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Delivery Guide

H180/H580

SOCIOLOGY

Theme: Understanding social inequalities

April 2015



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties learners may have, approaches to teaching that can help learners understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

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KEY



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AS Level content only



Curriculum Content

Component 2 Section B: Understanding social inequalities

Within this section learners will have the opportunity to develop knowledge and understanding of contemporary patterns and trends of social inequality. Learners are able to engage in theoretical debate, explore conceptual issues and develop skills of analysis and evaluation of sociological research and evidence.

Key questions	Content	Learners should:
1. What are the main patterns and trends in social inequality and difference?	Social inequality and difference in relation to: <ul style="list-style-type: none">• social class• gender• ethnicity• age.	consider the main patterns and trends in relation to work and employment, income and wealth, poverty, and social mobility. Patterns and trends in the UK may be compared to general global patterns and trends. consider evidence of social inequalities from a range of areas of social life. consider how social inequalities affect life chances.
2. How can patterns and trends in social inequality and difference be explained?	The main sociological explanations of social inequality and difference: <ul style="list-style-type: none">• functionalism• Marxism• Weberian• feminism• New Right.	have an understanding of the distinctive concepts and ideas associated with each theory.



Thinking Conceptually

Approaches to teaching the content

This section introduces learners to the notion of the differences in opportunities that exist within society. Learners will gain opportunities to explore the range and extent of social inequalities in relation to social class, gender, ethnicity and age. More importantly, they will be able to examine and analyse the patterns and trends of social inequality. This should allow for critical conclusions to be drawn from consideration of key sociological perspectives.

Learners should be guided to collect and critically examine evidence that seeks to demonstrate inequalities. This will cultivate the desired inquisitiveness of a sociological mind whilst complementing section A of the unit.

A grounded understanding of the theoretical perspectives is essential and learners must be directed in seeking the fundamental principle(s) underlying each whilst identifying the key lingo associated with each. This can be applied by combining formal teaching sessions with games and role play. A sound grasp of the theories will eliminate anxiety and enhance a critical approach to learning. A comparison of the theories will show up similar and dissimilar ideologies. A suggested activity is to pair, compare and contrast, for example, Marxism with Weberianism. This activity will enable the distinctions between theories to be emphasised.

Common misconceptions or difficulties learners may have

Learners often relate to this topic from the view of unfairness and tend to develop a rapid understanding. However, guidance is required to avoid the common sense anecdotal

approach. Even though reference to their experience of unfairness and injustice can serve well as an introduction, attempts must be made very early on to place this within sociological contexts. Early introductory activities must include the sociological perspectives to enable discussions and activities to rest on those. There is a strong need for learners to develop social and public awareness nationally and globally so as to establish links between local, national and global decisions and how these impact on differences in opportunities for different groups. Learners often struggle with this discipline and therefore run the risk of missing out on their contemporary society.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course

The topic links in seamlessly with preceding and subsequent topics. Guidance must be given to view inequalities in relationship with other areas such as education and families and relationships. Evidence can be collected to demonstrate the difficulty of escaping from a cycle of poverty for certain families and how inequalities in educational opportunities impact on the life chances for particular social groups. Video clips from television programmes, such as *Harrow: a very British school* can be contrasted with *Tough Young Teachers*, or the *Educating* series. This should generate discussions and analysis of education and social class. A global view of inequalities must be supported by encouraging learners to collect evidence from countries outside the UK for analysis and critical review.



Thinking Contextually

The topic lends itself to a range of teaching and learning activities that will also be conducive to the range of learning styles. It presents opportunities for learners to contribute their experiences of injustice and unfairness. Learners in employment may be requested to check their contracts of employment conditions compared to that of their class teacher. Inequality pertaining to age might be elicited if perhaps the issue of zero-hours contracts were to emerge. Group activities to examine and research the theoretical perspectives, highlighting the key concepts and studies to be role played will be challenging but nonetheless memorable. A strong emphasis and reinforcement of the fundamental principles underlying each perspective is essential. A good grasp will enable analysis from the onset with appropriate references made.

Learners could keep a glossary of key concepts with interpretations and a catalogue of evidence that demonstrates inequality for the different social groups. A 'show and tell' activity that requires learners to bring in contemporary evidence of inequality can become a regular feature of lessons. Learners may be directed to broadsheets and BBC broadcasts or podcasts for this activity, with the view to incorporating theoretical analysis and evaluation. News articles can be analysed with specifically allocated theories.

Activities

Introductory activities:

The aim is to engage learners in thinking about the notion of unfairness. It is important to emphasise that some of the reasons might be down to individual choices and decisions whilst other factors might be at play such as structures within society.

Activity 1

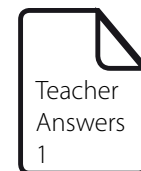
Ask learners to create a spider diagram of their experience of unfairness. Alongside this they should indicate any possible reasons why this may have occurred. Is it because they are young? Is it due to their gender? This can be extended to a discussion about unfairness within society as a whole.

Activity 2

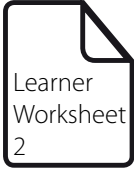
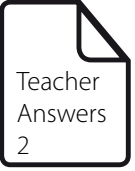

Ask learners to research zero-hours contracts and record notes on Learner Worksheet 1.

<https://www.gov.uk/search?q=zero+hours+contract> – provides good information on this. Some learners might be engaged in this type of contract already and may be able to share their knowledge and experience. Allow discussions around which groups might be partakers of this type of contract. Why? Are there any benefits to the employers or employees? Direct the learners to base their thoughts around the four social groups in the specification.

Resources



Thinking Contextually

Activities	Resources
<p>Activity 3: Research and role play The purpose of this is to establish the importance of evidence based arguments and the significance of theoretical perspectives in maintaining a sound sociological argument. Emphasise to learners that sweeping and common sense statements should not be used.</p> <p>Group activity Learners are asked to research an allocated theory that promotes independent learning. Learners can be directed to websites, such as http://www.podology.org.uk for additional information. Each group can present their findings highlighting the key principles, key names and key concepts associated with the theory. See Learner Worksheet 2 and associated Teacher Answers 2.</p> <p>Role play Role playing the theories might present a challenge; however the aim will be achieved when learners have to think through how to get the key points across. Observing learners can question and seek clarification.</p> <p>Follow on activity Present findings as a spider diagram using one colour pen. Add the findings from the other theories in different colour pens. This should produce comparison at a glance.</p>	 <p>Learner Worksheet 2</p>  <p>Teacher Answers 2</p> <p> Click here</p>
<p>Activity 4: Research contemporary issues The purpose of this is to encourage learners to develop an awareness of the world around them. Plan in regular 'show and tell' sessions where learners are required to bring in news articles from reputable network stations eg BBC and Channel 4. The BBC website, BBC 3 and Radio 4 are particularly good sources of interesting stories.</p> <p>Learners can create a collage of evidence for each social group. This can be added to regularly.</p>	



Thinking Contextually

Activities

Activity 5: Debates

This can be used as learners develop more confidence in their analytical abilities. The rules can be altered to allow teachers to interject with prompts to ensure learners follow through with coherent arguments that will help sustain points, and use appropriate studies and concepts.

Sample motion for debate

This house believes that women continue to be unequal to men.

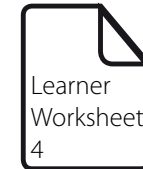
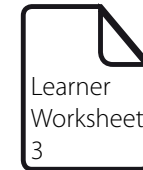
Extension activity

Following on from **each** debate, learners can write out **two** separate paragraphs with the 20 mark question in mind. The aim is to address the assessment objectives and develop competence in persuasive writing. It also provides opportunities for peer/self assessment. See Learner Worksheet 3.

Revision flashcards

Learners can devise flashcards to use for private revision or for in-class activities such as a game of Taboo. See Learner Worksheet 4.

Resources



Thinking Contextually

Activities

The following sites can be useful for independent revision and collection of contemporary information:

<http://www.sociologyguide.com/>

<http://www.thestudentroom.co.uk/>

<http://www.podology.org.uk/>

<http://www.theguardian.com/uk>

<http://www.telegraph.co.uk/>

<http://www.independent.co.uk/>

Resources

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Learner Worksheet 1 Activity 2



Explain what is meant by zero-hour contracts:

Make a list of the groups of people who might be employed on a zero-hour contract	Give reasons as to why they might be employed on a zero-hour contract	Make a list of the benefits to the employer of such a contract	Make a list of the benefits to the employee of such a contract	Make a list of the likely drawbacks for the employer of such a contract	Make a list of the likely drawbacks for the employee of such a contract



Learner Worksheet 1 Activity 2

Who benefits the most from this type of contract? Explain why.

Who benefits the least from this type of contract? Explain why.



Teacher Answers 1 Activity 2



Explain what is meant by zero-hour contracts:

According to www.gov.uk, zero-hour contracts are also known as casual contracts. Zero-hour contracts are usually for 'piece work' or 'on call' work. This means that workers can be asked to work only when the employer requires them to do so. The employer is under no obligation to give out work; but equally the employee does not have to accept work from the employer. In some cases the employer can issue full time working hours or no hours. Employees are only paid for the work done.

Make a list of the groups of people who might be employed on a zero-hour contract	Give reasons as to why they might be employed on a zero-hour contract	Make a list of the benefits to the employer of such a contract	Make a list of the benefits to the employee of such a contract	Make a list of the likely drawbacks for the employer of such a contract	Make a list of the likely drawbacks for the employee of such a contract
Young learners Mature learners Longterm unemployed seeking work Immigrants Mothers with young children Retirees	De-skilled Unskilled Limited time – busy with studies or childcare	Variety of skills Large workforce Choice, control and flexibility Cost effective Freedom to hire and fire	Flexibility Mothers can work around school runs Freedom to choose or decline hours May benefit those who are on benefits as they can work the required hours and still maintain eligibility	Increased staff turnover Limited commitment from staff	Unstable income Unpredictable working hours Limited employment rights e.g. sickness pay May affect eligibility to state benefits Job insecurity

Who benefits the most from this type of contract? Explain why.

The employer. (Compare the list of benefits for the employer to that of the employee to explain.)

Who benefits the least from this type of contract? Explain why.

The employee. (Compare the list of drawbacks for the employee to that of the employer to explain.)

Where possible, learners should be encouraged to apply the theories in their explanation.

Example: Marxist feminists will view the zero-hour contract as an exploitative tool against women as in combining the dual role of caring for children and working outside the home; women stand to lose out on employment rights such as sickness pay. This type of contract arrangement invariably benefits the employer, hence perpetuating capitalism to the detriment of women.



Learner Worksheet 2 Activity 3



Theory	Key principles	Key names	Concepts
Functionalism		Davis and Moore	
Marxism			Illusion of meritocracy
Weberianism	Social stratification		Dual labour market
Feminism	Patriarchy		
New Right	Individual responsibility Traditional values		Culture of dependency



Teacher Answers 2 Activity 3



Theory	Key principles	Key names	Concepts
Functionalism	Collective conscience Social solidarity	Davis and Moore Parsons	Meritocracy Social order Assimilation Inevitability
Marxism	Economic divisions Exploitative nature of capitalism	Castle and Kosack Cox	False class consciousness Capitalism Alienation Illusion of meritocracy
Weberianism	Social stratification Rationalisation	Parkin Rex and Tomlinson Barron and Norris	Dual labour market Horizontal and vertical segregation
Feminism	Patriarchy Equality for women	Benston and Wilkinson Millet Walby Greer	Patriarchy Genderquake Glass ceiling
New Right	Individual responsibility Traditional values	Murray Marsland Wilson	Culture of dependency Nanny state



Learner Worksheet 3 Activity 5



As a follow up to **each** debate, learners can write out **two** separate paragraphs for self/peer assessment bearing in mind the requirements of the 20 mark question. The purpose of this activity is to address the assessment objectives and develop competence in persuasive writing.

One of the paragraphs must **support** the view with the other paragraph **opposing** it.

Learners must display an ability to demonstrate the three Assessment Objectives within each paragraph. Learners may be issued some prompts (see list below) to assist in a logical presentation of ideas.

- This means that
- This shows that
- This may suggest
- A contemporary examples is seen in the recent
- This can be explained with
- For example

(AO2)

- On the other hand
- However
- In addition to
- In support of
- Similar to
- In contrast with

(AO3)



Learner Worksheet 4 Revision flashcards



Flashcards for game activities: Learners can design their own cards for revision.

Class consciousness	Meritocracy	Class
Inevitability	Anomie	Superstructure
Glass ceiling	Social mobility	Ranking
Work situation	Market position	Knowledge class
Patriarchy	Social order	Ethnic penalty
Party	Status	Assimilation
Concrete ceiling	Dual labour market	Horizontal segregation
Vertical segregation	Reserve army of labour	Cultural melting pot
Super diversity	Disengagement theory	Negatively privileged status group





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