1.4 Internal Factors in Class Differences in Educational Achievement: Test Pack

AQA 7192 · about 15 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 15 minutes in total.

1 Which researcher carried out the Pygmalion in the Classroom experiment, claiming teacher expectations can change pupil performance?

- ☐ A) Howard Becker
- ☐ B) Rosenthal and Jacobson
- ☐ C) Basil Bernstein
- ☐ D) Paul Willis

(Total for Question 1 is 1 mark)

2 Define Basil Bernstein's idea of restricted and elaborate speech codes as applied to classroom interaction and achievement.

(Total for Question 2 is 2 marks)

3 Compare a Marxist explanation and an interactionist explanation for why in-school processes produce class differences in achievement. Give two contrasting points.

(Total for Question 3 is 4 marks)

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4 Identify and explain one example of how a teacher label could lower a pupil's achievement in the classroom.

(Total for Question 4 is 2 marks)

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5 Item A: A form class in a mixed secondary school. The form tutor, Ms Khan, has been told by senior staff that three pupils, Amir (working-class), Chloe (middle-class) and Yusuf (working-class), have been placed on the same 'target' band. Ms Khan believes Amir and Yusuf are 'likely to struggle' because of their background and so gives them shorter, simpler classroom tasks, checking them more often. Chloe receives extended, open-ended tasks and positive, detailed feedback. After a term, Chloe's test scores improved by two grades on average, while Amir and Yusuf improved by half a grade. Using Item A and your sociological knowledge, explain one reason why teacher expectations in Item A may have affected Amir's and Yusuf's achievement.

(Total for Question 5 is 4 marks)

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Mark scheme · 1.4 Internal Factors in Class Differences in Educational Achievement: Test Pack

Question 1

B (Rosenthal and Jacobson) **B1**

Answer: B

Question 2

identifies restricted code, e.g. a style of speech using short, context-based phrases common in some working-class families **B1**

identifies elaborate code or development, e.g. a more explicit, complex, context-independent style associated with middle-class families that advantages pupils in school **B1**

Answer: Restricted code is a context-based, short form of speech common in some working-class families; elaborate code is a more explicit, complex, context-independent style associated with middle-class families that can give advantages in school.

Question 3

identifies Marxist point, e.g. Marxists see schools reproducing class inequality through the hidden curriculum and role allocation **B1**

identifies interactionist point, e.g. interactionists focus on micro-level processes like labelling and self-fulfilling prophecies **B1**

develops Marxist point, e.g. schools teach obedience and accept social hierarchies that benefit the ruling class **B1**

develops interactionist point, e.g. small-scale teacher expectations directly change individual pupil outcomes through labels and sets **B1**

Answer: Marxists argue schools reproduce class inequality via the hidden curriculum and role allocation, teaching obedience to benefit the ruling class; interactionists explain class gaps via labelling and self-fulfilling prophecy, where teacher expectations at the micro level alter individual pupil outcomes.

Question 4

identifies an example, e.g. calling a pupil 'lazy' or 'low ability' **B1**

explains how this lowers achievement, e.g. the pupil internalises the label and reduces effort, producing lower attainment **B1**

Answer: Calling a pupil 'lazy' or 'low ability' may lead the pupil to internalise that label and reduce effort, so their attainment falls in line with the expectation.

Question 5

identifies the relevant mechanism, e.g. lower teacher expectations led to different treatment for Amir and Yusuf **B1**

explains how the different treatment worked, e.g. shorter tasks and more checking reduced challenge and opportunity to learn **B1**

links mechanism to outcome in Item A, e.g. Chloe had more challenging tasks and feedback so her attainment rose more **B1**

applies sociological concept, e.g. labels and the self-fulfilling prophecy explain how expectations produce the observed differences **B1**

Answer: Ms Khan's lower expectations of Amir and Yusuf led her to give them simpler, shorter tasks and more checking, reducing challenge and learning opportunities; Chloe was given extended tasks and better feedback, which promoted improvement. This pattern fits labelling and the self-fulfilling prophecy, where teacher expectations shape pupil performance.

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