

PRIFYSGOL ABERYSTWYTH UNIVERSITY

DEGREE EXAMINATIONS, SEMESTER 2

MAY 2009

EDUCATION

LEVEL 3

PAPER: ED33920 CULTURAL DIVERSITY IN EDUCATION

TIME ALLOWED: THREE HOURS

ANSWER *THREE* QUESTIONS

1. *“No young person, whatever their background, should leave school unaware of or unprepared for the challenges of life in our complex multicultural, multi-faith society”* (QCA, 2007). Briefly discuss the ideology behind this statement and then explore some of its practical implications and perceived difficulties for schools in England and Wales.
2. Critically compare different acculturation orientations and explain, with examples, how their interaction can impact on social relations.
3. *“To assure cognitive and academic success in second language, a student’s first language system, oral and written, must be developed to a high cognitive level”* (Ovando and Collier, 1998: 89). Explain some of the arguments put forward to support this statement and discuss its implications for bilingual and monolingual education systems.
4. Evaluate the Westminster Government’s current initiative to promote a common sense of ‘Britishness’ in education, relating your argument to essentialist and anti-essentialist theories of identity.
5. Compare the attainment patterns of different ethnic groupings in schools in England and/or Wales and examine some of the significant factors that may contribute to the differences.
6. *“...both statutory guidelines and the law require teachers to address issues of racism, diversity and inclusion – not just in PSHE or citizenship but across the curriculum.”* (QCA, 2007). Discuss and illustrate the ways in which schools are expected to implement and evaluate good practice in response to the Race Relations (Amendment) Act 2000 duties and the recommendations of the Stephen Lawrence Inquiry.