

Item A

The process of globalisation has led to many improvements in the education system over the past 20 years. The impact of migration and a greater awareness of overseas cultures and ideas on education have led to increased choice in schools and educational provision. Furthermore, the introduction of international rankings for schools has led to changes in the structure of the education system.

Applying material from Item A, analyse **TWO** ways in which the process of globalisation has led to an increase in educational achievement.

One way in which the process of globalisation has led to an increase in educational achievement is through the creation of greater competition between schools. Item A states that there has been a 'increased choice in schools' and this can be seen in the introduction of academies, that were based upon the US model of charter schools and Free Schools based upon Scandinavian models of education. As a consequence of these types of school being introduced, parents have more options from which to send their children to, which means that state providers have to improve their own standards in order to compete with these schools that are generally better funded due to the external investment that is made in them by academy trusts, businesses and wealthy parents. However, it can be argued that academies have not always performed well and be a symptom of the negative aspects of neo-liberalism, with reduced costs, larger class sizes and less specialist teachers as academy trusts look to make a profit. Free schools could also be argued to be few and far between and offer either alternative provision for pupils excluded from mainstream school or are based upon middle class values which exclude many working-class children.

A second way in which globalisation has led to increased achievement is through 'international rankings' of schools creating a more competitive global marketplace. Rankings, such as the PISA ranking, compare students from around the world based upon skills such as Maths, English and Science and rank their performance internationally. Poor performance from UK schools puts pressure on the government to investigate teaching and learning cultures

in other parts of the world. For example, in the UK research into the success of the Hong Kong and Singapore education system has led to proposals to extend the school day and shorten holidays in education. However, it can be argued that these cultures and British culture differ greatly and what works for one culture may not work for another. Another example is South Korea, which has a high PISA ranking, but also has one of the highest teenage suicide rates in the world as the intense pressure to achieve has a negative impact on children's health and wellbeing.