1.7 Education Policy: Selection, Marketisation and Privatisation: Test Pack

AQA 7192 · about 15 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Use sociological terms where appropriate. Spend about 15 minutes on this pack. At least four answers must be full sentences: Q9(b), Q10, Q15 and Q16.

1 Which 1944 UK Act established the Tripartite System of grammar, secondary modern and technical schools?

- ☐ A) Education Reform Act 1988
- ☐ B) 1944 Education Act
- ☐ C) Further and Higher Education Act 1992
- ☐ D) Education Act 2011

(Total for Question 1 is 1 mark)

2 Define 'formula funding' as used in the context of post-1988 school funding.

(Total for Question 2 is 2 marks)

3 Identify and explain one criticism of using league tables as a measure of school quality.

(Total for Question 3 is 4 marks)

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4 Identify and explain two features of the marketisation policies introduced by the 1988 Education Reform Act in England and Wales.

(Total for Question 4 is 4 marks)

5 State one reason why comprehensivisation aimed to reduce educational selection.

(Total for Question 5 is 2 marks)

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Mark scheme · 1.7 Education Policy: Selection, Marketisation and Privatisation: Test Pack

Question 1

B (1944 Education Act) **B1**

Answer: B

Question 2

identifies formula funding as funding allocated to schools according to a set formula based on pupil numbers and characteristics **B1**

development, e.g. it creates financial incentives linked to recruitment and pupil mix **B1**

Answer: Formula funding allocates money to schools according to a set formula based on pupil numbers and characteristics, creating financial incentives linked to recruitment and pupil mix.

Question 3

identifies a criticism, e.g. league tables focus on exam results only **B1**

explains the limitation, e.g. they ignore other aspects like pastoral care or progress from given starting points **B1**

further example or development, e.g. schools with selective intakes will appear higher due to intake rather than teaching quality **B1**

link to effect, e.g. this can encourage teaching to the test and excluding or off-rolling low attaining pupils **B1**

Answer: League tables are criticised for focusing on exam results only, ignoring progress, pastoral care and context; selective intakes can boost positions and encourage teaching to the test or off-rolling pupils who may lower results.

Question 4

identifies a feature, e.g. league tables **B1**

explains how it works, e.g. league tables publish exam results giving schools incentives to compete for higher performance **B1**

identifies a second feature, e.g. formula funding or open enrolment **B1**

explains the second, e.g. formula funding gives schools money based on pupil numbers so schools compete to attract pupils **B1**

Answer: Example answer: League tables publish exam results, creating incentives for schools to compete for better outcomes; formula funding gives schools money based on pupil numbers, so schools have incentives to attract and retain pupils.

Question 5

identifies a reason, e.g. to provide equal opportunities by having one type of secondary school for all pupils **B1**

brief development, e.g. to end the separation of pupils by ability at age eleven **B1**

Answer: Comprehensivisation aimed to provide equal opportunities by replacing separate grammar and secondary modern schools with one type of secondary school for all pupils, ending selection at age eleven.

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