



Personal Learning Checklist (PLC)

Subject - GCSE Sociology (Eduqas 9-1)

Topic/Sub-Topic – Unit 6: Social Differentiation and Stratification

S = I have Summarised ✓ O = I have Organised (RAG or 😊😐😞) R = I have Recalled ✓ T = I have Tested Myself ✓

I can ...	S	O	R	T
1) Sociological theories of stratification				
Describe and explain conflict theories versus consensus theories on the role of social stratification.				
Describe, explain and evaluate the consensus view of Functionalism – including Functionalist theory of stratification <ul style="list-style-type: none"> • Davis and Moore's theory on the role of stratification in terms of effective role allocation and performances linked to the promise of rewards • meritocracy. 				
Describe, explain and evaluate the conflict view of Marxism – including the Marxist theory of social stratification <ul style="list-style-type: none"> • socio-economic classifications and two class system • power of bourgeoisie to exploit the proletariat and to maintain their position • false class consciousness. 				
Describe, explain and evaluate the conflict view of Weber – including the Weberian theory of stratification <ul style="list-style-type: none"> • socio-economic classifications • theory of class, status and party 				
Describe, explain and evaluate the conflict view of Feminism – including the Feminist theory of stratification <ul style="list-style-type: none"> • Feminist views on patriarchy and stratification. 				
2) Different forms and sources of power and authority				
Describe, explain and evaluate differences between formal and informal sources of power				
Describe, explain and evaluate agencies of social control				
Describe, explain and evaluate Weberian theory of authority: <ul style="list-style-type: none"> • traditional • charismatic • rational-legal 				
3) Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality				

Describe, explain and evaluate evidence and examples that could be used to demonstrate equality/inequality in the contemporary UK drawn from the following areas: <ul style="list-style-type: none"> • education • crime • income and wealth • health • family • work • media. 				
4) Factors which may influence access to life chances and power				
Describe, explain and evaluate factors which may influence class, gender, ethnicity, age, disability and sexuality <ul style="list-style-type: none"> • social construction of identity/roles, status • prejudice, discrimination • stereotyping, labelling • scapegoating o media representation • legislation • moral panics • sub-cultures. 				
Describe, explain and evaluate factors with specific reference to social class <ul style="list-style-type: none"> • private schooling • old boys’ network • affluent worker, including the work of Devine. 				
Describe, explain and evaluate factors with specific reference to gender <ul style="list-style-type: none"> • sexism • glass ceiling • patriarchy, including the work of Walby • crisis of masculinity. 				
Describe, explain and evaluate factors with specific reference to ethnicity <ul style="list-style-type: none"> • racism, institutional racism 				
Describe, explain and evaluate factors with specific reference to age <ul style="list-style-type: none"> • ageism 				
Describe, explain and evaluate factors with specific reference to disability <ul style="list-style-type: none"> • medical and social models of disability 				
Describe, explain and evaluate factors with specific reference to sexuality o <ul style="list-style-type: none"> • homophobia 				
Describe, explain and evaluate factors with specific reference to religion and belief				
5) Poverty as a social issue				
Describe and explain differences between issues of absolute and relative poverty, including the work of Townsend on relative deprivation				
Describe, explain and evaluate the theory of material deprivation				
Describe and explain groups that are prone to poverty				

