

Mapping:

**Cambridge IGCSE / O Level Sociology 0495 / 2251 (for examination from June 2025) to
Cambridge IGCSE / O Level Sociology 0495 / 2251 (for examination until November 2024)**

Introduction

In this document we have mapped the newly developed Cambridge IGCSE / O Level Sociology 0495 / 2251 syllabus content (for examination from June 2025) to the pre-2025 syllabus (for examination until November 2024) to show the changes and differences between the two syllabuses. The tables below show the syllabus content which has been removed, in the first column. This content is not included in the Cambridge IGCSE / O Level Sociology syllabus from 2025. The second column lists any syllabus content which is new or different for examination from 2025. Notes are provided to clarify these differences in the third column.

Key aims for redevelopment

1. To update the syllabus content to make it more reflective of the world we live in today to make the Cambridge IGCSE / O Level Sociology syllabus more relevant and exciting for students. For example, there is new material on the impact of the internet / digital revolution in several topics and in topic 3 (Social stratification and inequality) there is an introduction to migration, ecological issues and colonialism. There is also a more detailed exploration of the personal and social self, and of the impact of globalisation for both individual and social identities. The modifications bring the new syllabus more into line with developments both in the contemporary world and in the discipline of sociology.

2. To rationalise, clarify and give more detail to the syllabus content. The sub-sections within each topic have been re-organised and all the syllabus content has been made fully explicit, where previously some of it was only implicit. At first glance, it may look like a lot of new material has been added, for example, each topic description is longer. However, apart from the new updated material referred to above, there is minimal change. In the pre-2025 syllabus the descriptions contain less detail, and many core ideas and concepts appear only in the lists of key terms. There are no lists of key terms in the 2025 syllabus, instead all content is clearly described in the topic descriptions. This should help teachers to be confident about what content needs to be taught.

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1 Research methods

Syllabus content removed	New / different syllabus content	Notes
(a) How different views (Functionalist, Marxist, feminist) on conflict and consensus create alternative perspectives		<p>The core sociological theories of functionalism, Marxism and feminism are no longer in topic 1. Instead, they feature in all topics. Some topics require knowledge of specific aspects of each theory (e.g. of the 'hidden curriculum' in the Education topic) whilst other topics require students to apply general theoretical ideas (e.g. Marxist views in the Crime and Deviance topic).</p> <p>The title of topic 1 has changed from 'Theory and Methods' to 'Research methods', partly to reflect the removal of the main classic sociological theories from the topic.</p>
(a) Structuralism and interpretivist approaches: the individual, identity and society		<p>Reference to structuralism has been removed. Candidates often show confusion between the theoretical perspectives of structuralism, positivism and interpretivism and how these link to the three classic sociological theories. So, the theoretical issue has been simplified. In the pre-2025 syllabus, structuralism and interpretivism are set up in opposition in section (a), with positivism only introduced in section (b) as the counter perspective to interpretivism. Removing the reference to structuralism and setting up a more straightforward theoretical debate between positivism and interpretivism should be clearer for both teachers and students at IGCSE and O Level.</p>
	1.1. How do sociologists approach the study of society?	<p>From 2025 1.1 is intended as a section dealing with the core issues and theoretical debate between positivism and interpretivism. These perspectives are broken down in more detailed than in the pre-2025 syllabus sections (a) and (b).</p>
	1.1.1 The positivist approach: <ul style="list-style-type: none"> • The scientific method 	<p>In 1.1.1, the scientific method and social facts have been added as elements that are integral to the positivist approach. All other bullet points in</p>

Syllabus content removed	New / different syllabus content	Notes
	<ul style="list-style-type: none"> Social facts 	1.1.1 are not new content (in the pre-2025 syllabus they are key terms).
	1.1.2 The interpretivist approach: <ul style="list-style-type: none"> Meanings and motivations In-depth Verstehen 	In 1.1.2, we have added three new terms to offer more structure and balance to the debate between positivism and interpretivism.
		1.1.3 is not new content but triangulation and longitudinal studies (from 2025) are distinguished from primary methods as they are often a collection of methods.
(b) Hypothesis setting and revision		The idea of creating a hypothesis for research is retained but hypothesis revision has been removed.
	1.2.2 Secondary evidence <ul style="list-style-type: none"> Digital sources 	In 1.2.2, digital sources has been added as an example of Secondary evidence. This acknowledges the internet-based sources, e.g. blogs, vlogs, websites, that are used in research.
	1.2.3 Analysis, interpretation and evaluation of data from qualitative and quantitative sources <ul style="list-style-type: none"> Summaries of sociological studies 	In 1.2.3, summaries of sociological studies have been added because these will sometimes form the basis of a qualitative source at the beginning of question 1. Such studies are currently used, so this simply makes it explicit that candidates will need to be able to analyse, interpret and evaluate them.
	1.3.1 The stages in research design: <ul style="list-style-type: none"> Operationalisation 	In 1.3.1, operationalisation has been added to the stages in research design. It may be helpful in the research design question (1e), from 2025.
	1.3.2 Sampling <ul style="list-style-type: none"> Sampling techniques: <ul style="list-style-type: none"> systematic 	Sampling has been given its own section. This is not new content but clarifies which sampling issues students should learn. In the pre-2025

Syllabus content removed	New / different syllabus content	Notes
		syllabus these are key terms. Systematic sampling has been added as it is commonly taught.
(b) Difficulties in implementing a research strategy		'Difficulties in implementing a research strategy' has a brief description in the pre-2025 syllabus and short treatment in the core textbook. It has been removed to make room for updated content.
	<p>1.3.3. Quantitative and qualitative primary research methods</p> <ul style="list-style-type: none"> • Interviews (structured, semi-structured, unstructured, group) • Covert, overt (observation) 	<p>Interviews are not new content. For clarity, interviews are (from 2025) are broken down into structured, semi-structured and unstructured.</p> <p>Types of interviews are key terms in the pre-2025 syllabus.</p> <p>Covert and overt observation is not new content. The terms are listed as key terms in the pre-2025 syllabus.</p>
(b) Content analysis, case studies and experiments		<p>The list of primary research methods has been shortened to focus on the main methods. Content analysis and case studies have been removed because they were seldom well-understood.</p> <p>Experiments have been removed because, while there have been some classic experiments in social science subjects, laboratory experiments are more relevant to psychology. To simplify the content, field experiment has also been removed.</p>
	<p>1.3.4 Types of question:</p> <ul style="list-style-type: none"> • Multiple-choice • Scaled 	<p>1.3.4 Multiple-choice and scaled questions have been added as they are commonly used in sociological research.</p>
	<p>1.3.5 Practical issues affecting research:</p> <ul style="list-style-type: none"> • Access to sample • Funding / cost • Time 	<p>1.3.5 Whilst practical issues may be commonly taught they are not listed explicitly in the pre-2025 syllabus, but are particularly relevant when considering viability of research.</p>

Syllabus content removed	New / different syllabus content	Notes
	1.3.6 Ethical issues affecting research <ul style="list-style-type: none"> • Informed consent • Privacy / confidentiality • Deception • Prevention of harm • Legality 	1.3.6 is not new content , but to help teachers the specific ethical issues students should learn are made explicit from 2025.

Key terms / descriptions of content

From 2025 the key terms are not listed in the syllabus. The key terms are part of the descriptions of content for each topic. Below is the list of terms which have been removed and those which have been added for examination from 2025.

Key terms removed	Descriptions of content added (for examination from 2025)
Case study	Access to sample
Comparative study	Deception
Conflict	Digital sources
Consensus	Informed consent
Content analysis	Legality
Feminism	Meanings and motivations
Field experiment	Operationalisation
Focus group	Patterns
Functionalism	Prevention of harm
Identity	Privacy / confidentiality
Laboratory experiments	Scaled and multiple-choice questions
Longitudinal survey	Scientific method
Marxism	Social facts
Non-official statistics	Systematic sampling

Key terms removed	Descriptions of content added (for examination from 2025)
Postal questionnaires	Target population
Pre-coded questions	Time / funding
Respondent	Verstehen
Self-completion questionnaires	
Structuralism	
Survey population	
Telephone questionnaire	

2 Identity: self and society

Syllabus content removed	New / different syllabus content	Notes
	2.1.2 The social construction of our identity: <ul style="list-style-type: none"> • The nature-nurture debate • The relativity of culture • Socialisation • Norms and values 	2.1.2 clarifies the implications of the first bullet point in Unit 2 (a) of the pre-2025 syllabus – culture, norms, etc., as social constructions. It also changes the nature-nurture debate to be part of the social construction debate. These elements (e.g. relativity of culture, socialisation, etc.) are in the pre-2025 syllabus so this is not new content . However, candidates can (from 2025) be asked questions on these four elements as social constructions.
(a) Age / age group as an example of social construction		Age group as a social construction has been removed. However, candidates can still gain credit for discussing age as a social construction if relevant to their answer.
	2.1.3. Key agencies of socialisation: <ul style="list-style-type: none"> • Religion • Workplace 	The key agencies of socialisation are not all specified in the pre-2025 syllabus, so religion and workplace have been added for clarity. However, past questions have focused on religion and workplace, so this is not new content .
	2.1.4. Processes used by agencies of socialisation	2.1.4 replaces (b) 'processes through which children learn social expectations'. The list of examples has been widened to cover one from each agency (e.g. workplace training, religious teachings), so this is not new content .
	2.1.5 The debate between sociological perspectives and theories on socialisation: <ul style="list-style-type: none"> • Functionalist ideas: <ul style="list-style-type: none"> - social cohesion • Marxist ideas: <ul style="list-style-type: none"> - socialisation into capitalist ideology 	There is content on theory within each topic, in the 2025 syllabus. 2.1.5 identifies the aspects of theory that are relevant to this topic and specifies key ideas within each theory that need to be taught.

Syllabus content removed	New / different syllabus content	Notes
	<ul style="list-style-type: none"> - reproduction of social class • Feminist ideas: <ul style="list-style-type: none"> - gender role socialisation into masculinity / femininity 	
(a) Examples of rewards and sanctions applied in different societies	<p>2.2.1 Social control:</p> <ul style="list-style-type: none"> • Difference between formal and informal types of social control • Positive and negative sanctions • Effectiveness of these in producing social conformity 	<p>In the pre-2025 syllabus, formal and informal social control are in the key terms list.</p> <p>In 2.2.1, the difference between them is made more explicit in the 2025 syllabus.</p> <p>‘Positive and negative’ sanctions replace ‘rewards and sanctions applied in different societies’. This is not new content as examples from different societies would always be credited in exam answers. It is made explicit that candidates should be able to discuss the extent to which these sanctions are effective in achieving conformity.</p>
	<p>2.2.2 The debate between consensus and conflict views of social control:</p> <ul style="list-style-type: none"> • Functionalism • Marxism • Feminism 	<p>2.2.2 replaces the theory in topic 1.</p>
	<p>2.2.3 The effectiveness of agencies of formal social control:</p> <ul style="list-style-type: none"> • Government • Police • Courts • Penal system • Armed forces 	<p>Pre-2025 questions are set on the effectiveness of formal social control. From 2025 students may be asked questions about specific agencies. There is both a debate to be had between the formal (and informal agencies) and between formal and informal control as to which is the best / most effective in securing conformity.</p>
	<p>2.2.4 Methods of control used by formal agencies in achieving social conformity, e.g.:</p> <ul style="list-style-type: none"> • Law-making • Digital surveillance 	<p>2.2.4 is not new content but provides an example for every formal agency. (Coercion is a key term in the pre-2025 syllabus, so is not included in the list.)</p>

Syllabus content removed	New / different syllabus content	Notes
	<ul style="list-style-type: none"> • Arrest • Sentencing • Imprisonment 	
	<p>2.2.5 The effectiveness of agencies of informal social control:</p> <ul style="list-style-type: none"> • Family • Education • Peer group • Media • Religion • Workplace 	<p>2.2.5 provides more detail to what is implicit in the pre-2025 syllabus, with the brief reference to 'agencies and processes of social control' in section (a).</p>
	<p>2.2.6 Methods of control used by informal agencies in achieving social conformity:</p> <ul style="list-style-type: none"> • Positive and negative sanctions, e.g.: <ul style="list-style-type: none"> - parental rewards - social media 'likes' - religious rewards / sanctions - school punishments - dismissal from a job 	<p>2.2.6 provides an example from every informal agency. (Ostracism is a key term in the pre-2025 syllabus, so is not listed as new content in the syllabus from 2025.)</p>
<p>(a) Sub-cultures (e.g. youth sub-cultures, religious sub-cultures) in society and how these impact on consensus and conflict</p>	<p>2.2.7 Resistance to social control through protest groups and sub-cultures:</p> <ul style="list-style-type: none"> • Reasons why some people join them • Deviant and non-conformist behaviour • Examples of: <ul style="list-style-type: none"> - protest groups - online sub-cultures 	<p>The broad section on conformity in section (a) of the pre-2025 syllabus has been divided into separate points and given more detail.</p> <p>In 2.2.7 we have broadened the list of examples to make them more contemporary, e.g. protest and online sub-cultures. The aim is for candidates to be able to discuss sub-cultures from the perspective of resisting social control.</p> <p>In the pre-2025 syllabus, the focus is how sub-cultures impact on consensus and conflict, which is more theoretical.</p>

Syllabus content removed	New / different syllabus content	Notes
	2.3.2 The digital self and online identities: <ul style="list-style-type: none"> • Positive and negative impacts of social networks, social media and virtual communities on identity 	2.3.2 is new content updating it to include digital influences on identity.
	2.3.3 (a) Globalisation's influence on individual and social / cultural identities, e.g.: <ul style="list-style-type: none"> • Cultural defence • Hybrid identities • The homogenisation of identities 	The debate about globalisation and diversity has been given a slightly different focus, looking at the impact on identity. The exploration of examples, such as hybrid identities is new , but there are many examples across cultures now and we hope students will enjoy this.
	2.3.3 (b) Positive and negative impacts on identity of: <ul style="list-style-type: none"> • Cultural diversity • Multiculturalism • Global culture 	The concepts in 2.2.3 (b) are in the pre-2025 syllabus so this is not new content . However, they are (from 2025) considered from a slightly different angle (i.e. impact on identity).
(a) Cultural relativism		Cultural relativism in section (a) of the pre-2025 syllabus is a complex idea. It has been removed to make way for new content in the 2025 syllabus.
(a) The debate about whether globalisation is creating a global culture		In 2.3.3 the globalisation-global culture debate in the pre-2025 syllabus has been replaced for examination from 2025, with a discussion of how global culture affects identity.
(b) Role as an influence on social identity		From 2025, role has been removed as a discrete influence on social identity, but this would be credited in exam answers if appropriate, e.g. gender roles / breadwinner.
	2.3.4 Postmodernist views of identity as chosen rather than given: <ul style="list-style-type: none"> • Digital identities 	2.3.4 is new content and aims to bring a more contemporary aspect to the theory debates.

Syllabus content removed	New / different syllabus content	Notes
	<ul style="list-style-type: none"> Identities linked to consumption patterns and lifestyle in a pick and mix society 	

Key terms / descriptions of content

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Key terms removed	Descriptions of content added (for examination from 2025)
Adolescence	Consumption patterns
Adulthood	Deviant behaviour
Age groups	Digital self and online identities
Belief	Digital surveillance
Child-centred	Homogenisation of identities
Childhood	Hybrid identities
Cultural relativism	Media representations
Elderly	Online sub-cultures
Ethnic minority	Pick and mix society
Feral children	Postmodernism
Imitation	Protest groups
Manipulation	Reproduction of social class
Race	Sanctions – positive and negative
Role conflict	Social cohesion
Sex	Social media
Social institutions	Virtual communities
Social interaction	
Social order	

3 Social stratification and inequality

Syllabus content removed	New / different syllabus content	Notes
	<p>3.1.1 Social stratification in open and closed societies:</p> <ul style="list-style-type: none"> • Modern slavery 	<p>3.1.1 explores issues linked to social stratification. In the syllabus (for exam from 2025) it is discussed by reference to open and closed societies rather than just modern industrial societies. The new content is modern slavery, which has become a more prominent social issue in many modern societies. All other concepts are in the pre-2025 syllabus, in the key terms or syllabus descriptions.</p>
(a) Life chances and why these differ between and within stratified groups	<p>3.1.2 Differences in life chances affected by age, gender, ethnicity and social class:</p> <ul style="list-style-type: none"> • Life chances in: <ul style="list-style-type: none"> - education - employment - health - housing - life expectancy 	<p>The issue of life chances is sub-divided in 3.1.2 and specific social areas are listed to give teachers clear direction.</p>
	<p>3.1.3 The intersectionality of age, ethnicity, gender and social class in understanding the impact of inequality on individuals</p>	<p>The intersectionality of the social factors is new content. Understanding the core idea will help students to think in a more sophisticated way about social factors such as class, gender, ethnicity, etc., and how an individual's experience of inequality is complex and multistranded.</p>
	<p>3.1.4 Different sociological theories of social inequality:</p> <ul style="list-style-type: none"> • Labelling theory, e.g.: <ul style="list-style-type: none"> - stereotypes - master status - self-fulfilling prophecy • Marxism, e.g.: <ul style="list-style-type: none"> - exploitation of the proletariat - ideological control 	<p>3.1.4 replaces the theory that would have been taught in topic 1.</p> <p>All the functionalist ideas are in topic 3 in the pre-2025 syllabus (e.g. social mobility) and continue in the 2025 syllabus.</p> <p>Labelling theory is new content. Some key aspects of Marxist and feminist theory are targeted here as important elements for understanding social inequality.</p>

Syllabus content removed	New / different syllabus content	Notes
	<ul style="list-style-type: none"> • Feminism, e.g.: <ul style="list-style-type: none"> - dual burden - triple shift 	
(b) Wealth and income: the evidence and reasons for the distribution of wealth and income in different societies		The wealth and income section has been removed to make room for more contemporary issues linked to social inequality (see syllabus content (for exam from 2025) on the impact of migration and ecological issues in 3.3).
(b) The problems of defining wealth and poverty (b) Social class: ways of defining and measuring social class		Problems in defining and measuring social class and wealth and poverty are more suitable for A Level and have been removed. The syllabus (for examination from 2025) engages students in debates around contemporary issues (see section on the work of NGOs 3.2.3 and the whole of 3.3).
(b) The changing nature and role of different classes and class cultures		Changing social classes has been a fast-moving social phenomenon and there are significant differences across cultures, so this has been replaced with other content (see 3.2.3 and 3.3).
(b) The nature, extent and significance of social mobility		The debate about social mobility is still pertinent and features as part of the theory debate (linked to functionalism) but does not have its own section.
	3.2.1 The use of legislation within societies to reduce inequality, e.g.: <ul style="list-style-type: none"> • Progressive taxation • A minimum wage 	Legislation is in the pre-2025 syllabus linked to equal opportunities; this has been broadened (for examination from 2025) to include other government measures. Progressive taxation and the minimum wage are new examples .
(b) The impact of welfare states	3.2.2 The development and impact of welfare states on life chances: <ul style="list-style-type: none"> • Free and/or universal education • Unemployment benefits • Pensions 	The welfare state is not new content . The content on the welfare state in section (b) has been divided into key elements that teachers can use to structure their approach.

Syllabus content removed	New / different syllabus content	Notes
	<ul style="list-style-type: none"> • Low-cost housing • Free healthcare • Universal basic income 	
	<p>3.2.3 The global work of Non-Governmental Organisations (NGOs) to reduce inequalities:</p> <ul style="list-style-type: none"> • Reducing poverty • Providing medical assistance • Promoting business • Improving education 	<p>3.2.3 includes new content and reflects the importance of NGOs in the fight against inequalities in many societies worldwide.</p>
	<p>3.2.4 Sociological views of the success of attempts to reduce social inequalities:</p> <ul style="list-style-type: none"> • New Right criticisms of the welfare state / underclass • Marxist criticisms of the welfare state • Criticisms of NGOs • Feminist criticisms of equality legislation 	<p>3.2.4 includes specific theory strands that make explicit the aspects that students should focus on when discussing attempts to reduce inequalities.</p> <p>The explicit reference to the New Right is new. Both feminism and Marxism are in topic 1 of the pre-2025 syllabus.</p>
	<p>3.3.1 The impact of migration on societies:</p> <ul style="list-style-type: none"> • Immigration / emigration • Push and pull factors • Increasing cultural diversity • Economic consequences • Negative perceptions of migrants 	<p>3.3.1 and 3.3.2 are new content that reflects current research trends in the global issues of the impact of migration and ecological issues on societies. This should make the content more relevant to today's world and provide teachers and students with plenty of issues, debates and case studies.</p>
	<p>3.3.2 The impact of global ecological issues on societies:</p> <ul style="list-style-type: none"> • The influence of transnational companies • Climate change • Pollution • Urbanisation 	
	<p>3.3.3 Sociological explanations for global inequalities:</p> <ul style="list-style-type: none"> • Marxist views of capitalist exploitation 	<p>The theory section in 3.3.3 invites students to consider various theoretical explanations of global phenomena.</p>

Syllabus content removed	New / different syllabus content	Notes
	<ul style="list-style-type: none"> Colonialism Feminist ideas of patriarchy 	

Key terms / descriptions of content

From 2025 the syllabus does not list the key terms. The key terms are part of the descriptions of content for each topic. Below is the list of terms which have been removed and those which have been added for examination from 2025.

Key terms removed	Descriptions of content added (for examination from 2025)
Absolute poverty	Benefits
Ageism	Climate change
Apartheid	Colonialism
Blue collar worker / white collar worker	Dual burden
Bourgeoisie	Ecological issues
Civil rights / human rights	Exploitation
Cycle of poverty	Ideological control
Disability	Intersectionality
Discrimination	Master status
Distribution of wealth	Migration (including push / pull factors)
Domestic labour	Minimum wage
Elite	Modern slavery
Embourgeoisement / proletarianisation	New Right
Fatalism	Non-governmental organisations
Glass ceiling	Pollution
Immediate / deferred gratification	Progressive taxation
Income	Self-fulfilling prophecy
Industrial societies	Stereotypes

Key terms removed	Descriptions of content added (for examination from 2025)
Institutional racism	Transnational companies
Intergenerational social mobility	Triple shift
Lifestyle	Universal basic income
Market situation	Urbanisation
Middle class	
Minority ethnic groups	
Minority groups	
Occupational structure	
Poverty line	
Privileged groups	
Professions / professional worker	
Racism	
Relative poverty	
Scapegoating	
Skilled worker / unskilled worker	
Social exclusion	
Traditional societies	
Upper class	
Working class / new working class	

4 Family

Syllabus content removed	New / different syllabus content	Notes
	4.1.1 Different family structures <ul style="list-style-type: none"> • Polygamous • Childless • Strengths and limitations of different family structures. 	In 4.1.1 the addition of some family types, plus examples of extended family (modified, horizontal, vertical / beanpole), update the original list and reflects the current wide diversity of family across different societies. Empty nest is a key term in the pre-2025 syllabus. Strengths and limitations are added to enable a debate.
(a) The influence of social stratification and ethnicity on family diversity	4.1.2 Variations and diversity in the family: <ul style="list-style-type: none"> • Cross-cultural • Social class • Ethnicity 	There is no real change in 4.1.2 – just a reorganisation of content and more clarity on what needs to be taught. ‘Social stratification’ has been removed and replaced with ‘social class’.
	4.1.3 Sociological views on family diversity: <ul style="list-style-type: none"> • New Right views on family diversity and dysfunctional families • Postmodernist views on the positive aspects of family diversity • The extent of family diversity and the dominance of the nuclear family 	4.1.3 replaces the theory that would have been taught in topic 1. Selected sociological views and debates on diversity are targeted.
(a) Alternatives to the family, including other types of households (e.g. one-person, shared household) and communes	4.1.4 Alternatives to the family: <ul style="list-style-type: none"> • Friends as family 	In 4.1.4, friends as family has replaced communes as an update.
(a) Variations in marriage <ul style="list-style-type: none"> - Polyandry 	4.1.5 Variations in types of marriage: <ul style="list-style-type: none"> • Love • Same sex 	Variations in marriage is (from 2025) a separate sub-section and the list has been expanded. Love marriage is new content . Arranged and empty shell marriage are key terms in the pre-2025 syllabus. Same-sex marriage replaces the reference to same-sex families in the pre-2025 syllabus. Polyandry has been removed (from 2025) but polygamy has been retained.

Syllabus content removed	New / different syllabus content	Notes
	4.2 What is the role of the family for the individual and society?	4.2 highlights the theoretical views on the role of the family.
	4.2.1 Functionalist views: <ul style="list-style-type: none"> • How the family benefits its members and society • How family functions have changed over time • 'Warm bath' theory • Importance of the nuclear family 	The functionalist view is not explicitly mentioned in the pre-2025 syllabus, but implicitly it is part of the family 'functions' debate. It has been expanded and made explicit in the 2025 syllabus.
	4.2.2 Marxist views: <ul style="list-style-type: none"> • How the family benefits capitalism • Exploitation of family members • Reproduction of class inequalities • Family as a unit of consumption • Family and ideological control 	4.2.2 Marxist views is new content and enables a theoretical debate to be had regarding the role of the family for both individual and society.
	4.2.3 Feminist views: <ul style="list-style-type: none"> • Dual burden / triple shift • Decision making • Gendered socialisation 	Feminism is not explicitly mentioned in the pre-2025 syllabus but is clearly implicit in (b) references to patriarchy and gender equality. Elements of new content in this section are triple shift, decision-making and gendered socialisation.
	4.2.4 Strengths and limitations of functionalist, Marxist and feminist views of the role of the family	4.2.4 and 4.2.5 make explicit the expectation that students should be able to evaluate the issues from a theoretical perspective, recognising the strengths and weaknesses of each position. In the pre-2025 syllabus a debate is only implicit.
	4.2.5 Debates about whether the experience of family life is positive or negative for family members	Reference to the negative aspects of family life, including domestic violence, gender inequality, child abuse and neglect (in (b) of the pre-2025 syllabus) have been re-organised into 4.2.3 'Feminist views' and 4.2.5.

Syllabus content removed	New / different syllabus content	Notes
	<p>4.3.1 Demographic factors and their effects on family life:</p> <ul style="list-style-type: none"> • Ageing population • Having children in later life 	<p>4.3.1 expands the previous sub-section in (c) – family size and birth rates; death rates and life expectancy – to reflect societal changes.</p>
	<p>4.3.3 Explanations of changing patterns and trends in marriage, divorce and cohabitation:</p> <ul style="list-style-type: none"> • Legislation • Societal attitudes and values • Role of the internet • Cultural expectations • Changes in the status and power of women / female empowerment 	<p>4.3.3 adds cohabitation to changing trends in marriage and divorce, which are in the pre-2025 syllabus. The explanations are listed in the 2025 syllabus so that the content is clear and more explicit.</p>
	<p>4.3.4 Alternatives to marriage:</p> <ul style="list-style-type: none"> • Singlehood • Lone parents 	<p>In 4.3.4 the alternatives are given in a clear list rather than the two examples in the pre-2025 syllabus. Singlehood and lone parents are new content.</p>
	<p>4.3.5 Changing family roles:</p> <ul style="list-style-type: none"> • Changing conjugal roles: <ul style="list-style-type: none"> - more diverse family types - segregated to joint conjugal roles, e.g. symmetrical family, dual worker family - the pivot / sandwich generation • Changing roles of children: <ul style="list-style-type: none"> - economic burden / cost - child-centredness - boomerang children • Changing roles of grandparents: <ul style="list-style-type: none"> - childcare - economic support - wisdom and advice - dependent / a burden 	<p>The section on family roles has been re-organised with implicit content made more explicit. E.g. ‘segregated to joint conjugal roles’ instead of simply ‘changes in conjugal roles’, and ‘pivot generation’ rather than just ‘changes to family roles’. Pivot / sandwich generation is new content.</p> <p>The changing roles of children and grandparents are explained in more detail but is not new content.</p> <p>The aim here is to target specific aspects of these family roles.</p>

Key terms / descriptions of content

From 2025 the key terms are not listed in the syllabus. The key terms are part of the descriptions of content for each topic. Below is the list of terms which have been removed and those which have been added for examination from 2025.

Key terms removed	Descriptions of content added (for examination from 2025)
Cereal packet family	Capitalism
Commune	Childless families
Dark side of the family	Exploitation
Death rate	Friends as family
Divorce rate	Gendered socialisation
Fertility rate	Horizontal and vertical extended families
Household unit	Ideological control
Kinship	Love marriages
Marital breakdown	Modified extended families
Matriarchy	Pivot / sandwich generation
Matrifocal	Same-sex marriage
Polyandry	Single person household / singlehood
Polygyny	Triple shift
Primary socialisation	Unit of consumption
Stepchild	Warm bath theory
Stepparent	
Traditional societies	

5 Education

Syllabus content removed	New / different syllabus content	Notes
(a) The relationship between education and social mobility		(a) is covered as part of the functionalist view in 5.2.1 (from 2025).
	5.1.1 Formal and informal education: <ul style="list-style-type: none"> The official curriculum: testing, syllabus content and subjects The hidden curriculum: norms and values, punctuality, conformity, gender roles 	5.1.1 Formal and informal education is in the pre-2025 syllabus. From 2025 bullets have been added for detail and clarification, it is not new content .
(a) Different types of schools <ul style="list-style-type: none"> Comprehensive 	5.1.2 Different types of schools: <ul style="list-style-type: none"> The effectiveness of different types of schools, e.g.: <ul style="list-style-type: none"> co-educational international Strengths and limitations of each type of school 	Different types of schools are explicitly evaluated (for examination from 2025). Comprehensive schools have been removed. Co-educational and international schools have been added as examples.
	5.1.3 Alternative approaches to education: <ul style="list-style-type: none"> Online learning Homeschooling Unschooling Progressive schooling Strengths and limitations of different approaches to education 	5.1.3 is new content and reflects the growing popularity of alternatives to traditional schooling in some countries. An awareness of the strengths and limitations should allow for debate.
(b) Measuring intelligence, selection and its relationship to educational achievement		The sub-section on measuring intelligence through methods such as IQ testing has been removed. Standardised testing and the selective role of education are still in the sub-section on the functionalist view (5.2.1).
	5.2.1 The functionalist view: <ul style="list-style-type: none"> The positive roles and functions of education: 	In 5.2.1, 5.2.2 and 5.2.3 the theory element in the Education topic focuses on the debates between functionalism, Marxism and feminism. In these

Syllabus content removed	New / different syllabus content	Notes
	<ul style="list-style-type: none"> - the roles of education: economic, selective - role allocation - value consensus - standardised testing • Strengths and limitations of the functionalist view 	<p>three sub-sections clear theoretical elements are listed to enable teachers to focus on the main arguments.</p> <p>The requirement to be able to debate between theoretical perspectives is explicit (from 2025).</p>
	<p>5.2.2 The Marxist view:</p> <ul style="list-style-type: none"> • The roles and functions of education in the reproduction of class inequalities: <ul style="list-style-type: none"> - socialisation and social control as capitalist ideological control - the middle-class culture in schools, e.g. the importance of cultural capital - the myth of meritocracy • Strengths and limitations of the Marxist view 	
	<p>5.2.3 The feminist view:</p> <ul style="list-style-type: none"> • The roles and functions of education in perpetuating gender inequalities: <ul style="list-style-type: none"> - the patriarchal culture of education - male power - gender hierarchy - role models - access to education - gendered curriculum / subject choice - peer groups and social control • Strengths and limitations of the feminist view 	
	<p>5.3.1 Patterns in educational achievement and experience:</p>	<p>In 5.3.1, global differences is new content and adds to the already present focus on achievement by social class, ethnicity and gender. It</p>

Syllabus content removed	New / different syllabus content	Notes
	<ul style="list-style-type: none"> Global differences 	<p>complements the wider links to global social differences that is present throughout the topics, from 2025.</p>
	<p>5.3.2 Explanations for differences in educational achievement and experience based on social class:</p> <ul style="list-style-type: none"> Compensatory education In-school factors, e.g. pro- and anti-school sub-cultures Marxist explanations 	<p>The idea of explaining differences in achievement is made explicit in 5.3.2 (from 2025). Many explanations can be applied across gender, ethnicity and social class, e.g. labelling theory. The range of factors in this section of the syllabus should ensure that candidates have plenty to debate and discuss between theoretical viewpoints.</p> <p>Compensatory education, pro-school sub-cultures and Marxist explanations is new content.</p> <p>Other factors, such as cultural capital and linguistic factors, are key terms in the pre-2025 syllabus.</p>
	<p>5.3.3 Explanations for differences in educational achievement and experience based on ethnicity:</p> <ul style="list-style-type: none"> Institutional racism Role models Ethnic sub-cultures 	<p>In 5.3.3, institutional racism, role models and ethnic sub-cultures is new content. This has been added to give candidates an extensive list of possible explanations.</p>
	<p>5.3.4 Explanations for differences in educational achievement and experience based on gender:</p> <ul style="list-style-type: none"> Differential gendered socialisation and social control Access to education In-school factors, e.g. gendered sub-cultures Feminist explanations, e.g. patriarchy 	<p>In 5.3.4, four more explanations have been added to those in the pre-2025 syllabus. This is new content.</p>
	<p>5.3.5 Global differences in educational achievement:</p> <ul style="list-style-type: none"> Reasons for differential achievement in different countries, e.g.: 	<p>5.3.5 is new content. It reflects the enhanced focus on contemporary social issues linked to globalisation in the revised syllabus (for examination from 2025).</p>

Syllabus content removed	New / different syllabus content	Notes
	<ul style="list-style-type: none"> - availability of schools - poverty / wealth - access to education for girls - class sizes - norms, values and cultural differences - access to the internet / digital resources 	
	<p>5.3.6 Strengths and limitations of the different explanations for differences in educational achievement:</p> <ul style="list-style-type: none"> • Social class • Ethnicity • Gender • Global differences 	5.3.6 makes explicit the need for candidates to be able to evaluate the different explanations for differential educational achievement.

Key terms / descriptions of content

From 2025 the key terms are not listed in the syllabus. The key terms are part of the descriptions of content for each topic. Below is the list of terms which have been removed and those which have been added for examination from 2025.

Key terms removed	Descriptions of content added (for examination from 2025)
Comprehensive system	Access to education
Cultural deprivation	Co-educational schools
Culture of masculinity	Compensatory education
Discrimination	Ethnic sub-culture
Elaborated code	Gendered curriculum
Immediate / deferred gratification	Gender hierarchy
Intelligence	Gender roles
IQ tests	Gender socialisation
Life chances	Gendered sub-culture

Key terms removed	Descriptions of content added (for examination from 2025)
Positive discrimination	Homeschooling
Post-compulsory education	Institutional racism
Restricted code	Myth of meritocracy
Rewards	Non-selective school
Sanctions	Norms
Secondary socialisation	Online learning
Self-fulfilling prophecy	Patriarchy
Social expectations	Progressive schooling
Social stratification	Pro-school sub-culture
Streaming	Role allocation
	Role models
	Standardised testing
	Unschooling
	Values
	Value consensus

6 Crime, deviance and social control

Syllabus content removed	New / different syllabus content	Notes
	6.1.1 The difference between crime and deviance: <ul style="list-style-type: none"> • The relativity of crime and deviance: situations 	In 6.1.1, crime and deviance as relative to situation is new content . It has been added to relativity across cultures and time.
	6.1.2 Formal social control: <ul style="list-style-type: none"> • Formal agencies of social control: <ul style="list-style-type: none"> - armed forces - government 	In 6.1.2, the armed forces and government are new content . They have been added to the list of agents of formal control in the pre-2025 syllabus.
	6.1.3 Informal social control: <ul style="list-style-type: none"> • Informal agencies of social control: <ul style="list-style-type: none"> - family - education - workplace - peer group 	In 6.1.3, family, education, workplace and peer group have been added explicitly.
	6.1.4 The effectiveness of agencies and methods of social control in achieving conformity and preventing crime and deviance	6.1.4 makes it clear that students should be able to debate the effectiveness of the various agencies and methods of social control.
	6.1.5 Different types and examples of crimes: <ul style="list-style-type: none"> • Violent crime • Property crime • Expressive crime • Instrumental crime • Gang crime • Green crime • Global crime, e.g. organised crime • Hate crime • Domestic crime 	6.1.5 is new content . In the pre-2025 syllabus corporate / white-collar crime, cyber / internet and urban crime are key terms, but there is no syllabus section detailing types of crime. In the syllabus (for exam from 2025) the list of types of crime has been extended to include other major types of crime. Hate crime, green crime and global crime have been added to reflect contemporary trends.
	6.1.6 Measuring crime	The hidden figure of unreported and unrecorded crime is a crucial part of the debate on the true extent of crime in society. These problems are

Syllabus content removed	New / different syllabus content	Notes
	<ul style="list-style-type: none"> The problem of unreported and unrecorded crime 	likely to have been taught in the pre-2025 syllabus section 6(b), they are included explicitly (from 2025).
	6.2 What are the patterns and explanations of crime and deviance?	In 6.2, the explanations for crime are split up by social characteristic – age, ethnicity, gender and social class. There is some cross-referencing of explanations, e.g. stereotyping applies almost across the board. But there are also explanations that are specific to social characteristic, e.g. the chivalry thesis as an explanation for gender patterns in crime.
(c) The development of sub-cultures and links to crime and deviance, with particular reference to youth	6.2.2 Explanations for crime and deviance based on age: <ul style="list-style-type: none"> Stop and search Self-fulfilling prophecy Gang culture 	In 6.2.2, stop and search, self-fulfilling prophecy and gang culture are new content . These have been added to explanations for age-related patterns of crime because they feature prominently in the sociological research. Gang culture replaces the reference to sub-cultures linked to crime in section (c) of the pre-2025 syllabus.
	6.2.3 Explanations for crime and deviance based on ethnicity: <ul style="list-style-type: none"> Institutional racism Prejudice and discrimination 	In 6.2.3, institutional racism, prejudice and discrimination are new content in ethnicity-based explanations.
	6.2.4 Explanations for crime and deviance based on gender: <ul style="list-style-type: none"> Chivalry thesis Misogyny 	In gender related crime, chivalry thesis and misogyny are new terms . Misogyny now features more prominently in sociological debates around gender-based crime.
	6.2.5 Explanations for crime and deviance based on social class: <ul style="list-style-type: none"> Social exclusion Power inequalities 	In 6.2.5, sociological explanations of deviant and criminal behaviour in the pre-2025 syllabus has been extended. Social exclusion and power inequalities are new content in explanations for class-based crime.
	6.2.6 Sociological theories on crime and deviance:	In 6.2.6, postmodernism is new updated content .

Syllabus content removed	New / different syllabus content	Notes
	<ul style="list-style-type: none"> Interactionism (including labelling and moral panic theory) Postmodernism Functionalism (including the New Right, subculturalism and strain theory) 	<p>Interactionism covers the role of media in defining crime, stereotyping individuals etc. in section (c) of the pre-2025 syllabus.</p> <p>The New Right, subculturalism and strain theory are made explicit as part of functionalist theory (section (c) of the pre-2025 syllabus).</p>
	6.2.7 Strengths and limitations of the different explanations for crime and deviance.	6.2.7 makes clear that candidates should be able to evaluate the different explanations.
	6.3 How is crime dealt with in different societies?	6.3 is new content added to broaden the focus and allow students to consider cross-cultural variations in the punishment of crime.
	<p>6.3.2 The effectiveness of different types of punishment:</p> <ul style="list-style-type: none"> Financial penalties Capital punishment Corporal punishment Exile Ostracism Non-custodial sentencing, e.g. electronic tagging, curfews, restraining orders. Probation Police cautions Social media and vigilante groups 	6.3.2 is not new content but expands the previous syllabus section (c) to include examples from different cultures. It also makes explicit that candidates should be able to discuss and evaluate the effectiveness of various punishments.
	<p>6.3.3 The effectiveness of policing and law enforcement:</p> <ul style="list-style-type: none"> Digital surveillance Community and military style policing 	In 6.3.3, the pre-2025 syllabus content has been updated. The use of digital surveillance and the two main policing styles is new content .

Key terms / descriptions of content

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Key terms removed	Descriptions of content added (for examination from 2025)
Anomie	Capital punishment
Crime rates	Chivalry thesis
Dark figure	Community / military style policing
Deviancy amplification	Corporal punishment
Deviant career	Discrimination
Dominant values	Domestic crime
Judicial system	Expressive crime
Juvenile delinquency	Financial penalties
Master status	Gang culture
Peer group	Global crime
Rewards	Green crime
Sanctions	Hate crime
Stigma	Incapacitation
Urban crime	Institutional racism
Youth culture	Instrumental crime
Youth sub-culture	Misogyny
	Non-custodial sentencing
	Organised / gang crime
	Police cautions
	Prejudice
	Probation

Key terms removed**Descriptions of content added (for examination from 2025)**

Property crime

Retribution

Self-fulfilling prophecy

Social exclusion

Social media and vigilante groups

Stop and search

Strain theory

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