Research
Based
Curricula

Educating Modern Britain? Equality & Schooling 1970-1990

Key Stage 4

History

Contents

Part 1: Introduction

Part 2: Resources

Each resource is a chapter with activities to complete to demonstrate learning

Part 3: Tips and Guidance

For Students
Getting Started

RBC means Research-Based Curriculum,. Each RBC coursebook is written by a PhD student at a university about their cutting edge research.

Why complete an independent 'RBC' study pack?

RBC courses are challenge courses to sharpen your skills and resilience: finishing a RBC course is a major accomplishment to add to your academic CV. To get into the university, you must demonstrate that you are intellectually curious, and will make the most of the academic opportunities available to you. Completing a pack will allow you to gain invaluable experience to write about in your university application..

It allows you to:

✓ Build your subject experience to mention in your UCAS Personal Statement

✓ Sharpen your academic skills

✓ Experience what it's like to study beyond school and at university

✓ Better understand what you enjoy and don't

✓ Improve your overall subject understanding ahead of final exams

For Students
Getting Started

What's in this booklet?

Your RBC booklet is a pack of resources containing:

✓ More about how and why study this subject

✓ Six 'resources' each as a lesson with activities

✓ A final assignment to gauge learning

✓ Extra guidance throughout about the university skills you are building

✓ End notes on extra resources and where to find more information

Who should complete this pack?

Anyone interested in improving their academic skills or understanding what they should do at university. *This pack is especially great for anyone interested in studying Arts and Humanities, particularly* History*, and want to understand a variety of related concepts.*

Even if you are unsure of where your interest in these subjects can take you, by completing this pack you will have a clearer idea of the variety of subjects that link to one another.

If you have any questions while you are using the resources in this pack, you can contact your teacher or email us directly at schools@access-ed.ngo.

Good luck with your journey to higher education!

For Students
University Skills

University Ready!

To complete this resource, you will have to demonstrate impressive academic skills. When universities are looking for new students, they will want young people who can study independently and go above and beyond the curriculum. All of these skills that you will see here will demonstrate your abilities as a university student – while you're still at school!

Every time you have to look something up, or write up a reference you are showing that you can work independently.

Every time that you complete a challenging problem or write an answer to a difficult question, you might demonstrate your ability to think logically or build an argument.

Every time that you evaluate the sources or data that you are presented with, you are showing that you can "dive deep" into an unfamiliar topic and learn from it!

Skills you will build for university:

independent research	your ability to work on your own and find answers online or in other books
creativity	your ability to create something original and express your ideas
problem solving	your ability to apply what you know to new problems
building an argument	your ability to logically express yourself
providing evidence	your ability to refer to sources that back up your opinions/ ideas
academic referencing	your ability to refer to what others have said in your answer, and credit them for their ideas
Deep dive	your ability to go above and beyond the school curriculum to new areas of knowledge
source analysis	your ability to evaluate sources (e.g. for bias, origin, purpose)
Data interpretation	your ability to discuss the implications of what the numbers show
Active reading	your ability to engage with what you are reading by highlighting and annotating

Where can this subject take me?

Pathways

Studying Biology or Psychology can open the doors to many degrees and careers. It intersects with microbiology, chemistry, physiology, and sociology. Whatever interests you is likely to relate to biology in some way. See a snapshot of where studying Biology and Psychology can take you.

'Transferrable skills' from History to a career:

- critical analysis skills
- evaluation of sources and information
- strong written and verbal communication skills
- ability to manage your own time and learning
- research skills
- teamwork skills

What are some are the 'interdisciplinary' subjects in this course?

Interdisciplinary is a term you will hear used by higher education institutions. It's also how many professionals and academics in the real-world operate: they use multiple subjects, or disciplines, to achieve their work.

By thinking about which subjects you like, alongside maths, it can help you choose a career pathway later.

Read more about subject selection and careers pathways:

https://targetjobs.co.uk
https://www.prospects.ac.uk
https://thinkuni.org/

Subject map: Arts and Humanities

Arts as a subject choice is quite popular with students, and it doesn't just mean visual arts like painting or design. These subjects often complement one another and around 24.7% of students with an Arts degree go on to do a Masters' degree in a subject that is within the broad field of Arts and Humanities. Furthermore, a lot of these students get jobs in Marketing, PR and sales.
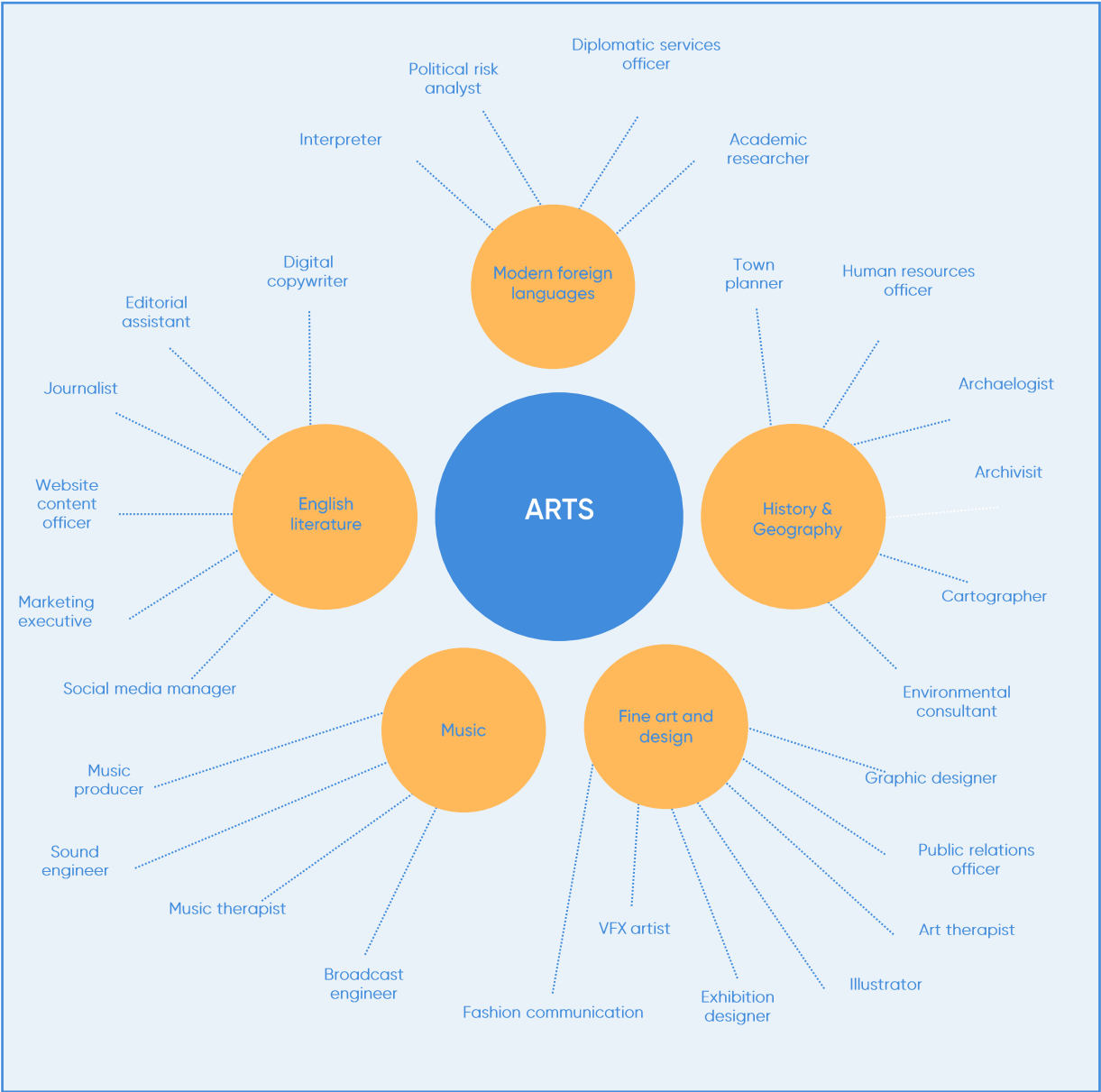
Find our about Science-related careers here:
PROSPECTS: https://www.prospects.ac.uk
TARGET JOBS: https://targetjobs.co.uk

For Teachers
RBC Guide

Learner aims

The Research-Based Curriculum aims to support student attainment and university progression by providing classroom resources about cutting-edge research at local universities. The resources are designed to:

✓ promote intellectual curiosity through exposure to academic research

✓ stretch and challenge students to think deeply about content that may be beyond the confines of the curriculum

✓ develop core academic skills, including critical thinking, metacognition, and written and verbal communication

✓ inform students about how subjects are studied at university, and provide information, advice and guidance on pursuing subjects at undergraduate level

Content

The programme represents a unique collaboration between universities and schools. Trained by AccessEd, PhD Researchers use their subject expertise to create rich resources that help bring new discoveries and debates to students.

The Research-Based Curriculum offers ten modules suitable for either KS4 or KS5 study. The modules span a range of disciplines, including EBacc and A-level subjects, as well as degree subjects like biochemistry. Each module includes six hours of teaching content, supported by student packs, teacher notes and slides. All modules are available online and free of charge for teachers at select schools.

Using the RBC pack

These resources are designed to be used flexibly by teachers. The resources can be completed by students individually or in groups, in or out of the classroom.

For Teachers
Using the RBC packs

Extra-Curricular Subject Enrichment Clubs

Here are five examples of delivery options:

The resources can be completed in small groups (4–8 pupils) across a series of weekly lunch clubs or after-school clubs. Groups can reflect on their learning by presenting a talk or poster on the subject matter at the end of the course.

University Access Workshops

The resources can be used by students to explore subjects that they are interested in studying at university. This can inform their decision making with regards to university degree courses, and allow students to write more effective personal statements by including reflections on the Research-Based Curriculum.

Research Challenge

The resources can be used to ignite curiosity in new topics and encourage independent research. Schools could hold a research challenge across a class or year group to submit a piece of work based on the resources. Pupils could submit individually or in small groups, with a final celebration event.

Summer Project

Resource packs can function as 'transition' projects over the summer, serving as an introduction to the next level of study between KS3 and KS4, or KS4 and KS5. Students could present their reflections on the experience in a journal.

Why offer these?

The Research-Based Curricula programme builds on the University Learning in Schools programme (ULiS), which was successfully delivered and evaluated through the London Schools Excellence Fund in 2015. The project was designed in a collaboration between Achievement for All and The Brilliant Club, the latter of which is the sister organisation of AccessEd. ULiS resulted in the design and dissemination of 15 schemes of work based on PhD research for teachers and pupils at Key Stage 3. The project was evaluated by LKMCo. Overall, pupils made higher than expected progress and felt more engaged with the subject content. The full evaluation can be found here: ULiS Evaluation.

Questions

For more information contact hello@access-ed.ngo

Introduction to Topic
What is History?

The topics within this pack will include:

Was education in crisis? School and Society in 1970s Britain

Caning, bussing, and 'chalk and talk'; what was it like for pupils in 1970s classrooms?

Were there 'equal opportunities' for all in schools?

What was the impact of anti-sexist and anti-racist teaching in schools?

What was the Thatcherite backlash in 1988?

What had changed for pupils by the end of the 1980s?

History is not just what happened in the past, but how we interpret it. The Greek origins of the word history include 'finding out' but also 'narrative'. We find out what happened, analyse it, and then tell the story, or narrative, of it.

Historians also build on each other's interpretations. Whilst sometimes historians can be split into two opposing perspectives, the reality is a lot more collaborative. We work together and use each other's work to build a fuller picture of the past. We are also influenced by our own perspectives and viewpoints; we are human, not robots! But we balance this with rigorous research, and by working together.

Narratives of the past inform how we think about ourselves and society today. For example, as Black Lives Matter activists have argued in recent history, narratives of British history which exclude Black British experiences impact how Black British people are treated in the present. Historians have an important role to play today then in today's society.

Historians use evidence, i.e. things from the past. These are known as **primary sources**. When things happened in the past, sometimes things were kept and placed in archives. Most historians spend lots of time looking through piles of primary sources, such as letters, and manuscripts. However, not everything was kept in archives. Often things that were kept belonged to elites, kings, politicians, those who could write. So, when historians research people who weren't elite, literate, or deemed important, we have to get a bit creative…

These gaps are called **archival silences**; they are the gaps in the written record. Children and young people often fall afoul of archival silencing. Children were (and still are to an extent) imagined to be people in progress, not yet fully formed, and that things that they made or wrote would not be worth preserving. Historians of childhood have as a result turned to toys, games, clothes, diaries, and many other alternative **primary sources** to uncover how children lived in the past.

Introduction to Topic
What is History?

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What was the Thatcherite backlash in 1988?

What had changed for pupils by the end of the 1980s?

In my research, I want to find out how big changes in schooling affected pupils, namely how policy which aimed to make schooling more equal with regard to gender, class, and race, actually impacted the lives of pupils. What criticisms did they have of school? How did their education affect their lives after they left school? How did school make them feel about themselves?

I hope this coursebook helps you start to ponder some of these big questions yourself, and start to think outside the box about what history can be.

Cover Image: copyright of Seona Myerscough.

Introduction to History at University

University Ready!

If you decide to do a History degree, you'll find it stimulates and challenges you in ways you would not expect. In most degrees, you'll start in first year with some core modules, aimed to develop your skills as a historian. This is often a bit of whistle-stop tour, and you might find it hard to keep up with all of the new information, but there are staff and lecturers who can help you find your feet.

One of the biggest changes with history at university in comparison to A-level is the independent study. You are mostly expected to find information out for yourself and manage your own time. This takes a lot of getting used to but teaches you to be independent and confident in your own skills and time management.

The broadness of first year can help you discover what you are interested in as a historian. You might find yourself drawn to the Haitian Revolution, or Victorian children's homes. You might find you're interested in lots of different things. When you get to choose your modules you can start to specialise a bit. For example, I realised I was interested in popular culture, childhood/youth, and modern British history, but that didn't stop me from also taking modules in Victorian history and concentration camps alongside my modern British modules.

As you progress, you'll have more freedom to research and write about what you like, culminating in your third-year dissertation. This is a really exciting opportunity to dig into something that perhaps other historians have neglected and find the primary sources for yourself by visiting archives and looking at online collections.

My main piece of advice is not to panic if you don't get the top grades straight away. It's a huge change from school history to university, so as long as you make sure to look at your feedback, and ask lots of questions, you'll get there and start to improve. I got a real mixture of grades in my first year, from an 80 in my first essay (one of the highest grades you can get in history) to a 45 in another (one of the lowest you can get!). But I learnt from these and grew as a historian.

Meet the PhD Researcher Amy Gower

My Journey

Hopefully like you, I loved History at school. I loved uncovering stories from the past, speculating about why events happened, and how people lived their lives. Beyond school, I found myself exploring history through tv shows, video games, books, podcasts, and going to exhibitions. I'm from a comprehensive school in the countryside, and as we did not have easy access to the museums and galleries in places like London, much of my exploration of the past was through these kinds of media.

I took History at GCSE, along with Dance, Spanish, and Food Technology, as well as my mandatory GCSEs. I then did Dance and English Literature alongside History for AS and A2. The creative subjects really helped me when I came to study History at University; I loved thinking about how creative things like poems, books, and even dance can communicate so much about the creator's perspective, how they reflect their lived experience. I didn't do as well as I hoped in few of my History exams, but in the end, after retaking AS History and putting in lots of effort on the coursework, I got the B I needed to get into University. History hasn't always been my best subject, so don't feel discouraged if it takes some time! A-level history is very different to university history; if you find history hard at school, it doesn't mean you won't enjoy a History degree.

My studies

I went to the University of Sussex, in Brighton, where there was room to explore the past in unique and creative ways. The first year and a half were about exploring and discovering what elements of the past excite and intrigue me. I learnt about and wrote essays about medieval European witches, memorials and national identity after the Spanish Civil War, and colonialism and animal conservation in South Africa.

Meet the PhD Researcher Amy Gower

Everyone has an identity as a historian and a particular area of specialism, so from the second half of year two onwards, I took largely cultural and social history modules, in particular with a focus on youth culture and activism. I even interviewed the legendary British songwriter and singer Billy Bragg via email for an essay on pop stars against Thatcher in my second year! I took modules on Thatcher's Britain, Post-Punk Britain, the Sixties, and wrote my dissertation on girls' battles over school uniform in the 1980s.

I knew I wanted to keep researching, and ended up taking an MA in Contemporary History, which is generally defined as studying history which is within living memory. I wrote my dissertation on 1980s kids tv show Grange Hill, exploring the 'moral panics' which emerged around kids being on tv; they spoke with cockney accents and talked back to teachers – the horror!

What I want to emphasise to you through my journey is that studying history can be whatever you want it to be. There is so much to explore and so many ways to approach the past, and I hope that through this coursebook, you begin to see history as a creative subject, one where you can be led by your own interests.

A-Level Subjects	History, English Literature, and Dance
Undergraduate	BA History
Postgraduate	MA Contemporary History & PhD History

Glossary

Term	Definition
Anti-racism	the ideology and practice of opposing racism in all its forms, including systemic and structural racism
Anti-sexism	the ideology and practice of opposing sexism in all its forms, including systemic and structural sexism
Archival silences	the gaps in the written record; what is missing from archives and collections.
Assimilation	the process of making someone part of a country or society
Coeducation or coed schooling	education of all genders together, as opposed to single-sex schooling
Comprehensive school	non-selective (i.e. no entry requirements) state-funded school for all abilities, teaching a common curriculum
Conservative	a political ideology, marked by favouring of free enterprise, private ownership, minimal state intervention, and socially traditional ideas. Aligned mostly towards the Conservative Party although not exclusively.
Corporal punishment	physical punishment for perceived wrongdoing or bad behaviour, often used historically on children.
Dealignment	the process through which voters abandon previous party affiliation, without choosing a new one to replace it.
Deference	yielding to judgement, opinion, or will, for example deferring to the government's wishes
Discrimination	the unfair treatment of a person or group because of who they are or the characteristics they possess
Educationally subnormal	outdated and derogatory term, to mean having a low IQ or intelligence, or possessing learning difficulties.
Equal opportunities	the principle of treating all people the same and providing them with the same opportunities regardless of who they are or their characteristics

Glossary

Term	Definition
Feminism	the belief that all genders should be allowed the same rights, power, and opportunities as men and be treated equally, or activities intended to promote and achieve these aims
Grammar school	selective (i.e. entry subject to tests or exams) state-funded school, usually with an academically orientated curriculum
Hidden curriculum	the unwritten, unofficial, and sometimes unintended lessons, values, and perspectives children learn at school.
Integrationist	ideology which promotes the mixing of different people or societies, similar to assimilation (see above)
Liberal	a political ideology, marked by promotion of individual rights, civil liberties, democracy, and free enterprise. Often associated with, but not limited to, the Liberal Democrat Party and some of the Labour Party.
Local education authority	a local branch of government responsible for providing education to the pupils of that local area
Meritocracy	the idea that success and progress should be dependent on hard work and talent rather than on factors such as wealth.
Multicultural	reflecting or containing several cultural or ethnic groups within a society.
Patriarchal	describing a system of society controlled by and for the benefit of men
Primary sources	pieces of evidence which give original information about the time period studied, usually from the time period and/or by someone who was there. Some primary sources can be retrospective e.g. an autobiography about WWII written several decades later.
Private school	a school ran independently of the state, supported financially by the payment of fees.
Secondary modern school	non-selective (i.e. no entry requirements) state-funded school, offering a general education to children not selected for grammar or technical schools, usually with a mixed academic and vocational curriculum.

Glossary

Term	Definition
Secondary Sources	documents based on primary sources which give information and analysis of the events, usually written by a historian e.g. an article or textbook.
State school	a school funded by the government through taxes, who must adhere to government policy and curriculum guidance, either from national or local government. Grammar, technical, secondary modern, and comprehensive schools are all examples of state schools.
Stereotypes	an image or set of characteristics that people have about someone or something that is usually incorrect.
Technical school	a selective (i.e. entry subject to tests or exams) state school where pupils learn practical and technical skills, such as manual trades, child care, and computer technology.
Thatcherism	ideology of Conservative Prime Minister Margaret Thatcher or her followers, characterised by the private ownership of national industries and services, anti-trade unionism, and traditional social values.
Tripartite	the three-fold education system characterised by grammar, technical, and secondary modern schools, which was replaced in some areas during the 1970s by comprehensive schools.

Resource One Overview

Topic	Was education in crisis? School and Society in the 1970s
A-level Modules	2S Making of Modern Britain, Part 1 Building a new Britain, 1951-1979, The Sixties, 1964-1970; and The end of Post-War Consensus, 1970-1979
Objectives	By the end of this resource, you will be able to:

By the end of this resource, you will be able to:

- ✓ Identify liberal and conservative interpretations of the 1970s
- ✓ Understand how education fit into these wider debates
- ✓ Compare two primary sources

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading

Resource One
Data Source

1970s: a decade of crisis?

What was going on in 1970s Britain?

Active reading

1970s: decade of crisis?

'Crisis' and 'decline' are words often used to describe 1970s Britain. Several long-term problems came to a head in the 1970s (see below), and many believed that these crises were symptoms of Britain's decline as a global power.

Economic crisis: From around 1973, there was widespread unemployment in Britain, which also worsened in the 1980s. There was high inflation, meaning the cost of goods increased significantly, and the government capped wages. The result of this was that the cost of living was disproportionately higher in relation to how much people earned. In 1973, the price of oil also increased, which led Prime Minister Edward Heath (Conservative) to introduce a three-day working week to conserve electricity for a few months in 1974. Due to the rising cost of living and capped wages, many workers went on strike during the Winter of Discontent 1978-9, including binmen and gravediggers.

Social crisis: The 1960s and 1970s saw a number of important social changes. Britain was becoming more 'multi-cultural' thanks to the arrival of Black, Asian, and ethnic minority people invited from former colonies such as the Caribbean from the 1950s onwards. Women's rights increasingly became a political issue, with the rise of second wave feminism, the increased numbers of women in the workforce, and rising divorce rates. The idea that women's place should be in the home was being challenged. Immigration and women's changing roles was seen by some on the Right as a threat to the stability of British society.

Moral crisis: For some conservative commentators, the 'swinging sixties' demonstrated a moral crisis in Britain, one of decadence, sexual freedom, decline of religion, and the challenging of state authority. This end of 'deference', or the bending of the people to the authority of government, was a key concern to politicians in the 1970s, especially those on the political Right.

Resource One
Data Source
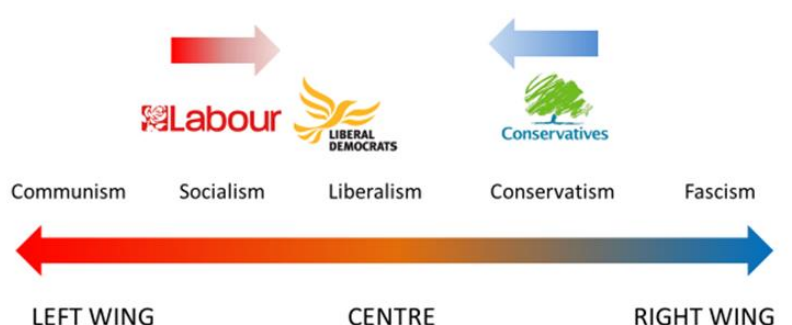
1970s: decade of possibility?

1970s: a decade of possibility?

Whilst for some at the time, these 'crises' posed a threat to Britain's success as a nation, historians have argued that the 1970s were also a decade of 'possibility'. Robinson, Schofield, Sutcliffe-Braithwaite and Thomlinson have argued that by the 1970s, people had become more individualistic.[1] This does not mean people were more selfish, but rather that people wanted more control over their own lives. For instance, groups such as the Women's Liberation Movement (WLM) campaigned for greater rights for women, and even women who didn't support the WLM expressed their individual desires for their lives in clearer terms. Strikes and protests, whilst for some on the Right represented disorder, also reflected this self-confidence among 'ordinary' people to take charge of their own lives. There was also a phenomenon called 'dealignment', which meant more people voted against what their social group had historically voted, meaning political parties could not rely on historic bases of support in elections. A Children's Rights Movement also appeared, arguing for greater powers for children, such as being allowed greater say in custody courts or over their education.

[1] Emily Robinson, Camilla Schofield, Florence Sutcliffe-Braithwaite and Natalie Thomlinson, *Telling Stories about Post-war Britain: Popular Individualism and the 'Crisis' of the 1970s*, in *Twentieth Century British History*, Vol. 28, No. 2, (2017), pp 268-304.

The problems of the 1970s, along with this new 'popular individualism' meant that there was potential for British society to be completely altered. Education was one site for big changes.

Resource One
Data Source

Perspectives on Education

Education

For many politicians and commentators, education was seen both as a cause of and a possible solution to the multiple crises of the 1970s. There were two key perspectives of education in the 1970s: the **liberal** and the **conservative**.

Liberal:

Tripartite education was the three-fold system which existed until the early 1970s. In this system, there were three (tri) types of state school. Pupils sat the 11+ examination at the end of primary school. If they did well, they were sent to an elite grammar school. Otherwise, pupils attended a technical school, which taught vocational skills such as engineering or childcare, or a secondary modern school for mixed-ability. Reformers on the Left argued that this system was unfair, especially for working-class children who were often over-represented in technical and secondary modern schools.

Reformers wanted to end tripartite education, and introduce comprehensive schools. There would be no 11+ exam, instead pupils of all abilities would learn a common curriculum together. By ending the system of 'tripartite' education, it was imagined that working-class children would have more opportunities available to them, and end the replication of unfair social hierarchies. This perspective was mostly held by those on the Left, but some Labour politicians were aligned between these perspectives.

Resource One
Data Source

Perspectives on Education

Conservative:

However, for more conservative commentators, what was needed was a return to 'discipline' and 'standards'. This meant a return to the three R's (reading, writing, and arithmetic), and stronger discipline and punishment of pupils. For them, the tripartite system worked fine, as it allowed the 'bright' working-class child to attend grammar school if they did well in the 11+. Margaret Thatcher, who was Education Secretary from 1970 to 1974 before becoming Prime Minister in 1979, believed that young people had become lazy and complacent, thanks to a strong welfare system and school curriculums which encouraged creativity and expression rather than skills. For her, this problem was a major risk to the nation:

Margaret Thatcher, speech to Conservative Rally in Bolton, 1st May 1979, from https://www.margaretthatcher.org/document/104065

> 'Unless we change our ways and our direction, our greatness as a nation will soon be a footnote in the history books; a distant memory of an offshore island lost in the mists of time, like Camelot, remembered kindly for its noble past.'

Resource One
Activities

Activities

1. Highlight key words, specifically a) new terms such as comprehensives, and b) words that are used describe ideology/beliefs such as 'crisis'. Jot them down in a list.

2. Now sort these words into liberal and conservative beliefs.

3. Afterwards, discuss why you put them where you did. Are there any that could fit into both?

4. Discuss as a group: How might the following factors impact British schools in the 1970s?
    o Immigration
    o Changes to the role of women in society

5. Timeline: You will make a timeline, which you will develop throughout the coursebook.
    • Using an A3 piece of paper, draw a horizontal line across the middle, with 1970 at one end and 1990 at the other
    • Add on key dates from Data Source 1.

For each Resource, add any key pieces of information or primary sources onto your timeline. You could work on this by yourself or with others, perhaps taking it in turns to add to the timeline.

6. Write a diary entry imagining that you're a teenager going to school during the 1970s, about to sit the 11+ exam. You might want to think about:
    • How the context of crisis/possibility might affect you e.g. how might unemployment affect your feelings about your future?
    • How you feel about going to secondary school, whether you want to go to a grammar, secondary modern, or technical school (see Glossary for definitions)
    • How you might feel about the exam itself

You might want to read Richard Hall's piece about a working-class boy who sat the 11+ for some help before you get started: https://sesc.hist.cam.ac.uk/2019/02/07/fred-phil-and-the-11-plus/

Resource One Activities

Activities

Supplementary: Primary Source Analysis

(If you are doing this coursebook with a teacher, ask them what their opinions are of the teaching shown in the Best Years film – they might have some strong opinions!)

Problem solving

<u>Supplementary Activities:</u>

1. Watch the first 6 minutes of the film *Two Schools, (here)* produced in 1974 by the Inner London Education Authority, a Labour local government who believed firmly in comprehensive education. Answer these questions:
    o What are the 'twin aims' that the school is founded on?
    o What subjects and activities are shown or mentioned?
    o Do you think this would be a good school to go to?

2. Watch the below clips from BBC Panorama – The Best Years (*here*), shown 1977 (URLs on next page).
    o Introduction by a young David Dimbleby up to 1:35 approx.
    o 9:18 to 12:48 – History lesson.
3. This was filmed by the BBC, a supposed politically neutral media provider, whereas the first film was created by a local education authority who believed strongly in comprehensive education.
    o How is this school presented differently to the first video? Why might that be?

Resource One
Further Reading

Explore

Independent research

- If you want to learn more about history of schooling in Britain, take a look at this Alternative Timeline produced by historians at the University of Cambridge: https://sesc.hist.cam.ac.uk/timeline/
- (you might want to add some examples from here onto your own timeline if you think they are important!)

- Chris Jeppesen, a historian who co-produced the above timeline, wrote this useful blog about BBC Panorama's *The Best Days?,* as well as speaking about the film on a BBC Radio 4 podcast: https://sesc.hist.cam.ac.uk/2017/12/08/best-days-panorama-21st-march-1977/

- For more on tripartite system and the 11+ exam from the perspective of a working-class boy who took it, see Richard Hall's piece, also on the SESC Blog: https://sesc.hist.cam.ac.uk/2019/02/07/fred-phil-and-the-11-plus/

URLs for the two videos:

Two Schools, produced by the Inner London Education Authority (ILEA),, 1974, (accessed via

https://player.bfi.org.uk/free/film/watch-two-schools-1974-online)

BBC Panorama: The Best Days?, aired 21st March 1977 on BBC1. (accessed via

https://www.youtube.com/watch?v=tlmx5Ktxbpl)

Resource Two Overview

Topic

Caning, bussing, and 'chalk and talk'; what was it like for pupils in 1970s classrooms?

A-level Modules

2S The Making of Modern Britain, 1951-2007, Part one: building a new Britain, 1951-1979, The end of Post-War Consensus, 1970–1979

Objectives

By the end of this resource, you will be able to:

✓ Identify key aspects of school life in 1970s Britain

✓ Analyse a primary source as a group or individually

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading

Resource Two
Data Source

BROUGHT TO YOU BY
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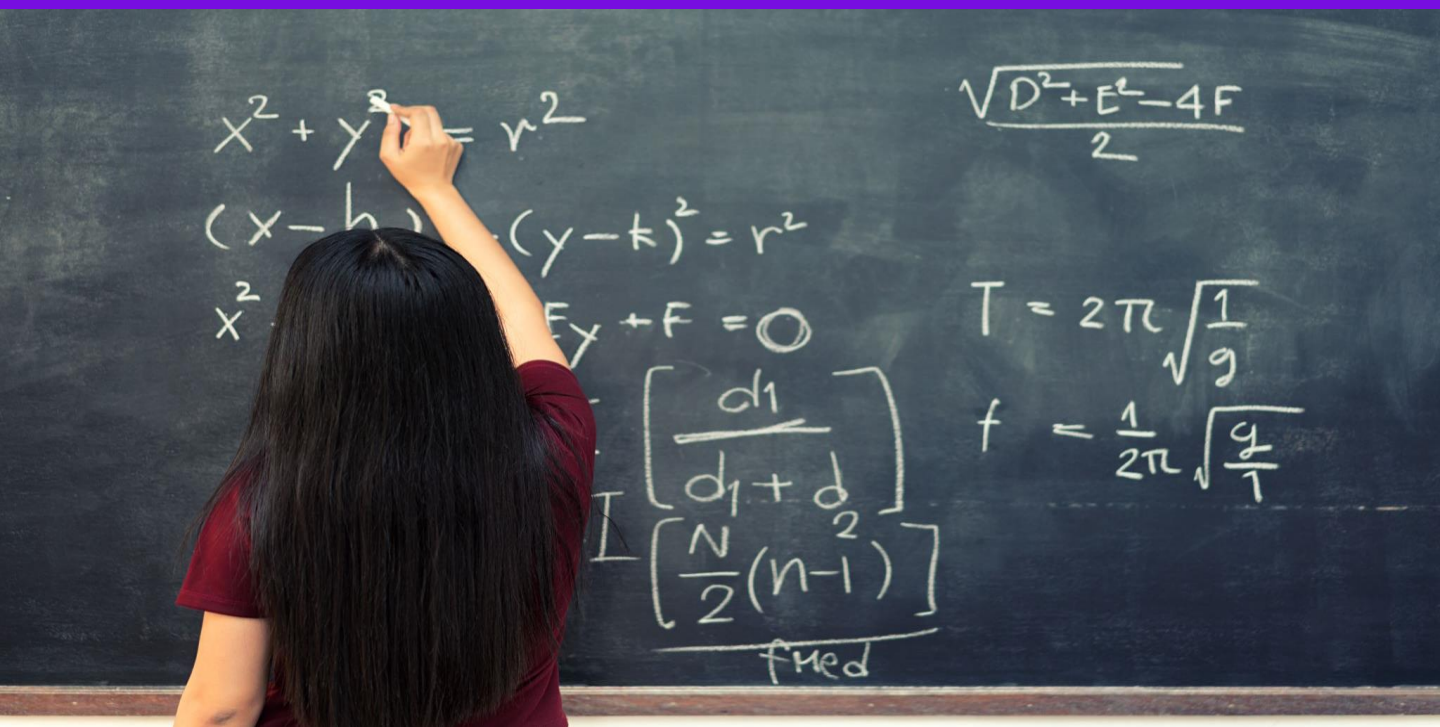
What was school like in the 1970s?

Chalk and talk

Lack of pupil power

Corporal punishment

Data interpretation

Chalk and talk

Many teachers in the 1970s adopted a 'chalk and talk' style to teaching, where they would stand at the front of the class, and lecture to pupils. Pupils' seats were arranged in rows, facing a chalkboard where the teacher would write information down. A movement of 'progressive' teachers attempted to adapt this by encouraging group work and discussion, but 'chalk and talk' continued in many schools.

Lack of pupil power

There were few opportunities for pupils to make their opinions or voices heard. In the early 1970s, two school unions were founded: The National Union of School Students, and the Schools Action Union. These two groups aimed to lobby for changes to the education system, such as comprehensive schooling, no uniform, and an end to corporal punishment. There were local branches in schools, where groups of pupils could meet and discuss issues. There were several local protests throughout the early 1970s, culminating in a huge protest in May 1972, where pupils marched on City Hall to deliver a demand list. However, both groups came to end in the mid-1970s, and even into the 1990s, very few schools had student councils.

Corporal punishment

State schools were permitted to punish pupils physically until 1986, although it was banned in some areas earlier. Private schools were permitted to physically punish children as late as 2003. Usually this would be being struck by a teacher, usually a headteacher, with a cane, slipper, ruler, or hand. Ending corporal punishment was a central aim of school unions. Such punishment was cruel, and critics argued that it fostered negative relationships between pupils and adults. As awareness around child protection issues grew in the late twentieth century, the issue of corporal punishment became more controversial until its abolition in state schools in 1986.

Resource Two
Data Source

Gendered curriculum

Assimilating immigrant children

Bernard Coard, *How the West Indian Child Is Made Educationally Subnormal in the British School System: The Scandal of the Black Child in Schools in Britain* (New Beacon for the Caribbean Education and Community Workers' Association, 1971).

Gendered curriculum

Schooling for girls and boys was very different across all the different types of school. Girls were more likely to be encouraged to take subjects which related to becoming a good housewife, such as sewing, cookery, and childcare. Boys were more likely to take practical subjects such as woodwork and engineering, ready for the world of work. There was also a class element to this; secondary-modern and working-class girls were more likely to be encouraged into the 'homemaker' role than their middle-class peers and girls who went to grammar school. These girls, deemed more 'academic', were more likely to enter 'womanly' professions such as teaching.

'Assimilating' immigrant children

As the numbers of Black, Asian, and ethnic minority children in British schools increased, schools adopted an 'integrationist' or 'assimilationist' approach. This policy was based on the idea that children who had immigrated to Britain needed to integrate into the dominant white British culture. Pupils were provided with English language lessons to enable them to participate in school. However, immigrant children were often treated with suspicion by school authorities. Many were 'bussed' to schools miles away from home, to prevent the ethnic minority population of schools from becoming more than a third. Black, Asian, and ethnic minority children faced racist assumptions about their cultures, families, and intellect. In 1969, Bernard Coard's research found that more Black children were sent to 'schools for the educationally subnormal' (ESN) than white children, as a result of racism amongst teachers and educational psychologists.

Resource Two Activities

Primary Sources for Activities

1. Untitled poem by Maxine McCarthy, *Stepney Words Vol I & II*, **a collection of pupils' poems, (Centerprise Publications, 1973).**

‗I know a school
Where lessons are not so much a waste of time,
Lessons will only be about what you want to know about,
There will be no waste of time learning about 'bearings' and the rest,
But just learning how to write, read, add, divide, take away and multiply.
We know enough at this age…
No caning will be needed
Because no one would want to show off and bully.
Life will be easier,
There will be no conditions by society made or in the making,
No rules,
Just a pleasant, quiet atmosphere between parents, teachers, and us, the children.
We don't want to learn about something that's no good to us,
We don't in this school I know
We just write a story when we feel like writing
Read when we want to read
And add when we want to add.
It is a good school.

Maxine McCarthy.

2. Extracts from *Me and My History*, **by Anna Leitrim, a secondary school pupil in London, published in** *Our Lives*, **a collection of teenagers' autobiographies (Inner London Education Authority English Centre, 1979).**

'I did not realise it at the time but now as I look back on it I realise just how sexist it [school] was as I'm sure many other schools were and still are. The boys for example did all the masculine things like football, rugby and crafts. We girls had to do all the feminine things such as needlework, netball and drawing…'

'Right now I'm just living from day to day waiting for those bits of paper that will tell me whether or not I'm a failure, because that's what it all boils down to in the end, whether or not you are capable of remembering dates and numbers and facts. And if you can't, well then you're done for for [sic] the rest of your life. That's why the whole education system needs to be changed, so that young people can feel involved, and have a say in the things they learn.'

Problem solving

Anna Leitrim

Resource Two Activities

Primary Sources for Activities

3. Extract from *Finding a Voice: Asian Women in Britain,* by journalist Amrit Wilson (London: Virago, 1978), p91. Wilson interviewed Asian women and children in Britain for her book in the early 1970s.

'In Ealing for example (an area where a high proportion of the population is Asian) not one school had facilities for teaching Asian languages. Of course an Asian child here must learn English, but must she or he forget their own language in order to learn English? A girl of ten told me that children in her school were punished if they spoke in their own language. An Indian teacher said that in his school Asian children's names were almost invariably mispronounced. But when in one class he had taken the register and pronounced their names currently, there had been some laughter from non-Indian children (who were a minority in the class) but floods of embarrassed giggles from Asian children, who seemed to prefer their names to be mispronounced in school.'

Extract from *Finding a Voice: Asian Women in Britain*, by journalist Amrit Wilson. Wilson interviewed Asian women and children for her book in the early 1970s.

4. Flyer for a demonstration of the Schools Action Union (SAU), early 1970s.

https://pasttenseblog.wordpress.com/2020/05/17/today-in-londons-educational-history-1972-a-schools-action-union-strike-and-demonstration/

Flyer for a demonstration of the Schools Action Union (SAU), early 1970s.

Problem solving

Resource Two
Activities

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Activities

There are 4 activities, one per primary source (provided below). You might want to work through them together, or take a source each and share your findings. Or, you might want to do activities 1–3 individually, and do activity 4 altogether.

1. Poem: Maxine's poem is about an imaginary school that she would like to go to.

   1. What things does she say there would/would not be at this school?

   2. How do you think she feels about the school which she does go to in real life?

2. Extracts from autobiography of Anna Leitrim:

   a) What examples does she give to show her school was sexist?

   b) Why do you think Anna was so fed up with school in the final extract?

3. Amrit Wilson:

   a) What are the two examples which Amrit Wilson gives of the erasure of Asian language and culture at school?

   b) As the data source explains, there was an expectation that Black, Asian, and ethnic minority pupils should 'assimilate' into white British culture. In light of this, why do you think the Asian children in Amrit Wilson's book laughed at the mispronunciation of their names?

4. SAU Poster: Imagine you are forming a school union today.

   a) What sort of things would you put in your demands list?

   b) Are any of these the same as those in the Schools Action Union poster? What has changed since 1972?

Problem solving

5. Remember to add these primary sources, and any other key pieces of information in the Data Source, to your timeline from the activity section of Resource One.

Resource Two
Further Reading

Explore   Online:

Independent research

- Owen Emmerson, *Say No to the Cane,* (article on corporal punishment and student unions). https://jacobinmag.com/2017/10/scotland-corporal-punishment-britain-schools-action-union

- Joe Hopkinson's blog post on memory and racism is a fantastic read: https://socialhistory.org.uk/shs_exchange/post-racial-myths-and-public-history/

- Joe also made a film based on his research, entitled *Dispersing the Problem: Immigrant Children in Huddersfield during the 1960s and 1970s,* available on youtube. https://www.youtube.com/watch?v=dcebaTMspUk (Note: some of the historical footage in this video contains racial language which is not acceptable today)

- The BBC made a fantastic series about the history of schooling called *Back in Time for School.* It is not currently on iPlayer, but there are some interesting clips on the programme website here: https://www.bbc.co.uk/programmes/b0bx7lxc

Resource Three Overview

Topic

Were there 'equal opportunities' for all in schools?

A-level Modules

2S The Making of Modern Britain, 1951-2007, Part one: building a new Britain, 1951-1979, The end of Post-War Consensus, 1970–1979

Objectives

By the end of this resource, you will be able to:

- ✓ Define 'equal opportunities' in education
- ✓ Summarise key aspects of 'equal opportunities' in relation to gender and race, such as 'multiculturalism'
- ✓ Identify key criticisms of equal opportunities

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading

Resource Three
Data Source

What does 'equal opportunities mean?

Equal Opportunities and Gender

Gaby Weiner, *Feminisms in Education: An Introduction* (Buckingham: Open University Press, 1994), 79.

Data interpretation

What does 'equal opportunities' mean?

'Equal opportunities' is the name broadly given to one approach to equality policy in the late-twentieth century. 'Equal Opportunities' was formalised in law with several government acts, the Sex Discrimination Act 1975, and the Race Relations Act 1976, which made it unlawful to discriminate against a person on account of their gender or race.

Such laws aimed to stop discrimination which specifically barred pupils from being admitted to a school, refusing or omitting pupils access to 'benefits, facilities or services' offered by the school, or 'excluding him[or her] from the establishment or subjects him [or her] to any other detriment.' These policies aimed to stop issues such as girls not being allowed to take the same subjects as boys, or black pupils having their applications to schools rejected. This was important in making sure pupils could not be discriminated against in these ways. Several bodies were formed to oversee this, and check schools were not flouting the rules, such as the Equal Opportunities Commission and the Commission for Racial Equality.

So, what did 'equal opportunities' mean in practice?

Equal Opportunities and Gender

As feminist education researcher Gaby Weiner has suggested, at its most basic, equal opportunities reforms were reforms on behalf of girls and women, made within existing educational structures (1). This meant that within the equal opportunities approach, schools made smaller changes to schooling and hoping this would solve the problems of sexism, rather than tackling the whole education system.

Resource Three
Data Source

The main changes in the 1970s and early-1980s for girls were about the equalisation of access to subjects that were associated with boys. Schools changed the curriculum to make sure boys could take childcare, sewing, and cookery, and that girls could take woodwork, metalwork, and engineering. Other strategies included:

- Persuading more girls to go into science

- Reviewing textbooks to include more women

- Developing a common curriculum that boys and girls would do.

Equal Opportunities and Race

Equal Opportunities and Race

During the 1970s, some local education authorities and schools adopted a policy of 'multicultural education' to address the requirements of equal opportunities laws. Some aspects of this were similar to the above gender-related reforms, such as reviewing textbooks to include more Black and Asian people.

Extracts from summary of Swann Report, compiled by Derek Gillard, http://www.educationengland.org.uk/documents/swann/index.html

'Multiculturalism' was formalised in the 1985 Swann Report. The Swann Report found that:

- Britain is a multiracial and multicultural society and all pupils must be enabled to understand what this means;

- Education has to be something more than the reinforcement of the beliefs, values and identity which each child brings to school – it must combat racism and attack inherited myths and stereotypes.

In practice, 'multiculturalism' in the 1980s translated into activities dubbed by sociologist and anti-racist activist Barry Troyna as the three S's (saris, samosas, and steel bands), as schools attempted to celebrate and share the cultural diversity of British society through activities such as music, art, dance, cooking, and other events.

Resource Three
Data Source

Criticisms

Criticisms:

These laws were quite vague, and whilst schools took such guidance on board, the way the education system ran meant that schools could do what they wanted. Local education authorities (LEAs) could determine their own policy, and many left the curriculum up to schools and teachers to plan. This meant schools could interpret equal opportunities in different ways, resulting in huge geographical variation in how schools approached equality. Inner London, for example, set up groups to develop new curriculum from the mid-1970s, but other areas such as Berkshire took longer to make such changes.

Another major criticism was that by ensuring equality of 'opportunity', it was left to individual pupils to improve their lives, and that if they failed to take advantage of these opportunities, then it was their fault. Many other factors such as housing, social pressures, poverty, and many more also impacted whether pupils could take up 'opportunities', and these factors were largely left unaddressed by equal opportunities policy.

Finally, some pupils, parents, and teachers believed that equal opportunities policy did not go far enough in ending discrimination. Many pupils faced different kinds of discrimination which were less easy to prove. A 'hidden curriculum' referred to the everyday ways in which stereotypes about gender and race were reinforced. For instance:

- low expectations from teachers based on racist ideas of intelligence
- teachers encouraging black pupils into manual labour jobs
- teachers asking for a 'big strong boy' to carry a table
- assumptions that all girls would be interested in child care
- punishing children for speaking other languages than English (as we saw in the Amrit Wilson source in Resource Two).

Active reading

Resource Three Activities

Activities

1. Create a pros and cons list for equal opportunities policy. You are encouraged to share and discuss your findings with others.

2. Read the primary source provided below. What are the cons of multi-cultural education according to Sharon?

3. In the Data Source we looked at the 'hidden curriculum', meaning the subtle, everyday ways in which girls and ethnic minority pupils were discriminated against. Can you think of any more examples of a 'hidden curriculum'? (e.g. girls not being allowed to play boys' sports)

4. Imagine you are a teacher who is sympathetic to the criticisms of 'equal opportunities'. How might you go about changing schooling to improve things for girls and for Black, Asian, and ethnic minority pupils? Come up with 2-5 suggestions, and again, you encouraged to share your suggestions with others.

5. Remember to add to your timeline!

Primary Source: extracts from an essay by Sharon Ellis

Extracts from an essay by Sharon Ellis, aged 20, published in Black Voices: An Anthology of ACER's Black Young Writers Competition, published by ACER Centre, 1987 (page 227).

Problem solving

'They give us a mini-education system where there are few Black teachers. No real understanding of a Black culture outside the middle class white liberal perspective is given. ''Give them "multi-cultural" education', they say. 'Don't teach about how sorry we are, they were slaves I know, we'll teach the kids how to cook dumplings... yea, great idea!' This type of approach has no real use to us as a Black nation. OK – the white children will know that we don't use suet, but cornmeal, and that's all!

'The school might give the young people a chance to put on a play about Black people. This is good in the sense that it gives pupils a chance to express themselves, but too often it is viewed as just an 'hilarious' evening.'

Resource Three
Further Reading

Explore

Independent research

Online:

- Laura Carter's article for the British Library on exhibition *Unfinished Business* provides an overview of the changes and continuities in girls' secondary education during the twentieth century. https://www.bl.uk/womens-rights/articles/history-of-girls-in-secondary-education

- The Black Cultural Archives hold many records related to Black history and education in the twentieth century. The subject guide entitled *Education* provides a great overview of the subject, including a timeline and further reading suggestions.
- https://blackculturalarchives.org/subject-guides – click on *Education,* but you might be interested to explore more!

Books:

- *Girl Trouble,* Carol Dyhouse, (Zed Books, London, 2013) – in particular Chapter 6: Taking Liberties: panic over permissiveness and women's liberation.

- *Heart of the Race: Black Women's Lives in Britain,* Beverley Bryan, Stella Dadzie, and Suzanne Scafe, (1st edition Virago Press, 1985; 2nd edition Verso 2018) – in particular Chapter 2. Learning to Resist: Black Women and Education.

- *Finding a Voice: Asian Women in Britain,* Amrit Wilson, (Virago, 1978) – in particular Chapter V: School Life: 'Don't you understand English or are you just stupid?'

Resource Four Overview

Topic	What was the impact of anti-sexist and anti-racist teaching in schools?
A-level Modules	2S The Making of Modern Britain, 1951-2007, Part two: Modern Britain, 1979–2007, The impact of Thatcherism, 1979–1987
Objectives	By the end of this resource, you will be able to:

- ✓ identify the differences between equal opportunities and anti-sexism/anti-racism
- ✓ identify the tensions between anti-sexism and anti-racism
- ✓ analyse primary sources/evidence in more depth

Instructions	1. Read the data source
	2. Complete the activities
	3. Explore the further reading

Resource Four
Data Source

What did 'anti-sexism' and 'anti-racism' mean?

Anti-sexism

Gaby Weiner, *Feminisms in Education: An Introduction* (Buckingham: Open University Press, 1994), 79.

Data interpretation

What did 'anti-sexism' and 'anti-racism' mean?

Anti-sexism:

Whilst 'equal opportunities' aimed to make smaller changes to schooling, 'anti-sexism' aimed to more fundamentally alter unequal power relations between the genders, 'as a means of transforming the patriarchal practices within school structures and curricula'. In other words, anti-sexism was about using education to fundamentally change how men and women related to each. Feminists believed that children were encouraged into stereotyped gender roles from birth, namely that men worked, and women were best suited to motherhood. Not only that, but anti-sexist reformers believed that schools needed to reflect on their own methods, and examine the ways in which teaching contributed to gender stereotypes and inequality through a 'hidden curriculum', something which equal opportunities approaches did not focus on as much. Some strategies included:

• Adopting an anti-sexist statement, outlining the approach of the school

• Herstory not just history i.e. women-centred history curriculum

• Girl-centred science i.e. curricula tailored to the interests and learning styles of girls

• Ending male domination of curricula and classrooms, i.e. boys taking up most of teachers' attention.

Anti-racism

Heidi Safia Mirza, '"Race", Gender and Educational Desire', in *Race Ethnicity and Education*, 9.2 (2006), 137–58.

Anti-racism:

Similarly to anti-sexism, anti-racism aimed to not just provide ethnic minority pupils with greater opportunities, but to fundamentally transform race relations in Britain. The anti-racist movement identified institutional and structural racism in the school system; teacher expectations were at the core of this, as Bernard Coard had identified some 10 or more years previously.

Resource Four
Data Source

Some strategies included:

- Adopting an anti-racist statement, outlining the approach of the school

- Taking racist violence and harassment more seriously

- Teaching global history, from the perspectives of indigenous populations, not just the white British coloniser perspective

- Reviewing all learning materials to reflect diverse cultures, stories, and forms of knowledge

Some local education authorities who adopted an anti-racist and anti-sexist stance required schools to write their own policies, outlining the strategy for the school such as curriculum changes, teacher training, and dispersal of funding, as well as procedures for reporting harassment and violent incidents. Some local authorities such as Inner London offered anti-racist and anti-sexist training for teachers, and school inspectors advised schools on how to implement guidance.

Hilary Clare, Ealing Gender Advisory Team Occasional Paper no. 1: Why do we need a Women's History? Some thoughts for teachers, Ealing Education Service, Spring 1989, from the personal collection of Kate Moorse, with thanks.

The history curriculum was a key site for anti-sexist and anti-racist intervention. Reformers aimed to decentre white, European, and male perspectives, and instead centre the curriculum around women, Black, Asian, and ethnic minority people, and global history. Not only did this new history curricula need to centre marginalised people, but also the entire of approach of history which they argued was masculine. One reformer, Hilary Clare, argued that teachers needed to challenge the distinction between men's public role and women's role in the home, 'firstly by finding out about women who did enter the 'male world' and what their contribution was; secondly by studying the mechanisms of oppression that kept women "in their place".'

Resource Four
Data Source

Problems

Problems:

Anti-sexist and anti-racist teachers sometimes faced hostility from other teachers, and in some local authorities, lacked the support of local government for their work. The sheer scale of the work teachers were expected to do also complicated matters, and some struggled to prioritise anti-sexist and anti-racist policy. One teacher recalled an incident when a colleague was asked about her schools anti-racist policy, and replied that all she knew was that the folder was blue(!).

There were also tensions between anti-sexist and anti-racist campaigners. Historians of British feminism have argued that white feminists were often guilty of marginalising their Black peers, and in archival sources it appears that anti-sexist groups carried this into education. White anti-racist reformers sometimes made stereotyped assumptions about non-white families, for example the damaging idea that all Asian girls needed saving from their 'strict' and 'traditional' families, and at times demeaned their Black and Asian colleagues.

See for example: Natalie Thomlinson, 'The Colour of Feminism: White Feminists and Race in the Women's Liberation Movement', *History*, 97.327 (2012), 453–75; and Avtar Brah and Rehana Minhas, 'Structural Racism or Cultural Difference: Schooling for Asian girls', in *Just a bunch of girls: feminist approaches to schooling*, edited by Gaby Weiner, Open University Press (1985), pp14–25, 23.

A major hub of anti-racist activity was the Black Supplementary School movement ran by mostly Black mothers outside of formal schools, often in community centres or churches. These community schools aimed to 'supplement' the white school curriculum by providing education to Black youngsters about Black history, literature, culture, and politics, to counter the racism they faced in mainstream education, and foster a sense of pride and self-esteem. Writer David Simon recalled the Black Supplementary Schools fondly:

David Simon, 'Education of the Blacks: the supplementary school movement', in *Tell it Like It Is: How our schools fail Black children,* edited by Brian Richardson, (Bookmarks Publications and Trentham Publications, 2005), pp 64–71.

'The supplementary schools that opened had to further unearth Black heroes, to use history as a beacon of Black achievement, and in doing so to remind the Blacks that they had a radical tradition that had to be part of the Black child's education if they were to be honestly prepared for the world. Imhotep, Nefartiti, Cuffee and Nanny of the Maroons, the Black Caribs of St Vincent and Jamaica, Paul Bogle and the Black Victorians like Olaudah Equiano and Sancho were part of our tradition.'

Resource Four
Activities

Activities   Choose a primary source (provided below) and come up with answers to the corresponding questions. If you have time, you might want to work through all four.

1. Rachel's memories of history

- Given the data source on anti-sexist approaches, why do you think Rachel's teacher added in a lesson on witches and healers?
- Do you think this topic was already in the curriculum? Justify your answer.

2. Anti-racist policy

- Are any of these guidelines similar to the 'equal opportunities' approach? What is different?
- Which problems are these specifically trying to address? (Hint: take another look at Resource 2 and 3 for help)

3. Anti-sexist images

- What activities are being shown?
- Some themes of these images might include home, parenting, and household chores. What sorts of lessons might these images be useful for?

4. Recollections of former anti-racist teacher Chiaka Amadi

- What are some of the problems Chiaka Amadi recalled encountering in anti-racist teaching circles?

- How might this have impacted her ability to do her job both as a teacher and as an anti-racist advisor?

Problem solving

5. Whole group discussion questions:

- You have been given a former pupils' recollection, a teaching resource, a school policy, and a former teacher/advisors' recollection. These different types of source are helpful to historians in different ways. In what ways are they a) useful and b) different? Think about:
  o Perspective – whose perspective do we get?
  o Is it from the time or more recent?
  o Is it prescriptive, i.e. telling people what to do, or descriptive, i.e. describing something?
  o Who was its intended audience?

6. Don't forget to add to your timeline from Resource One!

Resource Four
Activities

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Activities

Interview with Rachel*, conducted by Amy Gower, 12th January 2019, London.

1. Former London secondary school pupil Rachel* recalled the way her history teacher adapted the curriculum in the late-1980s to be more 'feminist' in an interview in 2019:

'It wasn't really in the textbook so I think this was her kind of adding to the curriculum here but, we did quite a bit on the witches, the witch trials, not an awful lot cos she said she found it too upsetting but we did talk about it a bit, but we also talked about…rise of modern medicine being the rise of a very male way of doing things, and taking over from, and discrediting, the very female-centred, traditional…herbs and passing folklore down from mother to daughter and all the rest of it, and, it, it was framed to us like that, so she, that was, was very much a feminist kind of analysis…'

Anti-racist statement of an Islington school, 1985, from the personal collection of Joy Walton, with thanks.

2. Extracts from the anti-racist statement of an Islington school, 1985 (from the personal collection of Joy Walton, former teacher).

'Teaching Staff can

- Tackle the racism which is an integral part of our curriculum. This curriculum is based on currently accepted European knowledge and attitudes. We must make sure that the curriculum recognises the significance of non-European and other European knowledge and culture.
- Fully consider colonisation, the history of immigration and the links between these and racism. This historical context will help us understand and question present day attitudes.
- Use appropriate teaching philosophy, strategies and techniques to reflect, support and develop the cultural diversity within our society.
- Ensure funding and personnel to encourage and support students bilingualism within the mainstream classroom and to give positive status to all students.
- Provide language awareness courses so as to allow access to community languages for all students. This would give students the opportunity to consider studying non-European knowledge and culture.
- Eradicate groupings within the school system that encourage low expectations.
- Have similar expectations for all students regardless of racial/ethnic origin.'

Problem solving

Resource Four
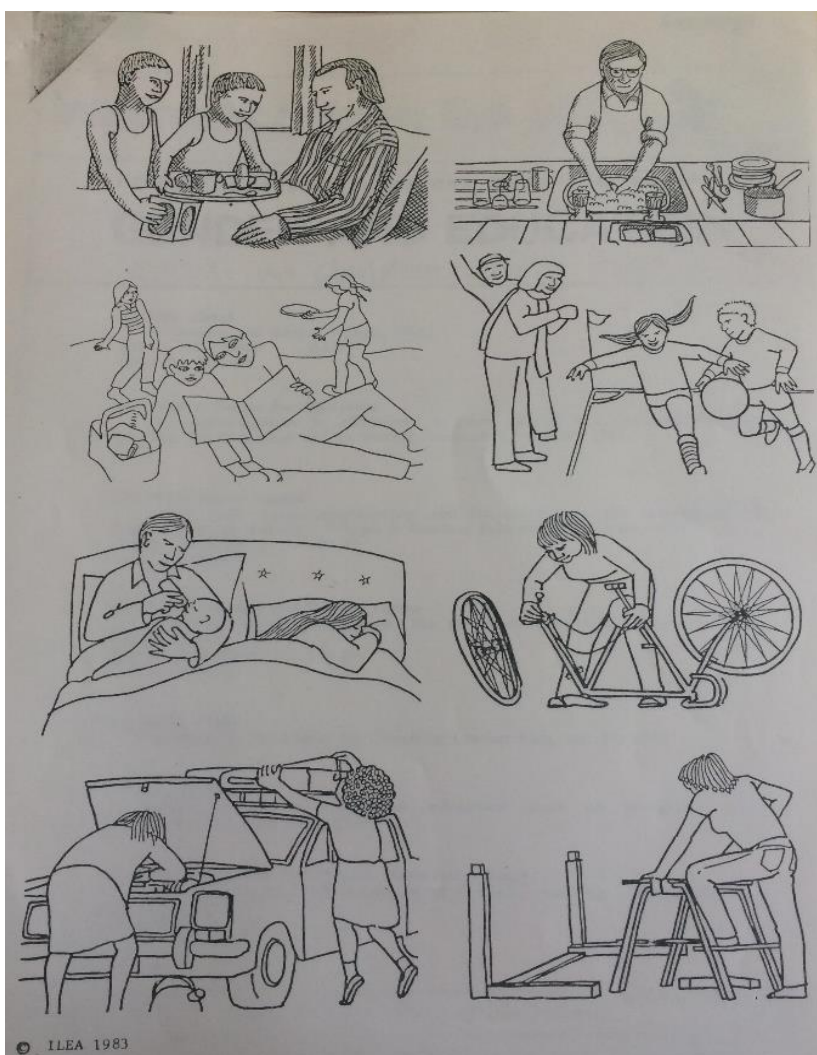# Activities

Brought to you by RBC ACCESS ED

Activities   3. Anti-sexist images, ILEA 1983.

In the 1980s, teachers had to make their own resources by photocopying, cutting, and sticking images and text together. This sheet provided teachers with images of men and women doing activities that were non-stereotypical, which could be used in worksheets and other teaching materials.

Extract from *Anti-Sexist Images,* published by the Inner London Education Authority, 1983, from the personal collection of Kate Moorse, with thanks.

© ILEA 1983

Problem solving

Resource Four Activities

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Activities

4. Against the Tide: Black Experiences in the ILEA, edited by Sarah Olowe (ILEA 1990).

The Centre for Urban Educational Studies (CUES) was the specialist multi-ethnic-anti-racist teachers' centre of the Inner London Education Authority. They advised teachers on anti-racist teaching, created resources, and developed policy.

Problem solving

4. Extract from *Working at CUES in the Eighties*, by Chiaka Amadi, in *Against the Tide: Black Experiences in the ILEA,* edited by Sarah Olowe (ILEA 1990).

'The CUES [Centre for Urban Educational Studies] had a reputation for doing pioneering work, but any high expectations I had were dispelled when I found myself being systematically hindered and undermined by a small group of white, so-called "anti-racist" colleagues, who on the one hand argued that it was important to empower and involve black people, but on the other did their best to prevent black people from having any control. When this group of people were challenged about their inconsistent behaviour, they justified it by saying that they understood racism because they had black friends.

'Two white colleagues were supportive, but there was a hard core of white women teachers who did their best to undermine the new directors. [two black directors were appointed to CUES during Amadi's time there] The infamous phrase 'I am not a racist but...' was used on countless occasions. Again it was up to the Authority's black staff to organise the fight back.'

'The struggles I have described were not for the faint-hearted, but, in a sense, the ILEA showed me the world. In acknowledging the debt I owe, how can I but thank and pay tribute to the various colleagues...who all worked hard and contributed to my achievements as an ILEA teacher. Will I forget the good example these people set, trying to give pupils and students their rights and entitlements within our education system? Never.' (4)

Resource Four
Further Reading

Explore

Independent research

- The *Sisterhood and After* project examined the lives and activism of feminist campaigners in 1970s Britain. There are dozens of articles, interviews, videos, and other resources to explore on their webpage, but to get you started and to give you a more in-depth exploration of the connections between schooling and feminism, read the article *Education and the Women's Liberation Movement:* https://www.bl.uk/sisterhood/articles/education-and-the-womens-liberation-movement

- As part of their online exhibition *Windrush Stories,* the British Library featured this article written about the memoir *Black Teacher,* written by Beryl Gilroy. Gilroy arrived in the UK in the 1950s, and published *Black Teacher,* part memoir, part educational resource, in 1976 abut her experiences: https://www.bl.uk/windrush/articles/woman-version-beryl-gilrys-black-teacher

Resource Five Overview

Topic

What was the Thatcherite backlash in 1988?

A-level Modules

2S The Making of Modern Britain, 1951-2007, Part two: Modern Britain, 1979–2007, The impact of Thatcherism, 1979–1987

Objectives

By the end of this resource, you will be able to:

- ✓ Demonstrate an understanding of Thatcherite views of education
- ✓ Identify the key parts of the 1988 Education Act, and their impact on anti-racist and anti-sexist policies.

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading

Resource Five
Data Source

Margaret Thatcher and the 1988 Education Reform Act

Data interpretation

History matters

(1) Stephen Brooke, 'Articulating the Nation: British Conservatism, Race and the 1988 Education Act', *Left History*, 14.2 (2009) 9–30, 13.

(2) Margaret Thatcher, The Downing Street Years, (HarperCollins, 1993), 595–6, in Abby Waldman, 'The Politics of History Teaching in England and France during the 1980s', *History Workshop Journal*, 68.1 (2009), 199–221

(1)

Margaret Thatcher and the 1988 Education Reform Act:

The election of Margaret Thatcher in 1979 marked the beginning of a period of rapid transformation in Britain; education was a key sector for such change. As shown in Resource 1, Thatcher was a believer in the 'decline' and 'crisis' interpretation of the problems of the 1970s. This was reflected in her education policies, which aimed to limit the power of local education authorities and bring back a 'traditional' form of education.

The 1988 Education Reform Act, introduced by Thatcher, was hugely controversial. The Act took power away from local authorities to determine school curricula, and created a common core National Curriculum of eight subjects, which would be largely determined by the government. It also proposed the publishing of exam results, which would make schools compete for pupils by showing how 'good' they were. Teachers were outraged, and saw the Act as a threat to their jobs.

History matters:

The new national history curriculum was a hotly contested issue. As we saw in Resource 4, some teachers and schools sought to reflect the changing nature of British society in their teaching of history. History was also a hugely important subject for anti-sexism and anti-racism. The Conservatives disliked these alternative histories, and argued that the traditional curriculum was being 'swept away by a torrent of immigrant narratives, dub poetry and lesbian histories'.(1) Thatcher's view of history was that it should be 'an account of what happened in the past... No amount of imaginative sympathy for historical characters or situations can be substitute for the initially tedious but ultimately rewarding business of memorizing what actually happened.'(2)

Resource Five
Data Source

(3) Brooke, 'Articulating the Nation', p25.

There were long debates during the late-1980s about what the new history curriculum should contain between two distinct sides; clearly, both sides saw this as a crucial battle over what kind of national character should be instilled. Historian Stephen Brooke has argued that for the Thatcher government, the new curriculum was a crucial battleground over the very character of the nation:

"Articulating the nation" through a single national curriculum showed the Conservatives in the 1980s simultaneously speaking distinctly about one, ideal, unified nation – an older, more traditional one – and making a clear division between that nation and a multiracial one.'(3)

(4) Waldman, 'The Politics of History Teaching', p218.

Both sides drew up suggestions, including lists of topics, methods, and famous figures to be included. (Note: again, there were some individuals who agreed with aspects of both perspectives.)

Left-wing historians & politicians, some teachers	Conservative MPs, some teachers & centrist historians
• Tolpuddle Martyrs • Founding of the Labour Party • Role of British empire in destabilising indigenous populations • Consideration of class, race, and gender • Imaginative exercises, empathy • Exploring 'what is history'	• British history to be at the heart • 'romance' of Britain's imperial past • Celebration of heritage of 'cathedrals, churches, castles and country houses' • Facts and knowledge • Dates and chronology • Great works and (mostly male) figures such as Shakespeare and Dickens.(4)

Resource Five
Data Source

Education Reform Act 1988

Ultimately, the finalised curriculum fell somewhere between the two, combining some of the 'nature of history' and methods supported by the Left, with a wide choice of units and modules on local, European, and world history. This was largely favoured by teachers, and was adopted across the country. Historian Abby Waldman has argued that 'the 1980s debates had shown how strongly associated school history was with visions of the nation's present and future as well as its past.'

Education Reform Act 1988

The Education Reform Act also took power away from local authorities by allowing schools to 'opt out' of local authority control, meaning schools could choose to receive funding directly from the government, rather than local power. This, along with the establishment of the National Curriculum, meant that local authorities had less say over over what was taught in local schools. The establishment of the National Curriculum also meant that innovative projects, for example some of the feminist history modules created by anti-sexist campaigners, were no longer able to continue.

Take a look at the reference information for some of the primary sources in Resources 1-5; how many of these are linked to Inner London?

The Act made it compulsory for schools to publish exam results, leading to teaching becoming more test-focused. This meant that the success of the school, for instance how popular it was, if it had a good local reputation, would depend on its test results.

Finally, the Act abolished the Inner London Education Authority in 1990, and created local authorities in the former boroughs of the ILEA. The ILEA was one of, if not the most, innovative local authority and a huge supporter of anti-sexist and anti-racist curriculum and teaching. The abolition of the ILEA fragmented these teaching networks, and limited the reach of anti-sexist and anti-racist ideas in education. Many teachers adapted however, and continued their missions undeterred under the new system.

Resource Five
Activities

Activities   The 1988 debates over the history curriculum argued over the creation of a list of great events and figures of history.

1.   What 'great figures' and key events would you include if you were making a brand new history curriculum now? Make a list; you could discuss this with another person.

2.   Once you are done, you are encouraged to share your list with others.

3.   Why did you choose these particular figures and events? Think about:
   1.   What they have done
   2.   Why they are famous
   3.   Historical significance i.e. why is this important?

4.   Discuss your choices if you can, and come up with a final list of 4 key figures and 4 key events you'd include if you were in charge of the history curriculum today.

5.   Take another look at Resource One, especially the opposing interpretations of 'crisis' and 'possibility'. Have a few minutes to look over the materials and have a think about the question below, jotting down your ideas. You are encouraged to share this with others

   •   Do you think the debate over the historical curriculum in 1988 reflects the a) the 'crisis' interpretation of the 1970s, and b) the 'possibility' interpretation of the 1970s? Think about:

      1.   Beliefs about what society should be like

      2.   Beliefs about immigration and gender roles

      3.   Beliefs about what 'good' education should be

Problem solving

6.   Optional extra activity: produce an information sheet on one of your final 8 figures or events. You might want to include: key dates; pictures; cause/effects; historical significance.

7.   Don't forget to add to your timeline from Resource One.

Resource Five
Further Reading

Explore

Independent research

Online:

- This BBC News piece on newly released Cabinet Papers in 2014 reveals the extent of Thatcher's plans to demolish local education authority control. Note the underlining and comments in the margins – these tell us a lot about how final policy was constructed, as well as some of Thatcher's personal thoughts on the matter! – https://www.bbc.co.uk/news/uk-30625941

Resource Six
Overview

Topic

What had changed for pupils by the end of the 1980s?

A-level Modules

2S The Making of Modern Britain, 1951–2007, Part two: Modern Britain, 1979–2007, The impact of Thatcherism, 1979–1987

Objectives

By the end of this resource, you will be able to:

✓ To synthesise all we have learnt to form a historical interpretation

✓ Use evidence from all resources to support your interpretation

✓ Present your case with evidence

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading

Resource Six
Data Source

Peter Mandler, *The Crisis of the Meritocracy: Britain's Transition to Mass Education since the Second World War* (Oxford, New York: Oxford University Press, 2020).

Carol Dyhouse, *Girl Trouble* (Zed Books, 2013), p206.

Valerie Walkerdine, Helen Lucey and June Melody, *Growing Up Girl: Psychosocial Explorations of Gender and Class,* (Palgrave 2001), p 16.

Data interpretation

As we come to the end of the coursebook, it's time to look back and have a think about how things had changed by the end of the 1980s.

From around 1987, girls performed better than boys in exams at age sixteen and eighteen, and more girls took up science and maths subjects, previously the domain of boys. In some ways, this was part of a general move towards 'mass education'; historian Peter Mandler has argued that by the 1990s, staying on longer in education and gaining qualifications had become a more normalised part of life, whereas earlier, qualifications were less widespread.(1) The introduction of G.C.S.E.s in 1986 meant that for a first time all pupils took the same type of qualifications at age 16. However, for girls this wasn't the only reason. Historian Carol Dyhouse noted that the success of girls was in part driven by a desire for independence and personal satisfaction.

'For this new generation, work seemed to offer space for personal development and independence: it was no longer a case of finding any old job for as short a time as possible before marriage.'(2)

As Dyhouse has argued, girls' ambitions and aspirations expanded. Yet girls still faced barriers. It was mostly girls who were academically successful who saw their horizons expand, and those who did not were more likely to enter traditionally feminine jobs. Class also impacted girls' education attainment and therefore what they did after school; middle-class girls were more likely to succeed educationally and therefore get higher-status jobs than working-class girls. Sociologists Valerie Walkerdine, Helen Lucey, and June Melody argued that this outperformance of boys by girls also had an important class dimension. Girls from middle-class families did better at schools, whilst boys and girls from working-class families continued to struggle.

Statistics on the exam results of Black, Asian, and ethnic minority pupils are hard to come by as they were not formally gathered during this time period. However, smaller studies suggested that despite the low expectations of teachers, being streamed into lower sets, and facing everyday racism, Black pupils often stayed in school longer than their white peers.

Resource Six
Data Source

(3) Heidi Safia Mirza, '"Race", Gender and Educational Desire', in *Race Ethnicity and Education,* 9.2 (2006), 137–58, p144-5.

(4) Various authors, *Tell It Like It Is: How our schools fail Black children,* edited by Brian Richardson, (Bookmarks Publications and Trentham Books, 2005)

(5) Yvonne Conolly, *A Senior Primary School Inspector,* in *Against the Tide: Black Experience in the ILEA,* edited by Sarah Olowe, (ILEA, 1990), p209-11.

Data Interpretation

Black girls in particular achieved some of the highest grades. Many historians and sociologists have attempted to explain this phenomenon; Heidi Safia Mirza's research has shown that Afro-Caribbean working-class girls in the early 1990s were highly committed to meritocracy (the idea that hard work + talent = success), grounding their identities 'in a refusal to be classed as failures'. (3) Whilst statistics from the 1970s and 1980s are difficult to trace, more recent studies in the late-1990s and early-2000s showed that Black boys in particular continued to attain less qualifications than any other group. (4) Clearly the problems of the 1970s and 1980s had not been neatly solved.

As Resource 5 showed, by the end of the 1980s, the Inner London Education Authority, a major centre for anti-sexist and anti-racist teaching, was abolished. In the ILEA's final days, Yvonne Conolly, the first Black headteacher in Inner London, offered some concluding remarks. The ILEA had examined levels of achievement based on sex, race, and class, had developed policies, trained teachers in anti-racism and anti-sexism, and much more. However, although the ILEA had succeeded in increasing its links with Black and ethnic minority communities, Conolly stated that 'there is no evidence of improved achievement amongst black pupils'.(5) In her eyes, anti-racist policy had been too wide, and not focused on the specific problem of improving pupils exam results. Yet this did not mean that nothing had been achieved. Conolly quoted a parent as stating:

'Fighting racism must also be about ensuring that our children can think, ask questions and be literate and numerate, so that they can fight that racism with intelligence and style – even if they can't win the battle'.

So how successful had teachers been in ensuring equality for all pupils in schools? You'll now have a chance to weigh up the evidence and draw a conclusion yourself.

Resource Six
Activities

1. In the Introduction to History, you learnt about 'archival silences', i.e. the gaps in the written record. Using the Data Source for help, think about what archival silences historians of 1970s/80s schooling might encounter. What information are we missing?

2. Skim through this coursebook and list all the types of primary source e.g. essays, newspaper articles, etc.

3. Group these by whose perspective they give: pupils or teachers. Are there any other sources that do not fit in these categories?

4. Choose one of the following perspectives: <u>pupils</u>; or <u>teachers</u>.

    a) What other kinds of evidence can historians use to find out the perspective of pupils/teachers in the 1970s/80s? (choose one)

5. Based on the perspective you chose in Activity 3 (pupils/teachers), discuss the corresponding question, taking notes of key points that support your answer (you'll need them later).

    a) <u>Pupils:</u> Did equal opportunities, and the anti-sexist and anti-racist movements, improve the school experiences of pupils by the end of the 1980s?

    b) <u>Teachers</u>: How far do you agree with this statement: teachers played the most important role in equalizing education for pupils by the end of the 1980s.

Problem solving

Resource Six
Activities

Problem solving

Activities

6. Jot down your key points as you go, noting which primary sources support your argument. Try to narrow this down to between 5–8 key points, each with a primary source (or a part of the data source) to back it up.

7. When you are ready, you could present your case to others, mentioning the primary sources which support your points as you go.

Once you have completed this: congratulations! You used all of your **knowledge** of the **historical context**; you **selected** and **analysed primary sources** to build a **narrative**; you formed an **interpretation** of this narrative; and you **presented** it. This is a difficult task, so well done to you.

Resource Six
Further Reading

Explore

Independent research

Extra Resources

If you've completed this coursebook, and want to take action on any of the issues discussed in the coursebook, please check out some of the articles, blogs, and resources below.

You might also want to get involved in your own school, for example:

- joining the school council
- organising events
- setting up your own club or discussion group
- discussing issues with staff
- running letter-writing campaigns, for example to your local MP

You could also join the Youth wing of your preferred political party:

- The Labour Party – https://younglabour.laboursites.org/
- The Conservative Party – https://youth.conservatives.com/
- The Liberal Democrat Party – https://www.youngliberals.uk/
- The Green Party – https://www.younggreens.org.uk/

Groups, projects, and resources:

- The Everyday Sexism project collects the experiences of women and girls, and uses the data to lobby government and spread awareness.
- https://everydaysexism.com/
- The Young Historians Project, a non-profit organisation to encourage the development of young historians of African and Caribbean heritage in Britain.
- https://www.younghistoriansproject.org/
- The Black Curriculum, a social enterprise which aims to deliver Black British history across the UK.
- https://theblackcurriculum.com/
- Sixth formers discuss decolonising the school history curriculum
- https://www.bbc.co.uk/bitesize/articles/z7g66v4
- Amnesty International UK work to protect human rights globally, and have Youth Groups which you can join or set up yourself.
- https://www.amnesty.org.uk/groups/youth

Final Reflection Activity

For your final reflection, you will need to use all of your skills as a historian to plan and write an essay of no more than 1000 words, answering the following question:

<u>To what extent did schools successfully adapt to wider changes in Modern British society between 1970 and 1990?</u>

You must use a selection of the primary sources provided in Resources 1-6 to support your argument. You may also use materials from the Further Reading lists.

Planning

Firstly, you need to identify what these key changes in Modern British society were (hint: Resource One is most helpful to you here).

Secondly, identify the ways in which schools adapted to these key changes. This might form the paragraphs of your essay structure.

Thirdly, you'll need to assess the impact of these aspects of schooling (e.g. were they successful? Were there criticisms or limitations?)

Finally, identify which primary sources support your interpretation, and add them into your paragraphs.

Writing

Start with your Introduction. This will only need to be short, but you do need to identify the key stages of your essay, and summarise your main argument.

The most clear way to write an essay is to use Point, Evidence, Explain.

1. Make your point e.g. Equal Opportunities policy did not go far enough in ending discrimination against Black pupils.

2. Provide evidence e.g. In her essay, former pupil Sharon Ellis stated that whilst performing plays gave Black pupils enjoyment, white adults saw it as a joke and laughed at them.

3. Explain your evidence and link it back to your point e.g. Sharon's evidence shows that white adults still held racist views. This demonstrates the limits of equal opportunities because it did not stop pupils from being treated unfairly by the parents of their classmates.

Each of your paragraphs must link back to the main essay question – this is often easiest to do at the end of each paragraph. How does what you have just argued proved your point?

Once you have done all of your paragraphs, make sure to finish with a really punchy and clearly argued conclusion, which provides a clear answer to the essay question. This should not be surprise! Your paragraphs should lead the reader through the stages of your argument so that we know what your conclusion will be.

Part 3 – Study Skills, Tips & Guidance

This section includes helpful tips to help you complete this pack, as well as improve your study skills for any courses you take next year.

It also includes a few fantastic easy-to-use resources to know what to do next if you are hoping to go to university in the next few years, like UCAS advice and web links to more academic opportunities.

In this section:

University Study Skills:
- ✓ Cornell Notes
- ✓ Key Instruction Words
- ✓ Academic Writing
- ✓ Referencing
- ✓ Evaluating Your Sources

University Guidance:
- ✓ What next?

Subject Guidance:
- ✓ More on studying your subject

University Study Skills
Cornell Notes

University Ready!

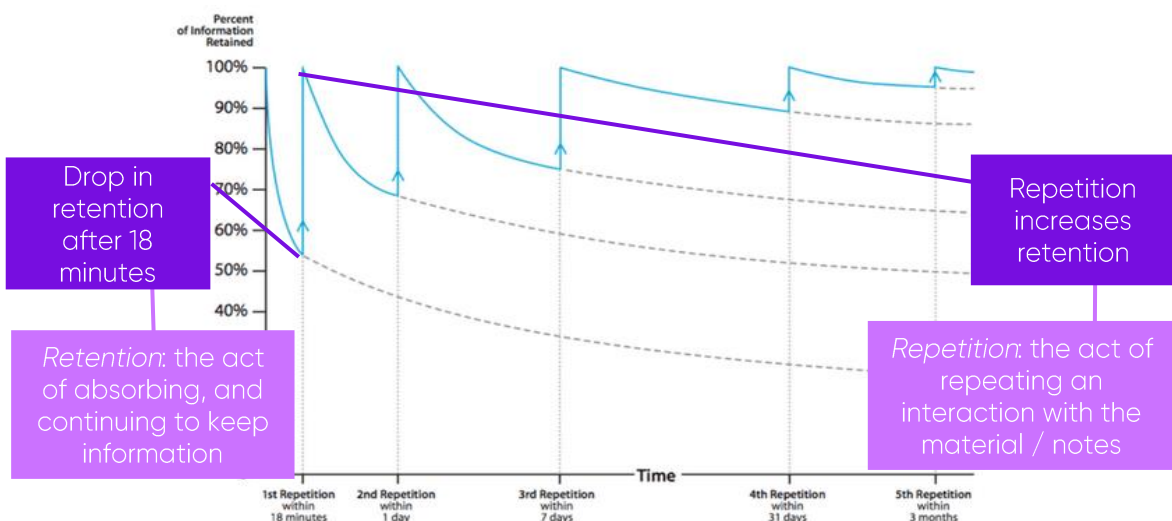## Why is good note taking important?

If it feels like you forget new information almost as quickly as you hear it, even if you write it down, that's because we tend to lose almost 40% of new information within the first 24 hours of first reading or hearing it.

If we take notes effectively, however, we can retain and retrieve almost 100% of the information we receive. Consider this graph on the rate of forgetting with study/repetition:

Drop in retention after 18 minutes

Retention: the act of absorbing, and continuing to keep information

Repetition increases retention

Repetition: the act of repeating an interaction with the material / notes

Learning a new system

The Cornell Note System was developed in the 1950s at the University of Cornell in the USA. The system includes interacting with your notes and is suitable for all subjects. There are three steps to the Cornell Note System.

Step 1: Note-Taking
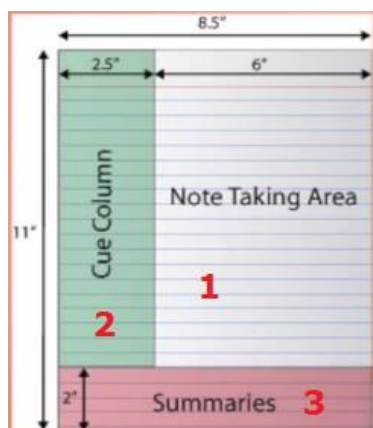
1. <u>Create Format</u>: Notes are set up in the Cornell Way. This means creating 3 boxes like the ones on the left. You should put your name, date, and topic at the top of the page.

2. <u>Write and Organise</u>: You then take your notes in the 'note taking' area on the right side of the page. You should organise these notes by keeping a line or a space between 'chunks' /main ideas of information. You can also use bullet points for lists of information to help organise your notes.

University Study Skills
Cornell Notes

Step 2 Note-Making

1.   Revise and Edit Notes: Go back to box 1, the note taking area and spend some time revising and editing. You can do this by: highlighting 'chunks' of information with a number or a colour; circling all key words in a different colour; highlighting main ideas; adding new information in another colour

2. Note Key Idea: Go to box 2 on the left hand side of the page and develop some questions about the main ideas in your notes. The questions should be 'high level'. This means they should encourage you to think deeper about the ideas. Example 'high level' questions would be:
• Which is most important / significant reason for...
• To what extent...
• How does the (data / text / ideas) support the viewpoint?
• How do we know that...

Here is an example of step 1 and step 2 for notes on the story of Cinderella:

Step 3 Note-Interacting

1.   Summary: Go to box 3 at the bottom of the page and summarise the main ideas in box 1 and answer the essential questions in box 2.

Give the Cornell Note Taking System a try and see if it works for you!

University Study Skills
Key Instruction Words

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These words will often be used when university tutors set you essay questions– it is a good idea to carefully read instruction words before attempting to answer the question.

Analyse – When you analyse something you consider it carefully and in detail in order to understand and explain it. To analyse, identify the main parts or ideas of a subject and examine or interpret the connections between them.

Comment on – When you comment on a subject or the ideas in a subject, you say something that gives your opinion about it or an explanation for it.

Compare – To compare things means to point out the differences or similarities between them. A comparison essay would involve examining qualities/characteristics of a subject and emphasising the similarities and differences.

Contrast – When you contrast two subjects you show how they differ when compared with each other. A contrast essay should emphasise striking differences between two elements.

Compare and contrast – To write a compare and contrast essay you would examine the similarities and differences of two subjects.

Criticise – When you criticise you make judgments about a subject after thinking about it carefully and deeply. Express your judgement with respect to the correctness or merit of the factors under consideration. Give the results of your own analysis and discuss the limitations and contributions of the factors in question. Support your judgement with evidence.

Define – When you define something you show, describe, or state clearly what it is and what it is like, you can also say what its limits are. Do not include details but do include what distinguishes it from the other related things, sometimes by giving examples.

Describe – To describe in an essay requires you to give a detailed account of characteristics, properties or qualities of a subject.

Discuss – To discuss in an essay consider your subject from different points of view. Examine, analyse and present considerations for and against the problem or statement.

University Study Skills
Key Instruction Words

Con't

Evaluate – When you evaluate in an essay, decide on your subject's significance, value, or quality after carefully studying its good and bad features. Use authoritative (e.g. from established authors or theorists in the field) and, to some extent, personal appraisal of both contributions and limitations of the subject. Similar to **assess**.

Illustrate – If asked to illustrate in an essay, explain the points that you are making clearly by using examples, diagrams, statistics etc.

Interpret – In an essay that requires you to interpret, you should translate, solve, give examples, or comment upon the subject and evaluate it in terms of your judgement or reaction. Basically, give an explanation of what your subject means. Similar to **explain**.

Justify – When asked to justify a statement in an essay you should provide the reasons and grounds for the conclusions you draw from the statement. Present your evidence in a form that will convince your reader.

Outline – Outlining requires that you explain ideas, plans, or theories in a general way, without giving all the details. Organise and systematically describe the main points or general principles. Use essential supplementary material, but omit minor details.

Prove – When proving a statement, experiment or theory in an essay, you must confirm or verify it. You are expected to evaluate the material and present experimental evidence and/or logical argument.

Relate – To relate two things, you should state or claim the connection or link between them. Show the relationship by emphasising these connections and associations.

Review – When you review, critically examine, analyse and comment on the major points of a subject in an organised manner

University Study Skills
Academic Writing

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What is academic writing?
'Academic writing' is a specific way of writing when communicating research or discussing an argument/point of view. It has a logical structure, and it uses formal language. There is a particular tone, 'voice' and style to the language. Unlike creative or narrative writing, academic writing will also use different sources of information to support what is being said.

The language of academic writing: do's and don'ts
- Do use words you know the meaning of and are confident using, it doesn't have to be complicated to be clear!
- Do not use contractions; don't, can't, doesn't, it'd. Do write out fully; do not, cannot, does not, it would.
- Do not use colloquialisms– this is 'writing as you speak'. Examples include misuse of the words 'literally' or 'basically', common phrases, such 'like chalk and cheese'.
- Do not use slang or jargon. For example, 'awks', 'lit', 'woke'.

Expressing your opinion in academic writing
In academic writing, it is best practice to express an opinion without writing in the first person, which can often be challenging. Always bear in mind that your work should read like a voice that is guided by the evidence and not basic personal intuition.

Therefore, rather than saying 'In my opinion, this proves that', you can express the outcome of your reasoning in other ways:
- 'This indicates that…';
- 'The aforementioned problems in Smith's argument reveal that…';
- 'Such weaknesses ultimately mean that…', and so on.

Signposting
Signposting guides your reader through different sections of your writing. It lets those who read your writing know what is being discussed and why, and when your piece is shifting from one part to another. This is crucial to for clear communication with your audience.

Signposting stems for a paragraph which expands upon a previous idea	Signposting stems for a paragraph which offers a contrasting view
Building on from the idea that … (mention previous idea), this section illustrates that … (introduce your new idea).	However, another angle on this debate suggests that … (introduce your contrasting idea)
To further understand the role of …(your topic or your previous idea) this section explores the idea that … (introduce your new idea)	In contrast to evidence which presents the view that … (mention your previous idea) an alternative perspective illustrates that …
Another line of thought on … (your topic or your previous idea) demonstrates that …	However, not all research shows that … (mention your previous idea). Some evidence agrees that …

University Study Skills
Referencing

University Ready!

What is a reference or referencing?

A reference is just a note in your assignment that tells your reader where particular ideas, information or opinions that you have used from another source has come from. It can be done through 'citations' or a 'bibliography'.

When you get to university, you will need to include references in the assignments that you write. As well as being academic good practice, referencing is very important, because it will help you to avoid plagiarism.

Plagiarism is when you take someone else's work or ideas and pass them off as your own. **Whether plagiarism is deliberate or accidental, the consequences can be severe.** You must be careful to reference your sources correctly.

Why should I reference?

Referencing is important in your work for the following reasons:
- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:
- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

University Study Skills
Referencing

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Is it a source worth citing?

Question your sources before referencing using these tips:

Currency: the timelines of the information
- When was it published or posted? Has it been revised or updated? Does your topic require current information, or will older sources work as well?

Relevancy: the importance of the information for your needs
- Does the information relate to your topic or answer your question? Who is the intended audience? Have you looked at a variety of sources?

Authority: the source of the information
- Who is the author/publisher/source/sponsor? What are the author's credentials? Is the author qualified to write on the topic?

Accuracy: the reliability and correctness of the source
- Is the information supported by evidence? Has the information been reviewed or refereed? Can you verify whether it is a personal or professional source? Are there errors?

Purpose: the reason the information exists
- Does the author make the intensions/ purpose clear? Is the information fact opinion or propaganda? Are there are biases? Does the viewpoint appear objective?

University Study Skills
Referencing

How do I reference?

- There are a number of different ways of referencing, but most universities use what is called the Harvard Referencing Style. Speak with your tutor about which style they want you to use, because the most important thing is you remain consistent!

- The two main aspects of referencing you need to be aware of are:

1. In-text citations

- These are used when directly quoting a source. They are located in the body of the work, after you have referred to your source in your writing. They contain the surname of the author of the source and the year it was published in brackets.

  - E.g. *Daisy describes her hopes for her infant daughter, stating "I hope she'll be a fool—that's the best thing a girl can be in this world, a beautiful little fool." (Fitzgerald, 2004).*

2. Bibliography

- This is a list of all the sources you have referenced in your assignment. In the bibliography, you list your references by the numbers you have used and include as much information as you have about the reference. The list below gives what should be included for different sources.

- Websites – Author (if possible), *title of the web page*, 'Available at:' website address, [Accessed: date you accessed it].

  - E.g. *'How did so many soldiers survive the trenches?'*, Available at: http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [Accessed: 11 July 2019].

- Books – Author surname, author first initial, (year published), *title of book*, publisher

  - E.g. Dubner S. and Levitt, S., (2007) *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*, Penguin Books

- Articles – Author, *'title of the article'*, where the article comes from (newspaper, journal etc.), date of the article.

  - E.g. Maev Kennedy, *'The lights to go out across the UK to mark First World War's centenary'*, The Guardian Newspaper, 10 July 2014.

University Study Skills
Evaluating your sources

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Knowing about the different types of sources and what makes them worth using is important for academic work.

When doing research you will come across a lot of information from different types of sources. How do you decide which source to use? From newspaper articles to books to tweets, this provides a brief description of each type of source, and breaks down the factors to consider when selecting a source.

Tweets

A platform for millions of very short messages on a variety of topics.

Blogs

Blogs (e.g. Tumbler) are an avenue for sharing both developed and unpublished ideas and interests with a niche community.

Youtube
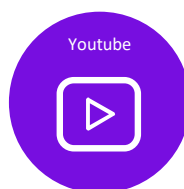
A collection of millions of educational, inspirational, eye-opening and entertaining videos.

Newspaper

A reporting and recording of cultural and political happenings that keeps the general public informed. Opinions and public commentaries can also be included.

Journals

A collection of analytics reports that outline the objectives, background, methods, results and limitations of new research written for and by scholars in a niche field.

Academic book

The information presented is supported by clearly identified sources. Sometimes each chapter has a different author.

Encyclopaedia
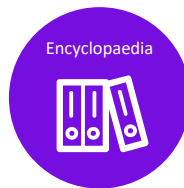
Books or online – giving information on many different subjects. Some are intended as an entry point into research, some provide detailed information and onwards references.

Popular magazine

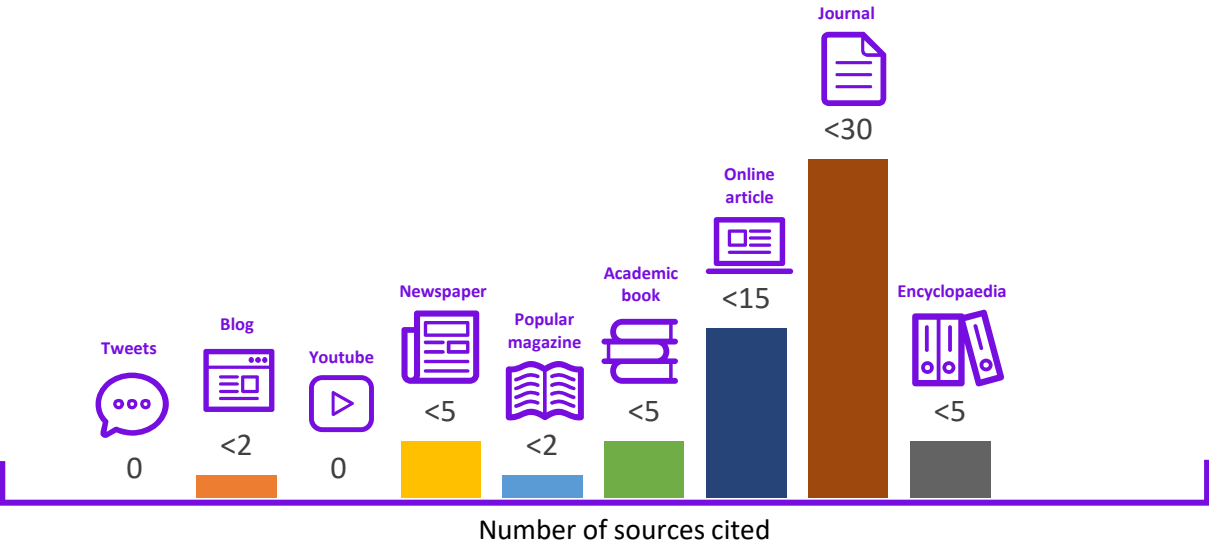A glossy compilation of stories with unique themes intended for specific interests.

University Study Skills
Evaluating your sources

University Ready!

Number of outside sources

When an author used many outside sources into their writing, they demonstrate familiarity with ideas beyond their own. As more unique viewpoints are pulled into a source, it becomes more comprehensive and reliable. This shows the typical number of outside sources used in each publication.

Journal
<30

Online article
<15

Academic book
<5

Newspaper
<5

Encyclopaedia
<5

Tweets
0

Blog
<2

Youtube
0

Popular magazine
<2

Number of sources cited

Degree of review before a source is published

Two factors contribute to the amount of inspection that a source receives before it might be published: the number of reviewers fact-checking the written ideas, and the total time spent by reviewers as they fact-check. The more people involved in the review process and the longer the review process takes, the more credible the source is likely to be.

Number of reviewers

Time in review

0 reviewers

| seconds | minutes | minutes |

1-2 reviewers

| hours | days | days |

3-4 reviewers

| 2-3 months | 6-2 months | 3-5 years |

University Guidance
What next?

University Ready!

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University Guidance

Different people go to university for different reasons. You might have a particular job in mind or just want to study a subject you are passionate about. Whatever your motivations, going to university can help improve your career prospects, as well as develop your confidence, independence and academic skills.

Choosing a course and university

Choosing the right course to study is an important decision so make sure you take time to research the different options available to you. Here are some top tips:

✓ You don't have to choose a course which you have already studied, there are lots of courses which don't require prior knowledge of the subject. You can apply skills gained from school studies to a new field.

✓ The same subject can be taught very differently depending on the course and university you choose. Take a look at university websites to find out more about the course content, teaching styles and assessment types.

✓ When choosing a university, think about what other factors are important to you. Do you want to study at a campus university or be based in a city centre? What accommodation options are there? Does the university have facilities for any extracurricular activities you're involved in?

✓ To research your options, have a look at university prospectuses and websites, as well as seeing if there are opportunities to speak to current students who can give you a real insight in to what life is like there.

Insight into: University of Reading

University of Reading

The author of this coursebook attends the University of Reading.

The University of Reading runs a large number of sessions to help find out more about the process of applying to university as well as taster sessions and Open Online Courses in a number of different subjects. To find out more, visit: www.reading.ac.uk/virtual-events.

Chat to current University of Reading students via Unibuddy and get their views on what university life is like!

University Guidance
What next?

Exploring Careers and Subject Options

✓ Find job descriptions, salaries and hours, routes into different careers, and more at https://www.startprofile.com/

✓ Research career and study choices, and see videos of those who have pursued various routes at http://www.careerpilot.org.uk/

✓ See videos about what it's like to work in different jobs and for different organisations at https://www.careersbox.co.uk/

✓ Find out what different degrees could lead to, how to choose the right course for you, and how to apply for courses and student finance at https://www.prospects.ac.uk/

✓ Explore job descriptions and career options, and contact careers advisers at https://nationalcareersservice.direct.gov.uk/

✓ Discover which subjects and qualifications (not just A levels) lead to different degrees, and what careers these degrees can lead to, at http://www.russellgroup.ac.uk/media/5457/informed-choices-2016.pdf

Comparing Universities

Use our platform **ThinkUni.org** to take a short quiz about your preferences and interests to find out which universities might be a great fit for you.

Other popular resources:
✓ https://www.ucas.com/
✓ https://www.whatuni.com/
✓ http://unistats.direct.gov.uk/
✓ https://www.thecompleteuniversityguide.co.uk/
✓ https://www.opendays.com/

University Guidance
What next?

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UCAS and the university application process

All applications for UK degree programmes are made through [UCAS](). There is lots of information on the UCAS website to guide you through the process and what you need to do at each stage.

Apply
- ➢ Applications **open in September** the year before you plan to start university.
- ➢ You can apply for up to **five courses.**
- ➢ The deadline for most courses is **15 January**, though there is an earlier deadline of **15 October** for Oxford and Cambridge, medicine, veterinary medicine/science and dentistry.

Decisions
- ➢ Some courses may require an interview, portfolio or admissions test in addition to UCAS application. Check individual university websites details.
- ➢ Check UCAS Track which will be updated with decisions from the universities you have applied for and to see your deadline for replying to any offers.
- ➢ You should choose a firm (or first) choice university and an insurance choice. If you already have your exam results or a university thinks your application is particularly strong, you might receive an **unconditional offer**.

Results
- ➢ If you're holding a conditional offer then you will need to wait until you receive your exam results to have your place confirmed.
- ➢ Clearing & Adjustment allows you to apply to courses which still have vacancies if you didn't meet the conditions of your offer, have changed your mind about what or where you want to study, or have met and exceeded the conditions of your offer and would like to look at alternate options.

Personal statements

A really important part of your application is the personal statement. The personal statement gives you the opportunity to tell universities why they should offer you a place.

Here a few top tips for making your personal statement stand out:

- You can only submit one personal statement so it's important that you are consistent in your course choices. Make sure you have done your research to show your understanding of the subject area and passion for it.

- Start by brainstorming all your skills, experience and attributes. Once you have everything written down, you can begin to be selective – you only have 47 lines so won't be able to include everything.

- The ABC method: action, benefit and course can be a useful way to help demonstrate your relevant experience and how it applies to the course you're applying for.

University Guidance
What next?

Personal Statement do's and don'ts

UC∧S

Read the tips below from real life professors and admissions staff in university Biology and Psychology departments, on the 'do's' and 'don'ts' of what to include in your personal statement:

History

- Tell us about your adventures in extra reading. We want to know what you have read not on the curriculum and why you have chosen to read them.

- Tell us what the study and analysis of sources on or off the curriculum has taught you.

- Tell us about the skills you have that make you ready for the demands of studying history at university

- Tell us what you are looking forward too when studying history at university- is there a period you'd like to explore? This will also help you chose the right university course for you as you can check that the course offers what you are interested in.

- Finally, show us your writing skills, what are you like as a writer? It should sound like you and demonstrate your ability to construct points.

Further useful resources

Be sure you know what you'll need to do to apply to university in the UK:

- ✓ Key dates and deadlines: www.access-ed.ngo/timelines-for-applying-to-university
- ✓ Get tutor advice on writing a UCAS personal statement at www.access-ed.ngo/writing-your-ucas-personal-statement
- ✓ An easy template to start practising your personal statement: https://www.ucas.com/sites/default/files/ucas-personal-statement-worksheet.pdf
- ✓ Untangle UCAS terminology at https://www.ucas.com/corporate/about-us/who-we-are/ucas-terms-explained
- ✓ Discover more about the application process including when to apply and how to fill in your application on the UCAS website.
- ✓ Read more useful advice about what to include in your personal statement on UCAS, the Complete University Guide and The Student Room.
- ✓ Attend one of our virtual sessions to find out more about applying and personal statements.

More on studying this subject

University Ready!

A Deeper Look Into History

- ✓ **Read:** History Workshop Online blog (the site of History Workshop Journal, an academic history journal), for instance: https://www.historyworkshop.org.uk/why-we-need-black-history-in-uk-schools/
- ✓ **Watch:** A House Through Time on the BBC: https://www.bbc.co.uk/programmes/b09l64y9; any film on the SESC School Cinema list here: https://sesc.hist.cam.ac.uk/school-cinema/
- ✓ **Listen**: You're Dead to Me podcast: https://www.bbc.co.uk/programmes/p07mdbhg/episodes/downloads; and Black History Buff podcast: https://www.blackhistorybuff.com/blogs/podcast/new-episode-1st-day-of-school-the-little-rock-nine-preview (in this episode, host King Kurus shares some clips from listeners recounting their first day at school).
- ✓ **Do:** Explore the new British Library online exhibition on women's rights in British, *Unfinished Business:* https://www.bl.uk/womens-rights

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