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 (1853):

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 age, health, and moral fitness of the candidates. Where character and buildly activity are chiefly required, more, comparatively, will depend spon the transmosty of those to whom the candidate is well known, but the refection from among the cardidates 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 more attainments of the candidates. We see no other made by which (in the case of inferior no less than of superior offices) the double object can be attained of selecting the fittest person, and of avoiding the evils of patronage. (p. 8393)

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

Yan Bai

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

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Whispering the Techniques of Language: An Emotional Journey through Assessment Schools And Society

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