

# Ethnicity and achievement patterns - Six-Mark

## Guidance and Model

### Teacher-only marking guidance

#### Indicative approach

- Credit two distinct reasons.
- Each reason should use accurate knowledge and explain why a broad category obscures a meaningful difference.
- Strong responses use subgroup evidence and/or an intersecting variable such as gender or FSM.
- Do not reward racialised or deterministic stereotypes.

#### Indicative 6-mark model

One reason is that broad categories combine groups with different attainment patterns. For example, the 2022/23 average for Black African pupils was 48.7, compared with 40.0 for Black Caribbean pupils. Treating both as simply “Black” would hide this difference and could lead to an inaccurate explanation. A second reason is that attainment varies within the same ethnic group by other social characteristics. White British pupils eligible for FSM averaged 30.9 compared with 48.6 for those not eligible, so class-related disadvantage intersects with ethnicity and a single ethnic average can conceal unequal circumstances.

#### WWW / EBI

| Development | WWW                                                  | EBI                                                                                  |
|-------------|------------------------------------------------------|--------------------------------------------------------------------------------------|
| Developing  | Identifies two relevant reasons.                     | Develop each reason with evidence and a clear “why it matters” link.                 |
| Secure      | Uses subgroup/intersection evidence accurately.      | Make the judgement more explicit: what exactly does the broad category fail to show? |
| Advanced    | Explains measurement and inference limits precisely. | Add a discriminating evidence test where appropriate.                                |