AS Education

| **Specification and content** | **Covered ✓** | **RAG** | **RAG** |
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| * **Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society** | | | |
| **Patterns and trends in differential educational achievement by social class, ethnicity and gender, eg in relation to GCSE results.**   * Webber and Butler (2007) - The best predictor of achievement was the type of neighbourhood that pupils lived in. * Jerrim (2013) – Differences in reading ability in middle/lower class students |  |  |  |
| **Different sociological explanations of ethnic differences in educational achievement in relation to external factors**  **Cultural deprivation**  Intellectual and Linguistic Skills - Bereiter and Engelmann (1966)  Family Structure and Parental Support including the work of:   * Archer and Francis (2007) – Chinese pupils/family structure/parental support * Lupton (2004) – Asian and White British/family structure/parental support * Sewell (2009) – black boys – fathers, gangs and culture   **Material deprivation**   * Palmer: Patterns of data on material deprivation and ethnic minorities * Impact of this on educational achievement * Evaluation of these explanations including the idea that material deprivation effects some groups over others.   **Racism in wider society.**   * **Rex 1986 -** Racial discrimination leads to social exclusion * **Noon 1993 -** Evidence of discrimination in employment (including the BBC research – CVs)   **Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning** |  |  |  |
| **Different sociological explanations of ethnic differences in educational achievement in relation to internal factors, eg racist labelling, the self-fulfilling prophecy, pupil subcultural responses, ethnic identities, institutional racism and the ethnocentric curriculum.**  **Racist labelling:**   * Black pupils – Gillborn, Jasper * Asian Pupils - Wright   **Ethnic identities:**   * Archer – the ideal, the pathologised, the demonised * Impact of these identities on educational achievement of ethnic groups.   **Pupil responses to subcultures:**   * Fuller – rejecting negative labels * Mirza – rejecting negative labels   **Institutional racism and the ethnocentric curriculum:**   * Marketisation and segregation * The ethnocentric curriculum * Assessments, access opportunities and ‘IQism’. * Criticisms of Gillborn’s work * An interactionist approach – class, ethnicity and gender.   **Evaluation of the influence of internal factors on class achievement**   * Largely ignores the role of external factors * Largely ignores the role of educational policies and the impact these have on processes within schools * Should not adopt a “blame the teachers” approach – rather the educational system as a whole should be assessed. * Gillborn and Youdell – marketization of education = pressure for schools to hit the A-C grades at GCSE = streaming and setting. Is it really the school’s fault? * A deterministic view – assuming that students will automatically fall victim to self fulfilling prophesies and automatically fail – Fuller’s research suggests otherwise. |  |  |  |