4.4 Ethnicity and Educational Achievement: Test Pack

AQA 8192 · about 15 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Use sociological vocabulary and name sociologists where you can.

1 Following the 1999 Macpherson Inquiry into the investigation of the murder of Stephen Lawrence, which term describes an organisation's routine procedures, attitudes or behaviour disadvantaging a group, even without any single individual intending to discriminate?

- ☐ A) Institutional racism
- ☐ B) Cultural capital
- ☐ C) The correspondence principle
- ☐ D) Value consensus

(Total for Question 1 is 1 mark)

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2 Cultural and community attitudes towards education have also been discussed as a possible factor in achievement. Explain how cultural and community attitudes may affect educational achievement, including one caution about this explanation.

(Total for Question 2 is 4 marks)

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3 Sociologists distinguish 'ethnicity' from the older, discredited idea of biological 'race'. Define ethnicity.

(Total for Question 3 is 2 marks)

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4 The sociologist David Gillborn has researched ethnicity and educational inequality in England.

(a) Explain what Gillborn's research has focused on in relation to ethnicity and education. **(2)**

(b) Explain one of Gillborn's arguments about how school practices might disadvantage some minority ethnic pupils. **(2)**

(Total for Question 4 is 4 marks)

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5 State one criticism that is often made of explanations that focus on peer-group or subculture pressures, such as those studied by Sewell.

(Total for Question 5 is 2 marks)

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Mark scheme · 4.4 Ethnicity and Educational Achievement: Test Pack

Question 1

A (institutional racism) **B1**

Answer: A

Question 2

identifies that attitudes towards education can vary between and within families and communities of any ethnic background **B1**

example, e.g. strong extended family or community networks placing a high value on education have been suggested as one supporting factor for some groups' achievement **B1**

evaluative caution, e.g. sociologists warn against stereotyping, since attitudes vary considerably within every ethnic group, not just between groups **B1**

development linking back to the point made in Q9, that explanations must be specific rather than generalised across 'ethnic minorities' as a whole **B1**

Answer: Attitudes towards education vary within and between families and communities of any background; strong community networks valuing education have been suggested as a supporting factor for some groups, but sociologists caution against stereotyping, since attitudes vary considerably within every ethnic group.

Question 3

a shared cultural identity, e.g. based on shared language, religion, customs or ancestry (oe) **B1**

development, e.g. this is different from 'race', an unscientific idea of fixed biological categories that most sociologists reject **B1**

Answer: Ethnicity is a shared cultural identity, based on factors such as language, religion, customs or ancestry, distinct from the unscientific idea of fixed biological 'race' that most sociologists reject.

Question 4

(a) identifies that Gillborn's research examines how the education system may systematically disadvantage some minority ethnic groups **B1**

(a) development, e.g. including how teachers' expectations, exclusion rates and school policies can differ by ethnicity **B1**

(a) Answer: Gillborn's research examines how the education system may systematically disadvantage some minority ethnic groups, including through differences in teacher expectations, exclusion rates and school policies.

(b) identifies an argument, e.g. that some school policies and practices, even where not intentionally racist, can produce unequal outcomes for some minority ethnic pupils **B1**

(b) development, e.g. Gillborn linked this to disproportionately high exclusion rates found among some groups of Black pupils **B1**

(b) Answer: Gillborn argued school policies, even when not intentionally racist, can produce unequal outcomes, linking this to disproportionately high exclusion rates found among some groups of Black pupils.

Question 5

identifies a recognised criticism, e.g. not all boys from the same ethnic background take part in the described subculture, so it cannot explain underachievement for the whole group **B1**

brief development, e.g. or that a focus on peer-group behaviour can divert attention away from institutional factors such as teacher expectations **B1**

Answer: Not all boys from the same background take part in the described subculture, so this cannot explain underachievement for the whole group, and it may divert attention away from institutional factors.

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