4.7 The Tripartite System and Selective Education: 10-minute Pack

AQA 8192 · about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Total time suggested: 10 minutes.

1 Explain one way teachers or schools could influence 11-plus outcomes for pupils in the tripartite era, 1944 to 1965.

(Total for Question 1 is 2 marks)

2 Identify and explain one long-term consequence for local communities where a high proportion of children were sent to secondary moderns rather than grammars during the tripartite era.

(Total for Question 2 is 4 marks)

3 Identify two ways policy critics suggested to reduce the unfair effects of selection by the 11-plus in the 1944 to 1965 debate.

(Total for Question 3 is 3 marks)

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Mark scheme · 4.7 The Tripartite System and Selective Education: 10-minute Pack

Question 1

identifies an influence, e.g. teachers could encourage some pupils more than others to take the test seriously or provide practice	**B1**
development, e.g. greater encouragement and preparation could raise a pupil's chance of passing the 11-plus	**B1**

Answer: Teachers who encouraged some pupils more than others or provided additional preparation and practice could raise those pupils' chances of passing the 11-plus.

Question 2

identifies a consequence, e.g. fewer people from the area going on to higher education	**B1**
development, e.g. this reduced the number of local residents entering professional occupations	**B1**
further development, e.g. it could entrench local class patterns and limit economic opportunities in the community	**B1**
additional development, e.g. reduced local aspiration for higher education across generations	**B1**

Answer: A high proportion sent to secondary moderns led to fewer people from the area going on to higher education, reducing local entry into professional occupations, entrenching class patterns and limiting economic opportunities and aspiration across generations.

Question 3

first correct suggestion, e.g. standardise tests nationally or improve early-years resources for disadvantaged children	**B1**
second correct suggestion, e.g. delay selection to a later age or introduce comprehensive schools to remove selection entirely	**B1**
brief development showing both suggestions are different	**B1**

Answer: Suggestions included standardising tests nationally or improving early-years resources for disadvantaged children, and delaying selection to a later age or introducing non-selective comprehensive schools to remove selection entirely.

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