

# IGCSE Sociology (0495)

## Unit 3: Social Stratification and Inequality

### Recommended Prior Knowledge

Knowledge of the terms and concepts acquired in unit 2 is useful here.

### Context

Class, gender and ethnicity provide the main focus of this unit and will prove particularly useful for units 4,5,6,7 and 8

### Outline

This unit examines the relationship between social, economic and political processes and patterns of stratification.

AO	Learning outcomes	Suggested Teaching activities	Learning resources
3.1	Social stratification	Provide a definition of social stratification.	Blundell J, p54
	Recognise patterns of social stratification with particular reference to differences based on wealth, income, power, ethnic group and gender.	Introduce the concepts of wealth, power, ethnic group and gender and provide examples of each.	P Wilson & A Kidd, pp 302-303 O' Donnell G, pp 133 - 138
	Recognise the main types of stratification: slavery, estate, caste, class, age ethnicity and gender.	Provide examples of the different types of stratification.	Blundell J, pp54 - 79 P Wilson & A Kidd, pp 280 -283
	Distinguish between ascribed and achieved status.	Provide students with a list of statuses, ask them to create two columns headed ascribed and achieved putting each status in the appropriate column.	O' Donnell G, p 131 P Wilson & A Kidd, p 284 & 289
	Understand the changes in patterns of social stratification that accompanied	<b>Class activity</b> Ask students to design two figures which illustrate the changing shape of	P Wilson & A Kidd, pp 280 & 281

	industrialisation.	class structure in traditional and modern industrial societies.	O' Donnell G, p 126 Browne K, p 27
	Distinguish between stratification systems in both traditional and modern industrial societies.	Ask students to research and give presentations on the nature of stratification in the feudal and the caste systems, and discuss how these systems of stratification differ from modern industrial societies.	Blundell J, pp 54 & 55 O' Donnell G, pp 120 – 123 Browne K, pp 12 & 13
3.2	Outline the main features of social inequality and how they are created.	<b>Class activity</b> In small groups ask the students to identify one form of social inequality, e.g. class, gender, ethnicity, age and write down some of the ways in which inequality manifests itself. Discuss findings with whole class.	Blundell J, pp 66 – 77
	Distinguish between white collar and blue collar workers.	Provide students with a list of occupations; ask them to create a table with two headings, white collar and blue collar, placing each occupation in the appropriate column.	P Wilson & A Kidd, pp 286 & 287 Browne K, pp 22 - 28
	Understand the concept of equality of opportunity.	Provide a definition of 'equality of opportunity' explaining how it is used in sociology.	Browne K, pp 298 & 299
	Distinguish between wealth and income.	Provide definitions of wealth and income.	Blundell J, pp 60 - 63
	Discuss the problems in defining wealth and poverty.	Discuss the different ways of measuring wealth and poverty and the problems in defining the terms. Review statistical data on the distribution of wealth and income in your own society.	P Wilson & A Kidd, pp310-321
	Recognise the terms, ethnic groups, prejudice, discrimination, life chances and scapegoats.	Provide examples of prejudice, discrimination and scapegoats in relation to ethnicity.	P Wilson & A Kidd, pp 292 - 295
	Distinguish between sex and gender. Recognise the consequences of gender role socialisation and the	Provide a definition for each term i.e. sex and gender, ask students to compare the differences.	P Wilson & A Kidd, pp 288-291

reasons for the changing role of women in terms of occupation and social roles.	<b>Class activity</b> In small groups invite the students to find examples of gender role socialisation by using internet sites or textbooks.	
Evaluate evidence pointing to social class differences and the significance of social mobility.	Discuss the concept of social mobility giving real life examples; link the discussion to the concept of life chances such as employment, health and lifestyle.	P Wilson & A Kidd, pp 304 - 307
Asses the implications of social class for peoples chances of employment, health and lifestyle.	Discuss social class and life chances.	Blundell J, pp 56 & 57
Recognise the changing nature of working class, middle class and upper class.	Provide historical examples to illustrate the changing nature of class identities.	P Wilson & A Kidd, pp 282-283 Blundell J, pp 58 & 59