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**
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| **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
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| **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.
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