1.1 Functionalist and New Right Perspectives on the Role of Education: 10-minute Pack

AQA 7192 · about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Write full sentences for questions worth 4 marks or more. Spend about 10 minutes on this paper.

1 Which pair of theorists is most closely associated with the functionalist idea that education promotes social solidarity and teaches specialist skills?

- ☐ A) Bowles and Gintis
- ☐ B) Durkheim and Parsons
- ☐ C) Chubb and Moe
- ☐ D) Becker and Willis

(Total for Question 1 is 1 mark)

2 Explain briefly how the concept of the hidden curriculum can be used to critique the functionalist claim that schools promote shared values and meritocracy.

(Total for Question 2 is 2 marks)

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3 Give one brief example a functionalist might use to support the claim that examinations promote meritocracy in education.

(Total for Question 3 is 1 mark)

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4 Outline one way Parsons linked education to the value consensus needed in a meritocratic society.

(Total for Question 4 is 4 marks)

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Mark scheme · 1.1 Functionalist and New Right Perspectives on the Role of Education: 10-minute Pack

Question 1

B (Durkheim and Parsons) **B1**

Answer: B

Question 2

identifies the hidden curriculum as the implicit lessons of rules, routines and teacher expectations **B1**

development, e.g. it can reproduce class-based or gendered norms and thus undermine claims that schools produce a fair meritocratic value consensus **B1**

Answer: The hidden curriculum refers to implicit lessons from school rules, routines and teacher expectations; critics say it can reproduce class-based or gendered norms, undermining the claim that schools produce a fair meritocratic value consensus.

Question 3

a correct example, e.g. national examinations that rank pupils and determine access to university or jobs **B1**

Answer: National examinations that rank pupils and determine access to university or jobs.

Question 4

identifies Parsons' link, e.g. school teaches universalistic values and achievement orientation **B1**

development, e.g. this creates shared standards against which individuals are judged **B1**

further development, e.g. teachers reward effort and ability rather than ascribed family status **B1**

application, e.g. this supports the idea of meritocracy where status is achieved **B1**

Answer: Parsons argued school teaches universalistic values and an achievement orientation, creating shared standards against which individuals are judged; teachers reward effort and ability rather than ascribed family status, supporting a meritocratic system where status is achieved.

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