

EDU009 - Cultural explanations of class differences

Objective: Evaluate language and parental-knowledge explanations without deficit assumptions.

Enquiry question: When does a cultural explanation become a deficit assumption?

Connect & Check

Define the first three key concepts in your own words.

Write one sentence that separates a pattern from an explanation.

What evidence would you need before making a causal claim?

Explicit teaching notes

Culture is not a simple cause: Family practices can influence school navigation, but they are interpreted through school expectations and power.

Bernstein is often oversimplified: Restricted code is not inferior everyday speech. The issue is whether schools reward one code more strongly.

Deficit thinking blames families: A deficit claim turns difference into failure and ignores how institutions define success.

Ask what evidence would test the claim: A strong sociological explanation shows a mechanism and considers competing material or school-based explanations.

Route workspace

Access	Identify concepts and underline evidence. Learner response:
Scaffold	Complete the mechanism chain. Learner response:
Core	Write an independent explanation. Learner response:
Stretch	Compare explanations and reach a judgement.

	Learner response:
Feedback	WWW/EBI and redraft target. Learner response:

Exam practice

Evaluate the view that cultural factors are the main reason for class differences in educational achievement. [20 marks]

Plan your answer using claim -> evidence -> mechanism -> application -> evaluation -> judgement.
