1.7 Education Policy: Selection, Marketisation and Privatisation: 30-minute Pack

AQA 7192 · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Use sociological terms where appropriate. Spend about 30 minutes on this pack. At least four answers must be full sentences: Q9(b), Q10, Q15 and Q16.

1 Explain two ways academies differ from maintained community schools.

(Total for Question 1 is 4 marks)

2 Evaluate one argument that academies increase inequality of opportunity.

(Total for Question 2 is 4 marks)

3 Define what sociologists mean by 'selection' in the context of schooling.

(Total for Question 3 is 2 marks)

4 Identify one meaning of 'parentocracy' as used in debates about school choice and marketisation.

(Total for Question 4 is 2 marks)

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5 Explain two ways that 'cream-skimming' and 'silt-shifting' operate as effects of marketisation on schools.

(Total for Question 5 is 4 marks)

6 Give one example of how 'cola-isation' of schools is used to describe privatisation trends in education.

(Total for Question 6 is 2 marks)

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7 Which term describes a government policy that allows groups to set up state-funded schools independent of local authority control, often with a distinct curriculum or sponsor?

- ☐ A) Free schools
- ☐ B) Maintained schools
- ☐ C) Local education units
- ☐ D) Grammar clusters

(Total for Question 7 is 1 mark)

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8 Item A: Short extract about a local authority area. The local authority of Newbridge has a mixture of schools: two selective grammar schools, several comprehensive community schools, three academies sponsored by a regional trust and one new free school. Over five years the grammar schools show rising average GCSE scores and high application rates. Two comprehensives have seen rising percentages of pupils eligible for free school meals and falling published performance. The academies report increased autonomy over curriculum and use a give-and-take admissions agreement with neighbouring schools.

(a) Using Item A, identify two trends in the Newbridge area that illustrate effects of selection or marketisation. **(2)**

(b) Using Item A, explain one reason why the academies' autonomy might lead to different curriculum choices from community comprehensives. **(2)**

(Total for Question 8 is 4 marks)

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Mark scheme · 1.7 Education Policy: Selection, Marketisation and Privatisation: 30-minute Pack

Question 1

identifies a difference, e.g. academies have greater autonomy over curriculum and staff pay **B1**

development, e.g. they are run by trusts and not controlled by local authorities **B1**

identifies a second difference, e.g. academies can set their own term dates and admission arrangements to some extent **B1**

development, e.g. this can lead to variation between academies and community schools in organisation and admissions **B1**

Answer: Academies differ by having greater autonomy over curriculum, staff pay and management, being run by trusts rather than local authorities, and by being able to set some aspects of admissions and organisation such as term dates, creating variation from community schools.

Question 2

identifies the argument that academies increase inequality, e.g. by enabling cream-skimming or by creating uneven resources across areas **B1**

supports the argument with a reason or example, e.g. some academies recruit more advantaged intakes and attract more funding **B1**

offers a counterpoint or limitation, e.g. some academies serve disadvantaged areas and improve standards, or academies are still accountable for admissions rules **B1**

gives a reasoned judgement, e.g. a balanced conclusion recognising both risks and possible benefits **B1**

Answer: A valid evaluation notes academies can increase inequality by enabling cream-skimming, uneven resources and varied admissions, but also that some academies improve schools in disadvantaged areas and that policy safeguards and oversight can limit selection. On balance the evidence suggests academies can increase inequality where market incentives and weak oversight combine, but they are not uniformly harmful.

Question 3

identifies selection as choosing pupils for different types of school or places based on tests, exams or other criteria (oe) **B1**

development, e.g. selection can be by ability test such as the 11 plus, by aptitude, faith, or by entrance exam **B1**

Answer: Selection is choosing pupils for different types of school or places based on tests, exams or other criteria; examples include ability tests like the 11 plus, faith criteria or entrance exams.

Question 4

identifies parentocracy as rule by parents in the educational market where parents choose schools **B1**

development, e.g. it suggests parents make choices and their preferences determine school success, rather than central planners **B1**

Answer: Parentocracy is the idea that parents, through choice, determine school success in an education market; it implies parents drive which schools thrive rather than central planners.

Question 5

identifies cream-skimming as selective recruitment of high-achieving pupils by popular schools **B1**

development, e.g. this raises average results and reputation while leaving other schools with harder intakes **B1**

identifies silt-shifting as avoiding or offloading less desirable pupils **B1**

development, e.g. schools may use admissions policies, exclusion or steering to avoid pupils likely to lower performance **B1**

Answer: Cream-skimming is when popular schools recruit higher achieving pupils, boosting results and reputation; silt-shifting is when schools avoid or push away less desirable pupils, for example by strict admissions or exclusions, leaving other schools with more difficult intakes.

Question 6

identifies an example, e.g. schools using corporate sponsors, branded resources or private management models **B1**

brief development, e.g. this shows private business influence and marketing in school life **B1**

Answer: An example is schools using corporate sponsors, branded teaching resources or adopting private management models, showing business influence and marketing in education.

Question 7

A (Free schools) **B1**

Answer: A

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Question 8

(a) identifies one trend, e.g. grammar schools rising scores and high applications **B1**

(a) identifies a second trend, e.g. comprehensives with more FSM pupils and falling performance **B1**

(a) Answer: Rising average GCSE scores and high application rates at the grammar schools, and comprehensives showing increasing proportions of pupils eligible for free school meals with falling published performance.

(b) identifies autonomy allows academies to set their own curriculum or subject emphasis **B1**

(b) develops, e.g. academies can specialise to attract particular pupils or meet trust priorities, creating variation between schools **B1**

(b) Answer: Academies' autonomy allows them to set their own curriculum or subject emphasis, so they may specialise to attract particular pupils or to meet the priorities of their sponsor trust, creating variation from community comprehensives.

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