**Godalming College**

Booklet Checked by: \_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: U/S 1 2 3

Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sociology Department**

**Why are there ethnically based differences in education?**

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**WORKBOOK 4**

**SOCIOLOGY OF EDUCATION**

|  |  |  |
| --- | --- | --- |
| Name: | Set: | Group: |

d

**AQA Specification**

**Students are expected to be familiar with sociological explanations of the following content:**

* Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
* 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

**Learning objectives**

Tick the boxes when you feel confident you have a high level of understanding of the following:

|  |  |
| --- | --- |
| **Objective** | **Tick if met** |
| Be able to describe the pattern of ethnic differences in educational achievement |  |
| Understand the difference between internal and external factors affecting achievement, providing detailed examples of each and evidence to support explanations |  |
| Be able to evaluate and analyse the role of different external and internal factors, both separately and combined, providing research and evidence to support points |  |
| Be able to discuss the relationship between ethnicity, class and gender |  |

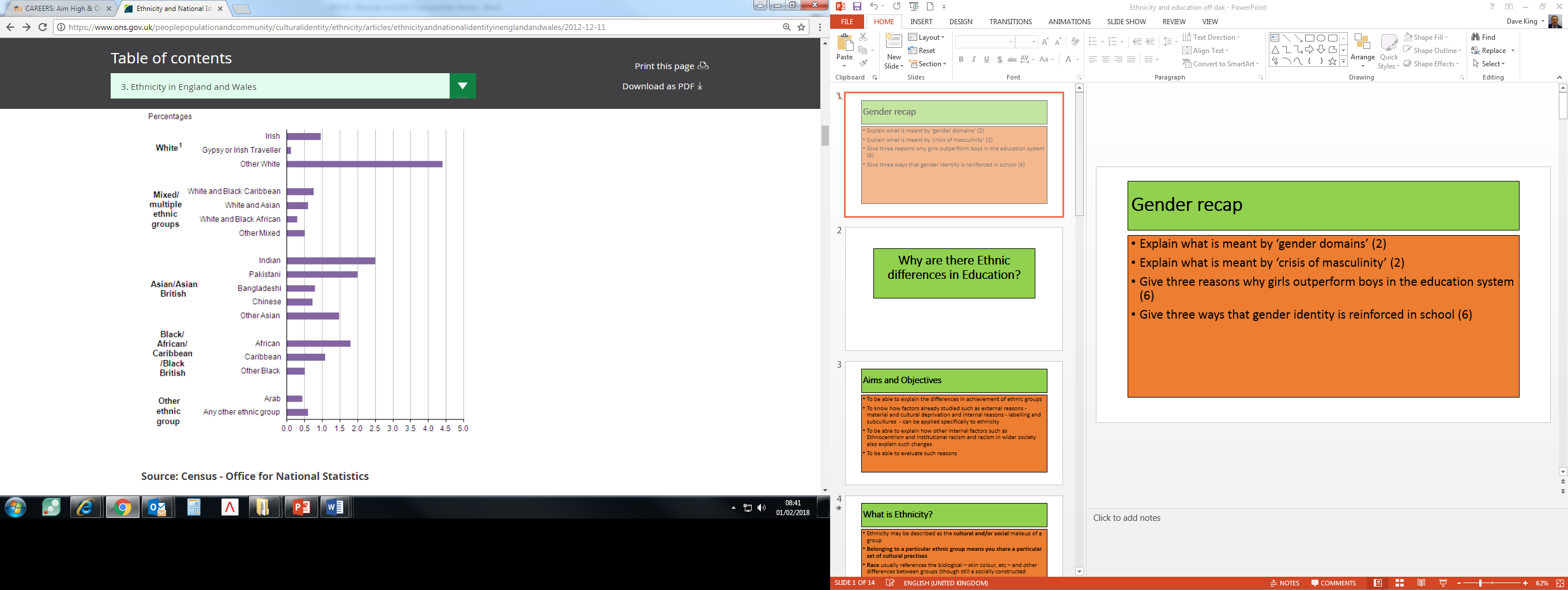
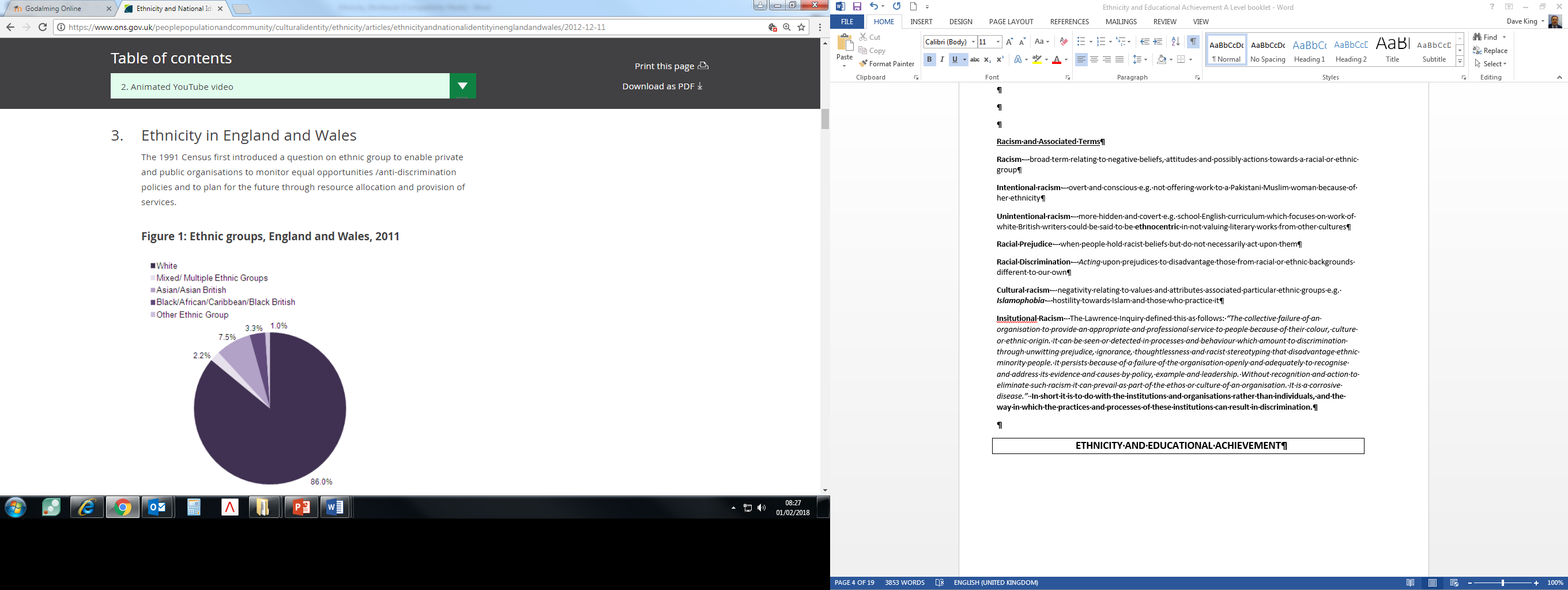
**KEY WORDS**

**What do we mean by these terms?**

|  |  |
| --- | --- |
| **Race** | **Ethnicity** |
| **How are these concepts different to each other?** | |
| **Why is using the concept of ‘race’ problematic for sociologists?** | |

**Define**

|  |
| --- |
| **Racism** |
| **Institutional racism** |
| **Ethnocentric curriculum** |

These statistics come from the 2011 Census and give some idea of the overall numbers of different ethnic groups in the UK.

What these statistics neglect is the ways in which minority groups may be distributed, regionally or between urban and rural communities. A key issue is the apparent super-diversity which occurs in particular city centres which creates specific issues for educational institutions (range of language groups, etc. – see article on pages 19-20)

This may also mean that areas which have particular issues with regard to poverty or employment may also contain disproportionate numbers of particular ethnic minority groups

**Racism and Associated Terms**

**Racism –** broad term relating to negative beliefs, attitudes and possibly actions towards a racial or ethnic group

**Intentional racism –** overt and conscious e.g. not offering work to a Pakistani Muslim woman because of her ethnicity

**Unintentional racism –** more hidden and covert e.g. school English curriculum which focuses on work of white British writers could be said to be **ethnocentric** in not valuing literary works from other cultures

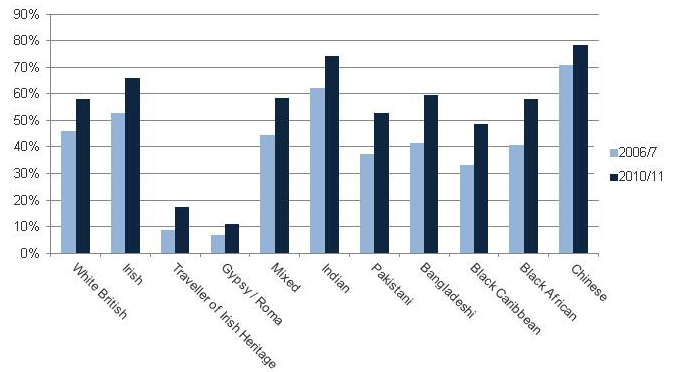
**Racial Prejudice –** when people hold racist beliefs but do not necessarily act upon them

**Racial Discrimination –** *Acting* upon prejudices to disadvantage those from racial or ethnic backgrounds different to our own

**Cultural racism –** negativity relating to values and attributes associated particular ethnic groups e.g. ***Islamophobia –*** hostility towards Islam and those who practice it

**Institutional Racism -** The Lawrence Inquiry defined this as follows: *“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping that disadvantage ethnic minority people. It persists because of a failure of the organisation openly and adequately to recognise and address its evidence and causes by policy, example and leadership. Without recognition and action to eliminate such racism it can prevail as part of the ethos or culture of an organisation. It is a corrosive disease.”*  **In short it is to do with the institutions and organisations rather than individuals, and the way in which the practices and processes of these institutions can result in discrimination.**

**ETHNICITY AND EDUCATIONAL ACHIEVEMENT**



**Key Stage 4: Percentage of pupils achieving 5 or more A\*-C grades at GCSE or equivalent including English and Maths GCSEs by ethnic group, 2006-7 and 2010-11**   
Coverage: England, maintained schools including academies and city training colleges   
Source: Department for Education: GCSE and equivalent attainment by pupil characteristics in England

**What does this data show? (Key bullet points)**

**A point to be careful of:**

Pupils of Traveller of Irish Heritage and Gypsy/Roma origin continue to have the lowest attainment, but care should be taken in making comparisons due to the low number of pupils from these ethnic groups.

**Why is Ethnicity a problem for educational achievement?**

Black Caribbean, Pakistani, Bangladeshi and the small number of Gypsy, Roma and Traveller groups consistently have lower achievements than all other ethnic groups (with the exception of the poorest white British pupils):

* They have below average reading skills.
* They have lower levels of attainment across all levels of education and are less likely to 5 A\*-C grades at GCSE.
* Black Caribbean children are over represented in schools for those with learning difficulties.
* Black Caribbean students are more likely to be excluded from school.
* BME groups are more likely to be placed in lower sets.
* They are more likely to leave school with no qualifications.
* They are less likely to stay on in education and when they do, less likely to do academic A level courses.

**What reasons might we identify from our previous work for the difference in educational achievement of different ethnic groups?**

|  |  |
| --- | --- |
| **Internal** | **External** |
|  |  |

**EDUCATIONAL ACHIEVEMENT AND ETHNICITY: EXTERNAL FACTORS**

The notes below on external and internal factors are heavily based upon Browne pp.78-84. I recommend that you read through and note the original textbook.

Many concepts that we have already come across can also be used to explain the differences in ethnicity and educational achievement. Ideas that explain class and underachievement can also explain ethnicity and underachievement – this is often because there are a high proportion of ethnic minority groups that are also working class. It is important however that these reasons are applied to ethnicity specifically.

Define each concept underneath the title. Look at the evidence and complete the mind maps given.

However, there is also the issue of Racism in wider society –also explain how this affects **achievement.**

|  |  |  |
| --- | --- | --- |
| **Reason** | **Evidence** | **Evaluation** |
| **1. Material Deprivation** | Ethnic groups are much more likely to live in low income households. Approximately twice as likely as white British people. Two-fifths of those in ethnic minority groups were living in poverty in 2012/13. However this only applies to some ethnic groups. | Class may account for many of these statistics as ethnic minority groups are also more likely to be working class.  **Gillborn and Mirza (2000)** claim that even those in the same social class but different ethnic backgrounds, BME groups attain lower.  Indian Asian and Chinese students are also less likely to live in poverty and come from middle class backgrounds. |
| **2. Cultural Deprivation:** | | |
| **2a Family support and attitudes to education** | Asian Families: **Bhatti (1999)** suggests that Asian parents are very supportive but are not always aware of how the process of schooling works.  Black Families: **Sewell (2010)** claimed that the high proportion of single parents accounts for the lower achievement of black boys. | Working class black and Asian parents are more successful at getting their children to stay on after GCSE than white working class parents.  Being in a single mother family appears to provide a role model for Black Caribbean girls, who are more successful than their male counterparts.  However, too much can be read into this. **Vincent et al** found black middle-class parents to be particularly concerned with and active in supporting their children’s education, but that teachers often treated them as if they knew less than white middle-class parents about their children’s education. |
| **2b Language** | Around 18% of pupils in primary and 13% in secondary school do not have English as a first language. This may cause difficulties in communication and completing schoolwork. Heavily accented or non-standard English or even slang may also cause teachers to label or discriminate children. | The **DfES (2005)** showed that pupils who speak another language at home, outperformed their classmates whose first language was English in EBacc exams. |
| **3. Problems in the wider culture:** | | |
| **Racism in wider society** | Those in BME groups are consistently faced with discrimination. **Mason** (1995) points out that poverty is a result of racism and that discrimination is a ‘persistent feature of the experiences of BME groups’.  **Rex** (1986) states that racial discrimination leads to social exclusion with worsens poverty.  **Noon** (1993) proved this by sending identical pairs of letters out to future employers, some signed with more traditionally Asian names and others traditionally white names. He found that employers were more encouraging to the ‘white’ applicants which may help to explain why many BME people are in low paid jobs, which may affect theoretically attitude to education. | There have been many laws and policies introduced to combat racism in wider society, including:   * **The Race Relations Act 1965** * **The Race Relations Act 1976** * **The Equality Act 2010**   And the work of the **Commission on Racial Equality (CRE)** in enforcing this legislation  However, a report by the **British Social Attitudes** survey in **2014** showed the proportion of people who say they are racially prejudiced has actually risen since 2001.  <http://www.theguardian.com/uk-news/2014/may/27/-sp-racism-on-rise-in-britain>  With the rise of Islamophobia in response to concerns over the growth of refugees and the publicity around fundamentalism and terrorism, and after the vote on Brexit, there have been increasing concerns about racist and xenophobic attitudes becoming even more public and reinforced. |

**ETHNICITY AND EDUCATIONAL ACHIEVEMENT: INTERNAL FACTORS**

Do the same as you have done on the previous page but use the resources to explain how internal factors may cause underachievement for some ethnic groups:

Issues such as Labelling and the self-fulfilling prophecy, marketization and subcultures also apply here, but there is also another factor - ethnocentrism and an ethnocentric curriculum.

|  |  |  |
| --- | --- | --- |
| **Reason** | **Evidence** | **Evaluation** |
| **1. Teacher labelling and stereotyping (teacher racism)** | **Gillborn and Youdell** (2000) suggested teachers hold negative stereotypes and have low expectations of black students in particular. They say that teachers have **‘racialised expectations’** teachers expected black students to present more discipline problems and interpreted their behaviour as threatening.  **Wright** (1992) Found that Asian pupils are also victims of labelling, with teachers assuming that they have a poor grasp of English and left them out of class discussions. This led to marginalisation of pupils.  **Francis and Archer** (2005) found the opposite for British Chinese pupils, who were often assumed to be hard working and could therefore receive less attention in the classroom. | **Fuller** (1984) explains that black girls did not accept negative labels they were given. She argued that black girls did not seek approval of teachers and regarded many as racist, however they conformed to the education system by completing work but rebelled against school routines.  **Mac an Ghaill** (1992) supports Fuller’s ideas that black girls do not conform to labels. Studying A level students, they found that black girls response to negative labelling depended on their ethnic group and experiences of past education.  **Wright** (2013) found that young black people who had been excluded from schools work to transform their ‘failure’ into a positive experience. |
| **2.Pupil responses and subcultures** | **Sewell** (1998) states that black boys in particular form subcultures as a way of coping with racism in school.  These often focus on anti-school attitudes and as a result of this, black boys are more likely to be excluded. | Many students resist labelling.  Formation of subcultures and racism in school may be the result of racism in wider society.  **Mac An Ghaill’s** work on the **Black Sisters** (female students of African Caribbean background) found a subculture that remained pro-education though also anti-school – see below. |
| **3.Ethnocentric Curriculum and**  **4. Institutional Racism** | Subjects taught, activities and the hidden curriculum are biased towards white British culture. History is taught from a white, European perspective for example.  School and the way in which it works and is organised can be described as **Institutionally Racist.** This may relate to the **unintended consequences** of rules designed for the ethnic majority (the hidden curriculum or to a **culture of racism** in the playground and/or staffroom (canteen culture)  . | **Bourdieu’s** notion of cultural capital may be used to support why BME students are at a disadvantage here.  However, many schools have strong equal opportunities policies and multicultural attempts to be inclusive.  However, these are often accused of being ‘token gestures’ such as ‘***Black History Month***’ and not weaved into the fabric of the education system. |
| **4.Selection and segregation - marketization** | **Gilborn** (1997) argues that marketization has given schools a greater chance to select.  **Gillborn and Youdell’s** idea of **Educational Triage** can be applied here, with BME students more likely to be regarded as ‘hopeless cases’ and placed in lower streams. | **Gillborn and Youdell** (2011) also found that the introduction of the EBacc in 2010 gave schools more opportunity to select students.  They argue that because black students are often placed in lower streams it is harder for them to achieve this qualification |

**Some useful case studies.**

**Martin Mac an Ghaill - Young Gifted and Black (1988)**

**AIMS**

To look at the different realities of teachers, African-Caribbean and Asian students in four case studies:

1. A group of black female students who respond positively to education in a sixth form college ("***The Black Sisters***")
2. Three case studies of teachers and two groups of anti-school, black male students ("***Rastaheads***" and "***Warriors***")

**METHODOLOGY** - **Ethnography** - **participant observation**, **case studies**, **interviews**.

1. Mac an Ghaill is outsider to the educational institution
2. Students had access to his home

**FINDINGS** *[focused on the Black Sisters]*

1. The Black Sistersrejected the racist curriculum (anti-school) but valued highly the acquisition of academic qualifications (pro-education).
2. Racism was the primary determinant (although they acknowledged their own gender/class).
3. In School/College a system of racial stereotyping operated, resulting from teachers' ethnic identification of pupils, especially their negative attitudes to African-Caribbean students, who were regarded as troublesome and the Asian community which was pathologised.
4. The Black Sisters practised **resistance** **with** **accommodation**, i.e.,

(a)They adopted subtle forms of resisting the institutional demands of the School/College. They were diffident but devious (e.g., late for lessons rather than missing them)

(b) They were not critical of other students who took a more openly anti-school position

(c) Teachers were not regarded as "***significant others***" by them, merely instrumental towards them getting good qualifications

(d)Qualifications were highly prized, providing the opportunity to escape traditional black working class female work - but the Black Sisters were politically informed and had a strong commitment to their communities.

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| **Paul Gillborn - Race, Ethnicity and Education (1990)** |
| **AIMS**  To understand the experience of African-Caribbean and Asian pupils in City Road Comprehensive: a working class, multi-ethnic school dominated by the perspective of white, mainly male teachers |
| **METHODOLOGY**   1. **Ethnography** - influenced by Howard Becker's work (1951) especially teachers' notions of the "***ideal pupil***". 2. Used **observation**, **interviews**, **questionnaires** and **documentary evidence** |
| **FINDINGS**   1. African-Caribbean pupils (male and female) received a disproportionate amount of punishment and criticism from teachers. This was measured by looking at official disciplinary procedures as well as pupil perceptions. 2. The source of African-Caribbean pupil/white teacher conflict was the pupil's own sense and display of their ethnicity - e.g., style of walking. This was regarded as a challenge to the teacher's authority. "***Deviant careers***" (Becker again) began and continued in this way. 3. Gillborn examined the different pupil responses to conflict by focusing on a subculture of 3 boys whose increasing conflict with the school led to educational failure (one expulsion and no exam passes) compared to one African-Caribbean boy who avoided conflict, played down his ethnicity in order to succeed academically against the odds. 4. Gillborn briefly discusses gender, claiming that success or failure was not dependent upon gender - research findings indicate that African-Caribbean male and female pupils can succeed but that it is their ethnicity that is the most important determining factor for school success/failure. 5. Asian male pupils experience school in different ways from both their African-Caribbean and white peers. |
| **Criticism: Overall the study f**ocuses on male experience almost exclusively, with the experience of female pupils almost "added on" – is this ***malestream***? |

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| --- |
| **Heidi Safia Mirza - Young, Female and Black (1992)** |
| **AIMS**  To follow the experiences of a group of young black British women as they left school and entered the world of work, in an attempt to move away from the established emphasis on subcultural identity towards a more structural understanding of the process of inequality |
| **METHODOLOGY** - A combination of a **longitudinal** survey with a school-based **ethnographic** study involving **observation**, **questionnaires**, **interviews** and **documents**. |
| **FINDINGS**   1. Gender has generally been marginalised in the educational analysis of under-achievement. Studies that do take account of Black females agree that they have higher aspirations and levels of attainment than Black males, but this has not resulted in developed **theoretical** explanations, but rather **culturalist** ones. 2. Mirza found in her comparison of 25 schools, that schools could make a difference but that they could not compensate for society. 3. She found that five major teacher responses to these students characterised as 4. **Overt racists** 5. **Christians** 6. **Crusaders** 7. **Liberal chauvinists** 8. **Black teachers**   Teacher assessment led girls to look for alternative strategies to "get by", but girls had no real power to counteract these assessments.   1. Poor careers advice in schools limited the choice of occupations because the students were not given the opportunity to explore other avenues. The degree to which young black women reproduced their labour market position (like Willis' "lads") was indicated by the lack of positive careers advice. They chose jobs that were "**gendered**" - because they knew more about them. 2. Their careers five years on were characterised by a distinct lack of variety and scope. 3. The black women were influenced by their parents' orientation to work and education. This makes a case for a cultural reappraisal of social class. 4. It was the existence of a racially and sexually segregated labour market which ensured limited occupational opportunities were open to these young, black women. |

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| **Cecile Wright - “Early education: multi-racial primary school classrooms” - 1992** |
| **AIMS OF STUDY**  To study classroom interaction and its effects within multiracial classrooms for different ethnic groups |
| **METHODOLOGY -** Ethnographic study of 4 multi-racial inner-city primary schools including:   1. classroom observation of 970 pupils and 57 staff 2. observation outside the classroom 3. informal interviews with all observed teachers, some support staff an all 4 headteachers 4. interviews with parent/parents of 38 pupils 5. examination of test results in 3 schools |
| **FINDINGS**   1. Found that “the vast majority of the staff ... seemed genuinely committed to ideals of equality of educational opportunity” but that despite these ideals there was considerable discrimination in the classroom.   **ASIAN CHILDREN**   1. Asian children largely excluded from discussion in nursery units - teachers assumed a poor command of English 2. “Asian girls seemed invisible to the teachers” in general in all classes - received less attention than other pupils 3. Teachers sometimes expressed “open disapproval of customs and traditions” (e.g., of changing in the classroom for P.E. and requirement of privacy or when trying to set up school trips 4. As a consequence, Asian pupils became increasingly isolated from other pupils who picked up on teacher attitudes 5. Asian pupils themselves became ambivalent towards school as a result   **AFRICAN-CARRIBBEAN CHILDREN**   1. Unlike Asian children, there were “expectations of bad behaviour, along with disapproval, punishment and teacher insensitivity to the experience of racism” 2. Generally, “African-Caribbean boys received a disproportionate amount of teacher’s negative attentions” 3. More likely to be disciplined or punished than white boys for same behaviour 4. Rastafarian children treated even more harshly - seen as even more of a threat |
| **CONCLUSIONS**   * All schools studied made attempts to take account of multicultural nature of intake but often failed to achieve their objectives, for example, teachers would often mispronounce words or names relating to ethnic minorities, causing black children to be embarrassed and white children to laugh - “This situation unintentionally served to make topics or areas of knowledge associated with ethnic minority values and culture appear exotic, novel, unimportant, esoteric or difficult.” * Problems of ethnic minority children were made worse by racism from other children - refusing to play with children, name-calling, threats, etc. Asian and African-Caribbean children sometimes had to suffer “intimidation, rejection and the occasional physical assault.” * Concludes that the early disadvantages of some black children in primary schools - laying the “the foundations of emotional, intellectual and social developments” - may hold children back in later stages of education |

**Class Work - The Impact of Racism**

While many aspects of ethnicity and education can be explained using familiar terms we have come across when looking at social class, the issue of racism is one which it is extremely important to consider when examining ethnicity.

Using the **Webb** textbook read and summarise the following:

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| --- |
| **“Critical Race Theory” (p.45):** |
| **“Locked-in Inequality” (p.45):** |
| **Access to new opportunities (p.47):** |
| **The “New IQism” (p.47):** |

**Educational Policy**

1. **The Assimilation Approach**

Until the 1960s educational policy, if not explicit, was one of **assimilation**. A policy being currently returned to by writers such as **Scruton**. The idea behind was that incoming minorities should simply **'integrate'** into the dominant culture.

Minority responses to this policy were negative, for example **Carter** (1986) notes the emergence of 'Saturday schools' for African-Caribbean children as a way of motivating children to succeed. Islamic groups have also established State support for Islamic schools in the same way that Christian schools are supported.

Research carried out by **Mac an Ghaill**(1991), in ***Marcus Garvey***, a black voluntary school in the midlands suggests how state schools might create positive responses to the black communities they serve. Most of the students who attended this voluntary school attended state schools but felt them to be white institutions.

|  |  |
| --- | --- |
| **Advantages of this approach** | **Problems with this approach** |
|  |  |
| **Examples:** | |

1. **The Multi-Culturalist Approach**

In 1966, **Roy Jenkins** indicated the move away from assimilationist policies, towards what became known as the multi-cultural approach. He spoke of: "..***not a flattening process of assimilation but equal opportunities, accompanied by cultural diversity, in an atmosphere of mutual tolerance.***" This was seen as important for creating tolerance and understanding in society and allows the ethnic minorities to draw on their own cultural background.

This approach has been attacked by both the political right and left. On the right there is a concern that multi-culturalism is an attack on 'national identity'. **Pearce** (1986) sees multi-cultural education as undermining the 'native' British 'way of life'. The same point of view was argued by **Scruton** and the **Hillgate Group**. The Hillgate Group were influential in planning the content of the National Curriculum, especially the teaching of British history, English literature and standard English.

On the left, multi-cultural education has been parodied as ***'saris, samosas, and steel bands'*** with its focus on lifestyles rather than racism. **Parekh** (1986) argues that multi-culturalism is used to keep ethnic minorities silent and ignores the social and political causes of their disadvantage.

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| --- | --- |
| **Advantages of this approach** | **Problems with this approach** |
|  |  |
| **Examples:** | |

1. **The Antiracist approach**

By the 1980s many teachers had adopted a more openly political anti-racist stance.

Its aim is to examine and challenge racism in schools and society. This approach too has its critics. On the right there is the claim that anti-racism constitutes an attack on nationhood. In Britain, **O'Keefe** (1986) argued that those involved in race relations promote disharmony. Some critics view multi-culturalism as 'indoctrination' by teachers who should remain neutral. The **Macdonald Report** (1989) blamed a schools anti-racist policy for alienating white working class pupils and thereby contributing to the murder of an Asian pupil.

On the left sociologists such as **Gilroy** (1990) and **Mahood** (1989) have criticised some anti-racist policies for **'colour racism'**-focussing on black and white and ignoring other minority groups.

|  |  |
| --- | --- |
| **Advantages of this approach** | **Problems with this approach** |
|  |  |
| **Examples:** | |

From: <http://www.bbc.co.uk/news/education-18118114> 19 May 2012

**School records 'too crude for super-diverse UK '**

**By Judith Burns** Education reporter, BBC News

Schools should keep detailed records of the languages spoken by ethnic minority pupils, according to a report.

Researchers from London Metropolitan University say simply to record pupils' ethnicity is too imprecise a measure as Britain becomes more diverse. The study is the first analysis of the achievements of linguistic minorities in English schools. The government said it was developing new ethnicity standards that would help schools collect detailed information.

The researchers, from London Metropolitan's Institute for Policy Studies in Education set out to identify which linguistic minorities struggle in education in England and where they are located. Previous studies have suggested that pupils with English as an additional language do better than the national average at GCSE. But the researchers found that while this was true in inner London it was not the case in other regions. They also found that in some regions the data being collected about pupils' first languages and ethnicity was imprecise.

Report author Ayo Mansaray said: "Britain is becoming more ethnically and linguistically diverse every day, beyond London and urban areas typically associated with multi-ethnic populations. But the statistics being collected and the research being done are not keeping up with this diversity."

**'Super-diversity'**

The team analysed GCSE records from 2007 to 2011, looking at the proportion achieving five good grades (A\* to C), including maths and English. They found in particular that speakers of other languages lagged behind in Yorkshire, Humber and the North West.

The report states: "Overall, many of the widest attainment gaps are present in local authorities with substantial Pakistani ethnic minority groups - for example Peterborough, Oldham, Bedford, Bury, Derby, Sheffield and Calderdale, who tend to speak Urdu, Punjabi or Mirpuri and experience economic disadvantage." The team also identified the fact that the educational and language profile of ethnic communities from Eastern Europe was often hidden in the 'white' and 'white other' categories.

The report also calls for black African ethnic groups to be grouped according to language to give a fuller picture of their educational achievements and needs.

"There is a real dearth of information examining which specific linguistic groups are attaining less well at school and where they are located," says the report. "Indeed this data is generally not systematically collected, and where it is collected, attainment is often not analysed by linguistic group, only ethnicity. "

The report says that given the growing "***super-diversity***" of England and the rest of the UK, crude ethnic categories in government data mask the finer detail and may be getting in the way of understanding minority communities' relative achievements and needs. "If we are to get any closer to understanding the role of language, bilingualism and multilingualism in children's relative attainment we need better data and more fine-grained analysis," the report states.

The report was commissioned by ***Arvon***, a charity which promotes writing for all and runs creative writing classes for minority children in their first languages.

**Q. What issues are highlighted by this article into the problem of addressing the specific needs of ethnic minority pupils.**

**SUMMARY ACTIVITY:** :Using the following table, the studies you have noted and those in this booklet, describe the pattern of educational success and failure between the sexes and different ethnic groups in England and Wales

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of explanation for unequal educational outcome** | **A study or named sociologist who applies this type of explanation in terms of CLASS** | **A study or named sociologist who applies this type of explanation in terms of ETHNICITY** | **A study or named sociologist who applies this type of explanation in terms of GENDER** |
| ***Students learn different linguistic codes in the home.*** |  |  |  |
| ***Students form sub-cultures of resistance against schooling.*** |  |  |  |
| ***School textbooks contain negative stereotypical images or render certain groups “invisible”.*** |  |  |  |
| ***School facilities are inadequate for appropriate learning .*** |  |  |  |
| ***Students are socialised at home into inappropriate attitudes toward educational success.*** |  |  |  |
| ***Students are labelled by teachers as “able”, “thick”, “ideal”, etc on the basis of non-academic factors.*** |  |  |  |

**Exam Practice**

**4 mark**

Outline two issues outside of school that can contribute to the underachievement of some ethnic groups in the education system [4]

Outline two ways cultural deprivation can contribute to the underachievement of some ethnic groups in the education system.

**6 mark**

Outline three ways in which an ethnocentric curriculum may operate in education [6]

Outline three ways schools have sought to overcome differences in educational achievement of different ethnic groups [6]

**10 mark**

Item: There are marked ethnic differences in educational achievement. Some minority ethnic groups do much better than others. For example, Indian pupils on average achieve more highly than Pakistanis and Bangladeshis. These differences may be due to factors outside of school. For example some sociologists suggest that cultural differences have an important influence on achievement. Others claim that it is more to do with the material circumstances of different ethnic groups.

Applying material from the item, analyse two reasons for ethnic differences in educational achievement [10]

Applying material from the item, analyse two factors outside of schools that can lead to ethnic differences in educational achievement.

**30 mark**

Item: According to figures from the DfE, pupils from Chinese and Indian backgrounds consistently perform better than white, Pakistani, Bangladeshi and black pupils at all stages of education. There are also important gender differences between ethnic groups in other areas within education. For example, permanent exclusion rates are usually highest for black Caribbean boys and lowest for Bangladeshi girls. Some sociologists argue such differences can be explained by factors that occur in school such as teacher racism and bias in the school curriculum. However, other sociologists argue that factors outside of school are more important.

Applying material from the item and your own knowledge, evaluate the view that ethnic differences in educational achievement are primarily the result of factors inside school [30]

Applying material from the item and your own knowledge, evaluate the view that ethnic differences in educational achievement are primarily the result of the role of the teacher [30]

Research suggests that social class, gender and ethnicity can all significantly influence educational achievement. Some sociologists argue that differences in achievement are due to factors that take place in the home. For example, evidence suggests that family structure and levels of parental interest in education are crucial to a child’s development. Linguistic skills that children have when they start school can vary significantly between different social groups. The amount of financial resources a family has can also have a major positive or negative effect on educational success.

Applying material from the item and your own knowledge, evaluate the view that home factors are the main cause of differences in educational achievement of different social groups [30]

Note: this question requires you to look at other forms of identity, such as gender and class, in addition to ethnicity.