

In Europe, as the industrial capitalist economy flourished, there was an increasing need for trained middle-class workers. Access to the professions had been determined, before the 19th century, by family history and patronage rather than by academic achievement or ability. Soon after the turn of the century, this picture began to change. The economy required more individuals in the professions and in managerial positions. Society, therefore, needed to encourage a wider range of individuals to take on these roles. The expanding middle classes realized that education was a means of acquiring social status, and they could see that it was in their children's interests to encourage them to aim for the professions. This was the first time that upward mobility became a practical proposition on a wide scale. Of course, there had to be some way of selecting those who were deemed suitable for training, as well as certifying those who were deemed to be competent. Thus, the professions began to control access to training and membership through examination. In Britain, it was the medical profession that, in 1815, first instituted qualifying exams. These exams were designed to determine competence and, therefore, limited access to membership of the profession (Broadfoot, 1979). Written exams for solicitors came in 1835, and exams for accountancy in 1880.

The universities were next to institute exams. The demand for entry from the middle classes increased, and in the 1850s Oxford and Cambridge set up examining boards, and London and Durham Universities introduced their own selective entry exams. It was still possible to buy one's way into a university, but before this, entry had been determined solely by family background. In 1855, entry exams were introduced as an alternative to patronage to select candidates for the rapidly expanding Civil Service. According to Trevelyan and Northcote (1855):

We are of the opinion that this examination should be in all cases a competing literary examination. This ought not to exclude careful previous inquiry into the apt. health, and moral fitness of the candidates. Where character and bodily activity are chiefly required, more, comparatively, will depend upon the testimony of those to whom the candidate is well known; but the selection from among the candidates who have satisfied these preliminary inquiries should still be made by a competing examination. This may be so conducted as to test the intelligence, as well as the mere attainments of the candidates. We see no other mode by which (in the case of inferior no less than of superior officers) the double object can be attained of selecting the fittest person, and of avoiding the evils of patronage. (p. xxvii)

At the school level, in England, school leaving exams were formalized in the early part of the 20th century when the School Certificate was introduced as a standard school leaving and university entrance qualification (Broadfoot, 1979). This was necessary because of the increasing numbers completing secondary schooling. To obtain the school certificate required a pass in five or more academic subjects, with music and manual subjects being optional. The formal written examination of academic subjects was seen to be important because most of the early qualifying exams for entrance to the professions were written theoretical tests. Because written exams were associated with high-status professions, this type of exam became itself invested with high status.

Assessment Schools And Society

Patricia Broadfoot



Assessment Schools And Society:

Assessment, Schools and Society Patricia Broadfoot, 2012-05-04 The 1970s saw a growing worldwide pre occupation with school assessment Britain witnessed lengthy debate in response to the proposals for examination reform initiated by the Schools Council and the setting up of an Assessment of Performance Unit to monitor standards of achievement This book analyzes the origins of school assessment and of international trends in practice and explores the ideology of assessment which is now so widely accepted yet rarely questioned Towards Coherence Between Classroom Assessment and Accountability National Society for the Study of Education, 2004-04-15 In analyses of the role of national educational assessment insufficient attention has been paid to the central place of the classroom Rather than encouraging a two way flow of information today s standards based frameworks tend to direct the flow of accountability from the outside into the classroom The authors of this volume emphasize that assessment as it exists in schools today consists mainly of the measurements that teachers themselves design evaluate and act upon every day Improving the usefulness of assessment in schools primarily requires assisting and harnessing this flood of assessment information both as a means of learning within the classroom and as the source of crucial information flowing out of classrooms This volume aims to encourage debate and reflection among educational researchers professionals and policymakers Five source chapters describe successful classroom assessment models developed in partnership with teachers while additional commentaries give a range of perspectives on the issues of classroom assessment standardized testing and accountability **Assessment, Schools and Society (RLE Edu D).** , **Schools and Society** Jeanne H. Ballantine, Joan Z. Spade, Jenny M. Stuber, 2017-10-25 The authors are proud sponsors of the 2020 SAGE Keith Roberts Teaching Innovations Award enabling graduate students and early career faculty to attend the annual ASA pre conference teaching and learning workshop This comprehensive anthology features classical readings on the sociology of education as well as current original essays by notable contemporary scholars Assigned as a main text or a supplement this fully updated Sixth Edition uses the open systems approach to provide readers with a framework for understanding and analyzing the book s range of topics Jeanne H Ballantine Joan Z Spade and new co editor Jenny M Stuber all experienced researchers and instructors in this subject have chosen articles that are highly readable and that represent the field s major theoretical perspectives methods and issues The Sixth Edition includes twenty new selections and five revisions of original readings and features new perspectives on some of the most contested issues in the field today such as school funding gender issues in schools parent and neighborhood influences on learning growing inequality in schools and charter schools *Schools and Society: A Sociological Approach to Education* Jeanne H. Ballantine, Joan Z. Spade, 2014-02-21 Undergraduate students of the sociology of education education and society and education studies **Education and Society** Rachel Brooks, 2018-10-04 This new textbook offers a wide ranging discussion of the key debates within the sociology of education Covering everything from policymaking and the curriculum to class ethnicity and

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Education, Assessment, and Society Patricia Broadfoot, 1996. This book provides a comparative account of the evolution of examinations and other assessment procedures in England and France. By tracing the similarities and differences in the ways in which the two countries provided for the assessment of occupational competence for managing the need for educational and social selection and for social control the author shows that changes in assessment reflect changes in the priorities and preoccupations of society as a whole. Assessment is seen as rising in the context of increasing social competition within emerging industrial societies.

School & Society James McKeen Cattell, Will Carson Ryan, Raymond Walters, 1921. *School and Society ...*, 1921. *School & Society*, 1921.

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