

# EDU013 — Pupil subcultures and identities

## Learner Workbook

Objective: Explain different pupil responses to schooling and evaluate how subcultures may reproduce, resist or transform educational inequality.

### Learning sequence and timed tasks

#### Connect & Check

Time: 6 minutes

What to do: Define two previous concepts, connect one to today's enquiry and identify which AO your response is currently strongest in.

Expected output: a completed note, causal chain, paragraph or response that can be checked against the success criteria. Do not leave the task as discussion only.

#### Share / Present

Time: 25 minutes

What to do: Use the theory reset and named studies to build accurate AO1. For each study, record idea, mechanism, evidence and evaluation.

Expected output: a completed note, causal chain, paragraph or response that can be checked against the success criteria. Do not leave the task as discussion only.

#### Apply route task

Time: 18 minutes

What to do: Choose ACCESS, SCAFFOLD, CORE or STRETCH. Complete the route workspace and label where AO1, AO2 and AO3 appear.

Expected output: a completed note, causal chain, paragraph or response that can be checked against the success criteria. Do not leave the task as discussion only.

#### Timed exam practice

Time: 18 minutes

What to do: Answer: Using Item A, analyse two ways in which pupil subcultures may affect educational achievement. [10 marks]

Expected output: a completed note, causal chain, paragraph or response that can be checked against the success criteria. Do not leave the task as discussion only.

#### Recall & Review

Time: 8 minutes

What to do: Write a 70-word judgement and identify one specific improvement target for your next answer.

Expected output: a completed note, causal chain, paragraph or response that can be checked against the success criteria. Do not leave the task as discussion only.

### Named studies and concepts

| Sociologist/study | Idea                                                                                                                                                                                                    | Mechanism                                                                  | Evaluation move                                                                                                                     |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hargreaves</b> | Teachers may classify pupils, and pupils can respond collectively to that classification. This helps learners see subcultures as patterned social responses rather than individual personality defects. | What changes in opportunity, identity, expectation, choice or achievement? | Evaluate by asking whether teacher classification is the cause, a response to prior differences, or one element in a wider process. |
| <b>Lacey</b>      | Differentiation and polarisation explain how ranked positions inside school can encourage different pupil identities.                                                                                   | What changes in opportunity, identity, expectation, choice or achievement? | Evaluate by considering setting criteria, peer status, teacher expectations and evidence needed to show causality.                  |
| <b>Willis</b>     | Resistance can have short-term meaning for pupils while reproducing long-term class inequality.                                                                                                         | What changes in opportunity, identity, expectation, choice or achievement? | Evaluate sample, context, masculinity and labour-market change; use Willis to avoid simplistic blame.                               |
| <b>Fuller</b>     | Some pupils resist negative labels while still pursuing success.                                                                                                                                        | What changes in opportunity, identity, expectation, choice or achievement? | Use this to challenge deterministic accounts and to show how agency varies across social groups.                                    |

### Route workspace

#### ACCESS

Instructions: Use the vocabulary bank and partially complete the causal chain. Include one named concept.

Success criteria: clear mechanism; accurate AO1; direct AO2; at least one meaningful AO3 comment.

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## SCAFFOLD

Instructions: Use the prompts to build two linked explanations. Include evidence and a short evaluation.

Success criteria: clear mechanism; accurate AO1; direct AO2; at least one meaningful AO3 comment.

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## CORE

Instructions: Independently select evidence, build a paragraph and add an evaluative qualifier.

Success criteria: clear mechanism; accurate AO1; direct AO2; at least one meaningful AO3 comment.

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## STRETCH

Instructions: Compare two explanations, challenge one evidence base and reach a qualified judgement.

Success criteria: clear mechanism; accurate AO1; direct AO2; at least one meaningful AO3 comment.

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## Assessment success criteria

| AO1: knowledge                                    | AO2: application                                                      | AO3: analysis/evaluation                                        |
|---------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------|
| Use accurate concepts, studies and theorists.     | Apply directly to the item, question wording and educational context. | Explain mechanisms, compare explanations and evaluate evidence. |
| Do not name-drop: explain the idea and mechanism. | Do not write a generic essay that could fit any question.             | Do not bolt on “however”; show why the criticism changes the    |

High grade: precise and selective knowledge.

High grade: item use integrated into the paragraph.

judgement.

High grade: qualified judgement about strength and limits.