1.4 Internal Factors in Class Differences in Educational Achievement: 10-minute Pack

AQA 7192 · about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Use sociological terms where relevant. For questions requiring full sentences, write at least one complete sentence. Spend about 10 minutes in total.

1 State one methodological criticism often made of Rosenthal and Jacobson's Pygmalion in the Classroom study.

(Total for Question 1 is 2 marks)

2 Describe how the process of differentiation and polarisation, as described by Lacey and Ball, can operate inside a school to create class differences in achievement.

(Total for Question 2 is 4 marks)

3 Explain one strength of using the labelling perspective to understand class differences in achievement.

(Total for Question 3 is 2 marks)

© Revision Library | revisionlibrary.co.uk

Mark scheme · 1.4 Internal Factors in Class Differences in Educational Achievement: 10-minute Pack

Question 1

identifies a recognised criticism, e.g. the study used ambiguous measures and the 'spurters' identification may have been unreliable **B1**

brief development, e.g. critics suggest observer effects or sample issues may have influenced results **B1**

Answer: A common criticism is that the identification of 'spurters' was unreliable and measures were ambiguous, and observer effects or sample issues may have influenced the reported results.

Question 2

identifies differentiation, e.g. teachers categorise pupils by ability and behaviour **B1**

develops differentiation, e.g. this categorisation affects expectations, sets and access to resources **B1**

identifies polarisation, e.g. pupils move towards pro-school or anti-school subcultures **B1**

develops polarisation, e.g. lower-status pupils often form anti-school groups that resist authority and reduce attainment, reinforcing class differences **B1**

Answer: Teachers differentiate pupils by perceived ability and behaviour, affecting expectations, sets and resource access; polarisation then pushes lower-status pupils into anti-school subcultures that resist authority and lower attainment, reinforcing class differences.

Question 3

identifies a strength, e.g. it highlights the role of teachers and interactions in producing inequalities **B1**

develops the strength, e.g. it explains how micro-level processes can produce measurable differences in attainment **B1**

Answer: A strength is that labelling highlights how teacher interactions and expectations can produce inequalities, showing how micro-level processes can lead to measurable differences in attainment.

© Revision Library | revisionlibrary.co.uk