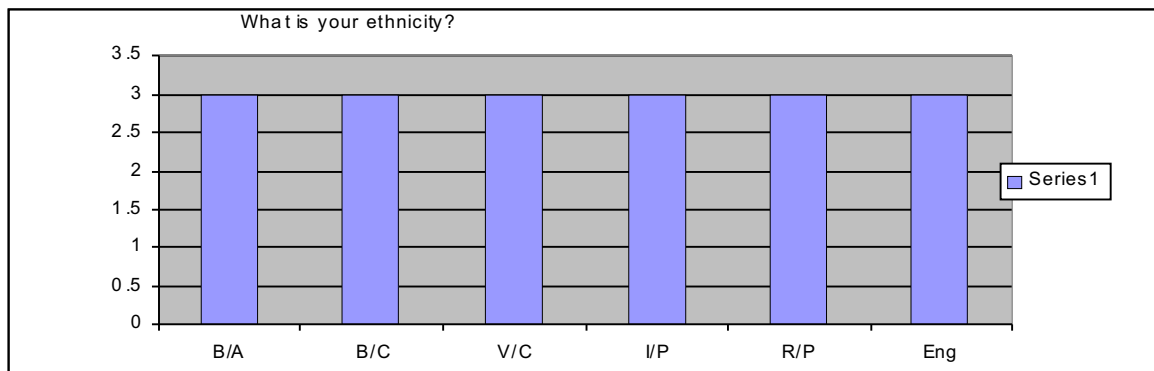


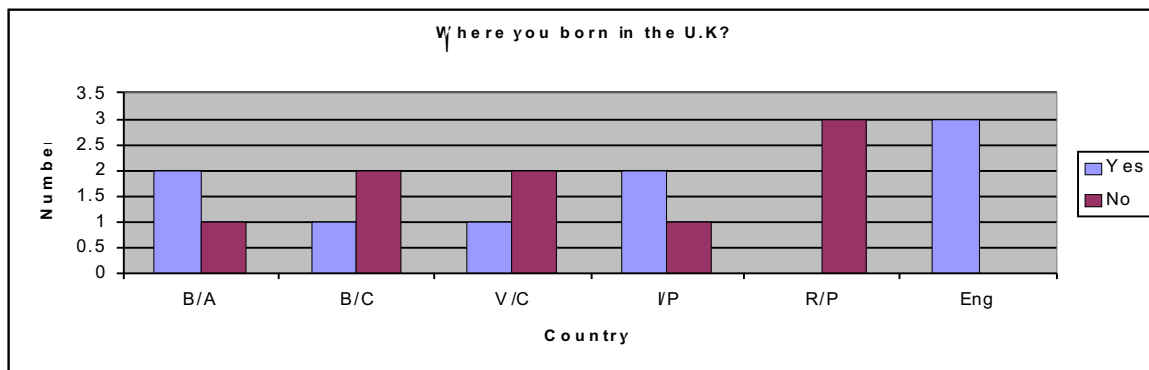
Content and Analysis

First I have made a key to help my examiner understand my graphs. The key is below:

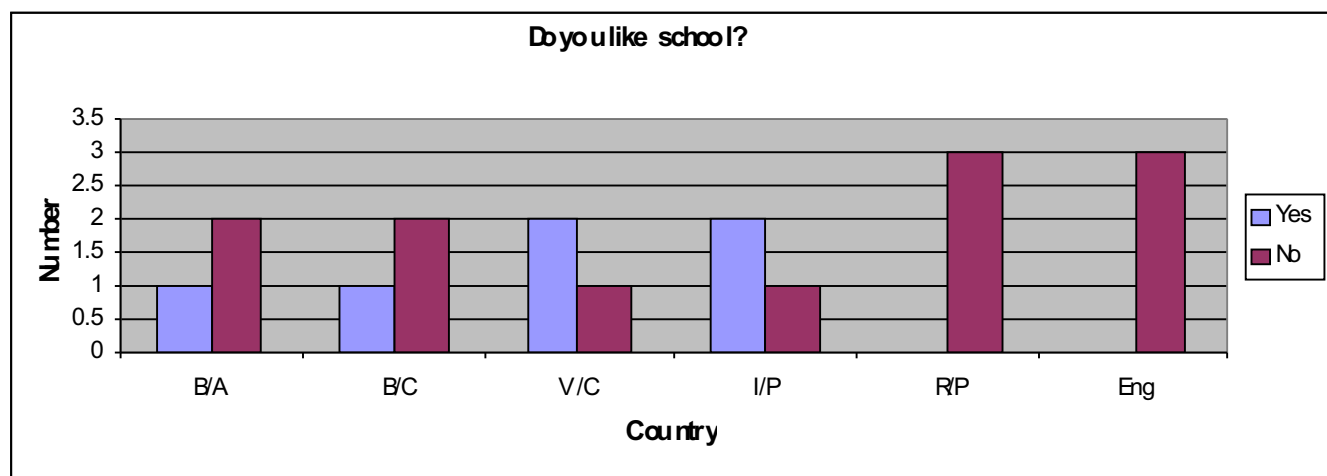
Key	
B/A	Black African
B/C	Black Caribbean
V/C	Vietnam/China
I/P	Indian/Pakistan
R/P	Romania/Poland
Eng	England



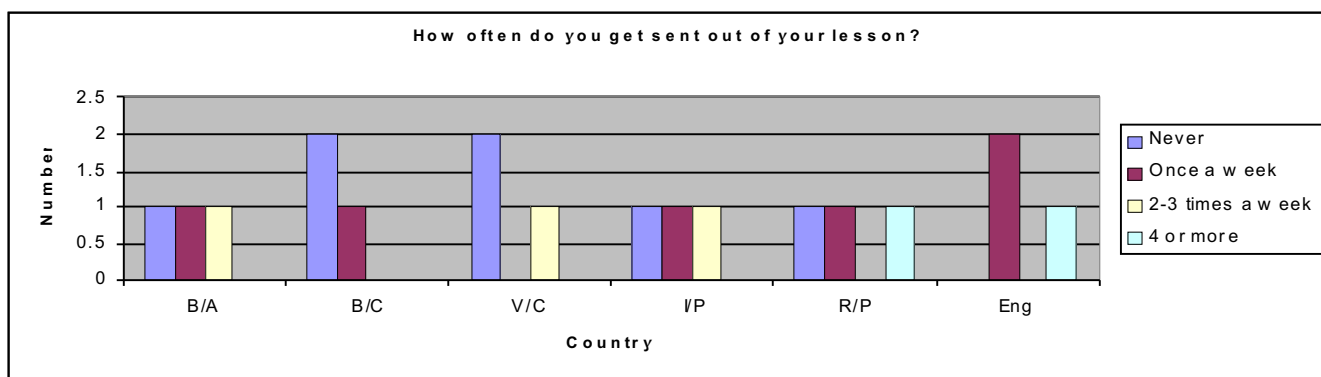
Next I will present my findings from my question as a graph. This helps to answer my 1st and 2nd by gathering information from a variety of ethnicities and comparing it to find an answer into my conclusion. As you can see there is the same amount of people representing each ethnicity.



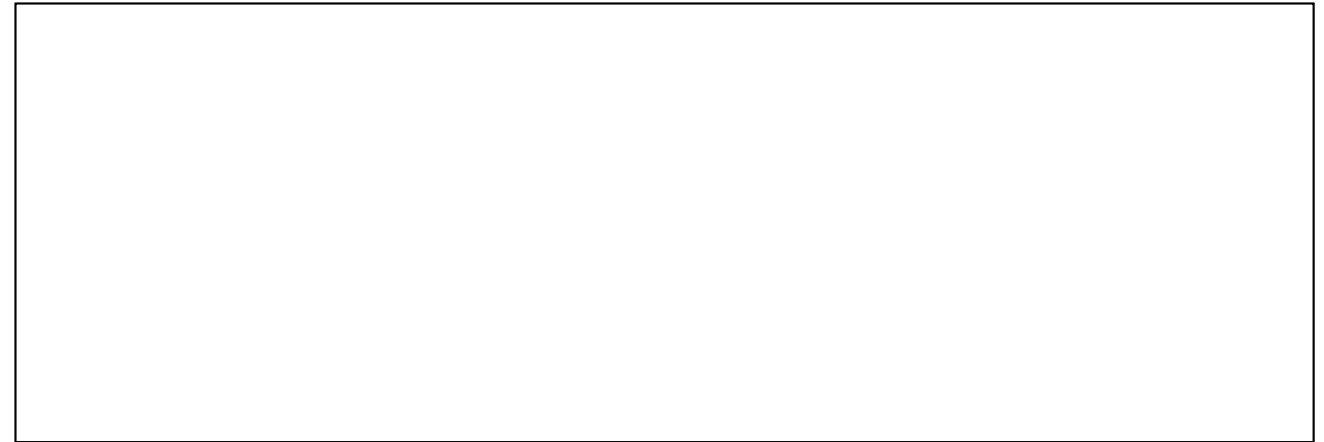
As you that there was an equal amount of people born in the U.K then there are not born in the U.K, but I did find that all the Romanians and Polish were not born in the U.K. I was not surprised by this as many Eastern Europeans immigrants have moved to the U.K since they joined the EU. I compared this to the National Statistics for Eastern Europeans are the biggest group of immigrants in the U.K



I found out that most ethnicities did not like school and I found that the Romanians and Polish and all the English students did not appreciate school.



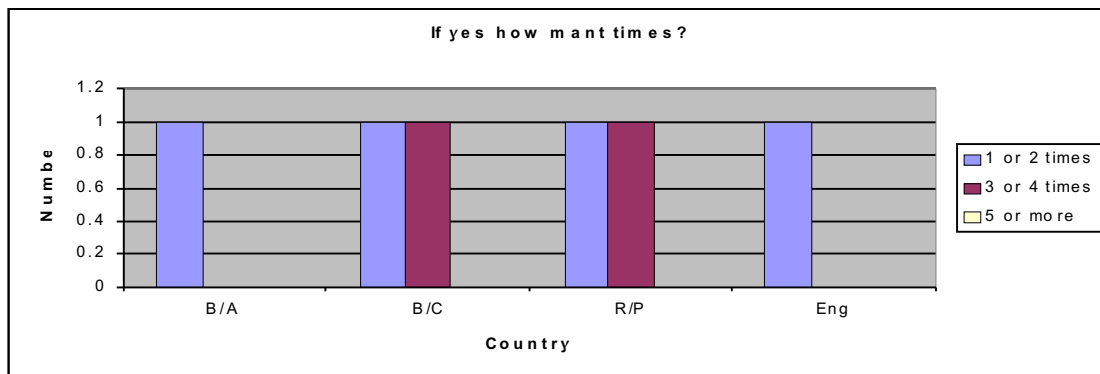
All ethnic groups got sent out at least once a week but the worst of the ethnic minorities was the English and Romanians and Polish pupils who got sent out more than 4 or more times a week. This shows us that the European student tended to behave more ghastly than the other ethnic groups.



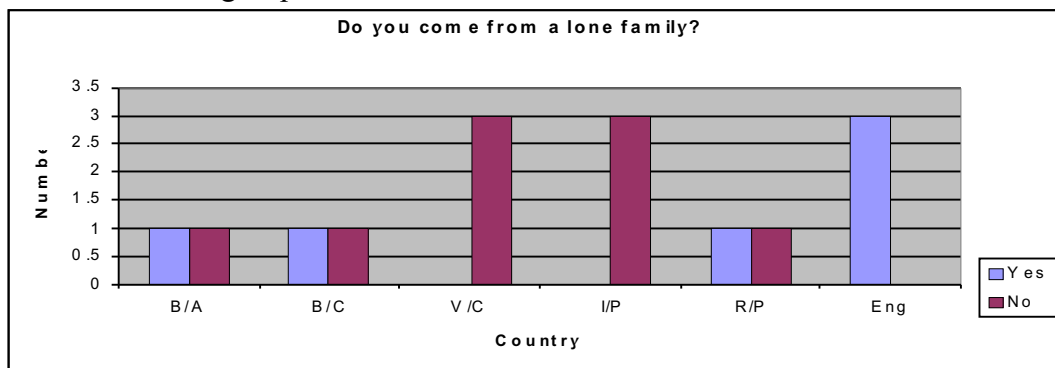
Most ethnic groups were excluded or put in the suspension centre sometime at their time in Gladesmore. The online ethnic groups that did not get excluded or suspended were the Vietnamese/Chinese and Indians/Pakistanis. To back this up here is a quote that I found at <http://www.statistics.gov.uk/cci/nugget.asp?id=461>.

“School exclusions

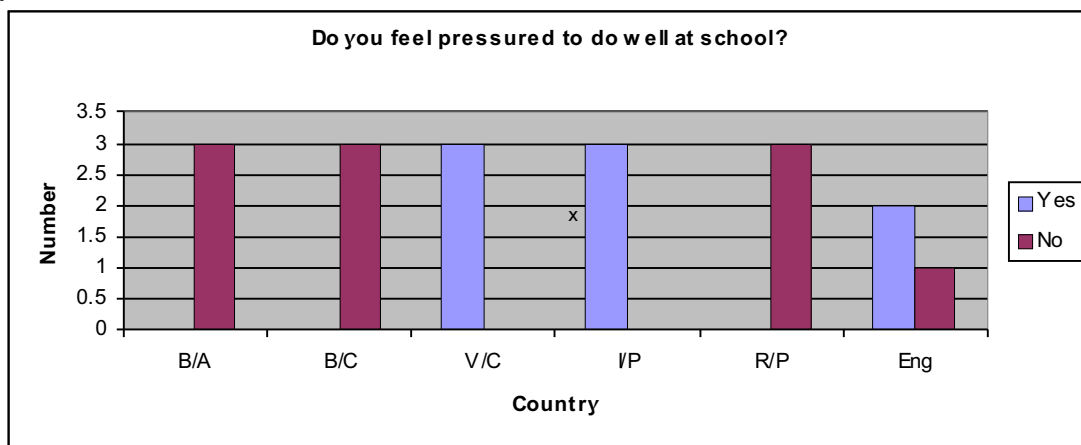
The permanent exclusion rates for pupils from the Other Black, Black Caribbean and Mixed White and Black Caribbean groups were 42 pupils per 10,000, 41 per 10,000 and 37 per 10,000 respectively. These were up to three times the rate for White pupils (14 pupils per 10,000). Chinese and Indian pupils had the lowest exclusion rates, at 2 or less pupils excluded per 10,000.”



In addition, all the origins that did get excluded had been excluded once or twice, apart from the Afro-Caribbean's and Romanians/Polish students who were excluded about three to four times. This fits in well into the stereotype that black Caribbean's do not do so well at school. Here is another quote from <http://www.statisticsGov.uk/> "The lowest levels of GCSE attainment were among Black Caribbean pupils, particularly boys. Only 27 per cent of Black Caribbean boys and 44 per cent of Black Caribbean girls achieved five or more A*-C grade GCSEs. Pupils from the Black African, Other Black and Mixed White and Black Caribbean groups had the next lowest levels of attainment."

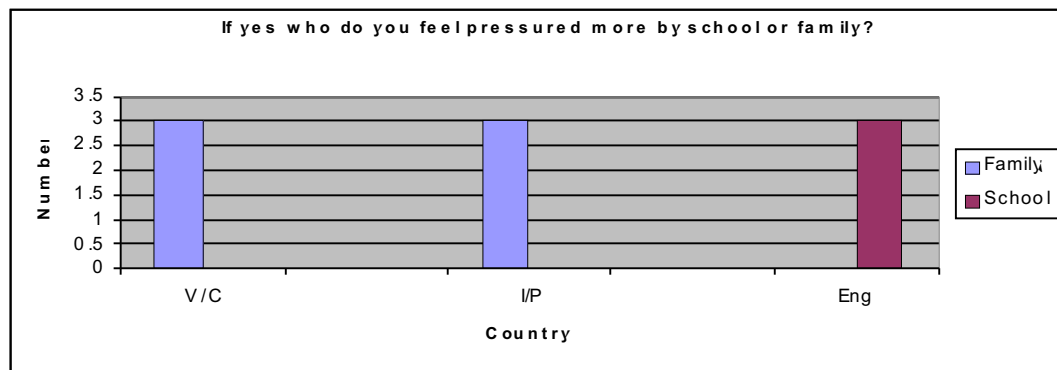


I did not get many replays from this question. I think this is done to the question being slightly to personal and the one's that did answer I can not be sure if they are telling the truth as for I can't see them to see their body movements which help me to see if their lying or not. The ethnic minorities that said they did not come from a lone parent family did better at school. This might show that you may need both parents to help you succeed to your fullest.



I found out that the ethnicities that were pressured to do well at school than those who were not. Here is another quote that I found that showed that the two ethnicities that said they did tended to do better at school. "In 2004 Chinese pupils were the most likely to achieve five

or more GCSE grades A*-C in England, with 79 per cent of Chinese girls and 70 per cent of Chinese boys respectively. Indian pupils had the next highest achievement levels: 72 per cent of Indian girls and 62 per cent of Indian boys achieved these levels.” Here is another quote that showed those who did not tended to do less well. “The lowest levels of GCSE attainment were among Black Caribbean pupils, particularly boys. Only 27 per cent of Black Caribbean boys and 44 per cent of Black Caribbean girls achieved five or more A*-C grade GCSEs. Pupils from the Black African, Other Black and Mixed White and Black Caribbean groups had the next lowest levels of attainment.”



I

I found out that only three ethnic minorities were pressured by their families were the ones that cope better with the pressure. That’s why I think families should be encouraged to pressurise their kids rather than leave it to the school.

As you can see I have presented my observation as a table. The first thing that I noticed is that the ethnicity that had a negative outcome in the questionnaire had a negative out come in the observation. Also the ethnicities that had a positive response on the questionnaire had a positive response in the observation, as well as receiving the most awards and praises. Also from my observation I found out that the teacher tends to give more attention to the ethnicities that had a negative response. Also, I had realised that the Black Caribbean and

African were the victims of wrong accused accusations. This shows that teacher labelling exists in most school and I witnessed many people fulfilling their prophecies.

Name of ethnicity	B/A	B/C	V/C	I/P	Eng	R/P
Name of ethnicity	B/C	B/A	I/P	V/C	Eng	R/P
Talking	///	/	/	//	///	
Shouting	/	/				/
Wrongly accused	///	///				/
Praised	/	/	///	///	//	
Awarded postcard/ certificate	/		///	///		