4.1 The Role and Functions of Education: 10-minute Pack

AQA 8192 · about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Use sociological vocabulary and name sociologists where you can.

1 State one criticism that is often made of the Marxist correspondence principle.

(Total for Question 1 is 2 marks)

2 Using your knowledge of the functionalist perspective, explain how a functionalist sociologist might respond to this criticism.

(Total for Question 2 is 6 marks)

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Mark scheme · 4.1 The Role and Functions of Education: 10-minute Pack

Question 1

identifies a recognised criticism, e.g. it is too deterministic and underestimates pupils' ability to resist or question school rules and values	**B1**
development, e.g. Paul Willis's study of 'the lads' found some working-class pupils actively rejected school values rather than simply accepting them	**B1**

Answer: Critics argue the correspondence principle is too deterministic; Paul Willis's study of 'the lads' found some working-class pupils actively resisted and rejected school values, rather than simply accepting them.

Question 2

acknowledges the criticism, e.g. that a pupil's chances are affected by family background, income or where they live	**B1**
a functionalist response, e.g. formal equality of opportunity exists because state education is free and open to all, and all pupils sit the same exams	**B1**
development, e.g. Parsons would argue the system is built around universalistic standards applied equally, even if outcomes still vary between pupils	**B1**
development, e.g. some functionalists would argue policies that give extra support or funding to disadvantaged pupils can strengthen meritocracy rather than disprove it	**B1**
further development, e.g. functionalists might argue education's overall function, teaching shared values and specialist skills, is still achieved regardless of some unequal individual outcomes	**B1**
clear, accurate use of functionalist terminology throughout (e.g. meritocracy, universalistic, value consensus)	**B1**

Answer: A functionalist would accept that outcomes vary but argue formal equality of opportunity exists (free, open state education, the same exams for all, universalistic standards), and that support for disadvantaged pupils strengthens rather than disproves meritocracy, while education's wider functions are still achieved.

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