

I acknowledge the use of Copilot:

<https://m365.cloud.microsoft/apps?auth=2&origindomain=Office> on the 9th – 18th of January to help me to complete my assignment. I used the following prompts:

Why is the Tripartite System 1944 a contested issue

Why is the Tripartite System important today

Why is the Welsh Not a contested issue

Why is the Welsh Not important today

I confirm that I have not presented any AI generated text as my own work. I confirm that I have copies, of my drafts, notes and other resources I have used before, and after the use of AI tools which I may be asked to provide in evidence.

Academic Scrapbook reflecting on two contested issues in education in Wales or the UK since 1840

1994 – The Tripartite System

Why I chose the Tripartite System

The reason that I chose to talk about the Tripartite System is because I believe that it is important as I think that it was unfair how students were having not the same opportunities for the future based on how they did in one exam and how student were seen as not as smart if they went to a certain school. I also believe there is a class divide as I think that working class people were not getting the same access to education as I think that it was too expensive for them to afford. This could include textbooks and uniform. This is why in my opinion people who were upper class had more opportunities for education than working class. this section of the scrapbook, I will be discussing the importance of the Tripartite System and why it is considered contested. Finally, I will be looking at the viewpoints that other people have whether they agree with the system or not.

Why is the Tripartite System important?

It is important to understand the Tripartite system as it has had a huge impact on the UKs education system and understand the opinions that have been expressed about this as it helps understand how education had progressed to make it more inclusive for everyone that led up to the system that has been put in place today that had significantly changed from how it was in 1994. It can also show how when the system had ended it marked the time when they put in place the comprehensive schools instead where their main goal was to fix some of the issues from the Tripartite system such as making sure that more people can have access to learn and be provided with education no matter the difference in their academic abilities. Next, it shows that there were some differences in the curriculum that was being provided in the grammar schools and the secondary modern schools as the grammar were looking at more of the academic side of education. Whereas the secondary modern schools were putting their focus into more practical skills when everything should be focused on the same things to create more of an equal environment for everyone.

Easy Sociology (2024)

Thomas Keith Independent School (2025)

Outline of The Tripartite System

The Tripartite System that was put in place in 1994 is where they had three different schools where student could go to. These schools included secondary modern, grammar school and technical. However, these schools were not considered equal as they were supposed to. Instead, it was believed that the children that were considered smart went to the grammar schools, Children who were not as smart but were good at the practical side went to technical schools even though there were not many of them at the time due to how expensive the equipment was to get set up. Finally, the rest of the children that were not as bright and was not very good at the practical went to secondary modern where they thought the environment could have been better for them. They decided which school you went to based on how well you performed in an 11 plus exam which determines how intelligent the child as it was believed at the time that your intelligence was fixed from a young age.

Trueman (2015)

Times Up for the Test (no date on website)

Thompson (2014)

Sociology Stuff (no date, P.2)



Jay (2024) A complete 11+ exam timeline: origins of the 11+ -

<https://11plusblocks.co.uk/a-complete-11-plus-exam-timeline-origins-of-the-11/>

Why is the Tripartite System a contested issue?

There were many different reasons why the Tripartite System was a contested issue as there were many disadvantages of this System. Thompson (2014) believed that some of the problems with the Tripartite system were that there were a lot of children who left school as they had failed the 11+ so the children thought they were not smart enough to go into secondary education. This was an issue as they did not leave with any

qualifications that could have been useful in work life when they grow up. It was also suggested that some of the children started to develop much later than it was expected at the time. This became a problem as the teachers were struggling to meet the educational needs of the child, so they were not getting to the best of their abilities even though they could be more than capable of doing the academic work that is being done in the grammar schools.

Also, even though children from poorer backgrounds were being given the opportunity to earn free places at the grammar schools. However, some of the parents were unable to send their kids to this school as they are unable to pay for some of the costs that were involved so they would have to miss out on important education. Even though the main aims of this system were to make sure that they can provide different schools that are tailored to the individuals abilities. Instead, it became clear that students that can from wealthier households had more chance of passing the 11+ exam than people from poorer backgrounds which was not intended. Grammar schools were seen to be an environment where none of the children from a working-class background could ever thrive even if they were lucky enough to get a place in that school in the first place.

Thompson (2014)

UK Parliament (no date)

Easy Sociology (2024)

Sociology Stuff (no date, P.3)

Trueman (2015)

Viewpoints on this issue

Why people thought it was a good system

The tripartite system was supported by the conservatives. The reason why was because they believed that it enabled many opportunities for people in the working class to get education that could be helpful in the future when they go out into the world of work. It was also favoured by Roman Catholics as they were able to create a syllabus around their own religious beliefs. It was also highly supported by most of the Board Committee. The reason that they supported the idea of a Tripartite System is because they believed that it would help to meet the nations needs. They also think that it is best way for having trained manpower as part of the curriculum and to help improve the efficiency of the economy at that time. The Board Committee also believed that it can be a factor in helping with the students needs in a sense of providing them the tools that they need to make sure that they are self-developing.

Some more of the advantages of the Tripartite System was that there were many benefits for people in the middle class because it allowed them to communicate with

other children that are at the same level of the abilities in education as them. Another way that the Tripartite system could benefit people is that it provides chances to move up in society. An example of this would be if a student that was in the middle class succeeded in the 11+ exam they would then would not be around people that are not as smart so they would move up as they will be seen as intelligent. Children may also have to go into the same workplace as their parents if they cannot pass the 11+ exam even if that is not what they wanted to do with their life in the future. When people in Grammar schools are being provided an increased chance of getting into work in the future.

Jocastle (2016) thinks that were some advantages to the Tripartite system. Some of these advantages were that the teachers were providing the children with the same content so that when put in theory everyone has an equal chance to succeed so are having the same opportunities. They also believed that the 11 plus was not based on the background that the students have come from but rather the effort that the children put into it.

Why did people think it was not a good system

However, not everyone agreed with this system such as some of the parents of the children. Evidence that supports this is that the parents were experiencing increasing worry on how it could be negatively impacting their child's mental health as it was causing stress on wanting to get into the grammar school as it was the best school at the time according to them. As they had the idea that the children that attended grammar schools could handle harder subjects such as mathematics and science. When the secondary modern was thought to be where all the failures of the 11+ exam went and was way behind the grammar school. The parents also believe that it did not take in account their emotional well-being as it focuses too much on the success on their academics. People who did not find any success in the 11+ exam did not have many opportunities to go to university as they are not being provided with the necessary skills and education that they need to continue their studies, so it was unfortunate that everyone was not being given the same chance to access universities when it should have been accessible to all. Even the owners of the factory workers were not fond of the Tripartite System as it had caused them to lose the children who used to work in the factories so were losing out on money and replacing the workers to do the jobs that needed to get done.

Even though Jocastle (2016) had some positives to say on the Tripartite system they also believed there were also some negatives about this system. Some of these points include that it can cause harm to the child psychological harm and lower their self-esteem if they fail the 11 plus exam as people will label them as not being intelligent enough that could effect their academic performance in the future. Another reason why they thought the Tripartite system was not good was that middle-class students

had more access to better resources and were encouraged to do well unlike working-class people as they were more material deprived.

Bonsor (2025) thinks that some of the reason why the Tripartite system did not work out was because there was a gender inequality as the courses that were being taught were gendered. Some examples of this would be that boys were steered into more technical and more academic subjects and girls were being steered into more of the domestic science side of things so the opportunities that were being given was not balanced.

K12 academics (no date on website)

Jay (2024)

Jocastle (2016)

Bonsor (2025)

Akito (2009, P.127)

Sociology Stuff (no date P.3)

Chalky Papers (no date)

Sayner (2014)



Richarrdson (2016) Brighton, Hove and Sussex Grammar School seen in 1959, Grammar schools: what are they and why are they controversial? -

<https://www.bbc.co.uk/news/education-34538222>

In Conclusion

Overall, we should all understand the Tripartite system as it was a huge part of education that has led up to the education that we see today. There were many people who agreed with this system such as the conservatives as they believed it helped for working class people to have access to education. There were also many people who disagreed with the system such as parents who thought that it put unnecessary stress on the children to do well in the 11 plus exam. My opinion on the Tripartite System 1944 is that it was not providing equal opportunities for students and there was a clear class divide within these schools, so this was not a very good system for the children as there were more negatives that came out of this system than positives.

1800s onwards - The Welsh Not

Why I chose the Welsh Not

I wanted to discuss the Welsh Not as it was unfair that children were getting punished for speaking Welsh even if it is their first language because it makes it hard for those students to communicate if their English is not very good. Another reason that I chose the Welsh Not is that it makes it hard for the Welsh people learn and do well if the lessons are being taught through English. This means that they are not receiving the education they need that could impact their future and that the children may not want to go to school as they may not like how they have been treated and may stop going to school all together. In this section of the scrapbook, I will be discussing why it is important to know all about the Welsh Not and why people believe it is a contested issue. Lastly, I will be talking about the viewpoints that different people have on this.

Why is the “Welsh Not” important?

It is important that we understand the Welsh Not as it is important. The reason for this is because of how it then impacted the future as it shows at the end of the 20th century as well as the beginning of the 21st centuries there was a lot of commitment for the Welsh language to be revived. This also led to the Welsh language to become official in Wales. It caused many movements to make sure that the Welsh language is preserved and have Welsh rights. This shows the importance of having cultural identity. Another reason that the Welsh Not is important as it shows how Welsh cared about the language as they thought that it provided them with a sense hope in their community and feel like they belonged and not having to be judged on the language that they speak and to protect their identity. Some of the commissioners at the time saw the Welsh language to be preventing the students to improve so they thought that children should have to learn through the English medium. The reason for this is because it happens that the education that was being provided in Wales was already seen as quite poor, so they put the blame on the language as they believed that was why education was not good at the time.

LingoDigest (2026)

Johnes (2024, P.336)

BBC waleshistory (no date)

Outline of the Welsh Not

The Welsh Not was considered as if a student is heard using the Welsh language, they would have no choice but to wear a plaque around their neck that was wooden. This was not just to be thought as a punishment that was temporary it made the child feel humiliated. However, this was not the end as to make matters worse if one of the other children is then caught speaking the Welsh language the plaque will be passed onto them and so on. The children who are the last one to be wearing the plaque at the end of that day would be facing more punishment physically or getting detention. This is because at the time they thought that English was superior compared to Welsh as it was deemed to be unfit for the society at the time so did not want people speaking Welsh in the schools.

Maggie (2024)



BBC (no date) The Welsh Not -

<https://www.bbc.co.uk/ahistoryoftheworld/objects/j35VCjYcS0CC3RGzvKLb-Q>

Why is the Welsh Not a contested issue?

There were many reasons why the Welsh Not was considered a contested issue. Some of these reasons include that people were becoming more uncomfortable using the Welsh language as more people are preferring to use English instead because of this especially for younger generations who now have a lack of confidence to speak the language. I think this shows that it is having a psychological impact on people as it has installed fear into them and are finding it hard to talk to people in a language that they may not fully understand so it is having an impact on them socially as well. People feel their language should be more recognised and become more equal with the English

language by being giving the right to road signs that also have the Welsh translation as well as they should be able to have that right but were not getting it at the time. This impacted many of the Welsh speakers as they wanted fit into society so many of them stopped speaking Welsh due to the pressure that has been put on them to do so.

DONOVAN (2018)

Maggie (2024)

[Viewpoints on this issue](#)

[Why people thought it was a good system](#)

Some people thought that the Welsh Not was a good system such as the English government at the time. This is because they thought that the Welsh language was a barrier to making progress in the education system. The education reports that came out at the time in 1847 which could also be known as “The Treachery of the Blue Books” also like the idea of the Welsh Not as they came to believe that the Welsh language was becoming an obstacle to the economic and social progression. This helped start the Welsh Not in the first place. This report also stated that the Welsh language was causing rebellious behaviour for people and the only way to stop it was by getting rid of the teaching of the language in the schools so they would be happy to see the Welsh Not taking place to fix the behaviours of the people. Furthermore, some of the parents supported this system. The reason for this was that it was helping their children in the future as their children can learn English more regularly and will need it throughout their lifetime.

O’Neil (2024)

Kiddle encyclopedia (2025)

Evans (2022)

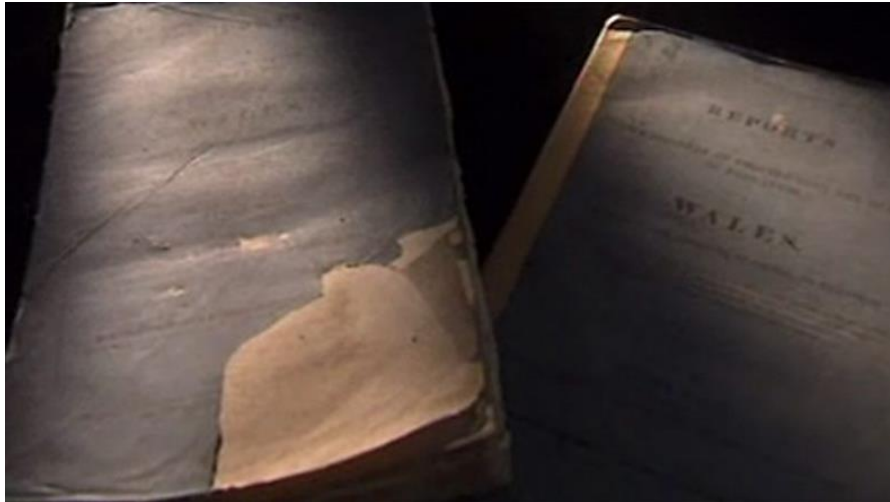
[Why did people think it was not a good system](#)

There were many different people who did not like this system such as the children who had been brought up in this environment. This was because the experience of going to school and already being anxious about it, then being humiliated publicly in front of everybody for talking in a language that you have been brought up with as their parents may have spoken a lot of Welsh. This has made an emotional impact of the child as I believe they may not like to go to school anymore as they cannot speak the same language as anyone else. This led to activist groups that were created in 1800s to the 1950s. One group that were called Cymdeithas Yr Iaith were campaigning for better

bilingual standards as they were supporters of the Welsh language and wanted a change for Welsh to make a revival.

Maggie (2024)

Fluent language (2018)



Carradice (2011) Blue books, Treason of the Blue Books-

<https://www.bbc.co.uk/webarchive/https%3A%2F%2Fwww.bbc.co.uk%2Fblogs%2Fwales%2Fentries%2F72d77f69-72a7-3626-9c19-469c91f45753>

In Conclusion

In conclusion, it is important that we all learn about the Welsh Not as it is important how we understand the movements and the revival of the Welsh language that has impacted the education that we have today. Even though some people did not like this system such as some of the children at the time as it was very traumatic for them. This does not change the fact that people supported this system as they wanted to bring the Welsh language back. In my opinion, I think that The Welsh Not 1800s onwards was not helping Welsh speaking children learn, did not prepare them for the future and did not consider that they were disregarding the childrens culture and how this impacted the children emotionally so the Welsh Not for me was not a very good system as there were more disadvantages of this system than benefits.

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