Year 1 Sociology

**Paper 1: Education with Theory & Methods**



Education

Booklet 2: The Relationships and processes within schools / Organisation of teaching and learning

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class:\_\_\_\_\_\_\_\_

Specification Content:

**What you need to know for Education in your Paper 1 exam:**

You will be expected to:

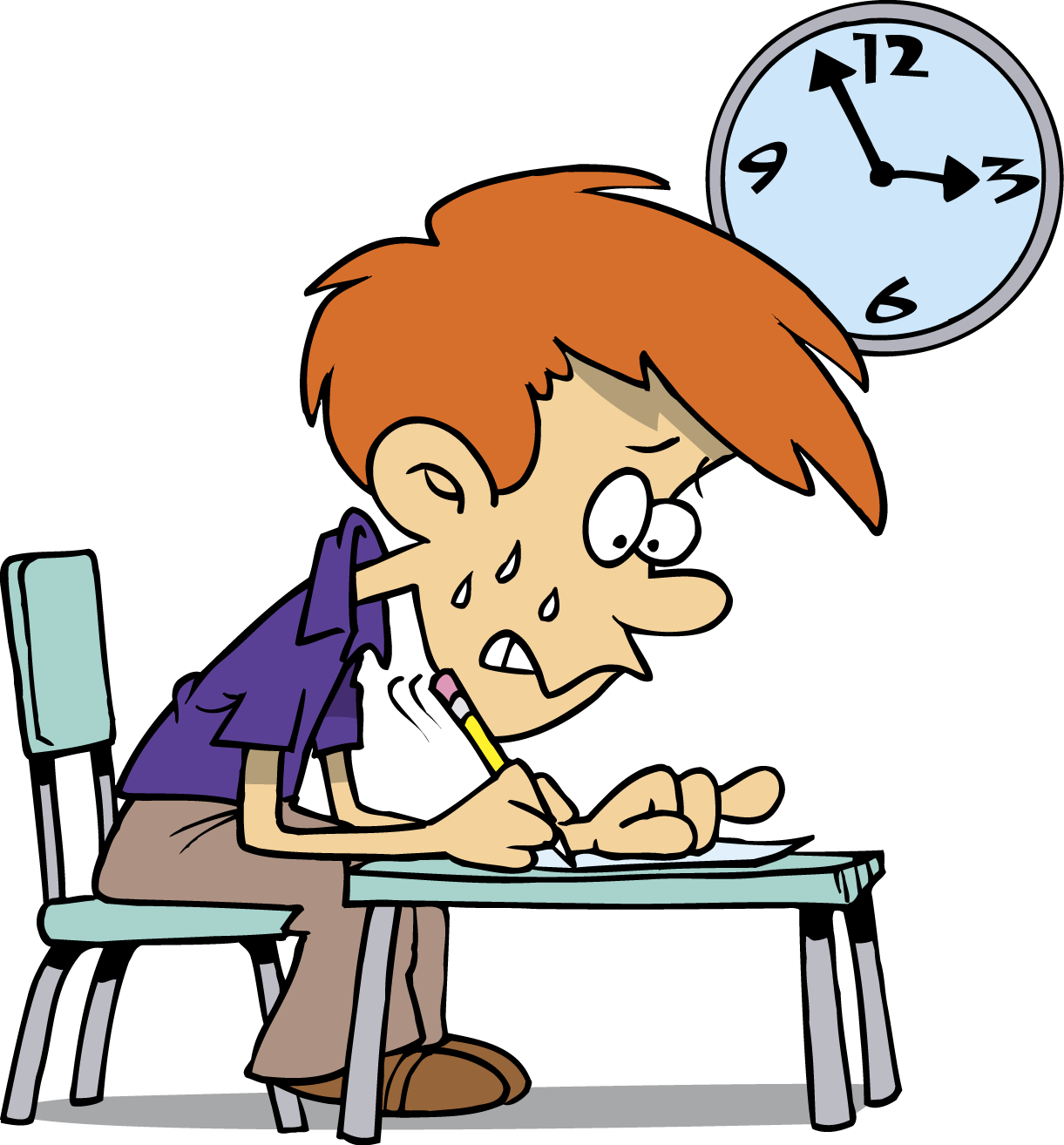
* The role and functions of the education system, including its relationship to the economy and to class structure
* Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
* Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
* The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

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| **Questions may be based specifically on the following areas:** | Do I have completed Notes? | Have I made revision Notes? | Have I memorised this info? | Have I practised exam style questions? |
| The hidden curriculum |  |  |  |  |
| Teacher-pupils relationships: labelling theory, the ‘ideal’ pupil |  |  |  |  |
| Self-fulfilling prophecy |  |  |  |  |
| The organisation of teaching and learning: streaming and setting; mixed ability teaching |  |  |  |  |
| Pupil subcultures |  |  |  |  |
| Pupils’ identities relating to gender class and ethnicity |  |  |  |  |

Exam Structure:

**This topic will appear on Paper 1 at A Level**

The A-level Paper 1 will be 2 hours long, contain 80 marks and be worth a third of your A Level. You will be assessed via short answer and extended writing questions in the following areas:

* [](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiH17rsm6rNAhUMBcAKHYIYCW0QjRwIBw&url=http://firearmsafetycanada.com/?page_id=12&psig=AFQjCNEdDWy4gaTupewTvc6I4kTb1sWMrQ&ust=1466086461052204)**Education**: short answer and extended writing worth 50 marks
* **Methods In Context**: extended writing worth 20 marks
* **Theory and Methods**: extended writing worth 10 marks

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Research has suggested that social patterns of underachievement are affected by school processes and organisation, and the teaching and learning context. These include all the things that go on in schools and school classrooms, and the student experience of education: factors such as the quality of teaching and the head teacher's leadership, school ethos, teacher attitudes and expectations, teacher-pupil interactions and their impact on school identities, school discipline, the curriculum offered, the choices available to students, and the way students are organised into ability groups and how students react to their experiences at school.

Much of the material in this area is based on the **Interactionist perspective.** They tend to use.............................. or small-scale detailed studies of what actually happens in schools and classrooms, in contrast to the ....................... or large-scale structuralist approaches of functionalism and Marxism. They use ................................................. methods like .................................-......................................... or observations to investigate the interactions or teachers and pupils. Interactionists are focused on the processes which occur inside educational institutions-in particular schools-and the negotiation of meanings, roles and power within the classroom.

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Macro qualitative unstructured interviews Micro

**1. The Hidden Curriculum**

The ……………………. curriculum involves the subjects which are on the school timetable such as History, Maths and English. It involves transmitting …………………………, skills and understanding to students. The curriculum has been criticised for suffering from cultural biases in that it draws heavily on the **cultural capital** of the white, middle class students.

*What is meant by cultural capital?*

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The ………………………curriculum involves hidden, informal messages and lessons that come from the way in which schooling is organised and run. These messages are reflected in the overall ethos of the school which in term influence students’ behaviour, for instance students reward punctuality and are punished for being late- the hidden message is that we must conform to strict rules. Students learn attitudes and values reflected in the school ethos and hidden curriculum simply by participating in the daily routine of school life e.g. punctuality, respect for authority, school rules, uniforms, school assemblies.

We have already discussed the hidden curriculum in our previous booklet. Which Marxists carried out the study that investigated ‘capitalism and the Hidden curriculum’?

Summarise this theory here – in words or pictures.

Is the ‘Hidden Curriculum’ a good thing?

Some are **critical** of it whilst others see it as an **important** and **positive** part of schooling.

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| **Feminists think the hidden curriculum is part of gender socialisation in schools. What do you think this might mean?**  **Is this positive or negative?** | **Marxists** |
| **Functionalists** | **Conclusion?** |



What kind of relationships do pupils have in school, with who and what are these like?

Mac an Ghaill also looked at positive sub-cultures within school. As well as the **Macho Lads**  there were **Academic achievers** (saw hard work as the route to success, liked by teachers and put in high sets), **New Enterprisers** (saw school curriculum in a positive light and chose vocational subjects – saw their future in skilled sections of labour market)

**Mairtin Mac an Ghaill** 1990s study in a West Midlands comp of ‘macho lads’. They were seen as academic failures and rejected school values. They believed school is not for ‘real men’. Teachers policed their clothes and behaviour and were suspicious of them.

PAUL WILLIS ‘Learning to Labour’ Study (1977 – 12 working class boys 18 months) *‘During films in the hall they tie the projector leads into impossible knots, make animal figures on the screen with their fingers, and gratuitously dig and jab the backs of the ear’oles in front of them*

Michael Ward (2015) did a study of **The Boiz** these were similar to the **Macho Lads**. They displayed anti-school attitudes, messed around and made fun of Geeks. Texted in class and did not wear unform. However unlike Willis’ **lads** they did not have jobs to go to. They lived in a former mining community . Coals mines were shut so no working class jobs. Therefore they did not reject academic qualifications. 4 out of 12 **Boiz**  went to University.

BOYS

Michael Ward did a study of **The Geeks** as a working class subculture in South Wales. They rejected traditional working class culture. Well behaved and well treated and moved on to middle class occupations.

1. PUPIL / PUPIL relationships – **subcultures** within school

GIRLS

Jackson ‘Gender and a fear of Failure’ argues that there is a student subculture beyond gender. 8 schools, 203 pupils, 30 teachers, 13-14 year olds. Looks at ‘laddish culture’ across both genders. Pressure to succeed and desire to be popular. Being cool is a defensive strategy prompted by fear of failure.

**Asian Girls** Farzana Shain (2010) studies 44 Asian girls age 13-16 mostly from Pakistani backgrounds in Greater Manchester and Staffordshire. She observed **Gang Girls** (thought school was racist), **Survivors** (conformed and obeyed to succeed), **Rebels** (critical of what they observed at home eg unequal gender relationships) and **Faith Girls** (particularly focussed on religion). Shain was most interested in the **Gang Girls.** She argued that ability is linked to friendship groups. They were seen as underachievers, put in low sets, experienced some racial abuse so fought back and defended their Asian identity and gradually withdrew themselves from learning at school.

BOYS AND GIRLS

**Rebel girls** Alexandra Allen 2010 – 2 year study 25 middle class 11-12 year olds in a single sex high achieving school observed the following groups….

Underachievers who were seen by many girls as rebels. Played practical jokes and considered it uncool to work.

Rebels saw themselves as common, defined the other girls as posh, wealthy and ‘stuck up’. The rebels did not consider academic achievement to be important however on a national scale they achieved well.

Consider….INTERSECTIONALITY

For each of the above subcultures consider how teachers may treat them…….summarise below

C:\Users\TEMP\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DLPLQG1A\MC900013282[1].wmf**2. Teacher-pupil relationships**

* **Labelling Theory**

List the characteristics that you think teachers see as making up the ‘ideal pupil’

Teacher-student interactions can create positive or negative **pupil identities** - how they see and define themselves and how other people see and define them. Teachers are constantly involved in getting to know their pupils through classroom interactions over a period of time. They are actively judging, classifying and forming impressions of pupils, e.g. bright or slow learners, troublemakers or the ideal pupil. This process of **labelling** by teachers can contribute to the moulding of student identities, and has been shown to affect their educational performance and classroom behaviour of students.

To label someone is to attach a meaning or definition to them. For example, a teacher may label a pupil as bright, lazy, trouble maker etc. The labelling theory highlights the way in which teachers make judgements about the types of students they are dealing with and attach labels to them.

Teachers often don’t attach labels based on ability or attitude, what do they base their labels on?

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**Key Study:**

**Howard Becker (1971)** interviewed 60 high school teachers from Chicago and showed that teachers perceive the ‘ideal pupil’ to be one who conforms to middle-class standards of behaviour. Lower class pupils were seen as lacking motivation and being difficult. The pupils’ social class influenced how they were assessed and whether they were given difficult work to do.

How does this research support the labelling theory?

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Gillborn and Youdell (2001) researched in London between 1995 and 1997 and decided that teachers have a ‘common sense understanding of ability’. Working class pupils are seen as disruptive and lacking in motivation and having little parental support so are discriminated against. They have to work harder to convince teachers they have ability so often end up in lower sets.

Sociologists have also shown that once attached, labels can be ‘sticky’ and difficult to lose-this can have real consequences for students, why do you think this is?

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The stereotype held by teachers (good/bad) can produce a **halo effect**. This means that a teacher who has formed a good impression of a student in one way, for example, seeing them as helpful, may see that student more favourably in other unrelated ways too - for example, being bright and hardworking. On the other hand, labelling can often have bad effects for the student. It can particularly disadvantage working class pupils as the labels they are given can consequently affect what they are taught. Although teachers believe they are teaching all students in the same way, those who are taught in higher ‘sets’ or ‘streams’ are often provided with abstract, high status knowledge whilst the les able students are given common sense, low status knowledge that can affect their achievement.

# AO2 Evaluation of the labelling theory

* Theory is criticised for being deterministic. This means that the theory implies that success and failure is entirely determined by the attitudes of teachers giving pupils little control of their own success.
* Not all pupils live up to their labels, some work harder to overcome them!
* C:\Users\TEMP\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SNT29QPH\MC900440412[1].wmfLabelling theory blames teachers for labelling pupils but doesn’t explain why they do so
* **Self-Fulfilling prophecy**

The way teachers assess and evaluate students affects pupil identities and subsequently their achievement levels, as pupils may gradually bring their own self-image in line with the one the teacher holds of them. Labels can therefore become a **self-fulfilling prophecy**; this is the idea that the label/prediction comes true simply because it has been made. This is because the pupil starts to believe the label and consequently changes their attitudes/beliefs.

For example:

1. A teacher might label a pupil as intelligent and so predict (make a prophecy) that they will make good academic progress.
2. The teacher may then change the way they interact with the pupil, for example by giving them more attention and expecting a higher standard of work.
3. The pupil then internalises the teacher’s expectation as it becomes part of their self-concept, consequently they gain confidence, try harder and make good academic progress – fulfilling the prophecy. The teacher prediction has come true.

**Mac an Ghaill** study above. Here the Macho lads were seen as being low ability. Teachers considered them to be trouble makers so spent their time policing them. Macho Lads saw teachers and controlling and hostile.

How would this relationship create a self-fulfilling prophecy?

**3. Organisation of teaching and learning**

Streaming and setting are ways of grouping students according to their actual or predicted ability. 'Streaming' is where students are divided into groups of similar ability (bands or streams) in which they stay for all subjects. 'Setting' is where school students are divided into groups (sets) of the same ability in particular subjects. For example, a student might be in the top Maths set, with the most able Maths students, but in a bottom set for English.

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| Why might schools divide pupils by ability? | Why might schools not divide pupils by ability? |

**Key Study**:

Ball's (1981) *Beachside Comprehensive*: Ball found that top-streamed students were 'warmed up' by encouragement to achieve highly and to follow academic courses of study. On the other hand, lower-stream students were 'cooled down' and encouraged to follow low status vocational and practical courses, and consequently achieved lower levels of academic success, frequently leaving school at the earliest opportunity.

Working class pupils are often allocated to lower streams how might this lead to a self-fulfilling prophecy?

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Streaming therefore contributes to the underachievement of working-class pupils and affects the occupation and social class they may eventually achieve. One of the consequences of streaming and setting is that not all children are given access to the same knowledge.

**Keddie** found that teachers who taught in higher streams had greater expectations of the students to behave better and do more work, and teachers gave them more, and different types of, educational knowledge, which gave them greater opportunities for educational success. Teachers from lower stream working-class pupils might therefore underachieve partly because they have not been given access to the knowledge required for educational success.

**3. Educational triage**

Pupils

*(patients)*

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| **Gillborn and Youdell (2000)** found some schools undertake a process of educational triage - dividing students into three groups: those they thought were most likely achieve 5 GCSE A\*-C called *'non-urgent cases'*; those on the C/D borderline, who with a bit of extra help, might get a C or better called *'suitable cases for treatment'*; and a third group of *'hopeless cases'* who were unlikely to achieve a C or above, whatever was done.  The school processes and teacher stereotypes mean that those most likely to be seen as *'no hopers'*, and written off and left to die an educational death, are those in the bottom streams, who are most likely to be disadvantaged working-class white and black students; and those with special educational needs.  Without hope  *(hopeless cases)*  Safe  *(non-urgent cases)*  Under-achievers  *(suitable cases for treatment)* |

Evaluation - Does school create subcultures through how pupils are treated and taught?

Your view?

**Tony Sewell** believes that it is more complex than this. Pupils may come into school already part of a subculture or get their attitudes from outside school.

**Lacey's (1970**) study of a middle-class grammar school found that there were two related processes at work within schools - differentiation and polarisation. Pupil subcultures develop in two ways:

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| Differentiation  Schools place a high value on hard work, good behaviour, exam success. Teachers judge students and rank them into different groups. | Polarisation  Differentiation leads to polarisation (2 key opposite groups). What do you think these 2 groups may be? |

Further evaluation of the above.

* Explanations for educational achievement which focus on the relationships and processes within schools recognise the importance of what happens inside schools and classrooms. This avoids putting the whole blame for educational failure on the pupil, their family, their culture; but the fault of the education system.
* These explanations are too deterministic in the sense they suggest that once a negative label is applied, it will always have a negative effect, due to the self-fulfilling prophecy. In fact, negative labels such as 'lazy' can have the opposite effect. **Fuller (1980**) found that although most black girls were subject to negative labelling and placed in low streams, some of them consciously chose to reject such labels and strived to prove the teachers wrong by achieving educational success. This shows negative labelling does not always lead to failure.
* Such explanations do not explain why so many teachers seem to hold similar views on what counts as an 'ideal pupil', what constitutes 'proper' educational knowledge and ability, and why these appear to be related to social class, gender or ethnicity.

* These explanations do not pay enough attention to factors outside the school - for example structural, material, and cultural factors, including the role of the parents. Teachers and schools cannot be held solely responsible for what happens in schools, and they cannot be blamed for problems which have their roots outside the school in the structure of inequality in wider society. It is important to take into account both factors outside the school and inside the school (*both structural and interactionist explanations).*



**Eye on the exam…**

1. Define the term 'halo effect' (2 marks)
2. Using one example, briefly explain how teacher stereotyping may harm a pupil's progress in school (2 marks)
3. Outline three reasons why labelling in schools may lead to the formation of anti-school subcultures (6 marks)
4. Outline three factors within schools that may affect educational progress that pupils make (6 marks)
5. Outline and explain two factors inside schools that may contribute to the formation of the 'ideal pupil' identity (10 marks)
6. Read **Item A** below and answer the question that follows:

**Item A:**

Teachers' expectations of their pupils are often based on stereotypes about pupils' ethnicity, gender and social class background. They may then subsequently judge and classify pupils in various ways, for example, as bright or slow learners, as troublemakers or ideal pupils, or as hardworking or lazy. This process of classification or labelling by teachers has been shown to affect the performance of students, and the progress they make in school. This labelling and other processes within schools influence who succeeds and who fails in education.

Applying material from **Item A** and your knowledge, evaluate sociological explanations of how processes within schools influence the educational achievement of pupils (30 marks)

