

Mark scheme 02

Marks	Level descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the economic role of the education system. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives (eg functionalism, Marxism, the New Right, postmodernism, feminism) or through consideration of the relative importance of economic as against other functions (eg cultural or ideological transmission, integration, social control). Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of the economic role of the education system. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, for example of how far the education system selects on the basis of ability rather than ascribed characteristics, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
13–18	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of two to three ways in which the education system serves the economy. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or one to two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
7–12	<p>Answers in this band will show limited undeveloped knowledge, eg two to three insubstantial points about the role of education. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into an 'educational policy' answer.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>

1–6	<p>Answers in this band will show very limited knowledge, eg one to two very insubstantial points about education in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: capitalism; reproduction of class inequality; legitimisation of class inequality; patriarchy; ideological and repressive state apparatuses; the myth of meritocracy; the correspondence principle; alienation; exploitation; hierarchy; the hidden curriculum; fragmentation of knowledge; social control; secondary socialisation; specialist skills; value consensus; particularistic and universalistic standards; bridge to wider society; meritocracy; role allocation; integration/social solidarity; the division of labour; industrial society; human capital theory.

[30 marks]

Mark scheme 03

Two marks for each of **three** appropriate effects clearly outlined or **one mark** for each appropriate effect partially outlined, such as:

- Increased demand for health and social care (1 mark); as older people are more likely to require these services (+1 mark).
- Increase in dependency ratio (1 mark); as older people are less likely to be economically active (+1 mark).
- More policies aimed at older voters (1 mark); as they represent an increasingly significant bloc of voters (+1 mark).
- Raising of retirement age (1 mark); in response to increased cost of pension provision (+1 mark).
- Changing attitudes to ageing (1 mark); as being old becomes 'normalised' (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

[6 marks]

Mark scheme 04

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the functionalist approach to the education system. Good understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example, through a debate between different perspectives (e.g. functionalist, feminist, interactionist and postmodernist) on the education system. Analysis will show clear explanation and may draw appropriate conclusions.</p>
13–16	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, e.g. of the differences between Marxist and functionalist views and/or some appropriate analysis, e.g. clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, e.g. a broadly accurate, if basic, account of one or two reasons explaining the functionalist approach to the education system. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in a list-like fashion) from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation limited at most to juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, e.g. two or three insubstantial points about the education system. Understands only very limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>

1-4	<p>Answers in this band will show very limited knowledge, e.g. one or two very insubstantial points about education in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors, omissions, and/or incoherence in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: socialisation; consensus and value consensus; functional pre-requisites; myth of meritocracy; goals; roles; role allocation; norms; ideological state apparatus; repressive state apparatus; the correspondence principle; hidden curriculum; counter culture; subculture; class reproduction; banding; streaming; marketisation; private schools; material deprivation; cultural deprivation; habitus; labelling; self-fulfilling prophecy; universalistic values; particularistic values; social solidarity; vocational education.

[20 marks]

Mark scheme 05

Two marks for a satisfactory definition such as: a system where everyone has equal opportunity, a system where rewards are based on achievement/ability, or similar.

One mark for a partial definition such as: fair rewards, or only an example given.

No marks for no/an unsatisfactory definition.

[2 marks]

Mark scheme 06

Marks	Level descriptors
8-10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons why some pupils join pupil subcultures.</p> <p>There will be two developed applications of material from the item, eg streaming on the basis of perceived ability or attitude, the role of external factors such as class background, the role of the school's status hierarchy, conformity to peer group expectations.</p> <p>There will be appropriate analysis/evaluation of two reasons, eg how the school's status hierarchy is internalised and low status pupils turn to the subcultural alternative, or how some successfully combine conformity to peers' expectations with high achievement (eg Fuller).</p>
4-7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two reasons why some pupils join pupil subcultures.</p> <p>There will be some successful application of material from the item, eg how class, gender or ethnic background may be the basis for some pupil subcultures, independently of school, plus a brief account of streaming.</p> <p>There will be some analysis/evaluation.</p>
1-3	<p>Answers in this band will show limited knowledge and understanding of one to two reasons why some pupils join pupil subcultures.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg on causes of differential achievement.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

[10 marks]

Mark scheme 07

Marks	Level descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the role of education in transmitting ideas and values. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives (eg Marxism, functionalism, feminism, the New Right, postmodernism), through consideration of the different ideas and values that education may transmit (eg patriarchal, capitalist, meritocratic, social solidarity, ethnocentric). Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of the role of education in transmitting ideas and values. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, for example of the functionalist explanation, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
13–18	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of a Marxist view of the role of education. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or one to two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
7–12	<p>Answers in this band will show limited undeveloped knowledge, eg two to three insubstantial points about the functionalist view of education. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into a discussion on the economic function of education without reference to transmitting ideas and values.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>

1–6	<p>Answers in this band will show very limited knowledge, eg one to two very insubstantial points about education in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points

Indicative content

Concepts and issues such as the following may appear: patriarchy; male gaze; double standards; ethnocentricity; symbolic violence; capitalism; proletariat; bourgeoisie; class conflict; reproduction of inequality; legitimisation of inequality; false consciousness, exploitation; ideological state apparatus; correspondence principle; hidden curriculum, myth of meritocracy; meritocracy; alienation; hierarchy; indoctrination, counter-culture; resistance; hegemony; habitus; cultural capital; social solidarity; value consensus; fragmentation and diversity.

[30 marks]

Mark scheme 08

Two marks for each of **three** appropriate ways in which school may mirror work in capitalist society clearly outlined or **one mark** for an appropriate way partially outlined, such as:

- Hierarchical structure (1 mark); in schools head teacher at the top and students low down, in work boss at the top workers low down (+1 mark).
- Rewards (1 mark); grades in school, pay in work (+1 mark).
- Fragmentation (1 mark); school divided into unconnected subjects, work divided into unconnected tasks (+1 mark).
- Degree of autonomy (1 mark); senior pupils/those in higher streams have more autonomy, managers/skilled workers have more autonomy (+1 mark).
- Monotony (1 mark); having boring lessons, carrying out repetitive tasks at work (+1 mark).
- Dress code (1 mark); in school you wear uniform to represent the school and in the workplace you wear uniform to represent the company/brand (+1 mark).
- Legitimation (1 mark); in school pupils are taught that exams are fair and in work promotional opportunities are portrayed as fair (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

[6 marks]

Mark scheme 09

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which educational policies may have affected the experience of minority ethnic groups in education.</p> <p>There will be two applications of relevant material, eg multicultural education policies aim to increase the self-esteem of ethnic groups and so improve their experience of education; the Race Relations Act makes it a school's duty to ensure racial equality is promoted to prevent discrimination against ethnic groups.</p> <p>There will be appropriate analysis, eg the reasoned conclusion that policies that enable ethnic groups to participate fully in education are likely to improve their experience of education.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which educational policies have affected the experience of minority ethnic groups in education.</p> <p>There will be one or two applications of relevant material, eg the impact of assimilation policies and how they may have affected the self-esteem of ethnic groups.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into a discussion of social class and education.</p> <p>There will be little or no analysis.</p>
0	No relevant points

Indicative content

Answers may include the following and/or other relevant points:

- Multicultural education.
- Assimilation policies.
- Foundation Stage Profile.
- English as an additional language.
- Compensatory education.
- National curriculum.
- Equal opportunities policies to overcome institutional racism.
- Policies to overcome the ethnocentric curriculum.
- The 'Prevent' strategy.
- Pupils' identities.

[10 marks]

Mark scheme 10

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which the education system might serve the needs of capitalism.</p> <p>There will be two developed applications of material from the item, e.g. the proletariat do not seek to overthrow capitalism because the education system acts as an ideological state apparatus; the education system reproduces capitalism by preparing each generation of working-class children to fill their future roles as alienated, exploited workers.</p> <p>There will be appropriate analysis/evaluation of two ways, e.g. the education system meets capitalism's need by legitimating class inequality through ideologies such as the myth of meritocracy, thus preventing its overthrow; the education system meets capitalism's need to continue through the correspondence principle, whereby the schooling of working-class children mirrors the capitalist workplace in terms of hierarchy, alienation, extrinsic rewards, fragmentation and competition.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which the education system might serve the needs of capitalism.</p> <p>There will be some successful application of material from the item, e.g. the education system justifies workers accepting inequality and low-paid, alienating work because their underachievement at school shows they are only capable of menial jobs.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one to two ways in which the education system might serve the needs of capitalism.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, e.g. causes of working-class underachievement.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

[10 marks]

Mark scheme 11

Two marks for a satisfactory definition such as: those things taught in school that are not on the official curriculum, or similar.

One mark for a partial definition such as: things taught in school, or only an example given eg obeying the rules.

No marks for no/an unsatisfactory definition.

[2 marks]

Mark scheme 12

Two marks for a satisfactory definition such as: ties that bind a group together.

One mark for a partial definition such as: an example given, e.g. belonging to the school community.

No marks for no/an unsatisfactory definition.

[2 marks]

Mark scheme 13

Two marks for each of three appropriate criticisms clearly outlined or **one mark** for an appropriate criticism partially outlined, such as:

- Assumes education is a meritocratic system (1 mark); achievement is greatly influenced by social backgrounds such as class or ethnicity. (+1 mark).
- It is deterministic (1 mark), many functionalists wrongly assume that pupils passively accept the values they are taught and never reject them. (+ 1 mark).
- Assumes the education system transmits society's values (1 mark); in fact it transmits ruling class ideology/patriarchy / any alternative (+1 mark).
- Education system fails to adequately prepare young people for work (1 mark); by failing to teach appropriate skills/values necessary for work (+1 mark).
- Education system fails to promote social solidarity (1 mark); schools promote competition and individual achievement (+1 mark).
- Education system fails to allocate roles efficiently (1 mark); because exam system does not adequately measure skills and abilities (+1 mark).

Other relevant material should be credited.

No marks for no relevant points.

[6 marks]

Mark scheme 14

Two marks for each of **three** appropriate ways clearly outlined, or **one mark** for each appropriate criticism partially outlined such as:

- Both are fragmented (1 mark); at school knowledge is fragmented into different subjects; at work labour is fragmented into small meaningless tasks (+1 mark).
- Both are based on extrinsic satisfaction (1 mark); at school students are rewarded by grades rather than the intrinsic satisfaction of the knowledge gained; at work employees are rewarded through pay rather than the intrinsic satisfaction of their work (+1 mark).
- Both are based on competition (1 mark); at school students compete for high grades; at work, employees compete for high wages (+1 mark).
- Both have a hierarchy of authority (1 mark); at school there are hierarchies between teachers and between teachers and students; at work there are hierarchies of management (+1 mark).
- Both are based on alienation (1 mark); at school students have little control over their time or what they study; at work, employees have little control of the production process (+1 mark).

Other relevant material should be credited.

[6 marks]

Mark scheme 15

Two marks for each of **two** appropriate criticisms clearly outlined, or **one mark** for each appropriate criticism partially outlined such as:

- Some pupils are late developers (1 mark); selecting by ability at age 11 means that students who develop academically at a later age are at a disadvantage (+1 mark).
- Selection may benefit middle class children (1 mark); middle class parents can provide tutors and coaching for their children so that they do well in tests (+1 mark).
- There are difficulties in measuring ability (1 mark); IQ tests only measure one aspect of ability.
- Testing may result in lower self-esteem for children (1 mark); testing may stigmatise both children and the schools they attend (+1 mark).
- Tests used to select pupils might be culturally biased (1 mark); the language used may be biased against working-class and minority ethnic groups (+1 mark)

Other relevant material should be credited.

[4 marks]

Mark scheme 16

Two marks for a satisfactory definition such as: the knowledge, skills attitudes or values that give the middle classes an advantage.

One mark for a partial definition such as: middle class culture providing an advantage.

No marks for no/an unsatisfactory definition.

[2 marks]

Mark scheme 17

Two marks for each of **three** appropriate functions clearly outlined or **one** mark for each appropriate function partly outlined, such as:

- Social solidarity (1 mark); through the teaching of history and culture, school helps to create a shared sense of identity (+1 mark).
- Teaching specialist work skills (1 mark); in a society with a complex division of labour this helps to meet the needs of the economy (+1 mark).
- Secondary socialisation (1 mark); schools are focal socialising agencies teaching universalistic principles of behaviour to children (+1 mark).
- Role allocation (1 mark); selecting children for the most appropriate occupations based on meritocratic principles (+1 mark).
- To reproduce class inequality (1 mark); differences in cultural capital limits social mobility (+1 mark).
- To reproduce patriarchy (1 mark); processes such as labelling and differences in subject choice perpetuate gender inequality in society (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

[6 marks]

Mark scheme 18

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which changes in the labour market may influence the educational achievement of girls and boys.</p> <p>There will be two applications of relevant material, e.g. the increase in the number of women at all levels in the workplace may have given girls more role models to aspire to and so may serve as motivation to do well in education; the decline of manual jobs may contribute to a crisis of masculinity and so increase a reliance on "laddish" anti-school subcultures in school amongst boys so leading to underachievement.</p> <p>There will be appropriate analysis, e.g. the reasoned conclusion that changes in the gendered division of labour may explain improvements in attainment of girls in school and boys' underachievement at school.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which changes in the labour market may influence the educational achievement of either girls or boys.</p> <p>There will be one or two applications of relevant material, e.g. jobs traditionally performed by women increasingly require degree qualifications – e.g. teaching and nursing and how this could affect pupils differently.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, e.g. there may be some drift into a discussion of educational achievement across different social groups.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- Anti / pro–school subcultures.
- Changes in employment/ equality legislation.
- Gender gaps in achievement between girls and boys.
- Glass ceiling.
- Division of labour.
- Division of domestic labour.
- Labelling.
- Stereotypes.
- Decline in manual jobs / crisis of masculinity.
- Increasing participation of women in the labour market.
- Changing ambitions of girls.

[10 marks]

Mark scheme 19

Two marks for a satisfactory definition such as: the way that agencies other than the family transmit the norms, values and culture of a society.

One mark for a partial definition such as: the transmission of norms or the identification of education, the media / religion as sources of secondary socialisation.

No marks for no/an unsatisfactory definition.

[2 marks]



Mark scheme 20

Marks	Level descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that the education system is meritocratic. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives (functionalism, New Right, Marxism, feminisms), regarding the issue of meritocracy or through consideration of factors within the education system that may disadvantage some social groups. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of the extent to which the education system can be seen as meritocratic. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, for example of the functionalist view of meritocracy and/or some appropriate analysis, e.g. clear explanations of some of the presented material.</p>
13–18	<p>Answers in this band will show largely accurate knowledge but limited range and depth, e.g. a broadly accurate, if basic, account of the Marxist view of the myth of meritocracy. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing explanations or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
7–12	<p>Answers in this band will show limited undeveloped knowledge, e.g. two or three insubstantial points about differential attainment. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and / or material often at a tangent to the demands of the question, e.g. drifting into a discussion of functions of education without reference to meritocracy.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>

1–6	<p>Answers in this band will show very limited knowledge, e.g. one or two very insubstantial points about education in general. Very little / no understanding of the question and of the presented material.</p> <p>Significant errors and / or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: equal opportunity, merit, role allocation, social bridge, formal curriculum, hidden curriculum, role allocation, competition, cultural capital, correspondence principle, economic capital, private schools, teacher student relationships, labelling, educational triage, institutional racism, gender stereotypes.

[30 marks]

Mark scheme 21

Two marks for each of **two** appropriate ways clearly outlined or **one mark** for each appropriate way partially outlined.

Answers may include:

- Involvement in international testing programmes such as PISA testing (1 mark); allow international comparison of standards (+1 mark).
- Traditional subjects such as STEM / EBacc subjects are prioritised in the curriculum (1 mark); these subjects equip pupils with the skills required for the global skills-based economy (+1 mark).
- The UK has adopted marketisation / privatisation policies similar to those adopted in some other countries (1 mark); this has led to the emergence of global education companies involved in curriculum and assessment development (+1 mark).
- Growth of the Internet offers new ways of accessing information and testing (1 mark); some schools have policies on home-based learning (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

[4 marks]

Mark scheme 22

Two marks for each of **three** appropriate ways clearly outlined or **one mark** for each appropriate way partially outlined.

Answers may include:

- The curriculum can be seen as patriarchal (1 mark); there are more examples of males in some subjects content (+1 mark).
- There may be bias in careers advice and / or in allocating work placements (1 mark); girls and boys may be encouraged to consider different career paths based on gender stereotypes (+1 mark).
- Gendered subject images lead to boys taking higher status subjects (1 mark); girls do not take more prestigious subjects because of a male-dominated classroom environment (+1 mark).
- Double standards (1 mark); teachers may give more of their time to boys (+1 mark).
- Patriarchal hierarchies of power in schools (1 mark); males are more likely to be in senior positions in schools (+1 mark).
- The male gaze (1 mark); girls may be seen as sexual objects (+1 mark)
- The use of assessment (1 mark); reduction of coursework could be perceived to be for the benefit of boys (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

[6 marks]

Marks	Level descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that marketisation policies have increased diversity and choice in the education system. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives (e.g. New Right, neoliberalism, social democratic approach, Marxism and postmodernism), regarding the impact of marketisation on diversity and choice, or through consideration of the extent to which both diversity and parental choice can be limited by existing social inequalities. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of the extent to which marketisation policies have increased diversity and choice in the education system. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, for example of the New Right view of marketisation, diversity and choice and / or some appropriate analysis, e.g. clear explanations of some of the presented material.</p>
13–18	<p>Answers in this band will show largely accurate knowledge but limited range and depth, e.g. a broadly accurate, if basic, account of marketisation policies as they relate to diversity and choice. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing explanations or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
7–12	<p>Answers in this band will show limited undeveloped knowledge, e.g. two or three insubstantial points about marketisation policies. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and / or material often at a tangent to the demands of the question, e.g. drifting into a discussion of education policies before marketisation without reference to diversity and choice.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>

1–6	<p>Answers in this band will show very limited knowledge, e.g. one or two very insubstantial points about education in general. Very little / no understanding of the question and of the presented material.</p> <p>Significant errors and / or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: open enrolment; league tables; cultural reproduction; consumer choice; specialist schools; academies; free schools; opting out; per-capita funding; parentocracy; myth of parentocracy; privatisation; business sponsorship; cream skimming; silt shifting; privileged / skilled choosers; disconnected choosers; selection policies; faith schools; fragmented centralisation; educational triage; formula funding; cultural capital; social capital.

[30 marks]

Mark scheme 24

Two marks for each of **two** appropriate ways clearly outlined or **one mark** for each appropriate way partially outlined.

Answers may include:

- Ranking pupils by ability (1 mark); tests and examinations emphasise individual achievement (+1 mark).
- Setting, banding or streaming (1 mark); pupils are divided by perceived ability and compete to get into higher sets, bands or streams (+1 mark).
- Pupils are encouraged to compete with each other for rewards (1 mark); through behaviour reward systems such as merits (+1 mark).
- The value placed on competitive teams (1 mark); pupils compete to be chosen for e.g. sports or quiz teams (+1 mark).
- School entrance exams or criteria (1 mark); creating competition for places at the desirable schools (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

[4 marks]

Mark scheme 25

Two marks for a clearly explained example or **one mark** for a partially explained example.

Answers may include:

- School discipline codes (1 mark); mirror the discipline codes of the workplace which focus on attendance, time keeping and obedience (+1 mark).
- Schools are based on competition (1 mark); competition for jobs, promotion, contracts - is a major feature of the world of work (+1 mark).
- Many activities in schools are repetitive and tedious (1 mark); this prepares pupils for the alienation of the workplace (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

[2 marks]

