



Oxford Cambridge and RSA

Wednesday 13 June 2018 – Afternoon

A2 GCE CRITICAL THINKING

F503/01/RB Ethical Reasoning and Decision-Making

RESOURCE BOOKLET

To be issued with the Question Paper

Duration: 1 hour 30 minutes



INSTRUCTIONS TO CANDIDATES

- Use the resource documents to answer the questions in the Question Paper.

INFORMATION FOR CANDIDATES

- The information contained in this Resource Booklet was accurate when it went to press, but may subsequently have changed. Questions should be answered on the basis that the information is correct.
- This document consists of **8** pages. Any blank pages are indicated.

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR

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Background information

- In these documents and the questions, the phrases “private education” and “private schools” refer to schools which are financed mainly from fees paid by the families of the students, rather than by the State.
- Many private schools are residential, whereas students of “private day schools” live at home and attend school daily.
- Nearly all private schools select new students on the basis of an entrance exam. The most prestigious schools generally set the most challenging entrance requirements.

Document 1

Why Choose Private Education?

Private education offers many advantages:

- excellent academic results and high expectations
- small class sizes and attention to individual needs
- high degree of specialisation
- a wide range of extra-curricular activities: opportunities for sport, drama, music, and special activities
- high levels of investment in facilities
- the option of boarding – full, weekly or flexible
- good discipline and the encouragement of a responsible attitude to work
- diversity, catering for differing attitudes and beliefs
- help for Special Educational Needs
- traditional values
- private education often boosts earning potential because pupils benefit from smaller classes and better teachers.

Source: SFIA Group

The SFIA Group is a financial planning organisation which specialises in advising families on paying school fees.

Document 2

Private Schools should be banned.

The quality of children's education should not be influenced by the wealth of their parents. 1

If we are to improve the social mobility of the UK we must expose all children to the same standard of education; this is fundamental to the progress of our society in future generations. 2
Already there is a huge inequality between private and state funded schools.

Education is a basic human right, similar to being able to receive medical treatment. Should we not aspire to a better quality of these services for all? Banning private education would not worsen the experience for all; on the contrary there would be incentive for all (including the wealthy, who have the most power) to improve the educational sector and pressure the government to invest in schools. 3

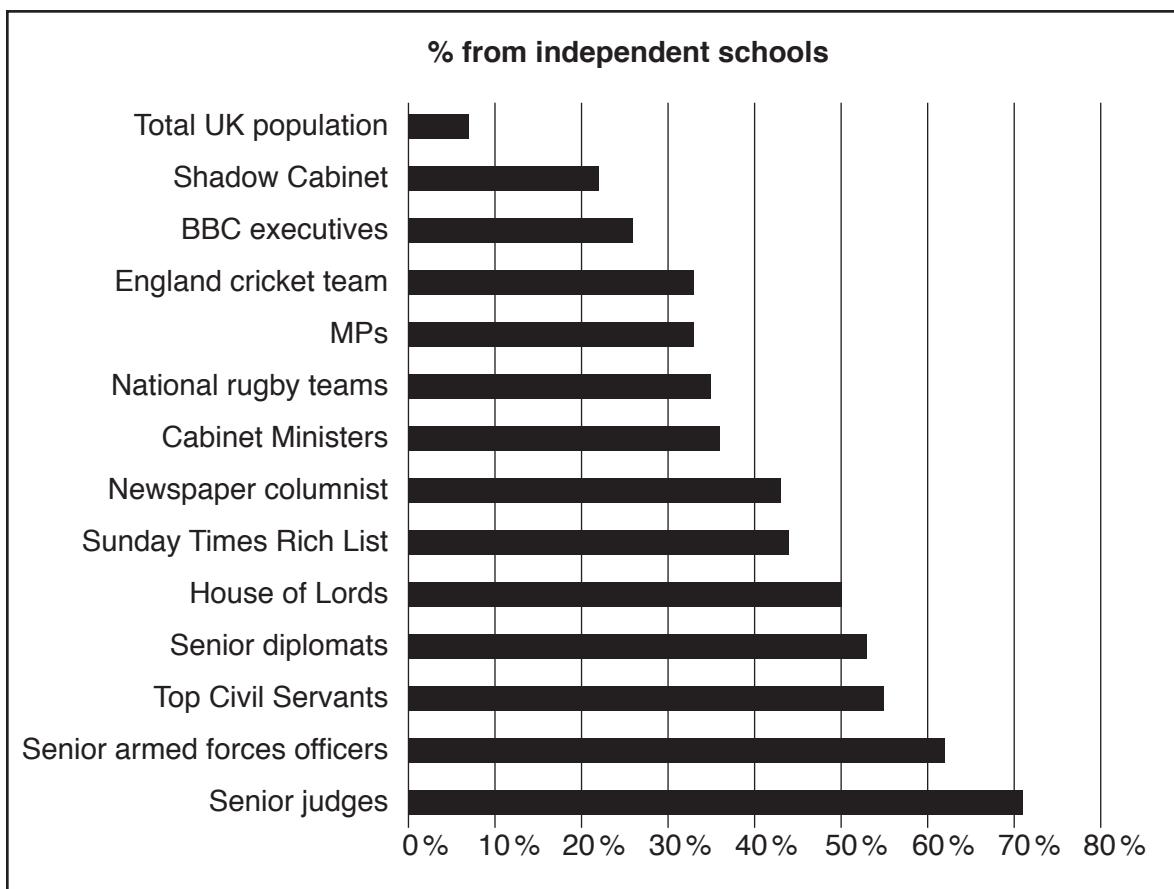
Continuing to support private schools is a way of segregating those who are wealthy from those who are not. The wealthy will not be able to identify with those less fortunate, and *vice versa*. But exposing children to classmates from all different socioeconomic groups might eventually change the divisive opinions of the upper levels of society, which are based on a lack of experience of meeting different kinds of people. 4

That is why private schools should be banned. 5

Source: Social media site for school students

Document 3

The table below shows that a high proportion of rich and influential people have been schooled in the private sector, which educates just 8 in 100 of the total population.



Data from the Social Mobility and Child Poverty Commission.

This organisation “monitors the progress of government and others in improving social mobility and reducing child poverty in the UK.”

Document 4

New report demonstrates the significant impact of private schools on the British economy

Private schools affiliated to the Independent Schools Council (ISC) make an impressive £9.5 billion gross value-added contribution to Britain's Gross Domestic Product* (GDP) – 1 larger than the City of Liverpool, or the BBC.

They provide 227 000 jobs, one for every two pupils, and generate £3.6 billion in tax revenues, 2 according to analysis by Oxford Economics, the global economics consultancy.

They also make annual savings for the tax payer of £3 billion – equivalent to building more 3 than 460 new free schools every year. The high standards of academic achievement shown by ISC school pupils are estimated to contribute an additional annual £1 billion to GDP.

This is the first time that the contribution of the private schools' sector to the British economy 4 has been subject to objective analysis. ISC schools have long been recognised for their educational excellence, but this report demonstrates the extent of their support for and contribution to the British economy.

* Gross domestic product (GDP) is the value of all goods and services produced annually in a country.

Source: Independent Schools Council

This organisation promotes the interests of private schools in the UK.

Document 5

In 2014, the Labour Party's Shadow Education Secretary unveiled plans to make private schools form stronger links with state schools or face losing tax relief. But his plan to put private schools under a legal duty to co-operate with the state system triggered strong negative reactions from head teachers in both sectors. 1

Barnaby Lenon, chairman of the Independent Schools Council, asked: 'Does he think that when Mr Chips from the private school drifts in to teach a bit of history at the local state school, because his head has told him to, under instruction from a future Education Secretary, that this is going to transform the relationship between state and private school? It's patronising nonsense.' 2

The plans also drew criticism from a union representing thousands of head teachers and senior staff in state secondary schools, which warned against setting up 'more legislative hoops for schools to jump through'. 3

Some 2570 private schools can claim an 80% cut in business rates because they are charities, and in 2013 they saved £165 million in this way. But the Shadow Education Secretary insisted that many private schools provide only token benefits to their communities, such as entry to art exhibitions for three hours a day or allowing occasional use of a football field. He claimed the taxpayer was expected to subsidise 'the education of a privileged few'. 4

Under Labour's blueprint, private schools will be required to pass a partnership test to keep their business rate relief. As well as joint sports tournaments, this could include sharing teachers, running courses to help state pupils get into leading universities and sponsoring state academies. 5

Source: The Daily Mail

Document 6

Why we need open access to private day schools

Students from the country's leading private schools take a massive share of the opportunities available at top universities and beyond. A student in a private school is 55 times more likely to attend Oxbridge than a student on free school meals, for example.

A recent report found that children who attend private school will earn £194 000 more on average in their early careers than their state educated peers. Even when factors such as family background and early educational achievement are accounted for, the wage premium persists at almost £60 000. Although a range of factors play a part in determining this premium, students from private schools are more likely to get good A-levels, more likely to get degrees and more likely to attend the most selective universities.

If this is the case, the key question must be: who is getting access to this super highway of opportunity? The unsurprising answer is, by and large, the most affluent. With average fees of £12 600 a year, the vast majority of places in private schools are accessible only to those in the highest income groups.

The challenge to those of us concerned with social mobility, then, is how to address this fundamental inequity in a pragmatic and cost effective way. Our solution is a state-backed Open Access scheme to open up all places in high performing private day schools to a wider range of families.

The proposal is simple: entry to the school is based on merit alone and, once selected, parents pay a sliding scale of fees according to means. The wealthiest pay full fees, middle earners pay partial fees and the poorest pay nothing.

Source: The Sutton Trust, 2014

The aim of the Sutton Trust is to improve social mobility through education.



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