4.10 Types of School: Academies, Free Schools and Private Education: Test Pack

AQA 8192 · about 15 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Use sociological terms where appropriate. Write full sentences for all questions worth 3 marks or more.

1 Which of the following best describes a faith school in the contemporary English education system, as used in current policy discussions?

- ☐ A) a school that charges fees and is entirely independent of state funding
- ☐ B) a state-funded school whose ethos is linked to a particular religion
- ☐ C) a school that must follow the national curriculum with no exceptions
- ☐ D) a school that selects all pupils solely on the basis of exam results

(Total for Question 1 is 1 mark)

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2 State one way faith schools can differ from non-faith state schools in admissions or ethos that might influence the composition of their pupil intake.

(Total for Question 2 is 2 marks)

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3 Explain two ways attending a school with a high proportion of middle class pupils can affect an individual pupil's educational achievement, drawing on sociological ideas of peer effects and cultural norms.

(Total for Question 3 is 4 marks)

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4 Identify and explain two ways attending a private (independent) school might help reproduce social class advantage in contemporary England.

(Total for Question 4 is 4 marks)

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Mark scheme · 4.10 Types of School: Academies, Free Schools and Private Education: Test Pack

Question 1

B (state-funded with an ethos linked to a particular religion) **B1**

Answer: B

Question 2

identifies a genuine difference, e.g. faith schools may give priority to pupils of the same religion in admissions **B1**

brief development, e.g. this can attract families of a particular background and shape the social and cultural composition of the school **B1**

Answer: Faith schools may give priority to pupils of the same religion in admissions, attracting families of particular cultural or social backgrounds and so influencing the school's social and cultural composition.

Question 3

identifies one way, e.g. positive peer effects where classmates have higher aspirations and study habits **B1**

explains impact, e.g. these peer norms can raise individual motivation and expectations, improving achievement **B1**

identifies a second way, e.g. school culture may normalise behaviours like homework completion and parental engagement **B1**

explains impact, e.g. consistent routines and parental involvement create an environment that supports higher attainment for pupils **B1**

Answer: A high proportion of middle class pupils can create positive peer effects with higher aspirations and study habits that raise individual motivation and results, and a school culture that normalises homework, parental engagement and wider enrichment which supports higher achievement.

Question 4

identifies one way, e.g. access to cultural capital through curricula, extracurriculars and familiarisation with middle class cultural codes **B1**

explains how this helps reproduce advantage, e.g. cultural capital aligns with elite university expectations and professional employer tastes, easing social mobility for those pupils **B1**

identifies a second way, e.g. social networks and alumni connections that provide internships or priority information **B1**

explains how this helps reproduce advantage, e.g. networks give practical advantages in securing prestigious jobs and university offers beyond exam results **B1**

Answer: Private schools give access to cultural capital such as classical references, debating and etiquette that match elite institutions expectations, and provide strong alumni networks and contacts that help pupils access internships and prestigious university places, together reproducing class advantage.

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