

## Chapter 2 Education

### Topic 6 Educational policy and inequality

#### Answers to QuickCheck Questions on page 85

1. By channelling the two social classes into two different types of school that offered unequal opportunities and led to different future occupations.
2. Any two of the following: Not all local education authorities went comprehensive, so the grammar-secondary modern divide continued in many areas; lack of social mixing between working class and middle-class pupils within the school; comprehensives continued to reproduce class inequality through labelling and streaming.
3. By making it appear that all parents have the same freedom to choose which school to send their children to, whereas in reality middle-class parents are better able to take advantage of the choices available. Failure is thus presented as the fault of parents who fail to choose wisely.
4. Supporters of an education market believe it raises standards by making schools compete for 'customers' (parents and pupils) who can choose between them. To attract customers, schools have to be able to offer good quality education/exam success.
5. Any two of the following:
  - Reducing direct state control over education
  - Parental choice of school
  - Schools having to compete to attract pupils
  - Creating academies
  - Publication of league tables and Ofsted inspection reports
  - Business sponsorship of schools
  - Open enrolment
  - Specialist schools
  - Formula funding
  - Schools being allowed to opt out of local authority control
  - Introduction of tuition fees for higher education
  - Allowing parents and others to set up free schools
6. Private companies can profit from: building schools; providing supply teachers; providing work based learning/careers advice/Ofsted inspection services; running local education authorities; selling contracts for educational services in the UK to overseas companies; exporting UK education policy to other countries and providing the services to deliver the policies.
7. Education policies that encourage minority ethnic group pupils to assimilate into mainstream British culture, e.g. by learning to speak English.
8. Any two of the following: it wrongly believes that black pupils fail because of lack of self-esteem; it is tokenism; it picks out stereotypical features of minority cultures for inclusion in the curriculum; it fails to tackle institutional racism; it perpetuates cultural divisions rather than promoting a shared national culture and identity.