

**Table 1: Socio-economic background of the sample (based on mother's or father's employment)**

	Frequency	%
Middle (professional or managerial)	4	16.0
Intermediate	8	32.0
Working class	10	40.0
NIPE	3	12.0
Total	25	100.0

**Table 2: Types of involvement in the role of the pupil (adapted from Bernstein 1996)**

<i>Expressive (Social)</i>	<i>Instrumental</i>		<i>(Academic)</i>	
	means	ends	means <sup>1</sup>	ends
1. Commitment	+	+	+	+
2. Detachment	+	+	+	-
3. Deferment	-----			
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4. Estrangement	-	+	+/-	+
5. Alienation	-	-	-	-

Notes: means: *understands* the means (+/-: yes/no)  
ends: *accepts and can realise* the ends (+/-: high/low involvement)

**Table 3: Frequency of mode of involvement**

Mode of involvement	Number of respondents <sup>2</sup>
Committed	8
Detached	10
Estranged	2
Alienated	3

**Table 4: Relationship between occupational background and mode of involvement**

		Occupational background			
		Middle class	Intermediate	Working class	NIPE
Mode of involvement	Committed	2	1	4	1
	Detached	2	5	2	1
	Estranged	0	0	1	1
	Alienated	0	0	3	0

<sup>1</sup> We have slightly modified this. In Bernstein's original he refers only to 'understanding the means' and 'accepting the ends'. We have changed this to address the particular kinds of disadvantages which AP holders experienced at school. They may understand the means and accept the ends, both academic and social, but do not have the wherewithal to realise them. It is also useful to acknowledge Bernstein's later work on recognition and realisation rules here. Recognition rules are the clues that pupils need to recognise as to what constitutes a specialised discourse or subject. Realisation rules are the rules pupils need to understand if they are to reproduce this as appropriate practice. In this case, they may have recognised the relevant recognition rules but not the necessary realisation rules.

<sup>2</sup> We have excluded from this part of the analysis two respondents who left their schools and their assisted places before the age of 16.

Total		4	6	10	3
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**Table 5: Relationship between gender and mode of involvement**

		Sex	
		Male	Female
Mode of involvement	Committed	2	6
	Detached	9	1
	Estranged	1	1
	Alienated	3	0
Total		15	8

**Table 6: Relationship between mode of involvement and educational qualification**

		Highest Educational qualification		
		O levels/GCSEs	A levels	Degree or above
Mode of involvement	Committed	0	1	7
	Detached	0	1	9
	Estranged	1	0	1
	Alienated	1	2	0
Total		2	4	17