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|  | **Provenance – date, type of source (speech, newspaper article, book)** | **What is the view of the source? (Positive/Negative/Neutral)** | **What knowledge do I have that supports/challenges the view of the source?** | **How is this source useful/not useful?** |
| A | Speech by Conservative MP Alan Hopkins to the House of Commons, November 1964 – during a debate on proposals to reorganise secondary education. | Negative on ‘socialist ideology’  Positive on grammar schools and secondary moderns – ‘the old system’  Neutral/apathetic on comprehensives – ‘not opposed’ | Talking about ‘failing’ an 11-plus isn’t really the case, grammar schools take the top % so if they have 125 places they’ll take the top 125 scorers. But the rhetoric saw a simple pass/fail dichotomy.  Conservatives implemented the tripartite system so would be in favour of retaining the status quo. | We can see the government opposition perspective of ‘socialist ideology’ and an argument for maintaining the status quo. |
| B | 2012 article by socialist writer Michael Rosen, reflecting on growing up and going to school in London in the 1950s and 1960s | Negative view on grammar schools in terms of social division (ended up at different schools and stopped being friends) and equality.  Also negative in terms of the representation of working class children and the chance to get qualifications and go to university. | Rhetoric of pass/fail 11-plus dichotomy.  Secondary modern students were less likely to go to university and grammar schools did have a lack of representation of working class students. | A personal perspective, while this can be problematic for assuming this was how everyone felt, can show how individuals felt. Whilst we can’t generalise from this, it can be useful.  Rosen is a socialist writer, therefore would be focused on issues of class in society and conveys that school systems needed to be more equal. Many socialists believe that grammar schools don’t choose the brightest (a meritocracy) but those with cultural capital/more middle class. |
| C | Extract from the Labour government cabinet committee policy notes about setting up comprehensive schools (1964) | Negative about the 11-plus and the system as it currently stands – too early to decide who is talented, socially divisive.  Neutral about secondary moderns and attainment but think they can do better. | Labour managed to get this bill through the House of Commons, therefore it must have had broad appeal, not just to the party but to others. | Setting out Labour party policy in a clear way and rationalising the reasons, a glimpse into party ideology and justifying policies. |
| D | ‘Jak’ Evening Standard Cartoon, 23 Sep 1967 | Negative view of comprehensives, Cambridge is a traditional institution and change is not favoured. | Cambridge became Conservative the day before this cartoon was published, response to maintaining the status quo and tradition? | Whilst cartoons are designed to mock, this is useful as it represents visually public resistance in some areas to change. |