ The cultural, situation/ circumstance in the social construction of crime and deviance. □ The advantages and disadvantages of each way of measuring crime. □ How countries in the global south may be used by transnational criminal groups and companies for criminal gain.

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Key question	Points to include (Breadth)	Guidance (Depth)
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).	□ The explanations of crime and the patterns and trends of offending in relation to social class, gender, age and ethnicity. □ Theoretical views of social structure, social action, conflict and consensus and how relevant they are for understanding crime.
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).	□ Contemporary policies relating to crime prevention, punishment and social control and the effectiveness of crime prevention and control policies in maintaining and restoring social order.

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3.3.2.2 Option 2: Education

This option focuses on debates in contemporary society through a detailed study of education. The core themes of **socialisation, culture, identity, social differentiation, power and stratification** are threaded through this section, and content should be studied in relation to these themes. Students have the opportunity to explore the role of education in society and patterns of educational achievement. Students can also reflect on global educational inequalities as well as inequalities within the contemporary UK. It aims to give an understanding of different theoretical approaches to the study of education. The concepts and theoretical issues key information table should be used in conjunction with the specified content that follows.

Key question	Points to include (Breadth)	Guidance (Depth)
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).	□ Theoretical views of social structure, conflict and consensus in these debates. □ Theoretical views of social structure, conflict and consensus in these debates.

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Key question	Points to include (Breadth)	Guidance (Depth)
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.	□ The advantages and disadvantages of measuring educational attainment. □ Differential educational attainment in relation to social class, gender and ethnicity and how they intersect. □ Theoretical views including social control, social order, social action and social structure in relation to differential educational attainment and experience.

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Key question	Points to include (Breadth)	Guidance (Depth)
3. How has the UK education system changed?	□ The diversity of educational provision.	□ Different types of educational institutions, including different types of school (including academies, independent schools, free schools).
	□ Government policies and changes from 1988 onwards, including vocational and work-based training (including 1988 Education Reform Act, pupil premium).	□ A range of policies from 1988 onwards. Any contemporary educational policy will be rewarded where relevant.
	□ 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.	□ Educational policy in relation to gender, class and ethnicity.

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3.3.2.3 Option 3: Religion, belief and faith

This option focuses on debates in contemporary society through a detailed study of religion, belief and faith. The core themes of **socialisation, culture, identity, social differentiation, power and stratification** are threaded through this section, and content should be studied in relation to these themes. Students have the opportunity to explore the role of religion in an increasingly global society. Students can also consider patterns and trends of religiosity both in the UK and on a more global scale. It aims to give an understanding of different theoretical approaches to the study of religion, belief and faith. The concepts and theoretical issues key information table should be used in conjunction with the specified content that follows.

Key question	Points to include (Breadth)	Guidance (Depth)
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.	□ The complexity and issues of measuring religion, belief and faith. □ Reasons for the appeal of particular religions to different groups in society. □ The resurgence and decline of religion in societies.

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Key question	Points to include (Breadth)	Guidance (Depth)
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 the relationship between religion and social 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 including the role of values, conflict, consensus, social action, social structure, revolution and fundamentalist ideologies on the role of religion on society. □ Religion as a conservative force or a force for change. □ How fundamentalist views may challenge traditional structural, social action theories.
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.	□ Evidence of global patterns of religion in relation to the secularisation debate. □ Contemporary government policies in relation to religious equality, religious discrimination and religious freedom.

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3.4 Skills

The skills listed below should be developed throughout the course of study where it is relevant to do so.

Collection and recording of evidence

A Level specifications will require students to demonstrate their ability to:

- analyse and evaluate the design of sociological investigations
- analyse and evaluate the method(s) used in these investigations to collect and record evidence.

Interpretation and evaluation of evidence

A Level specifications will require students to demonstrate their ability to:

- distinguish between facts, opinions and value judgements
- select and apply a range of relevant concepts and theories
- interpret qualitative and quantitative data
- identify and evaluate significant social trends shown in evidence
- evaluate theories, arguments and evidence.

Presentation of evidence and argument

A Level specifications will require students to demonstrate their ability to:

- organise evidence and communicate arguments in a coherent manner
- demonstrate an awareness and understanding of theoretical debates in sociology
- use evidence to support and sustain arguments and conclusions.

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3.5 Aims and learning outcomes

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

We've created a teacher-friendly specification based on extensive research and engagement with teachers. It's designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

The study of A Level Sociology focuses on contemporary society. Studying sociology fosters the development of critical and reflective thinking with a respect for social diversity. It provides students with an awareness of the importance of social structure and social action in explaining social issues. Students are encouraged to develop their own sociological awareness through active engagement with the contemporary social world.

This specification encourages students to:

- acquire knowledge and a critical understanding of contemporary social processes and social changes
- 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.

Following a broad, coherent, satisfying and worthwhile course of study allows students to reflect on their own experience of the social world to enhance their ability to play informed roles within different social contexts.

The main purpose of this qualification is to prepare students by providing a suitable foundation for the study of sociology or related courses in Higher Education. A further purpose of this qualification is to prepare and develop students' interest in and enthusiasm for the subject and inspire students intending to pursue careers or further study in social sciences, or as part of a general education.

The aim of this course is to foster critical thinking, empathy, and informed discussion, while recognising and respecting the diverse experiences of all students.

3.5.1 Approaching sensitive content

This sociology qualification explores a range of social issues, some of which may be sensitive or challenging in nature. Topics may include, but are not limited to, inequality, discrimination, crime, violence, poverty, mental health, and social conflict.

These themes are studied in an academic and critical context to promote understanding of social structures, experiences, and perspectives. However, some content may resonate personally with students or be emotionally challenging.

Teachers are encouraged to approach such topics with sensitivity and to create a respectful, inclusive classroom environment where students feel safe to engage, reflect, and, where appropriate, step back from discussions. Students are likewise encouraged to communicate with their teacher if they feel uncomfortable and to access support where needed.

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4. Assessment

4.1 Forms of assessment

For this qualification students must take all components as detailed in the table below.

Cambridge OCR Level 3 Advanced GCE in Sociology	
(01) Socialisation, culture and identity	
1 hour 30 minutes Written paper Externally assessed 2 sections Students answer **all** questions from Section A and **all** questions from **one** option in Section B 70 marks **33.3% of the total A Level**	**Section A: Introducing socialisation, culture and identity** Compulsory questions, one based on source material. Includes one 5-, 10-, and 20-mark question. **Section B: Option topics** Students choose one from a choice of three options: • families and relationships • youth subcultures • media. Includes one 5-, 10-, and 20-mark question.
(02) Researching and understanding social inequalities	
1 hour 30 minutes Written paper Externally assessed 2 sections Students answer **all** questions 70 marks **33.3% of the total A Level**	**Section A: Research methods and researching social inequalities** Compulsory questions, one based on source material. Includes two 5-, one 10- and one 20-mark question. **Section B: Understanding social inequalities** Compulsory questions. Includes one 10- and one 20-mark question.

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(03) Debates in contemporary society	
1 hour 30 minutes Written paper Externally assessed 2 sections Students answer **all** questions from Section A and **all** questions from **one** option in Section B 70 marks **33.3% of the total A Level**	**Section A: Globalisation and the digital social world** Compulsory questions, one based on source material. Includes one 5-, 10-, and 20-mark question. **Section B: Option topics** Students choose **one** from a choice of three options: • crime and deviance • education • religion, belief and faith. Includes one 5-, 10-, and 20-mark question.

4.2 Assessment of extended response

The assessment materials for this qualification provide students with the opportunity to demonstrate their ability to construct and develop a sustained and coherent line of reasoning which is relevant, substantiated and logically structured. Marks for extended responses are integrated into the marking criteria and further details can be found in the mark schemes.

4.3 Assessment objectives (AOs)

There are three assessment objectives in the Cambridge OCR Level 3 Advanced GCE in Sociology and these are detailed in the table below.

Students are expected to:

Assessment objectives	
AO1	Demonstrate knowledge and understanding of: • sociological theories, concepts and evidence • sociological research methods.
AO2	Apply sociological theories, concepts, evidence and research methods to a range of issues.
AO3	Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: • present arguments • make judgements • draw conclusions.

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

Component	% of overall A Level in Sociology*		
	AO1	AO2	AO3
Socialisation, culture and identity (H583/01)	37	34	29
Researching and understanding social inequalities (H583/02)	37	34	29
Debates in contemporary society (H583/03)	37	34	29

*Figures rounded to nearest whole number.

4.4 Command words

The table below lists the command words in this qualification's assessments.

Key command word	Mark tariff	Assessment objective	Definition	In context
Outline	5	AO1 = 100%	Give an account, summary or description.	This is a points-based question. First, give a brief outline of the idea. Then, develop this outline by adding further explanation or detail so it is fully clear. Next, include an accurate example to support the point, and make sure this example is described in detail. Finally, clearly link the example back to the main concept or question to show its relevance. E.g., Component 01 and 03, Questions 1, 4, 7, 10 and Component 02 Questions 1 and 2.

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Key command word	Mark tariff	Assessment objective	Definition	In context
Explain	10	AO1 = 40% AO2 = 60%	Use information to demonstrate understanding of why something is the case or how something happens.	**Component 01 and Component 03** Show knowledge and understanding of the issue in the question, giving clear reasons demonstrating this. Develop the answer by using relevant sociological concepts, theories and evidence and apply them to the issue in the question. The explanation should be clear, developed and directly applied to the issue in the question. E.g., Questions 5, 8 and 11.
				Component 02 Develop the answer by using relevant sociological research methods, which should be supported by concepts, theories, and evidence and apply them to the issue in the question. The explanation should be clear, developed and directly applied to the issue in the question. E.g., Question 5. The weighting for this will always be as follows: AO1 Knowledge and understanding of sociological theories, concepts and evidence – 1 mark AO1 Knowledge and understanding of sociological research methods – 3 marks AO2 Application of sociological theories, concepts and evidence to an issue – 2 marks AO2 Application of sociological research methods to an issue – 4 marks

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Key command word	Mark tariff	Assessment objective	Definition	In context
Explain (with source)	10	AO1 = 40% AO2 = 60%	Use information from the source material to demonstrate understanding of why something is the case or how something happens.	**Component 01 and Component 03** Use information from the source and student's own sociological knowledge to clearly explain a point. Students should identify something from the source, develop it with sociological ideas, and apply it to the issue shown in the source/question. Relevant concepts, theories and evidence should be applied clearly to the issue in the source and question. E.g., Question 2.
				Component 02 Use information from the source and student's own sociological knowledge to clearly explain a point. Students should identify something relevant from the source, develop it with sociological ideas, and apply it to the issue shown in the source/question. Relevant sociological research methods should be applied clearly to the issue in the source and question. E.g., Question 3.
How far	20	AO1 = 20% AO2 = 30% AO3 = 50%	Weigh up the merits of different factors or points of view to reach a conclusion and judgement.	**Component 01 and Component 03** Show sociological knowledge and apply it to the issue in the question. Students should present arguments that support the view and arguments that challenge it using sociological theories, concepts and evidence. These should be analysed making clear judgements about their strengths and weaknesses. A conclusion should be made about how far students agree with the view. E.g., Questions 3, 6, 9 and 12.

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Key command word	Mark tariff	Assessment objective	Definition	In context
				Component 02 Show sociological knowledge and apply it to the issue in the question. Students should present arguments that support the view and arguments that challenge it using sociological or research methods. These should be analysed making clear judgements about their strengths and weaknesses. A conclusion should be made about how far students agree with the view. E.g., Question 4. Show sociological knowledge and apply it to the issue in the question. Students should present arguments that support the view and arguments that challenge it using sociological theories, concepts and evidence and/or research methods. These should be analysed making clear judgements about their strengths and weaknesses. A conclusion should be made about how far students agree with the view. E.g., Question 6#.

#Indicates synoptic assessment, see section 4.5.

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4.5 Synoptic assessment

Synoptic assessment is the students' understanding of the connections between different elements of the subject. It draws together the knowledge, understanding and skills learnt through study across the A Level Sociology course.

Synoptic assessment 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.

Synoptic assessment is included in Section B on Component 02. Students are encouraged to think holistically and develop their skills of thinking as a sociologist. Students can identify opportunities to include synopticity in their answers where they see the statement 'You **must** use your knowledge and understanding from across the full course of study' as part of the question text.

Credit will be awarded to responses that effectively integrate material from across different areas of the specification. Higher-level responses should demonstrate synoptic awareness by drawing on knowledge, understanding, and application from at least one other component. Where used, research methods should not be discussed in isolation but rather embedded meaningfully in relation to the sociological topic under examination.

Sociology is a highly synoptic subject so knowledge shown from across the course of study will be credited in any response providing it is valid. This is shown through the inclusion of 'and any other relevant response' on mark schemes.

4.6 Calculating qualification results

A student's overall qualification grade for the Cambridge OCR Level 3 Advanced GCE in Sociology will be calculated by adding together their marks from the three question papers taken to give their total weighted mark.

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

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5. Admin

5.1 Before you start

5.1.1 Prior knowledge, learning and progression

No prior knowledge of the subject is required.

Throughout the course of study, students 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.

5.1.2 Total qualification time

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

The total qualification time for A Level Sociology is 360 hours. The total guided learning time is 360 hours.

5.1.3 Overlap with other qualifications

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

5.1.4 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.

5.1.5 Language

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

5.1.6 Assessment availability

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

This specification will be certificated from the June 2029 examination series onwards.

All examined question papers must be taken in the same examination series at the end of the course.

5.1.7 Special consideration

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 publication *A guide to the special consideration process*.

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5.1.8 Malpractice

Any breach of the regulations for the conduct of examinations may constitute malpractice (which includes maladministration) and must be reported to us 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.*

5.1.9 Access arrangements and reasonable adjustments

Reasonable adjustments and access arrangements allow students 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 publication *Access Arrangements and Reasonable Adjustments.*

5.1.10 External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ: *Instructions for Conducting Examinations.*

5.1.10.1 Private candidates

Private candidates may enter for Cambridge 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 our approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and we recommend that the arrangement is made early in the course.

Further guidance for private candidates may be found on our website.

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5.2 Making entries

5.2.1 Pre-assessment

5.2.1.1 Final entries

Final entries provide Cambridge OCR with detailed data for each student, 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 Cambridge OCR by the published deadlines or late entry fees will apply.

All students taking the Cambridge OCR Level 3 Advanced GCE in Sociology must be entered for H583.

Entry code	Title	Component code	Component title	Assessment type
H583	Cambridge OCR Level 3 Advanced GCE in Sociology	01	Socialisation, culture and identity	External Assessment
		02	Researching and understanding social inequalities	External Assessment
		03	Debates in contemporary society	External Assessment

5.2.1.2 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.

5.2.2 Retaking the qualification

Students can retake the qualification as many times as they wish. They retake all components of the qualification.

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5.3 After the exams

5.3.1 Results and certificates

5.3.1.1 Grade scale

A Level qualifications are graded on the scale: A*, A, B, C, D, E, where A* is the highest. Students who do not reach the minimum standard of E will be Unclassified (U). Only subjects in which grades A* to E are attained will be recorded on certificates.

5.3.1.2 Results

Results are released to centres and students 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 student:

- 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 the qualification.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

5.3.2 Post-results services

A number of post-results services are available:

Review of Results – If you are not happy with the outcome of a student'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 student is missing, or the student has been omitted entirely from the results supplied.

Access to Scripts – This free service is for exams officers to download copies of your students' completed question papers.

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- Enhance subject knowledge
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