Sewell (1996) - PUPIL RESPONSES. FOUND: Some black boy pupils responded to the denial of status and respect by what they saw as racist schooling by forming a SUBCULTURE. FOUND: Teachers often held stereotypes of all black boys - 'anti-school'.

Sewell (2010) - 'Feminisation of education'. School has become a female dominated environment - boys are less comfortable. ARGUES: Girls are more willing to conform to the rules of the school whereas boys are not and the disproportionate no. of teachers alienate them.

Fuller - labels always do have an effect.

Bryne - Teachers encourage boys to be tough, show initiative and not behave like sissies. Whereas girls are expected to be quiet, tidy and helpful.

Murphy and Elwood - As a result of gender socialisation - boys read hobby books and information texts, and girls read stories about people. This helps explain why girls chose English and boys chose science.

Jannette Elwood (2005) - ARGUES: Although coursework has some influence, it is unlikely to be the only influence than coursework on final grades, for the genders.

Dewar (1990) - FOUND: Male pupils may call sporty girls "lesbian" or "butch."


Ansley (1977) - Women soaking up male frustration.

Mayer (2000) - Gender apartheid has been largely ignored.

Kingdon and Cassen (2007) - White, working class, male underachievement.

Burns and Bracey (2001) - Girls put more effort into homework.

Stanworth - CLASS SUBCULTURES - GIRLS UNDERACHIEVEMENT. Boys dominated classroom interaction, pushing girls to the margins which lowered their self-confidence and made them feel less valued hence girls underestimating their ability.

Spender - TEACHING STYLES - GIRLS UNDERACHIEVEMENT. Teachers gave priority to boys, giving the impression that at what girls said was less important.

Forde - PEER INFLUENCE - BOYS UNDERACHIEVEMENT. Boys are more likely to be influenced by their male peers group - devalue schoolwork – at odds with academic achievements. ARGUES: girls do not experience a conflict of loyalties.

Jackson - PEER INFLUENCE. BOY UNDERACHIEVEMENT. FOUND: disruptive behaviour will have a number of benefits by increasing a boy’s status with his peer groups - deflecting attention away.

Stobart - GIRLS OVER ACHIEVEMENT - Coursework - FOUND: A direct relationship between the relative improvement of girl’s achievement and the weighing and type of coursework required in different subjects.

Bishop - GIRLS OVER ACHIEVEMENT - Coursework - Perception of girl’s perceived advantage in coursework is high amongst teachers. Over 1/2 (58%) - teachers felt that there was a difference between boys and girls ability to do coursework.


Sukhnandan et al (2000) - Girls and boys appear to relate differently to schooling and learning, and girls find it easier to succeed in a school setting.
Wright (1992) - Study - teachers hold ethnocentric views; they took for granted that British culture and Standard English were superior. E.g. teachers would assume Asian pupils had a poor grasp of English and left them out of class discussions or used simple/childish language when speaking to them.

Wright (1992) - INSTITUTIONAL RACISM. Less attention was given to Asian girls, making wrong assumption about their ability and English. Punishing Afro-Caribbean boys, sending them out of class - EVEN THOUGH, the teacher claimed to be committed to equal opportunities.

Wright (2013) - Interview: 14-19 year old black students in London and Nottingham; Excluded from school, Resist the negative experience, Positive outcome.

Hastings (2006) - White peoples make less progress between age 11 - 16 than Black or Asian pupils.

Bereiter & Engelmann - Language spoken by black American families is ungrammatical/disjointed/incapable of expressing abstract ideas. Some ethnic minority students lack the language that is used in schools, which places them at an immediate disadvantage.

Moynihan (1965) - SAYS: many black families are headed by a lone mother so children are deprived of sufficient care since she has to struggle financially in the absence of male breadwinner. Boys also lack a role model of male achievement. CD is a cycle where inadequately socialised children go on to fail themselves and become inadequate parents.

Pryce (1979) - Asians are high achievers because their culture is more resistant to racism, giving them a greater sense of self-worth. In contrast, Blacks are less resistant, so have low self-esteem. ARGUES the difference is the result of differing impact of colonialism on the two groups. The experience of slavery was culturally devastating, they lost their language, religion & family system which was not the same for Asian families.

Lawrence (1982) - Challenges Pryce that black pupils underachieve is because their culture is weak & they have low self-esteem. SAYS: instead, it is due to racism.

Lawrence - PARENTAL INTEREST – ethnic minority Groups. Many Afro-Caribbean parents did take a large interest in their children's education and sent them to extra schooling.

McCulloch (2014) - Ethnic minority groups more likely to aspire to go to university than white British pupils. The low level of aspiration may be due to lack of parental support.

Driver (1977) - Ignores positive effects. The black Caribbean family provides girls with positive role models of strong independent women and argues this is why black girls are more successful than black boys.

Rex (1986) - Racial discrimination leads to social exclusion which worsens poverty. Minorities are more likely to be forced into inferior accommodation than white people of the same class.

Coard (1975, 2005) - SHOWS: How Black culture & history is taught to be primitive & how White people civilised such groups. Furthermore, it is often learnt how white is connected with "good" & "pure" whilst black is connected with "evil."

Moore & Davenport (1990) - SUPPORT: view by suggesting that schools create ethnic segregation by the selection process with ethnic minorities failing to get into better secondary school due to discrimination.

Strand & Winston (2008) - Differing responses to education within ethnic subcultures.

Miles (1989) - Radicalised class fractions.

Kingdon and Cassen (2007) - White, working class, male underachievement.

Archer and Francis (2007) - Chinese culture and education.

Louis Archer (2008) - Teacher's dominant discourse defines ethnic minority pupil's identities as lacking the favoured identity of the 'ideal pupil'. They can be pathologised - seen as abnormal.
Kerr and West (2010) - Policies to improve inequality of circumstance. Whilst evidence shows that schooling can lessen the impact of deprivation on a child’s progress - it’s influence is limited by factors beyond school. Child’s performance in school CANNOT be divided from what happens outside school.

National child development study - Argument against selection by ability. FOUND: Selective schooling - yields no mobility advantage of any kind to children from any particular region. NON-SELECTIVE = social mobility and cohesion.

Tough and Brooks (2007) - IDENTIFIED a form of selection - COVERT SELECTION. Backdoor social selection to cherry pick pupils of suspected higher ability / social class with well-off parents.

Green, Allan and Jenkins (2014) - COVERT SELECTION. FOUND: Free schools were socially selective and cherry picked bright, wealthy pupils by covert selection, and even schools in deprived areas were struggling to admit the neediest pupils.

Report by academies commission (2013) - FOUND: Some academies were holding social events for prospective parents / asking parents to complete long admissions forms - such a practice can enable them to covertly select.

Hancock (2014) - GLOBALISATION OF EDUCATION POLICY. ESTIMATED EDUCATION EXPORTS: From-Britain: Independent schools, sixth form, colleges, universities, professional colleges, education publishers. To- Priority market: Brazil, China, India, Indonesia, Mexico, and Turkey. In 2002, worth - £18billion to UK economy.


Alexander (2012) - EVAL OF INTERNATIONAL COMPARISON. Comparing can lead to policy changes based on ‘ill-founded assertions about education cause and effect, inappropriate transplanting, reconfiguring of entire national curriculum to respond less to national culture, values, needs’. Because of the abuse, test should carry out a similar warning - ‘this product may a damage your nation’s educational health’.

Alexander - EVAL OF INTERNATIONAL COMPARISON. Comparisons between UK and high performing countries are pointless - cultures are different and education systems are different.

Oates (2013) - EVAL OF INTERNATIONAL COMPARISON. SUGGEST: They can help to show what is humanly possible for young people to achieve at different ages.

Kelly (2009) - EVAL OF INTERNATIONAL COMPARISON. SUGGESTS: Globalisation has lead a view that education is primarily an economic activity concerned with preparing people for work and meeting the needs of the economy and employers, wider dimensions of education has been neglected to secondary importance.

Ball, Ball and Youdell (2007) - IDENTIFY 2 TYPES OF PRIVATISATION: ENDOGENOUS, EXOGENOUS.

Brown (1990) - PARENTOCRACY - ‘PARENT POWER’. Child’s education is increasingly dependent on the wealth and wishes of the parents, rather than their ability. Introduced through Marketization.

Ball and Exley (2011) - EDUCATION POLICY AFTER MARKETISATION. CONSERVATIVE-LIB DEM. describes the conservative policies - as a mixture of ‘something old, something new’. Old - traditional conservative emphasis on parental choice and independence. New - New form; EBacc and new style academies and free schools. Undermined/unsecured by tone of belief in 'real subjects' and 'old methods are the best'.