

## EDU007 - Measuring educational achievement

Objective: Interpret attainment gaps using the correct population, measure and period.

Enquiry question: How can we read attainment evidence without making false claims?

### Key knowledge organiser

| Concept                     | Meaning                                     | Exam use                                                |
|-----------------------------|---------------------------------------------|---------------------------------------------------------|
| attainment                  | Use accurately and avoid everyday meanings. | Define, apply and evaluate in relation to the question. |
| achievement gap             | Use accurately and avoid everyday meanings. | Define, apply and evaluate in relation to the question. |
| population                  | Use accurately and avoid everyday meanings. | Define, apply and evaluate in relation to the question. |
| sample                      | Use accurately and avoid everyday meanings. | Define, apply and evaluate in relation to the question. |
| rate                        | Use accurately and avoid everyday meanings. | Define, apply and evaluate in relation to the question. |
| percentage-point difference | Use accurately and avoid everyday meanings. | Define, apply and evaluate in relation to the question. |
| period                      | Use accurately and avoid everyday meanings. | Define, apply and evaluate in relation to the question. |
| intersectionality           | Use accurately and avoid everyday meanings. | Define, apply and evaluate in relation to the question. |

### Perspective contrasts

- positivist interest in measurement
- interpretivist caution about meaning
- critical approaches to inequality

### Common misconception

A pattern does not automatically establish a cause. A sociological answer must show mechanisms and limitations.