

EDU006 Teacher guide: Resistance and social reproduction

Evaluate Willis's interpretation of working-class resistance and its consequences for social reproduction.

Pedagogical intent

This lesson is designed to reteach the relevant perspective before application. Learners should leave able to distinguish a pattern, an explanation, a mechanism, evidence and evaluation.

Suggested 90-minute sequence

Time	Stage	Teacher action
0-10	Connect & Check	Retrieve prior concepts and diagnose confidence.
10-25	Share / theory reset	Teach the key perspective from first principles.
25-50	Present / explicit teaching	Unpack the named sociological material using study → finding → mechanism → evaluation.
50-70	Apply routes	Learners select ACCESS, SCAFFOLD, CORE or STRETCH route and complete the task.
70-84	Exam practice	Plan and begin the original AQA-style response.
84-90	Recall & Review	WWW/EBI and retrieval planning.

Misconceptions to challenge

A correlation proves causation.

A theorist name is enough without a mechanism.

Evaluation is just adding “however”.

A group average explains every individual case.

Model explanation

A strong explanation for Resistance and social reproduction links the concept to a process and then qualifies the claim. The strongest judgement treats resistance as meaningful culture, not liberation by itself.

Questioning prompts

What is the mechanism?

Which evidence would strengthen this?

Who might experience this differently?

What changes your judgement?