# 1.1 Functionalist and New Right Perspectives on the Role of Education: Test Pack

AQA 7192 · about 15 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

**Answer ALL questions. Write full sentences for questions worth 4 marks or more. Spend about 15 minutes on this paper.**

**1** Which functionalist sociologist emphasised that schools teach specialist skills necessary for the division of labour, supporting social solidarity and economic efficiency?

- ☐ A) Emile Durkheim
- ☐ B) Pierre Bourdieu
- ☐ C) Anthony Giddens
- ☐ D) Stuart Hall

**(Total for Question 1 is 1 mark)**

**2** State one practical criticism a sociologist might make of introducing market mechanisms into education, such as vouchers or strict parental choice schemes.

**(Total for Question 2 is 2 marks)**

**3** Define what Davis and Moore mean by 'role allocation' in the context of education and work.

**(Total for Question 3 is 2 marks)**


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**4** Outline one way Durkheim argued education contributes to social solidarity in modern societies.

**(Total for Question 4 is 4 marks)**

**5** State one New Right policy idea promoted by Chubb and Moe for improving state education.

**(Total for Question 5 is 2 marks)**

**6** Explain one feminist criticism of the functionalist claim that schools promote equal opportunity and meritocracy.

**(Total for Question 6 is 2 marks)**


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# Mark scheme · 1.1 Functionalist and New Right Perspectives on the Role of Education: Test Pack

## Question 1

A (Emile Durkheim) **B1**

**Answer: A**

## Question 2

identifies a practical criticism, e.g. increased administrative costs, bureaucratic complexity or greater inequality between schools **B1**

brief development, e.g. administrative costs reduce funds for teaching or choice concentrates resources in some schools **B1**

**Answer: A practical criticism is that market mechanisms can increase administrative costs and bureaucracy, which may reduce funds available for teaching, and can lead to greater inequality between schools.**

## Question 3

identifies role allocation as the process of sorting and grading individuals for different jobs or positions **B1**

development, e.g. they argue it is based on ability so the most able fill the most important roles **B1**

**Answer: Role allocation is the process by which education sorts and grades individuals for different jobs or social positions; Davis and Moore argue this sorting by ability ensures the most able fill the most important roles.**

## Question 4

identifies a way, e.g. a shared curriculum and civic rituals teach common norms and values **B1**

development, e.g. this creates a collective conscience linking individuals to a broader society **B1**

further development, e.g. schools provide places for pupils from different families to mix and form social bonds **B1**

application, e.g. shared national history lessons or assemblies reinforce a sense of national identity **B1**

**Answer: Durkheim argued that a shared curriculum and civic rituals teach common norms and values, creating a collective conscience that links individuals to a broader society; by bringing pupils from different families together, schools foster social bonds, for example through national history lessons or assemblies that reinforce a sense of national identity.**

## Question 5

identifies a policy idea, e.g. introducing market mechanisms and parental choice, or vouchers **B1**

brief development, e.g. they argued competition would raise standards and efficiency **B1**

**Answer: Chubb and Moe promoted market mechanisms and parental choice, for example via vouchers, arguing that competition between schools would raise standards and make them more efficient.**

## Question 6

identifies a criticism, e.g. schools reinforce gender roles through subject choice, expectations and the hidden curriculum **B1**

development, e.g. this can limit girls' or boys' access to certain careers so equality of opportunity is not fully realised **B1**

**Answer: Feminists argue schools reinforce gender roles through subject choice, teacher expectations and the hidden curriculum, which can limit access to certain careers and mean equality of opportunity is not fully realised.**


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