

# Lion Pride



## Welcome to Price's School.

1. We shall start with a simple problem.  
Use BODMAS to determine 25% of S where

$$S = 2 + 4 \times 8 - (2 \times 4 + 5 \times 2) \div 3$$

3. An ancient Egyptian constructed a square pyramid to store his grain. In standard units the diagonal of the base was 12 cubits and the sloping sides at each corner were each 10 cubits. How high was the pyramid and what was its volume?
4. Why can no circle ever have exactly the same area as a square?



## 2. "Honi soit qui mal y pense"

Who famously said this, why and what does it mean?

## 3. What is the meaning of the phrase "Carpe diem"

Hint: It has nothing to do with dead fish!

6. Now a tricky problem for the clever students in the sixth form.

Obtain

$$\int \sqrt{\tan x} \, dx$$

Confirm your result by differentiating your answer.


7. Explain the meanings of the following equations

1.  $PV = RT$

2.  $E = mc^2$



## Chapter 18 Academic Performance

Lion Pride	Chapter 18	
	Academic Performance	



*Right from the start, Pupils were entered for the “Oxford Local Examinations”. The results of these did not attract the obsessive interest that examination results do in modern times. They were quite underplayed, and merited no comment in the Lion magazine for several years. The in-School, annual*

*examinations for all brought about a major upheaval in School organisation that all will recall.. Teachers of the Price’s era, and pupils will be amazed at the enterprise that has grown in Schools to deliver. Few teachers are directly involved in a process now, that makes full use of modern technology, and which takes a hold on the public media, pupils and parents alike at results publication times.*

*This section seeks to draw comparisons in relative achievement over the years through the work of Dr.Charles Evans and, temptingly, evokes the “spirit of William Price, to revisit the School for a perspective on its performance, given the initial brief he left in his Will.*

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## An Overview

Up until December 2019, the background to the William Price bequest had been shrouded in uncertainty. Attempts to trace the Family History had yielded little of an assured lineage, although there was no critical paucity of other detail in archived documents.

Renewing acquaintance at the 2019 Christmas Lunch, Paul Gover and I realised a mutual interest in Family History and, during conversations the matter of the William Price family was raised amid the other more general comments about the WP300 Project.

Paul undertook to deal with that part of the intention to write a sequel\* to the 1971 publication by the WPCT of the "History of Price's School", authored by Frank E.C. Gregory. (\*Later called The Extension [working title], then "Lion Pride" [published title]).

In the aftermath of the death of David Williams, I had taken-over a task that David had set himself, to write "something", although that had never been detailed. A target date for publication was to have been the date of the 300<sup>th</sup> Anniversary celebrations in 2021. What was in my early thinking has been referred-to since as an "Extension", though my view was for an end-product that would be somewhat different in scope and style. That has been outlined to Committee colleagues over the past 18 months, and it has been subject to evolutionary changes as new data emerged and considerations arose.

In essence my vision was for a multi-authored record of the School's life since the 1971 publication of the Gregory tome. The search for archive material quickly showed the real need to anchor any such work in the earlier days of the 1908 School, after it re-opened at the Park Lane site. The rediscovery of the pre-1922 set of Lion magazines, and their transposition from PDF to Word was a major find, opening-up a wider base for this "Extension"

And thus, work has proceeded.

A number of folk have taken-on oversight and creativity for topics close to their interests, and that has been a welcomed contribution. There is not much of that work still to come and this is why it is possible now to begin the see and plan for the "end-game".

One especially important aspect of this "Extension" has been deciding what to do about the pre-1908 years. This era was fairly well treated by Frank Gregory's "History" in 1971, but it was essentially about the battle for existence and competing expectations / demands on the WP bequest. The arguments between local clergy, Charity Commissioners and Charity Trustees were the basis of the 1971 book and so do not warrant a repeat in the "Extension", though significant dates have been included in the Chapter 11 "Timeline", of the Lion Pride publication.

Paul Gover's work focussed on 2 or 3 aspects of William Price – to find what there was available to try to come to a perspective on him and his life, given other, local socio-economic conditions of the time. He undertook a substantial research into the Family History, making much more headway than had been achieved in the past, breaking valued new territory. He did encounter many of the obstacles that earlier searches had found but, through perseverance, has managed to arrive at something akin to a "best fit" outcome, giving shape to the family.

Towards the end of 2020, contacts with a fellow Year-inmate, Mike Duffy, proved to be very valuable. Mike had been a Professor of History at Exeter University and thus was well-placed to make further inroads to this challenge. In particular, he was asked to write an Introduction to the Story that surrounded W.P., to give his outlook a perspective into the sociology of the time, as a part of any National trends. And that Mike has done, in a collaboration with Paul that opened new possibilities.

Thus, two brilliant minds applied to the central element of the William Price Story. Paul has reached a more or less definitive account of the W.P. story, though there are still some doubts and uncertainties. Family History research was ever thus, for the documents “of the day” – the early 18<sup>th</sup> Century, were not written with the eye for detail of a 21<sup>st</sup> Century researcher. Paul and Mike have done much to flesh-out the economics of the Fareham area and to unravel the twists and turns of the family machinations re |: the inheritance-f the family wealth.

The W.P. Story has another aspect to it, arising from the earlier work, in 2 parts, of Charles Evans. When it had become clear that not only were there few archives at the S.O.P. disposal, a matter of intrigue emerged concerning an alleged portrait of William Price. Such a matter had arisen in the past but with no kind of definitive outcome. Charles picked-up the challenge and re-entered that fray. Ultimately, he was forced to conclude there was no such image of William Price. His research has been written-up in that “William Price Story”. There are no issues that overlap the works of Paul or Mike.

Charles also took a lead on the research into the post 1908 “Academic Performance” chapter of the Price’s School and College, some aspects of which I had started. Finding a means of effective and valid year-by-year comparisons of the School’s assessed productivity – its exam results - was always going to be a challenging task and so, who better to recruit to that task but a Ph.D. mathematician, and a University lecturer to boot!?! Charles’ collation of all of the relevant data, from 1915 to 1984 (no details available pre-1914) was ensued by the development of a mathematical model for comparing the results which has led to a further part of this overall Project. .

A final challenge was delivered to Charles in that he was asked to do a kind of “virtual” review of the outcome of WP’s bequest in the 1908 establishment, as if a spirit of William Price was visiting the School from time to time, to gain an impression of its overall performance, albeit a performance that takes no account of other subjective, values of the School’s ethos and achievements of it inmates. *This qualitative evaluation of merit has been concluded up to 1974 and awaits an end story once access to the Fareham Tertiary College-stored archives are made available to us. (There has been no such access offered and, given that the workings of the Tertiary College years, post 1984, are outside of the remit of this project, that is where it stays.)*

So, presently, (Jan 2021) the situation is this:

- i) There is a foundation of work in the 1971 F.E.C. Gregory “History of Price’s School”. *This has been subject to a 2<sup>nd</sup> Edition and typological refreshment, and has been released by Amazon.*
- ii) Mike Duffy has written a background to the origins of the Charity School movement from which the William Price School emerged, giving a new perspective that might well relate to Price family matters on which he has formed some views, which is also a part of the work of Paul’s. *This appears as an opening essay in Paul’s work on the Family Price, appearing as Chapter 7 in the Lion Pride.*
- iii) Paul Gover who, has researched the genealogy of the Hampshire Prices and in William’s case, the business sources of his wealth and activity in the Fareham area. *That is an expansion of the Price Family story in Lion Pride and has been published separately on Amazon. This is a high quality product which has the merits of a publication in its own right\* and in that form should be made available to the Hampshire Family History and Genealogical interests. (\*That, now, has happened with the publication of the study by Paul Gover of “**A Good Price for Fareham**”).*

This work, of two eminent former Price's scholars breaks new ground and assuredly will represent a "best fit" analysis of the available texts and archive material.

A product of the research which is a part of the William Price 300<sup>th</sup> Anniversary, this paper is something of which all Members of the School, College and Society should feel proud.

David Goldring 11/01/21 & 11/01/23

**The Paper that follows is the work of Dr Charles Evans:**

### **Introduction**

Our benevolent task master, David Goldring, set me a very interesting and demanding problem and I thank him for doing so because, although it has caused me a great deal of effort, it has proved very interesting indeed. The problem was to review the entire examination performance of Price's School and to assess the quality year by year.

We are not comparing like with like. Not only were the examination systems changing decade by decade but also the boys themselves had different expectations and demands on them. In the early years they rarely if ever stayed at the school after the statutory school-leaving age.

After a great deal of thought I had a brain wave. Each grade or achievement would be assigned points, for instance 2 for an O level, 10 for matriculation, 20 for a State scholarship, etc. and I then introduced a "moderator".

The best way to think of the moderator is that I had at my disposal a collection of standard students and whenever any of the boys from Price's achieved a grade, just one of my chaps would theoretically sit the same examination and obtain the same grade. I then divided the average score obtained by the cohort by the average score obtained by my team to achieve a measure of the performance.

Of course nothing is perfect, so for example, if Price's had just one student, whatever that student did would register as perfect but once there were enough entries then whatever the curriculum and whatever the expectation of the school, we had a measure of achievement.

Although this provided a comparison for any year with any other year, without at least one year in which we knew not only who passed but also who failed, we had no absolute mark of quality. Fortuitously in 1975 we were provided with the necessary data.

A complete list of 231 candidates who took their O levels is available and this enabled me to determine the success rate for this group and thereby to calibrate all the historical performances.

There were one or two other problems that had to be resolved:

1. Extra O levels taken in the sixth form and O level passes given to those who just failed A level were excluded.
2. Significant achievements post Price's, except state and county scholarships awarded on the basis of examination performance, were also excluded.
3. No results were explicitly available for examinations taken in the academic year 1927/1928.
4. In 1968, the examination results for the years 1966/67 and 1967/68 were combined when they were published but after effort I believe these have now been unpicked.

Quality fell in the years between 1943 and 1947 but with staff away and national stress levels high there are good reasons why this may have occurred.

Charles Evans

### Price's School Examinations

#### The quest

Price's School throughout the twentieth century was situated in Park Lane Fareham. It was there between 1908 and 1975. After 1975 it ceased to operate as a grammar school and became a sixth form college but was subsequently demolished for housing.

The results of school examinations were recorded in the school magazine, *The Lion*, and the Society of Old Priceans wished to compare the examination results over the entire period of the school's existence.

In 1927 no results were published explicitly but it has been possible to deduce them from the house notes. In 1968 the results were amalgamated with the previous year and published together. It was necessary to disentangle the data for 1968 and attempt to restore the results to the correct cohorts.

The most significant difficulty however was that over the period the school had evolved. The type of examination that was important in one decade was not significant or even available in another. Moreover the educational aims changed over the period of the school's existence. The question then arose as to whether it was possible to give any valid estimate of examination performance over such a long period of time.

However the common thread that bound the various eras together was the staff and boys themselves. Of course these changed as individuals came and went but the ethos of the school remained, although evolving continuously.

#### Relative achievement

An entirely new approach was needed. The individual examination performances were already known. Some boys left having achieved great success, others left having failed to achieve much at all and the majority were in the spectrum between these two extremes. What was required was a method of assessing the achievement of the school as evidenced by examination performance.

Therefore based on its perceived importance to the school at the time, a score was assigned to each outcome. For example gaining entrance to Sandhurst (a significant achievement in the 1920s) scored 20 points, obtaining a school certificate with matriculation exemption scored 10 points, a state scholarship 20 points. Later gaining an O level scored 2 points and an A level 5 points. Using this, the average score for each cohort could be determined.

Clearly any decision of the score to award to each outcome is very subjective and to mitigate this bias a “moderator” was calculated.

Possibly the simplest way to think of the moderator is to imagine that we had at our disposal a team of standard Price’s boys. Then whenever an examination was taken and passed, one and only one, from the team was deemed to have taken the examination and achieved the same grade.

If nobody passed, or took, the examination then nobody from this imaginary team took the examination either. The average score for the team determined the moderator. The average score achieved by the cohort was then divided by the moderator to obtain a measure of performance that year.

The moderator was calculated for every cohort from 1916 (when examination results first became available) until 1975 and provided a measure of the relative achievements throughout the period when the school was active.

However without further information, the achievements cannot be determined in absolute terms. One could take the best cohort, award it 100% and see how the others fared. Equally one could take the lowest scoring cohort and put it at 30% and again see how the rest compared.

### **Absolute achievement**

What was needed was not only the numbers who passed the examinations but also those who did not. If this was known a “credibility factor” could be calculated that would provide a percentage of examination achievement for Price’s School throughout its existence.

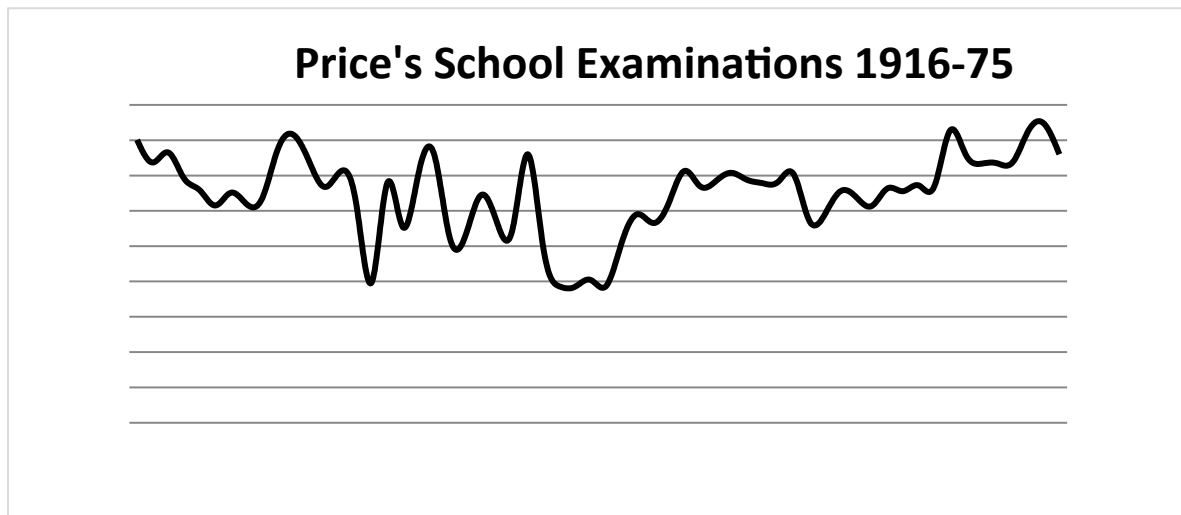
Fortunately, the introduction of The General Certificate of Secondary Education provided a method to determine examination performance in absolute terms and thereby a credibility factor.

In 1975 the school published the full set of 1150 ordinary level achievements supplying the numbers who achieved grades A, B and C (regarded as passes at the Ordinary level for GCEs) and grades D and E (regarded as passes for CSE but not GCE). There was therefore a measure of absolute achievement and the credibility factor was then calculated as 76.01%

At the time this calculation was performed, the Society of Old Priceans only had access to the school magazine, *The Lion*, from 1922 until 1975. Subsequently, the earlier copies of *The Lion* from 1915 became available. There, in the very first issue, when the total number of boys in the school was only 128 and some were young boarders, a list of the 15 boys about to take external examinations was printed. In the next edition, 1916, the results were

published and 12 of them had been successful. The moderator for this year was 17 and remarkably when the credibility factor was calculated it was found to be 75.91%

The credibility factor for examination achievement throughout the 60 years of Price's School has therefore been set at 76%.



Year	Rate	Year	Rate	Year	Rate	Year	Rate	Year	Rate
1916	80	1928	67	1940	54	1952	67	1964	66
1917	74	1929	71	1941	76	1953	68	1965	66
1918	77	1930	62	1942	49	1954	71	1966	67
1919	69	1931	40	1943	39	1955	69	1967	67
1920	66	1932	68	1944	38	1956	68	1968	83
1921	62	1933	55	1945	40	1957	68	1969	76
1922	65	1934	71	1946	39	1958	70	1970	73
1923	62	1935	76	1947	51	1959	57	1971	73
1924	64	1936	52	1948	59	1960	59	1972	74
1925	77	1937	53	1949	57	1961	66	1973	83
1926	82	1938	64	1950	62	1962	64	1974	85
1927	74	1939	57	1951	71	1963	61	1975	76

### Further considerations

Of course nothing is perfect and there are several aspects of this entire process that one could regard as somewhat unsatisfactory. First of these is the scores awarded to each of the examination passes. To some extent however these are tempered by the moderator but clearly awarding different scores could change the overall picture somewhat. In awarding the scores it was necessary to assess what the school celebrated as success and regarded as important.

Second, using the GCSE cohort of 1975 to calculate the credibility factor as 76.01% seems arbitrary; a different cohort might have resulted in a different credibility factor. This is

always possible but it is unlikely to be significantly different. There were 94 boys who obtained at least 4 passes at A, B or C and 231 boys in the cohort; this seems a satisfactory size.

The fact is that 60 years earlier a much smaller number of boys resulted in approximately the same credibility factor. In the absence of any further information, this allows one to conjecture that the credibility factor may have been 76% throughout the school's existence.

There are also examinations passed that are excluded. O levels awarded as compensation for failing an A level, achieving less than 4 O levels at GCE, O levels taken later, possibly after an initial failure. However it must be borne in mind at all times that the boys are not being assessed here; it is the performance of the school itself.

Finally, in the 1920s there were so few boys in the school that success and failure cannot be guaranteed with any degree of accuracy. Consequently one or two outliers could exaggerate the picture. This objection is valid so the early years are certainly more sensitive to small changes than later ones. However the results are of interest and it is worth looking at them in more detail.

### **Exceptional performance**

In 1931 the figure giving the examination performance plummeted. This was the first time the school had entered a large cohort for the matriculation examination and over 70% of the boys were unsuccessful. Two years later a similar event occurred when almost 60% failed. Thereafter the school appears to have been more selective with those they entered for the examination.

During the 1939-45 war, many highly valued and experienced members of staff went away to serve their country. This resulted in a number of temporary staff being appointed. It was therefore no surprise that this had an adverse effect on the school examination performance for 1942-1947.

On the other hand, the school did very well over the sixty years of its existence and had excellent performances at regular intervals during those years; specifically in 1916, 1926, 1935, 1941 1968 and 1974.

**Charles Evans**

**Price's Examinations - Tables and Analysis**

<b>Academic year ending</b>	<b>Moderator</b>	<b>Involve't</b>	<b>Accumul'n</b>	<b>Mean</b>	<b>Weighting</b>	<b>% Success</b>
	average score by team	total in all activities	total score of all participants	(accumulation over involvement)	(credibility: 76 over moderator)	product: weighting with mean
<b>1916</b>	17	12	215	17.92	4.47	<b>80</b>
<b>1917</b>	15	11	160	14.55	5.07	<b>74</b>
<b>1918</b>	16	9	145	16.11	4.75	<b>77</b>
<b>1919</b>	11.67	8	85	10.63	6.51	<b>69</b>
<b>1920</b>	15	10	130	13.00	5.07	<b>66</b>
<b>1921</b>	15	7	85	12.14	5.07	<b>62</b>
<b>1922</b>	12.50	7	75	10.71	6.08	<b>65</b>
<b>1923</b>	15.00	18	220	12.22	5.07	<b>62</b>
<b>1924</b>	14.78	42	519	12.36	5.14	<b>64</b>
<b>1925</b>	14.29	23	335	14.57	5.32	<b>77</b>
<b>1926</b>	18.33	18	354	19.67	4.15	<b>82</b>
<b>1927</b>	16.67	8	130	16.25	4.56	<b>74</b>
<b>1928</b>	15.71	25	345	13.80	4.84	<b>67</b>
<b>1929</b>	16.25	25	380	15.20	4.68	<b>71</b>
<b>1930</b>	15.00	28	345	12.32	5.07	<b>62</b>
<b>1931</b>	15.00	30	235	7.83	5.07	<b>40</b>
<b>1932</b>	11.00	27	265	9.81	6.91	<b>68</b>
<b>1933</b>	15.63	43	490	11.40	4.86	<b>55</b>
<b>1934</b>	12.50	25	290	11.60	6.08	<b>71</b>
<b>1935</b>	10.00	26	260	10.00	7.60	<b>76</b>
<b>1936</b>	16.00	29	320	11.03	4.75	<b>52</b>
<b>1937</b>	16.00	44	490	11.14	4.75	<b>53</b>
<b>1938</b>	14.29	33	400	12.12	5.32	<b>64</b>
<b>1939</b>	16.67	32	400	12.50	4.56	<b>57</b>
<b>1940</b>	15.00	40	430	10.75	5.07	<b>54</b>
<b>1941</b>	10.00	25	250	10.00	7.60	<b>76</b>
<b>1942</b>	13.00	66	555	8.41	5.85	<b>49</b>
<b>1943</b>	17.00	70	605	8.64	4.47	<b>39</b>
<b>1944</b>	15.00	54	410	7.59	5.07	<b>38</b>
<b>1945</b>	15.00	67	535	7.99	5.07	<b>40</b>
<b>1946</b>	13.75	70	490	7.00	5.53	<b>39</b>
<b>1947</b>	13.75	45	415	9.22	5.53	<b>51</b>
<b>1948</b>	14.50	49	552	11.27	5.24	<b>59</b>
<b>1949</b>	15.60	51	592	11.61	4.87	<b>57</b>

<b>Academic year ending</b>	<b>Moderator</b>	<b>Involve't</b>	<b>Accumul'n</b>	<b>Mean</b>	<b>Weighting</b>	<b>% Success</b>
	average score by team	total in all activities	total score of all participants	(accumulation over involvement)	(credibility: 76 over moderator)	product: weighting with mean
<b>1950</b>	15.91	65	845	13.00	4.78	<b>62</b>
<b>1951</b>	11.78	21	232	11.05	6.45	<b>71</b>
<b>1952</b>	13.18	29	337	11.62	5.77	<b>67</b>
<b>1953</b>	12.73	27	309	11.44	5.97	<b>68</b>
<b>1954</b>	12.50	47	547	11.64	6.08	<b>71</b>
<b>1955</b>	10.75	45	438	9.73	7.07	<b>69</b>
<b>1956</b>	11.92	58	617	10.64	6.38	<b>68</b>
<b>1957</b>	11.92	59	631	10.69	6.38	<b>68</b>
<b>1958</b>	12.55	65	755	11.62	6.06	<b>70</b>
<b>1959</b>	15.38	100	1158	11.58	4.94	<b>57</b>
<b>1960</b>	16.10	85	1063	12.51	4.72	<b>59</b>
<b>1961</b>	12.47	98	1054	10.76	6.10	<b>66</b>
<b>1962</b>	13.71	129	1486	11.52	5.55	<b>64</b>
<b>1963</b>	14.61	135	1593	11.80	5.20	<b>61</b>
<b>1964</b>	13.63	122	1451	11.89	5.58	<b>66</b>
<b>1965</b>	13.17	120	1363	11.36	5.77	<b>66</b>
<b>1966</b>	12.55	127	1409	11.09	6.06	<b>67</b>
<b>1967</b>	12.54	69	762	11.04	6.06	<b>67</b>
<b>1968</b>	10.50	45	514	11.42	7.24	<b>83</b>
<b>1969</b>	12.55	151	1895	12.55	6.06	<b>76</b>
<b>1970</b>	12.55	143	1732	12.11	6.06	<b>73</b>
<b>1971</b>	12.80	162	2005	12.38	5.94	<b>73</b>
<b>1972</b>	13.07	155	1964	12.67	5.81	<b>74</b>
<b>1973</b>	12.09	173	2271	13.13	6.29	<b>83</b>
<b>1974</b>	11.18	171	2132	12.47	6.80	<b>85</b>
<b>1975</b>	12.54	201	2521	12.54	6.06	<b>76</b>

## The Credibility factor

The details of why the credibility number was set at 76% for the entire duration of Price's School in the period between 1916 and 1975 are explained here. A full record of passes and failures for the students who took examinations exist for only two years, 1916 and 1975.

### Price's School results 1916

It was announced in The Lion in 1915 that 15 boys would sit the examinations. We use this to calculate the credibility factor.

In 1916 there were 12 boys listed as having passed, so 3 did not compete or else failed. There were 5 separate outcomes 3 of which were assigned 20 points, one was assigned 15 and the other was assigned 10. The moderator is therefore  $(3 \times 20 + 1 \times 15 + 1 \times 10)/5 = 17$ . The total number of points scored by the group is 215. Therefore, the credibility factor can be determined.

We have  $c \times (1/17) \times (215/12) = 12/15$  therefore  $c = (144 \times 17)/(215 \times 15) = 0.75907$ . The credibility factor was therefore 75.9% in 1916.

### Price's School results 1975

To be able to progress to the sixth form at that time, a student had to secure at least 4 GCSE passes at grade A, B or C. Each student could take up to 10 subjects and the passes they achieved are given below.

### Distribution of Grades at GCSE 1975

Total number gained	Students gaining these	A B or C pass												Total all pass	Total A, B, C pass	Total D, E pass
		10	9	8	7	6	5	4	3	2	1	0				
10	1	1												10	10	0
9	31	N/A	13	8	6	3	1							279	246	33
8	42	N/A	N/A	7	12	12	8	2	1					336	263	73
7	12	N/A	N/A	N/A	1	3	3	0	4	1				84	54	30
6	8	N/A	N/A	N/A	N/A	1	2	2	2	0	0	1		48	30	18
5	28	N/A	N/A	N/A	N/A	N/A	2	2	13	8	3	0		140	76	64
4	29	N/A	N/A	N/A	N/A	N/A	N/A	5	10	9	4	1		116	72	44
3	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	10	5	3		60	31	29
2	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5	9	3		34	19	15
1	43	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20	23		43	20	23
Total	231	1	13	15	19	19	16	11	32	33	41	31		1150	821	329
A, B, C passes		10	117	120	133	114	80	44	96	66	41	0		821		

The GCSE pass rate for those gaining ABC is therefore  $821/1150 = 0.7139$ .

This means that the pass rate for this cohort of students is 71.39 %

However, we exclude those with less than four ABC passes.

Total number of students who had any ABC passes =  $1 + 13 + 15 + 19 + 19 + 16 + 11 + 32 + 33 + 41 = 200$ .

The total number with at least 4 ABC passes =  $1 + 13 + 15 + 19 + 19 + 16 + 11 = 94$

The total number of passes in this range =  $10 + 117 + 120 + 133 + 114 + 80 + 44 = 618$ .

Allowing 2 points for each GCSE pass the 94 candidates scored  $2 \times 618 = 1236$ .

The mean score is consequently  $1236/94$ .

Next we determine the moderator with as usual just one student from the putative team achieving each of the outcomes.

There are 7 in the team with the number of corresponding passes being 4, 5, ..., 10.

The total number of passes obtained is therefore  $4 + 5 + \dots + 10 = 49$  and as there are 2 points for each pass, the moderator is  $98/7 = 14$ .

We can use this cohort of students to calculate c the credibility factor. The credibility factor divided by the moderator multiplied by the mean score is equal to the true pass rate.

Therefore  $(c/14) \times 1236/94 = 821/1150$ , so  $c = (821 \times 14 \times 94)/(1236 \times 1150) = 0.76012$

The credibility factor was therefore 76.01% in 1975.

**Table showing academic success at Price's School (3 year mean)**

		1928	71	1940	62	1952	69	1964	64
1917	77	1929	67	1941	60	1953	69	1965	66
1918	73	1930	58	1942	55	1954	69	1966	67
1919	71	1931	57	1943	42	1955	69	1967	72
1920	66	1932	54	1944	39	1956	68	1968	75
1921	64	1933	65	1945	39	1957	69	1969	77
1922	63	1934	67	1946	43	1958	65	1970	74
1923	64	1935	66	1947	50	1959	62	1971	74
1924	68	1936	60	1948	56	1960	61	1972	77
1925	74	1937	57	1949	59	1961	63	1973	80
1926	78	1938	58	1950	63	1962	64	1974	81
1927	74	1939	59	1951	67	1963	64		

# 'GIVE YOUR BEST,' BOYS TOLD BY BISHOP

**M**ORE boys from Price's School, Fareham, went to universities and into the professions last year than ever before, Mr. Eric Poyner (Headmaster) told parents at the school speech day yesterday.

Mr. Poyner, in his first annual report since becoming headmaster, said: "Thirteen boys are now in their first term at university and two are at teachers' training college. Others have gone into student apprenticeships banking, accountancy, agriculture, the Services, and a variety of other professions."

He said that the most significant change of the year was the growth of the school's new wing of classrooms and laboratories. Modifications to the old buildings were still not complete and it would be almost the end of term before the builders left and the school's "sardine" existence ended.

## FURTHER DEVELOPMENTS

Outlining an impressive programme of activities outside the classroom, Mr. Poyner said that with the increase in the facilities which future building plans for the school offered, he envisaged further developments in tennis, swimming, music, drama, art and crafts.

After commenting on the encouraging response to the formation of a Parent-Teacher Association, Mr. Poyner said: "It cannot be emphasized too strongly that without parents' co-operation the boy himself will not reap the benefit of the education we have to offer him here. The parents share in the child's education is not limited simply by feeding, clothing, and housing him, but includes the imposition of reasonable discipline tempered with encouragement and coloured with the introduction of cultural activities whenever possible."

"I felt it a great pity that only so few of the parents responded to my circular about the adult education classes which are taking place this term in the school. Interests outside one's own occupation are so important if we are to live a full and interesting life, and it is through



Winner of a State Scholarship (Physics, Chemistry, Mathematics)—Head Boy B. C. Shurlock. He received the Governors' prize for science, from the Bishop of Portsmouth.—E.N. 0431.

their example that parents can help to interest their sons in the beauties of art, music, and nature."

The Bishop of Portsmouth, Dr. J. H. L. Phillips, who presented the prizes, told the boys: "You are not being prepared just to qualify for a job. First and foremost your are being equipped to

live as human beings, and that means being able to take an interest and a part in as wide a variety of life as possible. The tradition of education in this country has been to equip people with the secret of living."

The Bishop added: "Do not be content to go through life being an average kind of person. Give of the absolute best you have got in whatever you are doing."

"Many great men have not been exceptionally clever in an academic sense. But they have taken hold of ordinary qualities, and by making the best they could of them they have achieved greatness."

The Rev. A. H. Watkins (Chairman of the School Governors) presided and the vote of thanks was proposed by Mr. R. M. Marsh (County Education Officer).

## PRIZES

2A.—A. N. Poyner, M. P. Powell  
2B.—C. R. Eyre, I. R. Hebditch, 3A.—M. A. Baylis, 2B.—M. J. Burke  
2C.—C. M. Brown, 2C.—G. Booth  
1C.—S. Middleton, 1C.—D. I. Stewart  
1B.—P. E. Harvey, 4A.—R. A. Lewis  
4B.—J. F. O'Keefe, 4C.—K. R. Rossler  
1A.—W. D. Wellman, M. J. Wilkins, 1A.—D. J. Hammer  
R. G. Clark, 3 Arts, R. Carter  
L. V. Garvey, 1A.—R. J. Tyack  
6 Arts 1.—M. Duffy, 1A.—M. B. Heritage, M. D. Butler, 6 Arts U.—W. K. Storey, R. A. Brent  
Progress.—P. C. Gregory, R. Brubner, E. H. Dunn, A. R. Houghton, Mandeville Cup.—A. E. Smith  
Governors' prize for Science.—B. C. Shurlock, Staff Prize.—D. J. A. Tunling, The Johnson Stuk.—P. J. Tudges, Old Boys' Bat.—T. H. Pugh

## SCHOLARSHIPS AND AWARDS

B. C. Shurlock (State Scholarship, Physics, Chemistry, Mathematics), M. H. Miller (R.A.F. Flying Scholarship), M. Keith (C.F. Star Camp award for potential officers).

## UNIVERSITY AND COLLEGE

ENRASE  
J. D. Brammer (Guy's Hospital, dentistry), G. P. Butler (Northern Polytechnic, London, University, science), M. D. Butler (Exeter University, science), R. Donohoe

EVENING NEWS, SATURDAY, NOVEMBER 5, 1960—5



T. H. Pugh, who represented Hampshire in the Inter Counties hockey festival this year, receives the Old Boys' cricket bat at Prices School prizegiving, Fareham, yesterday.—E.N. 0432.



First year in the sixth form and R. J. Tyack obtained two passes (advanced level) in Pure and Applied Mathematics. He is seen receiving his prize from the Bishop of Portsmouth.—E.N. 0433

## Examinations at Price's

There is evidence, even early on of a "Try, try and try again" approach to these tests. Pupils would take the Oxford Junior Locals at age 16 or thereabouts (yr 11 in 2020 terms) and receive results in one of the classifications.

With only an occasional exception, Examination Results have been published in the Lion magazine from its outset. 1921 is such an exception. And in two years, results were published as one set without any indication who was in each group! Charles Evans sorted that out, thankfully.

Given the fundamental weakness in using examination results to compare performance of one year against any other, that is precisely what will ensue, whilst acknowledging : size of cohort, range and distribution of abilities, age at entry, nature of the teaching process, genetic factors and other environmental circumstances all have impact throughout a period of study, and on the day of assessment itself.

The graph of performance success from 1916 to 1975 shows year by year fluctuations which, in themselves have no real significance. A smoothing exercise on the graph has given a better picture of trends, and there seems to be 3 phases:

a) in the first six years of evidence (there is no evidence from the 1908 – 1915 period), there was a downward trend which, at this distance in time might be explained by intake recruitment characteristics regarding the calibre of pupils.

b) in the late 20s until the mid 40s, there were some wild fluctuations and these, if "smoothed", would probably indicate a continuum of relative decline from the earlier phase. At the very least it was an inconsistent performance, the latter part of which might be attributed to the impact of the War years on teacher retention in the face of National War service call-ups, and the added difficulties in securing replacements of any kind – probably quite a lot of 2<sup>nd</sup> or 3<sup>rd</sup> subject-teaching going-on, short term duration of tenure, and an increasingly demanding and growing School.

c) From the end of the WW2, there followed four decades of more or less continuous growth in performance and this evidence is of increasing value because the population was enlarging in size, and calibre. The larger the sample, the more valid the outcomes of investigations. There were dips, but the yearly variation was much smaller than before, giving a hint at better teaching and learning.

Within the School, such non-quantifiables as

- i) availability of specialist subject teaching,
- ii) financial limitations of resources availability
- iii) adequate specialist subject rooms etc.
- iv) Library resources

when improving, will all have had an impact, with a generally enhancing effect on overall performance.

It is interesting to see, in the earliest Lion magazines, that candidates were entered for assessment in the Music Colleges schemes of the day. Such achievements will have rested largely on privately funded, out-of-school tuition, and their results are not included in this overall exercise.

Trade entry tests and entry-application tests for various trades and the Armed Forces have not included in this review. Only admissions to one of the Armed Forces Officer Colleges are included for their criteria will be similar *inter-se*, and consistent over time.

The logistics of in-School exams, in my days (1955-62) were interesting ! The Hall was jammed with files of desks arranged airplane/church-style with two aisles between, in a 3-5-3 formation, Boys from a given class were interspersed amongst those from other classes and years, occupying the same place for the duration of the exams, so, no chances of cribbing. And little chance of getting-out for a visit to the loo! “Social distancing”, of 2020 COVID-19 infamy, was never a consideration here. Something of a “Wall Mart” style, “pack-em-in-and pile-em-high” approach was the order of the day. Fortunate that most kids in those days were not overweight! But too many beans for breakfast or lunch would not have made for good company.

There was always a lot going-on in the exam Hall in those days because question papers were not of the answer-in-the-space provided kind, so there was a continuous delivery process for more writing paper. At the end of the exam days, there ensued a comparison of how many sheets of foolscap paper had boys been able to secrete away in their desks – most were of the older-fashioned, lever top types, that had to be emptied prior to collection from classrooms, and then later returned and re-occupied. Oh! What fun!! (Work for the caretaker, I presume.)

### **On the National Scene:**

The School Certificate was abolished after the [GCE O-Level](#) was introduced in 1951.

Prior to the opening of the 1908 Price’s School, there had been a system of External Examinations operated by the Universities of Oxford and Cambridge. That was an expanding market as other Universities started-up their own systems.

The first recorded external Examinations at Price’s for which evidence is available was in 1915. There is a reference to Examinations in the December 1915 Lion magazine, (Vol.1, No. 1). These were for the Oxford Junior and Senior “Local” Examinations. There were few Universities in those days, and these “Price’s” data, whilst some 50 years after the first such examinations are within a slowly evolving process which has always had at its heart a degree of competitiveness between the providers (aka Exam Boards.).

From the limited evidence available, it seems likely that Schools dealt with the University of their region, and had to get candidates to the nominated Centre for the occasion, to which relevant Staff would transfer the Exam. Papers in locked containers. Initially, that local Centre was in Portsmouth, at the Grammar School but latterly, there was a Fareham Centre. At what time the exams were first sat in the School, is not known.

The system available for Price’s seems to have had the following organisational hierarchical structure:

University <b>matriculation</b>	<b>Exemption from</b> further examination dependent on quality of other examinations
Senior Locals, at (age 18)	1 <sup>st</sup> Class
Junior Locals, at age 14	2 <sup>nd</sup> Class (later with 2 divisions) 3 <sup>rd</sup> Class Pass
Within each division, there was an option to award a subject merit or distinction	

Why it was felt necessary to order the results into 4 Pass categories, and also a Fail one is not evident. A possible reason is that a good performance, even at the Junior Locals, later to be School Certificate, was considered a good enough indicator of ability to cope at University, to warrant a “**Matriculation Exemption**”, thus dispensing with the need to sit an further set of Papers, presumably in one of the London Colleges itself. It is not clear within the Price’s magazines whether applications for Matriculation by special examination were much used

It needs to be understood (2020), that only in the most recent 30 or so years, has the administration of examinations, in terms of contacts with the relevant Board(s) become computerised, and only in the more recent times has the administration of external exams and of internal Exams by the School itself, been delegated to permanently employed clerical staff, under an Examinations Officer. The days of teachers supervising the administration and invigilation of external exams, and in many cases, also those for internal purposes, have become a facet of earlier patterns of organisation i.e. it is not like that now!

Schools vary greatly in the spaces available to them for conducting examinations, with complexities of organisation increasing as candidates with special needs are catered-for. This has become a huge growth market from about the late 1960s. It depended initially on the submission by Schools of letters seeking compensation for a child’s difficulties. These would be considered and replied-to with a decision to be implemented on the exam days. The thin end of the wedge grew to become almost an industry in itself, as layers of finesse were added to the bank of considerations. Examples would include recent physical injury, disability, significant illness, pregnancy, family crises, and so on.

There was a lot of emotional overload on the part of the applicant School, trying to do its best for the candidates. And there was a large degree of subjectivity and perhaps personal bias on the part of the responding institution. There was too much teacher involvement in what was a largely administrative process following-on from diagnosis of need. The prospect of a time or other supportive advantage for candidates was often exploited by parents seeking maximum advantage and that contributed substantially to the growth in the marketplace for the system.

Change was approaching, in the shape of the “Access” scheme which was largely to transfer the process to clerical staff, using an agreed pattern of judgement criteria. The operation of the “Access” process was to become under the responsibility of the Examinations Officer, whose task it was to manage all aspects of that facet of preparing candidates to be suitably readied for their assessment. The applications for special consideration was initiated and operated by the School. Exam Boards were not then a part of the decision process – that was all computerised, within broad criteria – tick this box, get that dispensation, or not. Outcomes would include and extra time allowance of, say, 20%, or permission to recruit readers or amanuenses – all to be done by the Examinations Department. Overarching this new system was the liability to be subject to unannounced Inspections when the Centre would be expected to provide all of the evidence needed to support their application for the candidates, and that might mean sight of the “Statement of Educational Needs”, and any other relevant documentation. That system worked well, leading to much greater efficiency though, ironically, a large proportion of the candidates having such time dispensations did not make use of them, or all of the extra time, having finished their exam well within the normal time allowance.

Options might include:

- In a separate room for candidates with behavioural disturbances
- With enlarged Papers, needing more desk space, for those with visual problems
- With visually enhanced Papers, needing punctuation to be highlighted

- A reader sitting with the candidate
- An amanuensis sitting with the candidate
- Use of a computer if that is how candidates normally work
- Planned comfort breaks
- Provision of identity cards coded for extra time allowance, up to 33% of time

Special Schools, dealing with Pupils with exceptional needs might have an entire cohort needing various combinations of support, resulting in there being as many invigilators / support staff as there are candidates!

A simple decision on what justifies a Pass Grade is a good starting point and, if needed, a further category to identify the higher-performing Pass candidates – above a given percentage, or a Grade 1 or an A, or a Distinction, or a Merit.

A simple Pass or Fail is good enough for a Driving Test, but even that calls for an explanation of what constitutes a Pass. What %? Who decides – there is no natural law that says what a top grade needs. Is it 80%, or what? Would you be happy to think that your Doctor scored 45%, yet passed? What of the 55% of the marks not achieved?

Driving tests and many others have a list of criteria to be assessed on – a tick box system, which is useful in that it is simple. But how many Xs in boxes are needed to show a non-mastery of a certain skill? Stating a certain number of ticks needed is an objective requirement and this tends to generate confidence, but the system is flawed and breaks down quickly because deciding whether to give a tick or a cross is often a subjective assessment, a matter of opinion.

Growing simple short objective tests into a much larger and longer examination does nothing to dispel the inherent weakness of fundamental subjectivity.

So, a Pass / Fail borderline is easy to decide on, and also the boundary mark for a Distinction, but how to decide on the other categories of Pass is another conundrum: only by an arbitrary decision to set boundaries at the 2<sup>nd</sup>/3<sup>rd</sup>, and the 3<sup>rd</sup>/4<sup>th</sup> and 4<sup>th</sup>/ 5<sup>th</sup> categories permits for consistency in that exercise. Given the dubious value of such grades, is it worth going to that length?

David Goldring

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### **The Oxbridge Conundrum.**

The School has been rightly proud of its successes, and highly rated amongst them, and highly lauded, has been the trail of Oxbridge awards. The attractiveness of those two august institutions is undeniable, in a physical, architectural sense, and locations, but also in regard of their intellectual attributes.

But, to use a common phrase of the late 20<sup>th</sup> and early 21<sup>st</sup> centuries; “other Universities were, and are available”, and these favoured Universities (Oxbridge), have not always been the Universities of choice, even for the most capable of Priceans, and plenty of others, too.

Early on, other options were further away. But although Oxford is nearer to Fareham than Cambridge and was more popular a choice in the earlier years, it was the latter which held the greater attraction with numbers of Old Priceans there, warranting the setting-up of an O.P. Branch.

Some applicants travelled to the University to sit an Entrance Scholarship Examination there, or for an Interview. Latterly, these exams were probably conducted in Schools, requiring the standard Invigilation processes to be in place.

The “A” level results might have been good enough to meet the criteria for admission to the chosen College, and maybe also good enough to be awarded the accolade of a State Scholarship.

There has long been a School-published list of State and County awards which has included: County Senior Exhibitions, County Major Scholarships and State Scholarships. Exhibitions were awards of merit, but slightly lower in esteem than the Major awards. In 1962, the scheme of such awards was based on the merit of the “A” level results and presumably require Schools to notify the County Education authority of candidates’ performances for due consideration. From 1963 onwards, if an applicant secured the grades demanded by the University, the award was made automatically, albeit parentally means-tested. The term County Major Scholarship ceased from that point. By implication, applicants who failed to earn a County award were expected to find other, probably parental funding sources.

Another List, of “Other Notable Successes” included: Entrance to Sandhurst, Dartmouth or Cranwell for Armed Services’ Officer training, Admissions to Public Schools, even Minor ones, Drama or Music College awards and, surprisingly, even CCF RAF section Star Camps and Flying Scholarships. The latter were well-deserved financing arrangements for flying training funded by the RAF, from which a Pilot’s Licence could be earned. Price’s did very well in terms of Flying Scholarship awards, dealt with in more detail in the CCF Chapter. Star camps were for those with Officer Potential.

Trade apprenticeships and Armed Service Artificer entrance awards are outside of the scope of this review for there is no knowledge of the nature of such tests and likely, they will be very varied. That is not to diminish the worth of their achieving applicants. Looking at the whole list, there is no doubt that those appearing in it were very capable students, but once the names became associated with an award of an Exhibition of Scholarship, that is when some not-altogether honest reporting set in.

1962 saw the award of the first *listed* Open Scholarship – undoubtedly well-deserved, for its recipient went on then to become a Professor in his own right. Two years later a similar award was announced, and I remember it well as the recipient was in my year group – another very successful academic. The difference between the two was that the first one was awarded at the end of the first undergraduate year, and was thus a reflection of work undertaken during that time. The second award referred-to was earned before “A” levels were taken and thus truly reflected on the School’s contribution to the recipient’s achievement: the first such, pre-“A” level award, *as was announced in School and in the Lion magazine*. But that is not quite right! For another student in the same year group was awarded an Open Scholarship a matter of weeks before the “first” one! The issue here reflects on the inherent snobbery of the School’s view on the matter of merit, for the real, first, in-course Open Scholarship award was at a Redbrick University and not at Oxford or Cambridge.

One counts, the other did not and in the same vein, lies the same differential in the inherent attitude to the admissions of by far the greater majority in to Redbrick University courses, from where many great achievements derived.

Most of the Oxbridge places listed were through the apply-matriculate/qualify-and-enter route. Most of the Awards were also achieved at the end of the first Undergraduate years and whilst a School has every right to feel proud of its pupils securing places in highly respected institutions, it ought to have been a bit circumspect in creating the impression that the Awards in question were earned direct from School.

David Goldring

## **External Examination Results**

This work started as a means of recording the performances of pupils in the early days of the 1908 School. There were few pupils then and so, I decided to record all the names in the table below. In this way, data could be extracted and added to the Gazetteer section entries for each name to contribute to as wide a selection of comment as was possible.

As the database enlarged with growing lists of names, other patterns emerged, with names that also became prominent in their other sectors of School life and I decided to retain the inclusion of names.

*In toto* this table covers the School's performance up to 1960 and is an amalgam of two sources of detail. The receipt of an untitled and unsigned analysis of School Academic Performance set me thinking about a means of discovering its origins. That was resolved when Charles Evans realised it was a piece of work of his doing – covering, as had been surmised, the years of George Ashton's headship. It transpired that it was a part of a series of three panels prepared for the 2008 School House Centenary, the other two panels being related respectively to the Stephen Bradly headship and later, to the Eric Poyner years.

So, everything fell into place – panels relating to the School's academic successes. No shame in that alone, but it has been my intent all along to find all or as many facets of the School's work on which to base an analysis of performance quality, and not just a focus on what inevitably, will be testimony to an elite few.

Charles' analysis of School performance was different from mine, and his began with a simple numbers job of who-got-what and then, a process of data-gathering continued over all years, latterly including the early times of the Price's College. Charles' work is anonymous with regard to the pupils gaining the successes, and evaluative, and subject to a graphical display of patterns.

The table below was of my design and construction, but has been adapted to include details / comments that Charles recorded from his work on the three Head's panels. The latter includes also, other important details such as wartime casualties and Honours which I have not retained here because they are treated in a separate Chapter of the work - The Old Boys' Chapter. Details and lists of Speech Day prize awards have not generally been retained in this Chapter. Some such details may occur in the Gazetteer sections.

In the early years of the twentieth century, Price's School academic success was mainly concentrated on the Oxford local examinations. Boys left school to return to their family businesses, to join the forces, solicitors' firms, take up overseas postings, teach or farm. Some gained entry to University but high academic success does not appear to have been a priority for the school.

And such was the nature of the School's Lion magazine which functioned then, quite openly as a means of fostering the value of the past pupils lives, even some months or years after having left the School.

For example in December 1922, the Lion extract records the content shown in the blue box below:

What then follows is a detailed list of the School's public examinations successes included partly because there are relatively few contexts from which to gather names of pupils

**OLD BOYS' NEWS.**

D. P. DODRIDGE, H. EVANS and H. WELLBORNE are all training at the Eastern Telegraph Company School. Their address is 117 Walm Lane, Cricklewood, N.W. 2. All three have been seen at the School this summer.

H. LARDEAUX passed the entrance examination for the same Company, and is due to start his training on December 1st.

W. IVENS (Avon Downs Station, Camooweal, Northern Territory, Queensland) writes that he has gone to a cattle station about 300 miles from the nearest railway at Dajaera. There seems to be a permanent wind blowing, cold in winter and hot in summer, and as there are no trees, there is not much shelter. His station he calls a small one of 2,500 square miles. The next one is 15,000 (!) and is 120 miles from Avon Downs. The natives, who are wild blacks, are of a very fine physique, seldom under seven feet high. Posts arrive sometimes, and letters, from fellows who remember him, would be welcome.

J. E. GULLIFORD (Caixa 56, Santos, Brazil) sends a very interesting letter, extracts from which we hope to include in the next LION. He has been for 7 years in the Submarine Cable Service of the E.T.C., and gives many useful hints to those likely to join the service. Santos, where he is stationed, is *the* big coffee port of the world, and though 20 years ago it was a death-trap to Europeans, from yellow fever, modern sanitation and a crusade against the mosquito have made it a health resort in the cool weather, though in the summer it is like an oven, with little relief from the excessive heat even at night.

Green Font = University Entrance requirement satisfied (**Matriculation**).

Emboldened text = Highest qualification recorded.

1915	This is the date of the first publication of The Lion magazine.		
	Exempt London Matriculation	2 <sup>nd</sup> class Honours	G.H.Hill,
	Oxford Senior Locals	Pass division	E.V.Packham , E.S.P. Hynes
	Oxford Junior Locals	3 <sup>rd</sup> Class Honours	G.Chignell
		Pass Division	E.Llewelly, T.E.Harvey, E.H.Harvey, R.C.H.Connolly,, R.H.S.Teek, R.H.Scott
	Sandhurst entrance		E.S.P. Hynes (Oct)
	Dartmouth entrance		R.H.S.Teek (Royal Marines)
1916  (128 on roll)	First listing of any external examination outcomes		
	Sandhurst entrance		E.F.Packham
	Exempt London Matriculation		E.F. Packham,
	Oxford Senior Locals		E.F.Packham, E.S.P.Hynes, G.Chignell, J.M.Lee, A.T.Harvey, A.V.Eade,
	Oxford Junior		C.E.M.Ridsdale, L.M.Boxwell, D.Gregory

	Locals		
1917	Oxford Senior Locals	<b>1<sup>st</sup> Class Honours</b>	<b>G.Chignell</b>
		3 <sup>rd</sup> Class Honours	R. H. Scott, and D. R. Kirk.
		Pass Division	D. Gregory
	Oxford Junior Locals	<b>1<sup>st</sup> Class Honours</b>	<b>V. A. Cox.</b>
		2 <sup>nd</sup> class Honours	W.C. Baker.
		3 <sup>rd</sup> Class Honours	H. L. Marriott
		Pass Division	W.E C. Swales
1918	Oxford Senior Locals	Pass Division	W.C.Baker, Marriott
	Oxford Junior Locals	3 <sup>rd</sup> Class Honours	N.Pattenden.
		Pass Division	M.Frost, W.E.Crocker, Pearce iii, Nicholson
1919	Oxford Senior Locals	2 <sup>nd</sup> class, 1 <sup>st</sup> division	Gregory
		2 <sup>nd</sup> class, 2nd division	Marriott
		3 <sup>rd</sup> class	Nicholson, Carr-Hill,
		Pass division	Scott R.H., credit in 6 subjects, Olding, Dodridge, Dean-Cooper, W.E. Crocker
1920 (200 on roll)	Oxford Senior Locals	3 <sup>rd</sup> Class Honours	W.E.Crocker
		Pass division	E. Carr-Hill, H.Evans, L.A.Olding, D.B.Dodridge, E.H Dean-Cooper
1921	No results published		
1922	Oxford Senior Locals	3 <sup>rd</sup> Class Honours	W.E. Collihull
		Pass	G.R. Rogers, J.H. Sinclair, F.R. Clarke, F.E. Jones, H.R. Messem, J.W.Moore
1923 (173 on roll)	Oxford School Certificate	<b>1<sup>st</sup> Class Honours</b>	<b>Sheppard</b> (Dist in English),
		2 <sup>nd</sup> Class Honours	Archell, Messem
		3 <sup>rd</sup> Class Honours	Jones (Dist in Maths)
		Pass	Cook, Elcock, Blanch, Haywood, Mason, Woods
		Additional Certificate	Moore, Sheppard, Messem
	Exempt from Matriculation		Archell
London Matriculation Exam	2 <sup>nd</sup> Class	V. Polchau, W.E. Collihole,	
1924	By 1924 the candidates were doing rather better in the Oxford Local Examinations:		

(173 ave. on roll)	<b>Examination Results.</b>		
	<p>For the first time a centre for the Oxford Local Examinations was formed in Fareham, and we entered 22 candidates ; 19 for the School Certificate, and two Special Candidates ; also one for the Junior Exam. Eighteen passed the School Certificate (six with Honours), and five were exempted from the London Matric. Both the Special Entries passed with credit in Higher Mathematics and Chemistry with Physics, Archell being placed 1st and Messem 2nd, while the Junior (Sinnott) passed in every subject offered. First-class Honours were obtained by Hayward and Andrews ; 2nd class by Jones, Goodall, Edwards and Hall. Jones and Edwards gained distinction in Mathematics.</p>		
	Exempt from London Matriculation		5 unnamed
	Oxford School Certificate	<b>1<sup>st</sup> Class Honours</b>	<b>Hayward, Andrews</b>
		Special Paper (Credit)	Archell (Higher Maths), and Messem (Chemistry with Physics)
		2 <sup>nd</sup> Class Honours	Jones*, Goodall, Edwards*, Hall. *Distn. In Maths
Pass all subjects		Sinnott	
Pass		12 unnamed	
1925  (173 ave. on roll)	London Matriculation Exemption	Hayward, Hall, Edwards, Hewetson, Cummins, King, Lewis, Phillips	
	Oxford School Certificate	<b>1<sup>st</sup> Class Honours</b>	<b>Hayward*</b> (9 credits), <b>Hall</b> (8 credits), <b>Edwards*</b> (7 credits),
		2 <sup>nd</sup> Class Honours	Hewetson, Cummins, King, Lewis, Phillips (7 credits each)
		3 <sup>rd</sup> Class Honours	Butters, Tovey (6 credits each)
		Pass	Dodds (5), Smith (4), Eyles (3), Graham (2), Cooper (2)
1926  (173 ave. on roll)	Oxford School Certificate	<b>1<sup>st</sup> Class Honours</b>	<b>Hewetson, Winsor</b>
		2 <sup>nd</sup> Class Honours	Butters
		3 <sup>rd</sup> Class Honours	Chamberlain, Davison, Eyles
		Pass	Clark, Dodds, Gardner, Hall, Latty, Loosmeore, Nobbs, Smith Sylvester
		Junior	K.Riley (3 <sup>rd</sup> ), J.Chapman (Pass)
1927	No results published		
1928	December 1928 gave the Lion something to roar about:		

(173 ave. on roll)	<b>EXAMINATIONS.</b>		
	<p>Despite gloomy prognostications, the long-looked-for list of the Oxford School Certificate Examination disclosed the most successful result that the School has yet achieved.</p>		
	<p>Twenty-two entered. Twenty-two passed. Three with 1st class honours, two with 2nd class, and four with 3rd class; the remainder passing with satisfactory lists of "credits."</p>		
	<p>A notable feature was that every candidate passed with credit in French, and all who took the oral test (15) satisfied the Examiner.</p>		
	<p>G. W. Winso, who had previously obtained 1st class honours, took papers in Latin and additional mathematics only, and obtained a "credit" in both subjects.</p>		
<p><b>1<sup>ST</sup> CLASS HONOURS – 3 BOYS</b>  <b>2<sup>ND</sup> CLASS HONOURS – 2 BOYS</b>  <b>3<sup>RD</sup> CLASS HONOURS – 5 BOYS</b>  <b>PASS – 13 BOYS</b>  <b>R.M.C., SANDHURST – 1 BOY, ALSO AWARDED A KING'S CADETSHIP</b></p>			
Oxford School Certificate	<b>1<sup>st</sup> Class Honours</b>	<b>A.J.Bark, F.O.Dyer, D.Swinstead</b>	
	2 <sup>nd</sup> Class Honours	G Edmunds, A.C. Manning	
	3 <sup>rd</sup> Class Honours	G.A.Booker, A.C.Vibert, L.Chamberlain, D.Humphries.	
	Pass	V.J.Barnes, C.H.Cussell, H.J.Dimmer, H.B.Duffett, J.E.Franklin, J.Andrews, S.Hoather, G.R.Mullins, P.K.Truckle, N.E.Wareham, A.G.Pennell, H.J.Whiteman, E.Wheeler	
(173 ave. on roll)	<p>1929</p> <p>December 1929 showed how things were shaping for the future:</p> <p><b>1<sup>st</sup> class honours – 3 boys</b>  <b>2<sup>nd</sup> class honours – 2 boys</b>  <b>3<sup>rd</sup> class honours – 3 boys</b>  <b>Pass – 10 boys</b></p>		
	Oxford Senior Locals	<b>1<sup>st</sup> Class Honours</b>	<b>G.A.Booker</b> (Distn in Maths & French), <b>C.H. Cussell, J.E. Franklin</b>
		2 <sup>nd</sup> Class Honours	P.P.Smith, E.E. Wheeler
		3 <sup>rd</sup> Class Honours	V.J.Barnes, S.G. Davenport, N.E.Wareham
		Pass	R.H.Bull, T.A.Cook, R.T. da Cunha, R.L.Fielder, F.B. Harrison, W.Murray, W.F.Perry, H.W.Robinson, R.L.Rowe, F.T.Troke
(173 ave. on roll)	London Matriculation Exemption	<b>L.G.Chamberlain, H.J.Dimmer, E.J.Gilbert, D.C.T.Humphries</b>	
	Oxford School Certificate	<b>1<sup>st</sup> Class Honours</b>	<b>E.J.Gilbert</b>

		3 <sup>rd</sup> Class Honours	R.L.Fielder, F.T.Troke
		Pass	D.J.Bennett, R.C. Brookes, H.E.Brooks, K.W.Canterbury, E.J.D.Clarke, A.B.Cook, W/H.Emmett, A.G.Frost, H.G.Gibson, H.McNeil, R.W.Pickwoad, R.L.Rowe, J.S.P.Smith, P.Targett, R.Tull, R.L.Winsor
1931  (173 ave. on roll)	London Matriculation	Inter. B.A.	F.O.Dyer
		Exemption	O.J.Austin, R.C.Brookes, J.H.Glover, ,P. Targett. E.J.Tatford
		???	↑ or ↓ ?
	Oxford Locals	3 <sup>rd</sup> Class Honours	H.E.Brooks, P.Targett
Pass		O.J.Austin, R.G.Child, H.J.Fletcher, H.G.Gibson (* Eng), J.H.Glover, O.J.H.Hoskins, W.J.Kilford, R.A.Lewry, D.Lynch, L.S.Pettifer, W.J.Prior, L.F.Rolls, A.W.H.Reader, D.E.C.Roberts, E.Russell, P.A.Silvester, E.J.Tatford, T.J.Williams	
1932  (173 ave. on roll)	London Matriculation Exemption		R.G.Child, J.B.Cornish, E.A.Crofts, F.C.J.Dixon, J.U.Dyer, A.S.Hobbs, O.J.Hoskins, L.F.Ralls, P.A.Silvester, H.W. Smith
	Oxford School Certificate, No class divisions published		A.E.Brickell, R.G.Child, J.B.Cornish, E.A.Crofts, A.G.Crouch. F.C.Dixon, J.U.Dyer, H.W.O.Etheridge, A.S.Hobbs, O.J.Hoskins, C.G.Jeffery, K.J.Milnes, L.F.Ralls, E.Russell*, D.E.J.Saint, P.A.Silvester, H.W.Smith, G.W.Weavil, T.W.Yates * Distinction in Maths
1933  (173 ave. on roll)	London Inter B.A.		R.C.Brookes, E.J.Gilbert
	London Matriculation Exemption		T.J.Williams, B.G.Buckley,H.W.O.Etheridge, L.W.Godden, J.G.Haley, G.C.Jeffrey, H.P.MacCullum, L.U.Martin, S.G.H.Miller, D.E.J.Saint, H.T.Swinstead
	Oxford School Certificate	Honours	H.W.O.Etheridge, J.G.Haley, H.P.MacCullum, L.U.Martin,( awarded Royal Geographical Society Prize) (S.G.H.Miller, D.E.J.Saint, H.T.Swinstead
Pass		B.D.P Bennett, B.G.Buckley, N.C.Daventry, J.P.Dill, R.P.A.Dougan, A.D.Freemantle, L.W.Godden, N.E.Goss, D.V.Gough, .B.N.Hynes, C.G.Jeffrey, E.Parker, R.A.G.Powell, .H.Pullinger, E.J.Saunders, H.D.Smart	
1934  (173 ave. on roll)	London Matriculation Exemption		D.V.Gough, H.T.W.Headden, D.C.Priddon, D.G.Ward, F.J.R.Watts
	Oxford Local Certificate (= School Certificate)	Honours	H.T.W.Headden, D.C.Priddon, D.G.Ward, F.J.R.Watts (Distn in Maths.)
		Pass	C.P.Aps, B.C.Bennett, F.G.Bowen, .N.H.Bromley, P.W.Cullen, J.L.B.Dellbridge, D.V.Gough, H.T.W.Headden, J.F.Hill, B.J.Hynes, PS.Moore, D.P.Powell, R.F.Savage, G.E.Skilton,

			P.R.N.Stevenson
	Sandhurst entrance x 1		
	<b>This was the first year of the new headmaster, George Ashton, starting in September</b>		
1935  (203 ave. on roll)	Maybe the key to future success was competition. This was nurtured by giving prominence in the Lion to prizes for academic attainment.		
	This was the first time that the Lion chose to list prize winners.		
	London	Matriculation Exemption	G.D.G.Hawkins, E.F.Warren (Dist. In Geography), W.A.Alderton, A.C.Troke, M.Privett, R.A.Tilbury, A.J.David, L.Godwin, H,L.Privett
Oxford	Local Certificate (= School Certificate) No classes reported.	G.D.G.Hawkins, E.F.Warren (Dist. In Geography), W.A.Alderton, G.A.Young, A.C.Troke, M.Privett, R.A.Tilbury, A.J.David, J.Gingell, L.Godwin, W.H.Cook, A.R.Daines, H,L.Privett, H.A.Dumper, J.D.Bent, A.Saunders	
1936  (203 ave. on roll)	Change was on the way because in <b>December 1936</b> the Lion reported that at Speech Day “the Headmaster pointed out that very few boys remained at School after they were sixteen, many of them thus leaving when they were just beginning to receive maximum benefit from their education.” July 1937 brought the first success to be mentioned in the Lion: “We congratulate the recipient on gaining an Exhibition from the County Education Committee, and wish his every enjoyment of it and a most successful career at Oxford.”		
	London	Matriculation Exemption	C.W.Barter, N.P.Boyes, W.E.G.Bungey, F.A.Espley, D.D.Alderton, C.J.Verdon, P.J.Willis
	Oxford	Higher School Certificate	L.V.Martin
		School Certificate	D.F.Abbott, K.G.J.Akers, D.H.M.Allen, J.Beavis, A.R.C.Bennett, W.V.Blakey, G.P.Bromley, C.L.Hale, B.S.Manley, S.C.F.Middleton, S.C.Phillips, R.Seymour, A.C.Smith, D.F.Tatford, R.S.Warren, D.C.Woodsford, E.J.Young
1937  (203 ave. on roll)	County Senior Exhibition	E.F.Warren	
	London	Matriculation Exemption	T.G.Leggett, G.W.Andrews, C.W.M.Allen, A.C.Smith, H.E.Hodges, D.H.Clark, K.E.L.David, S.C.F.Middleton, E.G.Cummins, J.A.Whitwick, K.J.Long, R/C.Nutter, C.R/Milam, M.O.F.Tapper, E.L.R.Derges, A.S.Brooks,
	Oxford	Higher School Certificate	A.J.M. David, G.A.S.Young
		School Certificate	T.G.Leggett, G.W.Andrews, C.W.M.Allen, A.C.Smith, H.E.Hodges, D.H.Clark, K.E.L.David, S.C.F.Middleton, E.G.Cummins, J.A.Whitwick, K.J.Long, R/C.Nutter, C.R/Milam, M.O.F.Tapper, E.L.R.Derges, A.S.Brooks, R.L.Edwards, P.I.Hills, R.D.Hills, C.F.Deadman, R.D.Gaiger,

			E.C.S.MacPherson, E.A.Haley, H.W.R.Stevens
1938  (203 ave. on roll)	All connected with School will congratulate on the award of a County Scholarship. Last year an Exhibition came our way and now, having gone one better we may hope that a tradition has been founded and that many others in the future will achieve like success.		
	County Senior Scholarship		A.J.M.David
	London Matriculation Exemption		D.F.Mason, R.J.Carnell, R.L.Edwards, R.D.Hills, W.A.Espley, H.R.Heath,
	Oxford	Higher School Certificate	C.J.Verdon, A.J.M David, G.A.J.Young
		School Certificate	D.F.Mason, R.J.Carnell, R.L.Edwards, R.D.Hills, W.A.Espley, K.W.Fleming, H.R.Heath, M.A.Reed, G.V.Watts, T.F.Knott, O.W.G.Chant, D.F.Hunt, K.B.Powell, R.R.Tatford, D.Card-Buley, H.P.Dawkins, V.P.Mills, G.N.Dale, A.E.Carr
	St. John's Coll., Oxford		Casberg Exhibition   E.F.Warren
	London Matriculation Exemption		No indication of exemptions though there is likely to have been some
	Oxford	Higher School Certificate	C.J.Verdon, H.C.M.Allen, W.J.V.Blakey, P.J.Willis.
School Certificate		O.W.G.Chant, G.V.Watts, R.E.Jennett, G.F.Jackson, A.E.Carr, V.J.Claney, M.A.Reed, R.T.Hitchings, G.N.Dale, B.H.G.Adams, E.V.Titheridge, W.J.Tubbs, A.E.Norris, K.B.Powell S.L.H.Trueaman, C.J.Wheeler, G.E.Andrews, H.P.Dawkins, E.J.Nutter, E.C.Simpson, J.P.Smith, W.H.Scott, M.Hills, R.Jarman, T.Walters, A.Crockford, I.M.H.May	
<p>The outbreak of War was recorded in the Lion and was felt keenly by the School from the outset because several of the long-standing Masters volunteered for active service. The war has affected the School in many ways. We were not able to return at the appointed time because the Air Raid shelters were not ready and when they were, we found that Mr Garrett was with the Navy, and Messrs, Brown, Hilton and Hollingworth with the Army. We have seen something of three of them, but Mr. Brown has been unable to get as far as Fareham. We wish them all good fortune and a safe return. It is sad that in the same service, E.A. Crofts, an Old Pricean, has passed beyond recall. We started term with a full complement of staff. One Old Boy, E. J. Tatford, and three gentlemen from New Zealand, whose efficiency and charm made them immediately popular, joined us temporarily. When they left we welcomed Messrs. Royds-Jones, Eslick, Howard Jones and Lovelock, and we hope that their time at Fareham will be as happy as conditions allow.</p> <p>Since we are in a neutral area we are spared some of the major horrors of war and a record entry has been absorbed. The School is now as full as it well can be. The increasing size is reflected by the number of School Certificates gained: we think twenty-seven out of an entry of thirty a very creditable achievement. We must congratulate also those who secured their higher certificates.</p>			
1940	By 1940 it was clear that University entrance would have to be delayed for the duration of the war. One Oxonian did manage to graduate and this was reported in the Lion of		

(283 ave. on roll)	December 1940:		
	London Matriculation Exemption		A.W.Lamport, W.H.T.Marshall, R.W.Keen, D.S.J.Gillespie, A.C.Mortimer, I.M.H.May, D.Gifford, L.F.J.Priddle, E.F.H.Redell, J.H.Dyer, N.C.Aldersley,
	Oxford	Higher School Certificate	K.E.L. David
		School Certificate	A.W.Lamport, W.H.T.Marshall, R.W.Keen, D.S.J.Gillespie, P.R.Wainwright, M.Hills, A.C.Mortimer, I.M.H.May, D.Gifford, L.F.J.Priddle, P.Joyce, D.E.Cummins, D.Sturgess, E.F.H.Redell, M.L.Urry, H.Bannister, N.L.Cousins, J.H.Dyer, N.C.Aldersley, W.E.Clements, A.Rogers, J.F.Hawkins
1941  (283 ave. on roll)	The War had an effect on academic success as reported in <b>December 1941</b> . The Examination results were not quite as good as they sometimes have been, but with a less disturbed term and an entry in satisfactory numbers, we hope this year to equal the glories of the past.		
	London Matriculation Exemption		J.A.Way, R.A.Tribbeck, M.J.Robbins, D.Sturgess, M.L.Urry, J.H.Scarrott, D.Upton,
	Oxford School Certificate		J.A.Way, R.A.Tribbeck, M.J.Robbins, D.Sturgess, M.L.Urry, C.M.Pyle, F.G.Calton, C.Hills, J.H.Scarrott, D.Upton, R.Besant, K.A.Knight, M.J.Jeffrey, J.Dowden, R.A.Foulkes, D.Harman, W.Kent, G.Luckins
1942 Dec  (283 ave. on roll)	Royal Academy of Dramatic Art		King George VI Scholarship   I.M.H.May
	London Matriculation Exemption		A.Downes, J.R.Suggate, H,Dyer, E.R.Steel, E.E.Hood, R.E.Daysh, C.M.Pyle, R.A.G.Beasant, K.A.L.Gale, A.F.Garner, R.A.Foulkes, J.D.Cole, A.J.A.Hewlett, P.W.Shorney, J.L.Heard, P.G.Hicks, F.Taylor, J.E.Kerss, M.Arnold, R.F.Stapley
	Oxford	Higher School Certificate	D. Gifford, W.H.Marshall, I.M.H.May, A.W.Lamport
		School Certificate	I.Smith, A.Downes, J.R.Suggate, H,Dyer, E.R.Steel, E.E.Hood, R.E.Daysh, C.M.Pyle, R.A.G.Beasant, K.A.L.Gale, A.F.Garner, R.A.Foulkes, R.Bone, J.D.Cole, B.W.Walker, N.W.Wood, A.J.A.Hewlett, C.Hill, P.W.Shorney, G.A.Nicholson, E.J.White, J.D.Bald, J.L.Heard, P.G.Hicks, F.Taylor, G.G.Smith, R.Lacey, J.E.Kerss, J.F.Mockford, M.Arnold, J.Manton, R.Wetherall, D.H.Maddison, R.F.Stapley, A.L.Levin, J.D.C.Cadogan, P.Hills
1943	The first mention of the award of a State Bursary / Scholarship		

(283 ave. on roll)	County Senior Exhibition / State Bursary		D.Gifford, A.W.Lamport
	London Matriculation Exemption		P.Wilkins, N.L.McLellan, C.H.Phillips, V.Knight, D.Elcock, R.J.Wetherell, D.Brunton, R.C.Lacey, J.Midgeley, K.Harrison, C.Fletcher, C.E.Weight, J.Lyne, F.K.P.Tappenden. R.Biggs, D.Maddison, D.E.G.Hills, L.Bauer, R.Lee, G.R.Mills, A.J.Bowmaker, H.Blake, R.J.Trigg
	Oxford	Higher School Certificate	D.Gifford, A.W.Lamport, H.J.Dyer
School Certificate		P.Wilkins, N.L.McLellan, C.H.Phillips, V.Knight, D.Elcock, R.J.Wetherell, D.Brunton, R.C.Lacey, J.Midgeley, K.Harrison, C.Fletcher, C.E.Weight, J.Lyne, F.K.P.Tappenden. R.Biggs, H.D.G. Allerston, D.Maddison, D.E.G.Hills, S.Tyrell, L.Baauer, R.Lee, B.T.W.Bannacott, H.Knight, D.A.J.Hooker, S.E.McKenns, R.Bloomfield, R.Hatvey, G.R.Mills, A.J.Bowmaker, B.J.Fuller, J.G.Lennox, S.C.Nolan, P.Fairhurst, H.Blake, R.J.Trigg, D.A.Evans, C.Stubbington, J.Barton.	
1944	No results reported		
(283 ave. on roll) (Possibly for 1944)	London Matriculation Exemption		A.Hill, R.J.Hamper, G.Rees, A.Palmer, R.T.Cornborough, C.R.Wright, J.Benneett, G.F.Morgan, K.Randall, E,W.Grogan, A, Holman, R.Farthing, H.W.Coombs, J.O.Neville, P.Simpkin, T.F.Gray, R.Skipper.
	Oxford	Higher School Certificate	J.J.Way, J.C.Cole
		School Certificate	A.Hill, R.J.Hamper, G.Rees, A.Palmer, R.T.Cornborough, C.R.Wright, J.Benneett, G.F.Morgan, K.Randall, E,W.Grogan, A, Holman, R.Farthing, H.W.Coombs, J.O.Neville, P.Simpkin, T.F.Gray, R.Skipper. J.Johnson, J.Maffey, G.F.Morgan, J.Trigg, K.Randall, E,W.Grogan, G.Gough, R.K.Ockendon, H.P.Oxlade, J.Davidson, J.Kemp, J.F.Gale, D.J.Way, J.Palmer, M.Moore, J.Wellstead ,M.R.Bale, A.Jeffrey, G.Alexandder, E.A.Shorney,
(283 ave. on roll)	London Matriculation Exemption		D.Stone, M.P.Gilbody, P.A.Morley, P.J.Ellias, P.A.Corby, A.Cawte, T.R.Webb, J.F.G.Jones, M.A.Moore, K.Stanbridge, T.Shacklock, V.J.W.Hoad, R.Farmer, A,Knocker, N.H.Lawrence, E.Thorburn, I.A.V.Scott, D.Macfarlane, G.D.G.Rogers.
	Oxford	Higher School Certificate	J.D.Cole, R.F.Stapley, J.R.Suggate
		School Certificate	D.Stone, M.P.Gilbody, A.Baker, P.A.Morley, P.J.Ellias, F.W.D.Newell, P.A.Corby, A.Cawte, D.Gates, R.Dyer, K.Nickless, R.Gates, T.R.Webb, N.Hibdige, P.Lamport, A.R.Webb, W.C.McCallum,

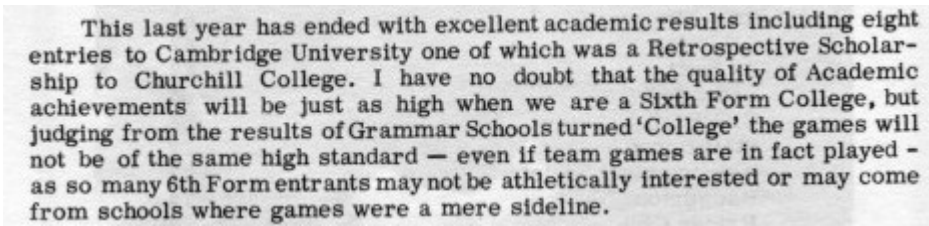
			M.Blake, B.Marshall, P.Trelfa, J.Keates, B.Treloar, J.W.Davidson, J.F.G.Jones, M.A.Moore, K.Stanbridge, T.Shacklock, G.L.N.Langworthy, V.J.W.Hoad, R.Farmer, A,Knocker, N.H.Lawrence, E.Thorburn, I.A.V.Scott, D.Macfarlane, G.D.G.Rogers, W.S.Bass
1946  (300+ ave. on roll)	By July 1946, the aspirations of the Headmaster for more boys to achieve high academic success were resumed: We may note here that of a brilliant group that surrounded the late Iain May, two have succeeded in getting 1 <sup>st</sup> Class Honours in their degree examinations and we take this opportunity in offering our sincere congratulations		
	London Matriculation Exemption		H.C.Barker, W.S.Bass, M.J.E.Blake, E.R.Cundick, R.V.Farmer, A.J.Figes, M.T.Heath, L.E. Higgens, P.L.Lamport, W.C.MacCullam, C.J.Shaddock, D.G.Watts, A.R.Webb, F.B.Webb, B.W.Wolfe.
	Oxford	Higher School Certificate	R.A.Hamper, R.F.Stapley
		School Certificate	D.M.Abraham, D.G.Baker, H.C.Barker, N.J.Barnet, W.S.Bass, M.J.E.Blake, E.R.Cundick, R.V.Farmer, D.T.H.Feast, A.J.Figes, R.W.Frame, K.S.Gibson, L.Hall, A.S.Hamerton, M.T.Heath, L.E. Higgens, R.W.Hoad, D.Hutfield, H.Innocent, H.V.J.Jackson, K.R.Joint, M.E.A.Jones, J.Keats, E.C.J.Kelly, P.L.Lamport, K.T.Maybee, V.Maynard, W.S.MacCullum, C.E.Miskin, H.C.P.Nicholas, J.W.Nisbet, R.H.Pook, J.S.Porteous, J.Pyle, L.B.Rowe, E.F.Rudgley, K.F.Sapsed, G.M.Shelton, C.J.Shaddock, R.J.K.Smith, P.Trelfa, B.W.H.Treloar, M.Upshaw, H.Watson, D.G.Watts, A.R.Webb, F.B.Webb, H.P.D.Wiggs, D.A.Wilcox, B.W.Wolfe.
1947  (300+ ave. on roll)	The Higher School Certificate results were very good and with any luck would have been better; the School Certificate results, though a substantial number achieved success, reflected our fears rather than our hopes.		
	County Major Scholarship		P.C.F.Wilkins
	London Matriculation Exemption		K.Maybee M.A.Packer, P.Keemer, C.Thomas, R.Ditchburn, C.Fowler, D.Brown, C.K.J.Foster, P.Nobes, D.Hutfield, R.W.G.Hoar, D.M.Swinburne
	Oxford	Higher School Certificate	P.J.Ellis, D.Macfarlane, , B.W.Marshall, D.Stone, P.C.F.Wilkins
School Certificate		K.Maybee M.A.Packer, P.Keemer, C.Thomas, R.Ditchburn, P.G.Watts, C.Fowler, D.Brown, C.K.J.Foster, L.F.Weyman, P.Nobes, L.L.Wassel, R.Rolf, J.Lee, D.Hutfield, R.W.G.Hoar, P.Chadd, J.A.Anscombe, J.B.Tappendum, P.Wills, R.Vear, L.Hall, G.M. Shelton, D.M.Swinburne, D.Hunt,	

			B.Rowe, I.Winfield,
1948  (300+ ave. on roll)	<p>By <b>July 1948</b> the tide had turned as far as boys staying on for the sixth form were concerned: The comparatively small <i>Valete</i> list indicates the increased tendency of boys to stay into the VI Form and this, desirable and admirable in itself, puts an additional strain on our very inadequate accommodation. We can only hope that a few additional classrooms will appear while we are all enjoying ourselves in the Summer holidays.</p> <p>We print this term, the names of a record number of winners of the Higher School Certificate. This examination demands a very high standard of achievement ; it is by no means a slightly improved form of School Certificate as its name might imply. We congratulate those successful and hope that their record will soon be beaten. A considerable number too, gained School Certificates and it is noticeable that more boys are beginning to turn their attention to the Civil Service as a career.</p>		
	London <b>Matriculation Exemption</b>		<b>No indication of exemptees</b>
	Oxford	<b>Higher School Certificate</b>	<b>H.C.Barker, P.J.Ellis, C.E.Miskin, H.T.Shacklock, C.Shaddock, D.G.Watts, T.R.Webb</b>
	School Certificate	H.J.Andrews, A.S.C.Bailey, B.A.Cozens, K.Eldred, V.J.Marchant, G.R.Stubbington, N.B.Walling, P.G.Checksfield, D.T.Jarman, L.Weyman, D.J.Avis, R.W.J.Bedford, F.Thomas, L.L.Wassel, N.C.Alderston, M.Ballard, D.J.Blackmore, P.G.Blewden, A.J.Browning, C.S.Hills, W.A.K.Prescott, L.D.Williams, T.R.Gilham, B.R.Pearce, R.N.Tatford, D.Toyne, P.Bowman, D.S.M.Jones, G.D.Wadey, G.H.Watts, B.Smith, J.Barnard, P.J.Bates, P.J.Spinner, D.E.Watts, C.M.Hammond, R.Harrington, A.R.J.Mitchell, A. Passingham	
1949  (300+ ave. on roll)	<b>County Major Scholarships</b>		<b>P.J.Ellis, C.E.Miskin</b>
	London <b>Matriculation Exemption</b>		<b>L.S.Abbs, P.R.Collins, C.S.Critchett, K.Eldred, T.R.Gilham, R.B.G.Hedgecock, R.Y.Marshall, E.B.Moulson, G.R.Ireland, D.J.Parker, A.J.Sherwood, F.P.Verdon, R.H.Wilcox</b>
	Oxford	<b>Higher School Certificate</b>	<b>H.C.Barker, A.J.Figes, H.Innocent, P.J.C.Keemer, C.E.Miskin, C.P.Nobes, L.E.Rowe, R.F.Rudgley, C.J.Shaddock, D.G.Watts, A.R.Webb, P.J.Ellis</b>
	School Certificate	L.S.Abbs, A.W.R.Allwood, J.Bailey, R.S.J.Bald, M.V.Blackman, D.M.Boyer, N.C.Brown, P.C.D.Chalmers, P.R.Chapman, P.R.Collins, P.Cook, J.P.Cooper, A.C.Corbett, C.S.Critchett, K.M.Devlin, I.W.Dukes, K.Eldred, F.Farrell, J.T.Farthing, B.A.Gatesman, T.R.Gilham, R.B.G.Hedgecock, M.F.J.G.James, D.J.Jones, R.Y.Marshall, E.B.Moulson, D.J.Palmer, D.J.Herbert, G.R.Ireland, B.E.Jackman, E.T.Pitman, W.A.K.Prescott, D.J.Parker,	

		A.F.Paterson, D.A.Perryer, B.Rolf, M.R.C.Sammons, A.J.Sherwood, F.P.Verdon, R.H.Wilcox
	In January 1950 the Lion roared, reporting on <b>the 1949 results</b> : It is very pleasant to have to congratulate so many people on their examination results. Two boys gained County Major Scholarships and another was on a reserve list for a State Scholarship, later to be elevated as a recipient.	
1951 (Possibly for 1950)	<b>July 1951</b> and the Lion roared again: Two boys of distinction will be going up to University College, Oxford, and to Christ's College Cambridge, both with County Major Scholarships, and have done honour to their School.	
1951 (Reported in Jan 1952)	<p><b>I</b>N GENERAL we can look back on last term with satisfaction. The G.C.E. results brought with them our first State Scholarship, and our heartiest congratulations go to the winner of it, Christopher Shaddock. There are now three Old Priceans at Cambridge and four at Oxford, to be joined by Nobes when his military service is over. Moreover, the number of Old Priceans taking degrees is far greater than it was even a few years ago : in particular, we must congratulate Chadd on following Gifford by taking a First at Bristol, the only one gained in the Law School there, we understand, for several years. Another pleasing feature is the regular passing of Army candidates into Sandhurst. On the whole, our first encounter with the General Certificate of Education has not been discouraging.</p> <p><b>State Scholarship</b> x1  <b>COUNTY MAJOR SCHOLARSHIP</b> x3  <b>G.C.E. "A" level:</b> x 8 candidates  <b>LONDON MATRICULATION (EXEMPTION).</b> This feature of the School Certificate has ended.-  <b>GCE "O" level:</b> x 12</p> <p>Overall, our first encounter with the General Certificate of Education at "A" and "O" levels has not been discouraging. The Lion magazine publishes only the numbers of Pass grades (C or above).</p> <p>For "A" level entrants just missing a Pass grade, an "O" Level pass was awarded. The Lion magazine also started publishing the degree results of O.P.s at all Universities.</p>	
1952 (Reported in May 1953)	<p>The results of last summer's examination are recorded in this issue and we are pleased to be able to congratulate a large proportion of the entrants; and no less pleased to note the success which is being achieved by Old Priceans at the Universities.</p> <p><b>G.C.E. "A" level:</b> x 7  <b>GCE "O" level:</b> x 19</p>	
1953 (Reported in January 1954)	<p><b>COUNTY MAJOR SCHOLARSHIP</b> x 2  <b>G.C.E. "A" level:</b> x 11 candidates  <b>GCE "O" level:</b> x 11 candidates</p>	

<p>1954 (Reported in January 1955)</p>	<p><b>F</b>IRST of all we must direct our readers' attentions to the Examination results which, we venture to think, are the best the School has ever achieved. Not only were the results at Ordinary Level satisfactory but those at the Advanced Level were exceptionally good: two State Scholarships and, if we may take some credit for Chinnery who left in the course of the year, five other major awards speak for themselves. We heartily congratulate those concerned.</p> <p><b>State Scholarship: x 2</b>  COUNTY MAJOR SCHOLARSHIP x 3  Southampton Major Scholarship x 1  <b>G.C.E. "A" level: x 24 candidates</b>  <b>GCE "O" level: x 11 candidates</b></p>
<p>1955 (Reported in January 1956)</p>	<p><b>State Scholarship: x 1</b>  COUNTY MAJOR SCHOLARSHIP x 1  <b>G.C.E. "A" level: x 12 candidates</b>  <b>GCE "O" level: x 27 candidates</b></p>
<p>1956 (Reported in January 1957)</p>	<p>The results of the General Certificate of Education Examinations are published in this issue of 'Lion' and are, we may fairly claim, very creditable. We congratulate those whose names appear and particularly those who gained County Major Scholarships.</p> <p><b>COUNTY MAJOR SCHOLARSHIP x 6</b>  <b>G.C.E. "A" level: x 17 candidates</b>  <b>GCE "O" level: x 41 candidates</b></p>
<p>1957 (Reported in May 1958)</p>	<p>The examination results last summer were satisfactory. Five County major Scholarships were obtained and there were many good performances at the Advanced and Ordinary Levels. There are now five O.P.s at Oxford and one at Cambridge and a very respectable number at other universities. One O.P. has played for Oxford at Football and another at Hockey for Cambridge, and we hope that both will win their Blues next year.</p>
<p>1958 (Reported in January 1959)</p>	<p><b>COUNTY MAJOR SCHOLARSHIP x 5</b>  <b>G.C.E. "A" level: x 22 candidates</b>  <b>GCE "O" level: x 37 candidates</b></p> <p>The results of the Examinations at the end of the Summer Term marked an improvement on the satisfactory standard maintained in recent years, a high proportion of the boys entering at O &amp; A Levels securing a pleasing number of passes. Five boys were successful in gaining County Major Scholarships.</p> <p>The Headmaster spoke at a meeting of the Old Priceans. What he said was reported in the Lion of <b>September 1958</b>: Referring to the new school buildings, Mr.Ashton said that the next term would see the erection on the Tennis court of 4 rooms, mainly for VI Form work. The School membership will be 380 boys, 28 for "A" level and 10 for County Major Awards. He felt sure that the work of the School was as healthy as ever. Next term would also see the appointment of two Masters on the Staff. Shortly afterwards, following the death of Mrs Ashton the previous year, the Headmaster announced his retirement.</p>

<p>1959 (Reported in Sept. 1959)</p>	<p style="text-align: center;"><b>This was the first year of the new headmaster, Eric Poyner, starting in September</b></p> <p style="text-align: center;">Last term was remarkable for the large number of candidates taking G.C.E. Over forty were taking papers at A Level and more than sixty at O Level so that, for the first time, the Hall was not big enough to accommodate them all. The exceptional weather encouraged</p> <p><b>State Scholarship:</b> x 1  <b>COUNTY MAJOR SCHOLARSHIP</b> x 10  <b>G.C.E. "A" level:</b> x37 candidates  <b>GCE "O" level:</b> x 63 candidates</p>
<p>1960 (Sept.)</p>	<p>Headmaster's Notes:-</p> <p>In September I am introducing a modified curriculum, of which I have already spoken at length to individual forms. I hope to call a meeting of parents later on in the Autumn term, to answer their questions on the revised arrangements, but I would like to say now that the scheme has been so devised as to provide opportunities for all boys, with their various abilities, to benefit to the full. Some will follow a clear-cut four-year course to 'O' Level G.C.E. and proceed directly into the Sixth Form, while the majority will follow a five-year course before they, too, enter the Sixth Form. Every boy who comes to Price's has shown at the selection examination that, academically, he is in approximately the top 15% of the boys in the country, and if he realises this at an early age and keeps it ever before him, then there should be no reason at all why he should not do extremely well here, both at 'O' and 'A' level. A wide variety of careers become available to those obtaining 'A' Level qualifications, and the School's aim is to educate its sons to the point where they can take their culture and attainment out into those careers with every confidence.</p> <p><b>State Scholarship:</b> x 1  <b>COUNTY MAJOR SCHOLARSHIP</b> - The County now gives a Scholarship to all pupils who gain two "A" level passes and are accepted by a University  <b>G.C.E. "A" level:</b> x36 candidates  <b>GCE "O" level:</b> x 46 candidates</p>
<p>1961 (Sept.)</p>	<p>Editorial:-</p> <p>Term by term the greater part of <i>The Lion</i> is devoted to a record, not of what goes on in the class-room from nine till four on five days a week, but of all those 'out-of-school' activities which take place in the evenings, at the week-ends, during the holidays. Whilst, obviously, these activities are performed by the boys, they almost always involve the co-operation of members of the Staff. Each, according to his differing talents and interests, devotes much of his spare time to help in: coaching and refereeing the various sports and games, attending C.C.F. camps, organizing the Duke of Edinburgh's Award Scheme, taking groups on field-courses or educational journeys abroad, helping to run school clubs, and maintaining contact with parents. Taken separately, each of these may not seem to involve very much, but at Price's over the year they mount up to the equivalent of at least two full working weeks for <i>each</i> member of a staff of twenty.</p> <p>This is some indication of the scale on which the English school-master willingly gives of his time and energy, very often quite outside the field of work for which he is paid. Abroad such services do not exist at all, and the relationship between pupil and teacher begins and ends in the classroom; yet it is these activities which make of an English school a community in a sense that is completely unknown in other countries. Unfortunately, today the school-master is being made to feel that this voluntary service, given in so large a measure and so ungrudgingly, is not appreciated by the nation as a whole; in this feeling lies the real danger to our educational system.</p> <p style="text-align: right;"><b>A.D.A.</b></p>

	<p><b>State Scholarship:</b> x 1  <b>G.C.E. "S" level</b> x 7 candidates  <b>G.C.E. "A" level:</b> x 46 candidates  <b>GCE "O" level:</b> x 68 candidates</p>
1962	<p><b>State Scholarship:</b> x 2  Open Scholarship to University College, Oxford  Open Scholarship to University College, Cardiff  County Music Exhibition x 1  <b>G.C.E. "S" level</b> x 9 candidates  <b>G.C.E. "A" level:</b> x 63 candidates  <b>GCE "O" level:</b> x71 candidates</p>
1963 (Oct.)	<p><b>G.C.E. "S" level</b> x 12 candidates  <b>G.C.E. "A" level:</b> x 65 candidates  <b>GCE "O" level:</b> x72 candidates</p>
1964 (Oct.)	<p><b>G.C.E. "S" level</b> x 9 candidates  <b>G.C.E. "A" level:</b> x 53 candidates  <b>GCE "O" level:</b> x 80 candidates</p>
1965 (Oct.)	<p><b>G.C.E. "S" level</b> x 6 candidates  <b>G.C.E. "A" level:</b> x 62 candidates  <b>GCE "O" level:</b> x 83 candidates</p>
1966	<p><b>Open Exhibition at Trinity College, Cambridge</b>  <b>Open Scholarship in Singing at Royal School of Music</b>  <b>Choral Exhibition at Selwyn College, Cambridge</b>  <b>Army University Scholarship</b>  <b>G.C.E. "S" level</b>  <b>G.C.E. "A" level</b>  <b>GCE "O" level:</b></p>
1967	<p><b>Open Scholarship, Churchill College, Cambridge.</b>  <b>G.C.E. "S" level</b> x 6 candidates  <b>G.C.E. "A" level</b> x 59 candidates  <b>GCE "O" level</b> x <b>84</b> candidates</p>
1968	<p>For the first time listed "A" Level results by subject:  <b>G.C.E. "S" level</b> x 6 candidates  <b>G.C.E. "A" level</b> x 66 candidates  "O" level results were listed as "names" x numbers passed:  <b>GCE "O" level</b> x 72 candidates</p>
1969	<p><b>G.C.E. "A" level</b> x 62 candidates  <b>GCE "O" level</b> x <b>107</b> candidates</p>
1970	<p><b>G.C.E. "A" level</b> x 78 candidates  <b>GCE "O" level</b> x <b>105</b> candidates</p>
1971	<p><b>G.C.E. "A" level</b> x 75 candidates  <b>GCE "O" level</b> x <b>97</b> candidates</p>
1972	<p style="text-align: center;">  </p> <p><b>G.C.E. "A" level</b> x 59 candidates  <b>GCE "O" level</b> x <b>95</b> candidates</p>

	County Music Exhibitions x <b>3</b> candidates County Bursary for Games x <b>1</b> candidate
1973	<b>G.C.E. "A" level</b> x <b>70</b> candidates <b>GCE "O" level</b> x <b>120</b> candidates
1974	The Lion in 1974 was dealing with the last remnants of Price's School. Candidates were entering from a variety of other Schools and hence the hike in entry numbers shows that comparisons with the strictly Price's School years is not meaningful. <b>G.C.E. "A" level</b> x <b>94</b> candidates Footnote : J.A. Innes has been awarded the Royal Geographical Society's prize on the results of the Advanced Level Geography Paper in the Oxford Delegacy of Local Examinations for 1975. <b>GCE "O" level</b> x <b>110</b> candidates
1975	This is the first year of the Price's Sixth Form College <b>G.C.E. "A" level</b> x <b>GCE "O" level</b> x <b>231</b> candidates

**Price's School**  
**External Examination Results Summary (Academic, not Employer-focussed)**

Year	Oxford Locals					London	Other
	Pass	3 <sup>rd</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	Higher	Matriculation Exemption	
1922	6	1					
1923	6	1	2	1		1	
1924	12	6				5	
1925	5	3	1	3			
1926	9	3	1	2			
1927							No results published.
1928	13	4	2	3			
1929	10	3	2	3			
1930	16	3		1		4	
1931	18	5				7	1 x London Inter B.A.
1932	19					10	2 x London Inter B.A.
1933	16	Honours - 6				11	
1934	15	Honours - 4				5	
1935	16	8				10	
1936	17				1	7	
1937	24				2	16	1 x County Exhibn
1938	19				3	6	1 x County Senior Scholarship
1939	27				4	No information	1 x Oxford Exhibition.
1940	22				1	11	
1941	18					7	
1942	37				4	20	1 x RADA Scholarship
1943	38				3	23	2 x County Senior Exhibitions

1944	33		2	17	
1945	37		3	19	
1946	50		2	15	
1947	27		6	12	1 x County Major Scholarship
1948	39		7	No information	
1949	40		12		1 x State Scholarship 2 x County Major Scholarships
1950					
1951	12		8		
1952	19		7		
1953	11		11		2 x State Scholarships 3 x County Major Scholarships
1954	11		24		2 x State Scholarships 3 x County Major Scholarships
1955	27		12		1 x State Scholarship 1 x County Major Scholarship
1856	41		17		
1957					
1958	37		22		5 x County Major Scholarship
1959	63		37		1 x State Scholarship 10 x County Major Scholarships
1960	44		30		1 x State Scholarship
1961	68		46		1 x State Scholarship
1962	63		71		2 x State Scholarships 1 x Oxford Open Sch. ! x Wales Open Sch. 1 x Music Exhibition
1963	72		65		
1964	80		53		
1965	83		62		
1966					
1967	84		59		Open Scholarship to Cambridge
1968	72		66		
1969	107		62		
1970	105		78		
1971	97		59		
1972	95		59		Music Exhibition Games Bursary
1972	120		70		
1974	110		94		Royal Geography "A" level Prize

School Certificate examinations had been underway only since 1918. Nationally, it was a very small operation compared with the present day (2020). In terms of Public comment, that a system which so dominates School curriculum focus and social energies has passed its Centenary is quite surprising. Into the 1930s, School Certificate Pass numbers were rising through the but against a background of ongoing bemusement at what the current system purports to achieve with concurrent concerns about grade inflation, mixed with the nausea of Brexit that has flattened most other social debate concerns, perhaps Examinations have been something upon which society can declare “Pass” (as per the Mastermind TV Quiz Show), as if here re other things to worry about!

But actually, the concept of a Pass mark, or Pass rate is an absolutely central part of examination outcome-grading, about which almost everybody knows almost absolutely nothing! There is no official “Pass” mark. There is no definition of a “Pass” that applies in a generic sense. Yet assessment is now a big-time industrial scale enterprise with an annual turnover of £Billions!

From Wikipedia, the free encyclopedia

The United Kingdom **School Certificate** was an educational attainment standard qualification, established in 1918 by the Secondary Schools Examinations Council (SSEC).

The School Certificate Examination was usually taken at age 16. Performance in each subject was graded as: Fail, Pass, Credit or Distinction. Students had to gain six passes including English and mathematics to obtain a certificate.

To obtain a "matriculation exemption" one had to obtain at least a Credit in five subjects including English, mathematics, science and a language. Those who failed could retake the examination. Some students who passed then stayed on at school to take the Higher School Certificate at age 18.

The School Certificate was abolished after the GCE O-Level was introduced in 1951

In the 1908, Price’s School context, Pupils could leave education at the age of 14. It had been at age 10 since 1880. That didn’t mean they had to leave then, but there is evidence that one pupil Percy Fielder left aged 12, when his Bursary from the William Price Charity ran out. Probably that was not uncommon in this largely agricultural community. School certificate examinations were just over the horizon, yet to happen until 1918, by which time, Percy Fielder was a soldier in the Army, on his way to the war in Europe.

Early returns to the School show the number of Pupils on Roll growing quickly, reaching 100 in 1920. Base levels of attainment, with numbers of early leavers do not provide any basis for knowing what the Under 14, Under 15 and Under 16 year groups would have in them, but Examination entry levels were low, and subject to fluctuation, as there was also in the matter of recording and publishing the statistics. Up until 1931 there had been a practice of subdividing grades into Pass, and 3<sup>rd</sup> class, 2<sup>nd</sup> class or 1<sup>st</sup> class “Honours”, without any indication of criteria to explain these grades. The Lion shows just total numbers of Honours in 1933/34 and thereafter, no Pass subdivisions are declared, just a total Pass rate. Such a change might be School derived, or it might have been a directive from Government or a decision by the Examination Boards.

Up to that stage, there is no record of Higher Certificate courses, or entries for examination at that level. It is known that a Sixth Form course was offered from 1926, however.

There is a trickle of entries in the “London Matriculation Exemption” column, albeit that in some years there were not any. That might have been an administrative oversight given that School Certificate entries were beginning to rise and that numbers achieving the highest grade were holding-up. Those with grades good enough to achieve the Certificate were exempted from further assessment prior to applying for University Entrance, but at this stage, it is not clear if a failure to

secure an exemption meant no University course, or whether there was scope for an individual at School Certificate level, or even via separate university administered examination to resit a failed subject, or whole course re-examination.

Into the 1930s Pass numbers for the School Certificate were rising as numbers on roll were increasing. Coincident with this was a noticeable trend for the Exemption numbers to be rising also, 20 and 23 in 1942/43, with Higher School Certificate numbers resting in the low single figures.

From Wikipedia, the free encyclopedia

NB

*A **matriculation examination** or **matriculation exam** is a university entrance examination, which is typically held towards the end of secondary school. After passing the examination, a student receives a school-leaving certificate recognising academic qualifications from second-level education. Depending on scores or grades achieved, a student may then matriculate to university to take up further studies.*

*The following matriculation examinations are conducted (2020)*

- *A-levels – in England and Wales.*
- *Baccalaureate – in France and many francophone countries.*
- *Higher – in Scotland.*
- *Leaving Certificate – in Ireland.*
- *International Baccalaureate Diploma – International.*

- ★ 1918 School Certificate examination introduced, with a Higher level option at 18+.
- ★ 1951 School Certificate examination abolished. GCE "O" Levels introduced
- ★ 1962 County Major Scholarships abolished. Mandatory Local Authority Awards introduced.
- ★ 1962 State Scholarship scheme abolished.
- ★ 1975 New GCE grading process, gives the Grades D & E as "near miss" on Certificate
- ★ 1987 Last year of CSE Examinations & GCE "O" Levels.
- ★ 1988 Introduction of GCSE Examinations for 16+.
- ★ 2001 Special Papers to supplement "A" level abolished.

**Exhibition** – a non-financially assessed award of a cash sum, acknowledging academic achievement at a level slightly below that of a Scholarship.

## Numbers on Roll

Year	Number on Roll	
1725	18	
1908	18	
1911	72	
1913	100	28 boarders
1916	128	60 in Cadet Corps
1920	200	
1923	173	No under 10s
1927 - 34	173 average	
1935 - 1939	203 average	
1937		20 boarders
1940 - 1945	283 average	
1946 - 1949	300 +	
1956	340	
1959	380	80 in the Sixth Form
1960	390	90 in Sixth Form
1962	465	125 in VI Form
1960 - 1969	379	
1964	550	
1969	700	45 Staff
1970	704	160 in the Sixth Form. 70% leavers into Higher Education
1974	800	300 in VI Form, 150 girls

## The Rise and Fall of Price's School

When the notable Fareham Timber Merchant William Price wrote his Will in 1721 his intention was clear. He wanted to set up a school to educate thirty children chosen from the poor of the Parish and selected by the Minister and Church wardens. He also wished to give financial assistance to the widows of the parish some of whom would have been the mothers of the children concerned. Moreover he decreed that the children should be clothed with an upper garment of blue cloth decently made of as good a material as his estate could afford. These children should be taught to read the English Bible and instructed in the doctrine and principles of the Church of England.

It was a generous and noble bequest and indeed on his death his house in West Street Fareham was converted into a School House and 15 boys and 15 girls were educated in accordance with his wishes. Indeed the years 1725 – 1813 appear to be the period during which William Price's wishes were followed to the letter.

However it appears that the Master who had been appointed chose not to instruct the children himself but instead engaged an usher to do this task. Many people observed that this broke the terms of William Price's Will and so on the death of the Master in 1748 the trustees decreed that in future instruction was to be performed by the Master himself.

It seems the children did not stay at school for very long, perhaps two or three years. The ability to read the bible and to know the principles of the Church of England was the sole mark of success.

### **The first aberration**

By 1813 there were only six girls enrolled and so the number of boys had been increased to twenty-four. There were reasons given for the shortage of girls at Price's. It was said that girls were not encouraged by their parents to attend the school because

- no school mistress to teach needlework had been appointed
- the girls were not taught separately from the boys

Moreover in 1813 a school had opened in Fareham based on the Madras system. In the Madras system children who mastered a skill were required to teach that skill to others. Poor girls in Fareham could all go to the Madras School and so the vicar and church warden decided that in future girls would not be admitted to Price's School and that all 30 places should be assigned to boys.

It may be remarked that needlework was not part of the curriculum and although the Madras system may be a suitable vehicle to teach it, the same cannot be said of teaching the doctrine and principles of the Church of England, a subject of some complexity.

It is likely that William Price would have objected to this change because it deprived girls from learning about their religion in the way he intended. However he would have been pleased that there was no change to the curriculum so he would possibly have been **80%** satisfied.

The school continued to operate according to the requirements of Price's Will for many years. Those boys who succeeded in learning to read and acquiring the appropriate knowledge of the principles of the Church were rewarded as they left with an expensive copy of the bible. Many doubtless went on to learn other skills and gain appropriate employment in the area.

### The second aberration

In 1846 a new Master, Mr. Daniel Wrapson, was appointed, and plans were laid to rebuild the school. The school was divided into two classes the 1<sup>st</sup> class and the 2<sup>nd</sup> class. The senior boys were in the 1st class but there was still only one schoolroom. However between 1846 and 1885 the curriculum was greatly extended so that religion was not the only subject that the boys needed to know.

Those attending were still the poor of the parish, receiving parish relief, and their fathers were often deceased or absent; some were convicts or alcoholics.



The boys were now supplied with a much better uniform consisting of a cap, a suit with one pair of trousers and one jacket, and a pair of boots.

Corporal punishment as a means of maintaining discipline became the norm for offences regarded as particularly serious, as indeed it did for most educational establishments for at least the next 100 years.

The reading of the Bible and the teachings of the Church of England remained the principal objective, but this was supplemented by dictation and the ability to spell accurately, understand basic forms of mathematics, geography, history and natural science and occasionally music.

It is likely that William Price would have accepted these changes and taken the view that they did not detract any further from the spirit of his bequest and therefore his approval rating would have remained at **80%**

### The third aberration

After Mr. Wrapson there were several Masters – Mr. Albert Wareham (1885-1895), Mr. Henry Revens Coghlan (1895-1898) and Mr. William Goss (1898-1901).

The Implementation of Education Act (or: The implementation of the Education Act) of 1870 provided free elementary education for all children of the poor and by 1880 attendance at school had become compulsory.

It was observed by the trustees that boys at Price's School were now at a disadvantage because they were being taught in one small room with one master only and without the variety of teaching available in a larger school.

They therefore took the view that it would be better if the boys could be incorporated in the larger National School which happened to be a Church of England School and under Government inspection.

In December 1901 the charity school closed after considerable negotiation between the trustees, the charity commission and other interested parties. The Education act of 1891 had made elementary education free and so the 29 pupils that remained at Price's were transferred to the National School and given an appropriate allowance in lieu of the free school uniform.

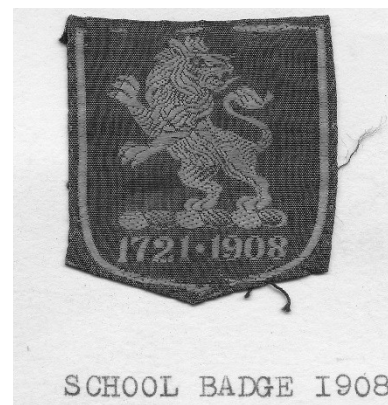
William Price might have been quite sanguine about this development. He would have reflected that his blue coat school had done its job and that elementary education was now available to all. He would not have been satisfied that religious education was no longer regarded as of supreme importance. He would certainly have objected to the lack of emphasis on children's learning the doctrines of the Church of England and have felt that girls as future mothers of Fareham children and responsible for their moral and ethical guidance had been totally overlooked in this regard. His financial legacy however remained intact and, as there was talk of establishing another school in his name along the lines of his Will, he could well have been somewhat equivocal and so been 50% content.

### **The fourth aberration**

The new Price's School was planned as a Church of England secondary school, qualifying for State help, educating boys up to the age of 16 in the arts, sciences and technical subjects. There was also an intention to provide free education for the poor and to educate girls at the end of the school day.

In the event, some younger boys were admitted but the education of girls seems to have fallen by the wayside. Any State help developed, over the subsequent years, into State control and it was this that many years later was to bring about the demise of the school itself.

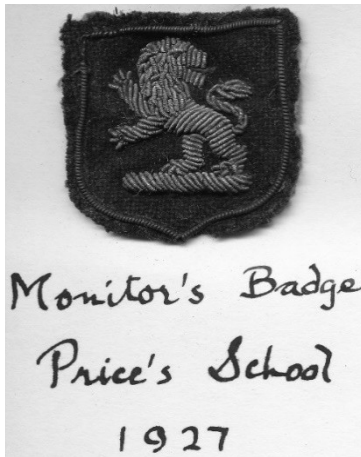
In 1908 Price's School re-opened in Park Lane Fareham on the site that all subsequent pupils at the school will have known well. The new Headmaster was Mr. S. R. N. Bradly, M.A. (Cantab). Price's School had available a maximum of 20 free placements for the poor of the parish, but these had to be gained by passing a competitive examination. Initially it was decided to award only 5 of these because of uncertainty about the number of fee paying pupils that would enrol. In the first year the total number of pupils was 18 but this number had risen to 72 by 1911 and consisted of 17 parish placements, 4 county placements, 6 pupil teachers, 16 boarders and 29 day boys.



The School day was 9.30am to 12.30pm (with a break 11.00am to 11.15am) and from 2.00pm to 4.00pm. Wednesday and Saturday were called half-holidays but often assigned to sports and other activities.

The only requirement for a uniform was a black and white cap and those in receipt of parish placements were provided with one of these each year. However most pupils wore a blue Price's blazer and grey trousers or a grey suit

A morning assembly took place each morning at which there were hymns and prayers and where one of the senior boys read a lesson for the day from the Bible.



How would William Price have viewed this new school which bore his name? He would be disappointed by the lack of a uniform and possibly the small number of parish placements. However he would have taken some comfort from the morning assembly and overall he would likely have expressed his satisfaction as 60%

Mr. S.R.N. Bradly remained Headmaster until his retirement in 1934. During his stewardship the school developed. The people of Fareham were proud of the school and there was an excellent relationship with the local authority. In particular the Rev. J E Tarbat, Chairman of the Governors, was a great supporter of the School. Mr. Bradly appears to have had no vaulting ambitions for the boys but was content for each of them to develop as

individuals. Physical fitness and sport became a characteristic of Price's and many members of staff had sporting interests themselves. The boys created a unique style of humour and this may have helped the school to weather the First World War and the Great Depression.

In brief, Price's had become an exceptional school in every sense of the word, demonstrating English education at its best, and although many of the boys may have lost parents, uncles and brothers in the war, it was a small and high-quality institution much prized by Fareham itself.

The upkeep of the school became more and more expensive as it developed and the facilities needed to be expanded and brought up to date. Until 1901 it was a charity school and the state was not directly involved but in time it was necessary for financial assistance to be sought.

There were several schemes available during the period of the school's existence.

#### 1. *Grant Aided School.*

From 1908 Price's was initially a Grant Aided school. This meant that it could apply to the Local Education Authority for a grant. If this application was successful then the LEA were entitled to get involved and even appoint additional Governors. This became effective even before the school reopened, by the grant of £500 for building and an annual maintenance grant of £150.

#### *Public Secondary School.*

Following the Governors' request Price's became a Public Secondary School in 1910. This gave Hampshire County Council five governors which meant the local authorities now had the majority of representative governors.

#### 2. *Maintained Schools*

In 1920 The County Education committee wrote to the Governors of Price's School proposing that it became a Maintained School. It wanted more LEA representatives on the Governing body, and the endowment to provide more LEA scholarships. In return the County would become responsible for the development of the school.

The Governors resisted this proposal with some success but were informed in 1922 that if any major expenditure by the LEA on the school was ever required then the matter would be revisited.

### **The fifth aberration**

The new Headmaster was Mr. G. A. Ashton, M.A. (Cantab) and he certainly wished to increase the academic status of the school. Those who showed aptitude were encouraged to stay on at school and take higher examinations with a view to university entrance, preferably to Oxford or Cambridge.

He actively discouraged fraternisation with pupils from other local schools, and any association whatever with the opposite sex particularly while in school uniform was strictly forbidden.

Price's became a high quality school that survived the second world war with stoicism and good humour. However it began to be seen as elitist and divisive; at odds with the other educational establishments in Fareham and also with the education authorities. The Governors felt that everything possible should be done to prevent Price's becoming a controlled school.

The Education Act of 1944 (The Butler Act) brought in three types of secondary school – Grammar, Technical and Secondary Modern.

The common entrance examination (popularly called the 11+) had two parts to it. Those who were successful in both parts were eligible for a Grammar school place. Those who were successful in the first part only could go to the Technical school. The remainder went to the Secondary Modern school. Unfortunately relatively few Fareham children were able to pass to the Grammar school and this may have been the principal cause of a growing resentment.

In 1945 the Headmaster and the Governors applied unsuccessfully for Direct Grant status which would have meant that the school would, with the exception of the LEA and parish placements, become fee-paying. It would receive a Government Grant and the Local Authority would lose all control over it. This application may not have endeared Price's school to the leading lights of Fareham.

The Headmaster's relationship with the Local Education Authority was at all times cordial but perhaps not warm.

How would William Price have regarded these developments? The school had departed significantly from his dream. He did not want an elite school; his heart would have been more in sympathy with the boys struggling in the other secondary schools. He wanted to help the poor of the parish to gain a basic education. The school had some boys in this category but the emphasis was so longer on helping people to get a basic education. Moreover he would feel that the Church of England had been marginalised by the school and was being given mere lip service. He is unlikely to have given the school an approval rating of more than **30%**

### **The sixth aberration**

In 1946 the Governors had to make a choice. Price's could either become a Controlled school receiving full financial support from the County, in which case the County would appoint two thirds of the Governors, or a Voluntary Aided School partially self-financing and the County would appoint only a third of the Governors.

After considerable discussion and negotiations, and after assurances from the diocese of Portsmouth of financial support, in 1954 Prices officially became a Voluntary Aided school. Unfortunately by 1957 The Diocese Education Committee had to confess that they had insufficient resources to support reconstruction of the school. Price's was left with no other option than to become a Controlled school that year.

Just before he retired, George Ashton had been obliged to sign off this change of relationship with the education authority. He claimed correctly that the change was seamless but it turned out that a slow poison had been administered to Price's.

It is indeed unfortunate that every new Headmaster appointed to Price's School inherited an establishment that was being forced to make undesired compromises.

Mr E A B Poyner BSc, MA (Bristol), J.P., now headed a school that was entirely under the control of the local education authority. The future of the school was no longer in its own hands. Doubtless many assumed that the authorities would value this institution and would wish it to flourish but any such hopes were soon to be dashed.

The authority wanted economy of scale, a much larger school and one where selection did not take place. Comprehensive education was sweeping the country and before long Price's School attracted attention.

The LEA gave the Governors a straight choice: Price's could become part of the comprehensive provision as a school for under-sixteen year olds or it could become a Sixth Form College. In either event it would expand and become co-educational as soon as feasible.

Doubtless many consultations and discussions took place before a final decision was made. It was eventually agreed that Price's School would become Price's Sixth Form College on the same site and with enhanced facilities. The complete transformation took place in 1975.

What would William Price have thought of this?

He would have been very pleased that the school over the years had produced countless practising members of the Church of England, including many members of the clergy and at least two bishops. He would also have welcomed the return of both boys and girls and would have accepted that times had changed and that now support was needed for Fareham families whose children had advanced sufficiently to be eligible for University education. Overall he would have been relatively pleased with how things had turned out and may well have given his approval rating at **80%**

### **The seventh aberration (Disservice)**

The Sixth form college had a very short life because hard on the heels of its formation there was an act of cultural vandalism that it is hard to credit and the fact that the perpetrators were the Local Education Authority makes it even more outrageous.

The Authority decided to merge Price's sixth form college with the local technical college. The justification seems to be that both institutions taught A-levels.

Anybody with an ounce of knowledge about education knows that there is a world of difference between studying for an A level at a technical college where the motivation can be vocational, personal interest or to satisfy an immediate requirement, and a sixth form college where the staff and the students have a common desire to develop a firm academic foundation for further study at a university.

Whether this decision was financial expedience, ignorance, prejudice or stupidity we may never know. The result was all too clear; any young Fareham resident with ambitions to attend a university would have to travel elsewhere to gain a suitable "A" level education. The nearest Sixth Form Colleges were at Havant, Eastleigh and Portsmouth.

The site of Price's School in Fareham was valuable and it has been suggested that the LEA believed that it was theirs. The premises were boarded up and then demolished, the land was sold for housing and almost all the proceeds returned to the William Price Charity.

However, a million pounds was lent by the charity to Fareham College to fund a William Price building in the vain hope that this might help the two institutions to merge in a satisfactory way. However, those who might have been persuaded to study at Price's college when it was in Park Lane chose to go elsewhere.

It soon became clear that a great disservice had been done to the residents of Fareham.

Some attempt was made this century by the Principal of Fareham College, with encouragement by the Society of Old Priceans, to recreate a William Price's Sixth Form Centre at Fareham College. However there was no additional funding for premises or dedicated staff and the academic reputation of Price's College was a thing of the past.

The project foundered when the Principal himself left the college for a distant appointment.

**C W Evans 10 September 2020**

*The principal source of material for this piece was "The History of Price's School" by F E C Gregory published by the Trustees of Price's Charity, 1971.*

### **Price's School - the formation**

William Price was an early eighteenth century timber merchant of considerable wealth and influence in the market town of Fareham. In 1721 he wrote his Will in which he left the vast bulk of his fortune to the Parish of St Peter and St Paul in order to found a Charity school to be located at his house in West Street.

It was known that, although William Price was a leading member of the Church of England, a number of his close relatives had become Dissenters. This breakaway movement was growing in popularity at that time in England. It may be because of this that he decided around 1720 that he did not wish his relatives to inherit his estate.

William Price would have attended St Peter and St Paul church and doubtless seen some of the impoverished members of the parish. As a man whose deceased father had been illiterate he would have known from experience how difficult it was to move up the social scale. He would have been concerned that without a basic education the children would be disadvantaged and quite likely to turn away from the established church when they grew up.

It is unlikely that he would have had any direct contact with the children of the parish unless he employed the services of a link boy. In those days, before street lighting, these were boys who earned money by carrying a blazing torch to illuminate the footpath and enable the person who employed them to walk safely through the town at night. Given a choice of link boys he would almost certainly have chosen one of those whose family attended the church of St Peter and Paul regularly on a Sunday morning.



*The drawing appears in 'Fareham eighteenth century people' under 'the Hundred and Parish of Fareham'. It is of an 18<sup>th</sup> century bare footed 'Link Boy' guiding a gentleman on a dark evening. William Price, the founder of Price's School, had his home in West Street, Fareham and may have employed a link boy to guide him to meetings.*

William Price would have had meetings with other leading citizens at various locations in the town. On dark evenings it is quite possible that he employed the services of a link boy and asked about his family and their circumstances as he was guided to his venue. He had no direct descendants and would have considered his other relatives had sufficient financial resources of their own.

So in 1721 William Price engaged the services of a legal expert to arrange that, on his death, a school be endowed for deserving children. This was done and four years later in 1725 William Price died aged 73. Then, in due course in accordance with his wishes, his large house in West Street Fareham was converted into a school and a Master appointed.

### Price's School after 1922

Mr. S.R.N. Bradly remained Headmaster until his retirement in 1934. During his stewardship the school developed. The people of Fareham were proud of the school and there was an excellent relationship with the local authority. The Rev. J E Tarbat, Chairman of the Governors, was popular and a great supporter. Mr. Bradly appears to have had no vaulting ambitions for the boys but was content for each of them to develop as individuals. Physical fitness and sport became a characteristic of Price's and many members of staff had sporting interests themselves. The boys created a unique style of humour and this had helped the school to weather the First World War and the Great Depression.

Following Mr. Bradley's retirement in 1934, his successor Mr. G. A. Ashton, M.A. (Cantab), determined to increase the academic status of the school. Any boys who showed aptitude were encouraged to stay on and take higher examinations with a view to university entrance, preferably to Oxford or Cambridge. Fraternalisation with pupils from other local schools was discouraged and any association with the opposite sex, particularly while in school uniform, was forbidden.

The Education Act of 1944 (The Butler Act) brought in three types of secondary school – Grammar, Technical and Secondary Modern. The common entrance examination (popularly called the 11+) had two parts to it. Those who were successful in both parts were eligible for a Grammar school place. Those who were only successful in the first part could go to the Technical school. The remainder went to the Secondary Modern school.

In 1945 the Headmaster and the Governors applied unsuccessfully for Direct Grant status which would have meant that the school would, with the exception of any placements from the Local Education Authority and the Parish, have become fee-paying. Had the application been successful it would have received a Government Grant and the Local Authority would have lost control.

In 1946 the Governors were asked to make a choice. Price's School could either become a Controlled School receiving full financial support from the County, in which case the County would appoint two thirds of the Governors, or a Voluntary Aided School partially self-financing and the County would appoint only a third of the Governors.

In 1954 after lengthy discussion and negotiations, and assurances from the Diocese of Portsmouth of financial support, Price's School officially became a Voluntary Aided school. Unfortunately, by 1957, the Diocese Education Committee had to confess that they had insufficient resources to support any reconstruction. With no other option Price's became a Controlled school. Just before his retirement, in 1957, Mr. G. A. Ashton signed off this change. He claimed correctly that the change was seamless but it meant the future of the school was entirely in the hands of the LEA.

It is unfortunate that every new Headmaster appointed to Price's School in the twentieth century inherited an establishment that was being forced to make undesired compromises. Mr E A B Poyner BSc, MA (Bristol), J.P., now headed the school. Doubtless many assumed that the authorities would value this institution and would wish it to flourish but any such hopes were soon dashed.

The authority wanted economy of scale; a much larger school and one where selection did not take place. Comprehensive education was sweeping the country and before long Price's School attracted attention. The LEA gave the Governors a straight choice: Price's could become part of the comprehensive provision as a school for under-sixteen year olds or it could become a Sixth Form College. In either event it would expand and become co-educational as soon as feasible.

Doubtless many consultations and discussions took place before a final decision. It was eventually agreed that Price's School would become Price's Sixth Form College on the same site with enhanced facilities. The complete transformation took place in 1975. The college had a very short life because in 1982 hard on the heels of its formation, the LEA decided to merge Price's Sixth Form College with Fareham Technical College. The sole justification seems to have been that A-levels were available at both institutions.

The site of Price's School in Fareham was valuable and it has been suggested that the LEA believed that it was theirs. The premises were boarded up and then in 1989 demolished, the land was sold for housing and almost all the proceeds returned to the William Price Charity. A million pounds was lent by the charity to Fareham College to fund a William Price building in the vain hope that this might help the two institutions to merge in a satisfactory way.

However, those who might have been persuaded to study at Price's College when it was in Park Lane chose to go elsewhere. Some attempt was made after the millennium by the Principal of Fareham College, encouraged by the Society of Old Priceans, to create a William Price's Sixth Form Centre within Fareham College. However with no additional funding for premises nor dedicated staff and without the academic reputation of Price's College, the project foundered. It was abandoned entirely when the Principal left the college for another appointment.

### **Price's Lament**

When Price's lament was first presented to the Society of Old Priceans there was some praise for the words but little enthusiasm for the music. An explanation is long overdue.

The tune is simple, indeed naïve, because it was deliberately written in the style of mediaeval folk music; a tune without sharps or flats using the tonic scale and in the case of Price's lament, common time.

A folk tune was chosen because William Price was born in the 17<sup>th</sup> Century and a tune like this would have been the type of music with which he was familiar. Tunes played in the streets and at fairs by those who had any instrument that could play the seven note scale. A small child can play it on a dulcimer or a flute. When I wrote it, I imagined it sung by young school children.

At a time when folk tunes were the only music sung by the population, the performance was varied and adorned in a number of ways. For example by the voices, the instruments, the volume, the pace, the rhythm, sometimes dance or with claps even with dress. Morris dancers are in this tradition. It is doubtful if anyone who writes a folk tune can claim true originality, given that there are only seven notes available; not counting the octaves.

In the case of Price's lament, if it is played on a violin it can sound very sad and this could easily be overdone. If it is played as speed its effect is totally different. Perhaps the most famous tune of this kind, which has often been pilloried for its lack of musical interest, is The National Anthem. However, when a composer of quality sets to work on it, a wonderful transformation can take place, as anyone who has listened to the Last Night of the Proms can attest.

In the nineteenth century and in the early years of the twentieth century musicologists scoured the villages and hamlets throughout the British Isles writing down folk tunes before they became erased from memory. Ralph Vaughan Williams and Benjamin Britten, among many others, were exercised in this venture.

When the blue plaque was unveiled in West Street, near to the place where William Price's house and then school once stood, a small choir under the direction of an Old Pricean volunteered to sing it at the ceremony. However shortly before the event, it was reported to me that he had had pulled out because the tune was too trivial. You may feel that this was rather high-handed but I shall not comment. However I would contend that he had perhaps a limited understanding of the genre.

Before it is consigned to the dustbin of history I am bringing it to you again in the hope that somebody may see merit in it and perhaps entice a grandchild, nephew or niece to give it an airing.

Price's lament

Words and music by Charles Evans (Old Pricean) 2010

**Verses:**

2 4

Wil- li- am Price was a mer chant in Fare- ham a  
 All of his life he re- mem- bered their strug- gle un-  
 King George the First was the ru- ler of Eng- land when  
 Twen- ty five de- cades and Pri- ce's stood proud- ly a  
 What has be- come of the jewel that was Pri- ces its

6 8

small mar- ket town near the Isle of Wight  
 ab- le to gain all they could to rise  
 Wil- li am died and be- queathed a school  
 no- ta ble be- ne- fit to the town  
 glo- ry has gone from us e- ver more

10 12

He made a fo- r- tune tra- ding in tim- ber but  
 So he dec- i- ded to off- er his mo- ney to  
 It be- came fam- ous and Fare- ham was fe- ted a  
 Then came con- fu- sion re- solved by the coun- ty by  
 Who is de- pri- ving the chil- dren of Fare- ham its

14 16

most men he knew were un- ab- le to write  
 give Christ ian chil- dren a good start in life  
 place of great lear- ning and God fea- ring too  
 boar- ding it up and then tear ing it down  
 loss to the re- gion we roun- dly de- plore!

**Chorus** 18 20

Wil- li am Price was the foun- der of Pri- ce's

22 24

Wil- li am Price is the name we re- vere

Dr. Charles Evans

## Examinations - A Background Paper

Always a hot potato at this time of year (mid-August) and, as ever surrounded by all manner of naïve assumptions and unworkable solutions, not to overlook the opportunism of party political machinations.

There is a very long, but intermittent history to Examinations. British educational life embraced them about 100 years back. There has been uncontrolled growth over the years in Examination systems used that has extended well beyond the School-related provision that everybody has some familiarity with. Vocational and other, professional schemes have embraced examinations and there have been worthy attempts to bring the whole variety into some sort of manageable and utilitarian conformity. Confidence in the process has ever been shaky, and often not very honest. And that is not to suggest there is calculated dishonesty but simply, there are processes at work which exploit the needs of various users e.g. the claims made for various levels of success as part of recruiting campaigns.

In essence, the whole process is a flawed enterprise, replete with ill-informed and spurious claims about its meaning and worth. It always has been thus but, subject to the might of governmental oversight and responsibility, and the pressures that large-scale economic enterprises can bring, it is unlikely ever to approach perfection in design or outcome.

There are no natural laws that apply to examining. The whole exercise is based on a practice of arbitrary, subjective decision-making. There is no such thing as a natural Pass Mark, and success or failure is a matter of opinion, sometimes reinforced with administrative authority. No matter what governmental political party or Minister of State, or what business might say, the simple fact of reliability frailty is built into the system. The might of public broadcast and print media adds fuel to the fire, further enhanced with their short-termism, and brevity needs, allied to widespread misunderstanding at best, or ignorance of what examining can do and for what purpose it is reliably usable.

### A What is involved with examining?

1. There needs to be a subject syllabus, which will advise on content and weighting of importance of various parts. That defines the process, and sets out what kind of assessment there will be.
2. Testing expects that all sections of the syllabus have been taught, but does not preclude extending beyond for enrichment purposes. Informal, internal tests will be familiar to most, but these have little, real value beyond the occasion.
3. The Test / Exam can take a variety of forms, as can Marking, according to the aim of the exercise.
4. The days of marking piles of scripts have passed. It is now done mostly on-screen, with inbuilt safeguards that hide candidates' identities and probably School of origin, and which tally marks automatically.
5. Marking needs a Marking Scheme, which must be accurate, related to the weighting and able to take into account variations in expressivity of candidates. Half marks should not be used.
6. Grading follows where necessary and itself can take a variety of forms. The type of Grade and means of deciding should form a part of the printed syllabus. Usability can be for internal purposes, like marking of homework is. It might form part of a School's database on pupil performance, or offer information to potential course administrators or employers

## B Types of examinations/ tests

- 1 Simple, verbally-delivered “10 questions” type. Marked in situ, and recorded with pupil-delivered declaration of marks gained. Of low value beyond applying some pressure to pupils to learn the content. Subject to corruption from sight of neighbouring workers’ actions, or declaration of “altered” scores. Useful lesson time-filler! But a part of the popular myth of examination / testing. OFSTED Inspections do not like to see this in action, but are content to know it forms part of a structured assessment process.
- 2 A homework exercise – of low value in terms of reliability, subject to corruption from external help or Internet-sourcing
- 3 Formal test / mock exam on a specified topic / syllabus area, operated under exam conditions – better reliability but depending on availability of a definitive mark scheme, might be subject to arbitrary / subjective evaluation in assessing answers. Value of results depends on “size” of the assessment. Likely no other moderation of outcomes.
- 4 Formal School exams, including cautions in b.pt. above. If paralleling time constraints of the definitive Paper(s), might be more reliable but qualified if it is on a smaller part of the whole course.
- 5 End-of-Module tests are usually formally-set, external Papers. Higher confidence value. Outcomes can vary according to kind of approach by students who feel they can improve with a re-take later. This can result in complacency, cause problems in revision whilst working on later modules, but with reducing their efficiency. Expectations of further support in preparation / revision for retakes places pressure on teaching and that leads to reduced attention to the module in hand at the time. There should be limits on numbers of retake opportunities and students need to reconcile early, less vigorous approaches to later, pressurised assessments.
- 6 End-of-course Examinations, e.g. with 2 or even 3 Papers if there is a practical assessment. Consequent problems of high pressure on terminal assessments, but a familiar and often more respected pattern of assessment
- 7 There are a variety of subject or skill-grouping assessments within an overall pattern of continuous assessment, which range from a multiple set of assessment points, to a smaller number. This style is derived more from the approach to attainment of professional qualifications in the place of work and is a norm in the Police, Accountancy and Financial Management, Legal and Military contexts, acquisition of types of 1<sup>st</sup> Aid medical treatments, where there is less public awareness and hence less potential for controversy about degrees of difficulty and the operation of the system. Some of these types of assessments might have time-validity constraints, e.g. 1<sup>st</sup> Aid, or air pilot exams or skill assessments.
- 8 The DVLA Driving Test is an interesting example of a practical evaluation against a set of tick-boxes, involving subjective consideration about capability in action, evaluated later by a norm-related criterion – enough marks, or not?! But how is that mark value settled-on? Reliability issues between Centre, and Country of origin of Certification are issues not in the public domain, but there are concerns.
- 9 Grading of outcomes is the hot-potato of the day – “A” level results day, with widespread joy by candidates at their levels of success, and equal dismay amongst users of such grades who, egged-on by journalism, will claim headlines of “Grade Inflation” and demand a reform of the whole process – it has been ever thus. See Guardian insert below.
- 10 But one way or another, it is not the fault of candidates that there are concerns about the value of examination successes

## C Grading the outcomes.

- i) Simply publish the raw score achieved. But what does that mean? Better if the published score went with an “out-of” value. People think it has more meaning if a %

- score is published. That gives some comfort to many. In my “GCE” “O” and “A” level days, the Oxford Local Delegacy published marks in 5 mark boundaries so, I got results such as 45%, 30%, 65% etc. But why such boundaries? What was the sense of that? Other Boards published letter Grades, in an A - ? series, but without saying how many got each grade, or what each grade represented.
- ii) Do results need to be graded? Why not have simple Pass / Fail outcome, as with the driving test? That tells you what you need to know. Becoming one of the better drivers equal maybe, to an “A” or a “B”, for example is within the purview of organisations which promote Advanced Driver courses. But knowing there are “Advanced” Drivers doesn’t concern many folk.
  - iii) If some indication of higher levels of capability are needed, maybe to identify higher achievers, there is a justification for Merit or Distinction grades and, by implication a lesser Pass grade, in a 4 band system. Some might expect a “near miss” band (as used in CSE , for Grade 2 results). But then, where does it all end?
  - iv) But what defines a Pass or a Distinction? Answer = there are no natural laws that state what amount of success is of a given value. Ask folk and you might get a “50%” answer, as the Pass mark. But why 50% and not any other value? My GCE “O” levels apparently, used a 45% value as the pass mark. The “A” levels used “40%” – so in these systems, you could demonstrate a degree of failure that exceeds that of success and still be regarded as having passed the exam! Imagine flying in an airplane the pilot of which had a success rate of 50% in reaching the target or being treated by a Doctor whose success was rated at 55% that didn’t include a working competence at what you were suffering with! .....! All the above applies also to Distinction grades.
  - v) A good test will give opportunities for low achievers to have a measure of success (= “easy starter for 10” as in the TV “University Challenge” programme speak. It will create opportunities for the very good, only, to achieve success at higher mark tallies – it thus has a discriminatory worth (before the current views on discrimination settled on us), in identifying the good candidates. And the good test will offer a range of opportunities for others to show what they know, or don’t know – there will be a wide spread of marks/
  - vi) Aggregating all of the data can produce a pattern of mark distribution that has value if the sample size is not too small. (But what is large enough?). Large numbers of entries will produce a statistician’s Curve of Distribution, with low frequencies of low mark achievers, and the same at the other end, and a nice bell-shaped Curve of those in between, called a Curve of Normal Distribution, of measurable criteria.
  - vii) As a Biologist with interests in Ecology and population dynamics , I know that natural populations in their native environments and not subject to man’s interference, show such Normal Distributions. As a Statistician, I will know, as the Biologist acknowledges, that such curves can appear skewed – here is evidence of some external constraint at work
  - viii) Such curves are of value to Examiners in assessing the validity and reliability of whole Exam Papers and individual questions within them. The good Exam Paper will have a Curve of Normal Distribution and various types of discriminatory question ought to have skewed Curves to show their purpose has worked.
  - ix) Individual questions can be of a multiple choice type. These are affected by many factors and generally, have fallen from favour in recent years. They can have structured content, e.g. 5 marks for selecting from 5 answers available (but actually, this involves only 4 decisions!); next section can test knowledge of a cause-and-effect relationship, and have, say, 8 marks available, leaving a final number of marks (...?) [were you thinking of 20? And if so, why?] For an open, continuous prose answer (these become subjective to mark). Group types of questions into sections, and tally the marks, out of ...? (Why any particular value? Convert them into a % value? Why?).

- x) Questions can be banked and re-used with minor tweaking.
- xi) If all responses to a question or a whole test show very high marks, it has high facility value. The converse applies also. Skewed distributions have high discriminatory value but with low facility value, and vice versa, and the same can apply to a whole Paper.
- xii) There has been a tendency to offer whole assessment packages for defined groups. GCE "O" Levels were nominally aimed at the upper 40% of a year group, but became increasingly used in Secondary Modern Schools within which they became a part of an "us and them" social divide. This led to the introduction of the CSE (Certificate of Secondary Education) system, producing, in regionally organised Exam Boards, whole end-of-2 year packages of what became known as Mode 1 examinations. These were Board-set, School-marked, and externally moderated exams, with a final level of Board-moderated / validated grade awards. The whole process was aimed at borderline "O" level candidates to give them a syllabus and assessment process pitched at their level of capabilities
- xiii) The anchor point for these exams was the Grade 1 award which was set at an "O" level Grade C pass. Numbers of these grades for each School were not expected to be high as otherwise, pupils would be entered for the GCE Exam. 16+ candidates might end up with a mixture of "O" levels at appropriate Grades, and with some CSE Grades as well, but on different certificates.
- xiv) CSE Exams brought with them differentiated, grade-limited papers, at a Foundation or Higher level, giving further opportunities for moderate and modest candidates to feel their examination had been "OK" or "good" for them.
- xv) Entry for "O" level or CSE, for Upper or Foundation levels was a clear solution for the dilemma of how best to deal with candidates who tried hard, yet were not of the calibre for a higher level paper. Schools will have thought hard about the level of entry, and candidates can have been realistic of themselves, but try telling that to the Parents who were capable of applying great pressure on the entry level debate.
- xvi) Grade awarding procedures varied between different regional Boards. I then worked within the South West Examinations Board which had a quite distinctive set of procedures. Schools marked their own candidates and compiled an ordered set of response papers according to raw scores, and on the order-of-merit Mark Record sheets, they would identify the candidates whose work they claimed showed "O" level equivalence. Their marked packages of scripts were then sent to a Moderator who evaluated their claims with consideration of the marking in evidence, and came to conclusions about reliability of the grading. Later Group Moderations took place attended by approx. 24 Schools and there would be a further stage of Moderation of awards. In most cases by the end of that day-long process, the grades were authorised and might have resulted in some changes either way to the School assessments and submissions. A final stage of Board Moderations took into account any appeals for candidates in special circumstances such as broken arm, poor eyesight, flare-up of an ongoing condition, childbirth etc. This involved each of the Moderators for the region in a particular subject meeting to agree grade boundaries
- xvii) The CSE system made it possible for Schools to design their own syllabus, but that had to fit Board criteria. Mode 3 syllabi were Centre-designed, Board approved, or not, Centre marked and Board Moderated. This option led to a great deal of new syllabus designs, often across related subjects but ultimately was to become a source of discredit to the system. Mode 2 schemes were Centre-designed, but examined externally with Board-set Papers and marking – not a popular or much taken-up option. Mode 1 Papers were Board-set, Centre-marked, and Board moderated (the norm).
- xviii) In summary, the CSE system was properly administered and gave a valued syllabus range for the more modest achievers. Its scope for Mode 3 syllabus design promoted new

subjects such as Child Care, Physical Education, Citizenship, Photography, Leisure Studies and various science combinations – some of these courses were very popular and well-founded, but suffered culling when the National Curriculum came into force, that having the effect of reducing the variety of courses that were well-suited to candidates' abilities.

- xix) CSE Grade 1 results were prized and came to be valued in out-of-school markets. Pupils with a selection of Grades 2-4 felt pleased with their awards. Grade 4 was the benchmark that was the first focus of decisions at Grading meetings – it was pegged at the standard which it was assumed to be achievable by a 16 year-old of average ability – that was, of course, impossible to define! But it was the first time such a notional ability level was catered-for. Grades 2 and 3 were thus grades of above average ability, with equal bandwidth but the unforeseen consequence was the fact that a Grade 5 result was, by definition, the only certification that existed for those of less than average ability. CSE and “O” levels came to an end with the introduction of the National Curriculum and the amalgamation of the 2 levels of award into the GCSE (General Certificate of Secondary Education)
- xx) Up until ....., there was a further, higher level examination possible for candidates who wanted their interests and “extra study” options tested. That was “S” level (S = Scholarship level). In his days, former Prime Minister John Major got his intention to re-introduce this level spectacularly wrong when he said “as soon as a syllabus has been developed”. The whole point of “S” level was that there was no syllabus beyond the “A” level. The assessments had questions that gave candidate opportunities to deal with challenges that showed what they knew and understood. “S” level answer sheets were marked only if candidates had scored an A or a B grade, and they awarded only “A” or “B” grades in return. There was no indication of a failure to achieve such levels on any certification. There is merit in returning to such a pattern in a review of current “A” level performances. This would represent a criterion-referenced “entry” and award process.

Ref.: Guardian Education

### GCSE and A-level pupils to be awarded fewer top grades in 2022, says Ofqual Grade boundaries to be set midway between pre-pandemic levels in 2019 and 2021's record results

The 2022 summer exams will be treated as ‘a transition year’ after exams were cancelled for the second year running in 2021.

**Sally Weale** *Education correspondent*. Thu 30 Sep 2021

Pupils sitting [GCSEs and A-levels](#) next summer will receive fewer top grades than this year's cohort, but will be given advance notice of some exam topics to help address learning lost as a result of the pandemic, [Ofqual](#) has announced.

The 2022 summer exams will be treated as “a transition year” with grade boundaries set midway between pre-pandemic levels in 2019 and [2021's record results](#), after exams were cancelled for the second year running and replaced by teacher assessments.

Grades will then return to 2019 pre-pandemic levels for pupils sitting exams in 2023, who are now at the start of their GCSE and A-level courses, in the expectation that they will have avoided the

worst of the Covid disruption.

The exams regulator is hoping [the two-stage plan will succeed in reining in grade inflation](#) and bring results back to normal levels, without triggering a sudden drop in results for pupils sitting their exams next summer.

Ofqual said more students will still get higher grades than before the pandemic, but with adjusted grade boundaries the proportion of pupils getting top A-level grades could drop by as much as 10 percentage points on last summer's results, when almost 45% of all entries were awarded A or A\* compared with 25% in 2019.

After [a public consultation, the government and Ofqual confirmed a range of adaptations](#) to next summer's exams to make up for the disruption to learning, including a greater choice of topics in some GCSE exams like English literature and history.

Advance information about the focus of some exams will also be made available to schools in early February to help teachers and students make best use of the revision period in the final months before assessment, and support materials like formulae sheets for maths will be made available in exams.

#### D Quality Control

- 1 *Grade Inflation* has been the curse of the educational process for years. It has been the outcome of the Thatcherite demands for accountability and from that, of School League tables. Education is, of course an expensive process and an obvious target for political attention-grabbing. A pity that those most active and vocal in this arena don't necessarily have any real personal experience of the process that precedes the publication of results. Media publicity and demands for accountability commonly focus on Head teachers and College Principals who show they have not learned a lot about the processes between the end-of-course teaching and the publication of results.
- 2 The nature of Examination Boards has changed a lot in my working life. See section G, below.
- 3 There was a bewildering array of University based and other organisations examining and awarding Certification. Amalgamations and proliferation of types of non-School examinations has reduced that variety considerably. But there are still 6 National Boards in the U.K. with Boards in Wales, Scotland and Northern Ireland that will be difficult now to legislate for from the U.K Government perspective.. Really, the system is calling-out for there to be further amalgamation to just a single Examining authority. But, the Boards are now Independent Companies and they will want to look after their own interests. There is no justification now for the different Boards in England, in my view. Public confidence will increase with a simplification.
- 4 Because the Boards are private companies, they are sensitive about their clientele and product uptake. They cannot afford to be seen to offer Papers that are alleged to be harder than those of competitors and which yield disappointing results..
- 5 Grade inflation is rampant and it has accelerated these recent years. A remedy is simple – change the system! Some politicians, and others who should know better think that replacing the letter Grade system with a Number Grade will do the trick, What silliness!
- 6 If all other parts of the system work efficiently the cure is plain to see. Instead of the criterion-referenced process presently used, where it is assured (pretended?) that a cursory review of papers at the proposed Grade boundaries are reviewed by the Senior Examining team for the subject to verify the boundary (and on what minutiae of evidence that will be

based), use a norm-referenced system that establishes the Grade A boundary at a notional maximum of say, the top 10% and other boundaries accordingly. Enforce that policy across all subjects and from year to year, users of grades by applicants will have an assured meaning. A grade A will have the same meaning and value, year-on-year. And then, the same concept should be applied to University Degree examinations. The system is now corrupt, like a CD that becomes corrupt ....

But, quality control begins long before candidates take exams.

Assuming there is a single Chief Examiner for a given subject:

- There will have been several drafts of the paper(s), taking into account any structural outcomes of the previous season's tests
- The range of question types and mark allocations will be checked against subject specification
- Weighting of different Paper sections or syllabus coverage will be reviewed
- A Mark scheme will be written that assures compliance with all other criteria.
- A Reviser will proofread and note amendments needed re: syntax and criteria as above
- Copies of provisional Question papers and Mark schemes are distributed to members of a Panel to check and verify, including any calculations, are valid, and
- A meeting is convened to pull all of this together, with an ultimate signing-off by Chief Examiner of the validated Test.
- Papers and Schemes are then sent for printing and later distribution to Centres for secure storage
- From here on, the safe storage of Paper and subsequent operation of the whole process is subject to unannounced, independent Inspection – and this applies across all examinations operated within the U.K. system and wherever in the World, such examinations are taken. Same security and operational rules apply, either with appointed Inspectors travelling from the U.K., or by appointed person acting in lieu of, from the appropriate Embassy, Consulate or High Commission.
- That still does not preclude errors appearing in print, and subsequent uproar!
- Papers are likely to be subject to scrutiny for gender, ethnic or other sociological bias.

### E. Special Needs.

In ways that are a consequence of the overall Comprehensive drift, access to Examinations has been subject to an amazing amount of active provision to ensure that many categories of otherwise disadvantaged candidates are not put at further disadvantage because of their circumstances. That has all become a major and costly component of educational expenditure.

In my CSE Examining days, there was evident during the Question paper setting process, significant efforts to reduce the burden on candidates, to make it possible for them to be able to show what they are able to do and know. The visually impaired come to mind. Exam papers were reviewed by appropriate experts and modified accordingly. This might have meant a degree of re-wording, or highlighting punctuation marks, or enlarging the Papers. (*My own daughter some years later had all of her Papers photo-enlarged because of her divergent squint. That had the consequence of needing a double-sized spatial allocation, to manage the papers.*) .

On-line application processes have replaced the need for Schools to submit individual letters of appeal. The ACCESS process has been in place for many years and done much to reduce work load in the Schools. Verification of need is a responsibility that Schools must face up to and is subject to

unannounced, year-long Inspection liability, with the need to be able to provide all authorised evidence in support of claims. Time extensions are common. Question paper readers, amanuenses, provision of laptops for answering are a norm for candidates in this kind of difficulty, if that is their normal way of working and some with nervous dispositions might be tested in separate rooms. Concerns have been raised over slightly higher than anticipated successes for such candidates that might arise from subliminal assistance emerging from “helpers”, even though that might not be intentional.

The ACCESS process has become a big industry, within which Parental pressure runs rife. Probably starting within Primary School years, Parents start to apply pressure to have their children “assessed” and categorised re: some condition, e.g. dyslexia, which will ensure their children become entitled to “extra help or support”, not just in the classroom but in the exam, too. Commonly this will result in the award of extra time, maybe an extra 20%. That has implications for the hiring of Invigilators who are unable to complete the gathering of Exam answer sheets until these extra-time candidates have finished. The rest of the candidates will have been dismissed at the appropriate time. From my observations of this in practice, a large proportion of candidates cannot or do not use that time dispensation and thus, have wasted the time involved in starting that process underway.

The whole process is very efficiently provided-for, and subject to unannounced, on-the-day inspections to verify appropriate assessments of need.. Overseas centres are not exempt from these requirements and may also be Inspected. Abroad, the exams have to begin at exactly the same moment as here in the U.K. Travelling east, that is not really a problem, but westwards it certainly is. As an Examinations Inspector, I was asked to do an 8-day visit to Dubai, to carry-out Inspections in 10 different Schools taking UK examinations. Morning-timed exams there started at about noon and afternoon exams at about 4.30pm. In Barbados, candidates were expected to be available at 5 am! That caused such an uproar that the Government there made substantial complaints about that insistence and refused to implement it. Eventually, UK Government pressure made the exam Boards concede and, feeling that any Inspection visit there in the immediate aftermath would be inflammatory, my visit there was cancelled (boo hoo!)

#### F Addendum:

It is GCSE Results publishing day today, and the inevitable hype over grade inflation is abroad. The inexorable increase in Pass rates, and those getting top grades results in the following situations:

- More students get the grades they need for access to the next stage of their education
- There is much joy and celebrating amongst the candidates and their families
- Teachers are pleased that their record of pass rates has improved
- Headteachers likewise are interviewed and comment on all the hard work, etc., and the difficulties overcome in spite of the constraints of the COVID-19 lockdowns, closed schools and the difficulties of on-line learning. It is impossible for Headteachers to utter any criticism of the results
- Applying this comment to “A” levels also, with such high percentage increases, year-on-year, it won’t be long before everyone passes and then a bit later, everyone gets the top grades.
- When that has happened, the exam as then operated will have lost its utility value for, at great cost, it will cease to be of use in drawing out of differences between candidates, An ideal solution, everybody is the same as everybody else

### Summarising / averaging grade performance

This is not possible with letter grades and it is invalid to be done with number grades for the latter are not measures on the same scale, e.g. averaging: 500 grams of sugar, with 400 millilitres of milk and 100cm<sup>3</sup> of butter, to give an average measure for the three ingredients as 1000 divided by 3 = 333.3

### Standardised marking

This does not mean marking to an agreed standard by following the published Mark Scheme and its acceptable variations.

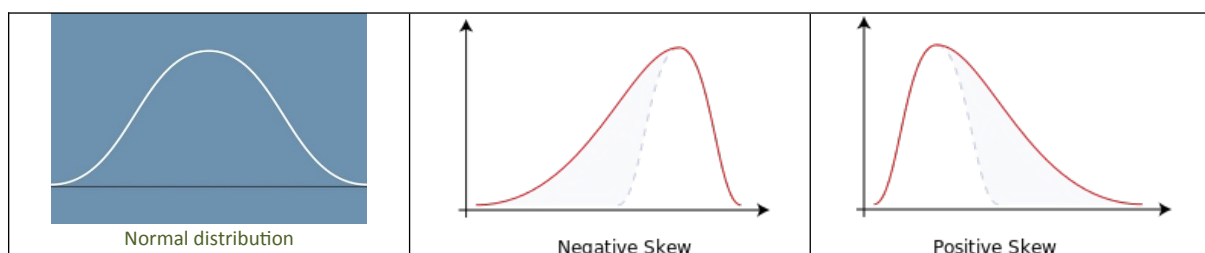
It deals with variation in mark distribution for a variety of reasons, all responded-to, in the same way.

But it is not easy to follow to the uninitiated. It is however the proper way to deal with subject demands and marking variations. The exercise needs to be undertaken with computer-entered data.

In School situations where an overall pupil performance is considered, it is tempting to aggregate individual, subject scores and then try to average them. This will always lead to false outcomes because of the implicit invalidity of comparing scores from different lists and, bearing in mind the frailty of the marking process, it is a temptation that does need to be addressed.

Subject A	Mark Range 25% - 90%
Subject B	Mark Range 8% - 43%
Subject C	MARK Range 70% - 95%

Which subject is the most significant? Each test was given to the same set of pupils and operated under the same conditions. Is one subject harder because of its demands? Was there an interruption in teaching? Was there a bias in the tested group that predisposed them to do well in one subject?



The process of standardisation will adjust marks such that all variables affecting outcome, are equalised. Marked-paper lists that are skewed become normalised and their worth can be compared.

A surprising outcome of this is that:

- the scores then applied to each candidate are not now Percentages
- Candidates with low scores in a negatively skewed distribution can end-up with negative scores, and
- Candidates with high raw scores in a positively skewed distribution may have standardised outcomes in excess of 100!

- That stretches custom and usage of scores to assume they are %, and that the negative and 100+ results are “wrong”. A Headmaster I worked for entered a state of meltdown when he encountered standardised lists from the first time application of the process, in spite of his Deputy being a Mathematician (The Head was a Classics man!). He could not cope with scores above 100 and below zero!
- The upshot of this was a computer programming adjustment to publish all standardised scores below, say 10%, as 10% outcomes, and at the other end, to convert all standardised scores above 100 to be 90%.
- That dealt with the immediate issue, but Headmajesterial might prevailed and there was a reversion to former invalid, but more palatable practices!

David Goldring 12/08/21

*(Experiences as an Exam Paper Marker, Reviser and Chief Examiner for Biology and Human Biology, for the Welsh J.E.C.; the S.U.J.B., S.W. E. Board and Edexcel as a Chief Examiner, and for the S.W. E. Board as a Chief Examiner, and Chief Moderator for the Human Biology, Child Care and Physical Education suite of papers.*

*Formerly as Head of Biology at Thornbury Grammar School and Marlwood School – there also Professional Tutor, and as an A.S.E. nominee on the Biological Education Committee of the Royal Society.)*

## Examination Boards

From: Wikipedia contributors,  
 "Examination boards in the United Kingdom," Wikipedia, The Free Encyclopedia,  
[https://en.wikipedia.org/w/index.php?title=Examination boards in the United Kingdom](https://en.wikipedia.org/w/index.php?title=Examination%20boards%20in%20the%20United%20Kingdom).  
 Accessed August 17, 2021

### England, Wales and Northern Ireland

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England, Wales and Northern Ireland have several exam boards; schools and colleges can choose freely between them on a subject-by-subject basis. Currently, there are five exam boards available to state schools:

- AQA (Assessment and Qualifications Alliance)
- CCEA (Council for the Curriculum, Examinations & Assessment)
- OCR (Oxford, Cambridge and RSA Examinations)
- Pearson, under its Edexcel brand
- WJEC (Welsh Joint Education Committee), under its WJEC and Eduqas brands

Though the exam boards have regional roots (see below), they now operate across larger areas. The three boards based in England – AQA, OCR and Edexcel – offer all their qualifications across England with a smaller number in Wales (where no 'home-grown' qualification is available) and Northern Ireland (where the qualifications meet the regulator's requirements). The Wales-based WJEC offers qualifications in Wales (mostly under its WJEC brand), England (nearly always under its Eduqas brand) and Northern Ireland (under either brand). CCEA, despite previously offering qualifications in England and Wales, now only operates in Northern Ireland. Most exam boards offer a range of qualifications, though not all boards offer every qualification in every subject.

Schools and colleges have a completely free choice between the boards, depending on the qualification offered. Most schools use a mixture of boards for their GCSE qualifications, with a similar mixture existing

at A Level. In addition, a school using one board for a particular GCSE subject is free to use a different board for the equivalent subject at A Level.

### **Early beginnings**

Exam boards have been around as long as there have been qualifications offered by schools. As universities had experience of offering qualifications, such as degrees, it was natural that they created the first exam boards. Indeed, the Universities of Oxford and Cambridge each had their own exam board and a joint board they ran together. The qualifications offered were generally of the boards' own creation. Schools and colleges (with some exceptions, detailed below) were free to pick which board they wanted to use, though most went for a local board.

The early boards established included:

- 1856: Society of Arts, the Society for the encouragement of Arts, Manufactures and Commerce, later the Royal Society for the encouragement of Arts, Manufactures and Commerce (Royal Society of Arts)
- 1857: University of Oxford Delegacy of Local Examinations (founded by the University of Oxford)
- 1858: University of Cambridge Local Examinations Syndicate (UCLES, founded by the University of Cambridge)
- 1858: University of Durham Matriculation and School Examination Board (founded by the University of Durham)
- 1873: Oxford and Cambridge Schools Examination Board (founded by the University of Oxford and the University of Cambridge)
- 1896: Central Welsh Board (founded by the Welsh local authorities)
- 1900: University of Birmingham
- 1902: University of London Extension Board (founded by the University of London)
- 1903: Joint Matriculation Board (JMB, founded by the Victoria University of Manchester, the University of Liverpool and the University of Leeds)
- 1911: University of Bristol School Examinations Council (founded by the University of Bristol)

The Central Welsh Board differed from most exam boards, as it was not controlled by a university and only offered examinations to schools and colleges in Wales. Intermediate schools in Wales had to use the Board, though other schools and colleges were free to choose.

The University of Birmingham disbanded its own exam board and joined the JMB in 1916.

### **School Certificate and Higher School Certificate**

In 1918, the first national qualifications for England, Wales and Northern Ireland were introduced: the School Certificate, taken at 16, and the Higher School Certificate, taken at 18. The existing exam boards started offering the new qualifications, normally in place of their own qualifications.

In 1930, the University of London Extension Board renamed itself the University of London Matriculation and School Examinations Council before becoming University of London University Entrance and School Examinations Council and School Examinations Department in 1951.

The University of Durham Matriculation and School Examination Board renamed itself the Durham University Examinations Board in the 1930s.

The Welsh Joint Education Committee (WJEC) was founded by the Welsh local authorities in 1948. It took over many of the Central Welsh Board's responsibilities, including running Wales's exam system.

### **GCE (O Level and A Level)**

In 1951, the General Certificate of Education (GCE) was introduced. It was split into two stages: Ordinary Level (O Level, taken at 16) and Advanced Level (A Level, taken at 18). These qualifications replaced the School Certificate and the Higher School Certificate respectively.

The existing exam boards offered the GCE, alongside the Northern Ireland Schools Examination Council .

These boards were soon joined by the Associated Examining Board (AEB), which was founded by City & Guilds in 1953.

The Southern Universities' Joint Board for School Examinations was founded in 1954 as a successor to the University of Bristol School Examinations Council.

The Durham University Examinations Board ceased to exist in 1964.

The University of London University Entrance and School Examinations Council and School Examinations Department was renamed the University of London School Examinations Board in 1984.

## CSE

In 1965, the Certificate of Secondary Education (CSE) was introduced. It was aimed at the 80% of 16-year-old students who did not take O Levels and, until then, had left school with no qualifications. CSEs were administered on a local basis, with local boards offering the qualifications. The local boards in England were new organisations, while in Wales and Northern Ireland (where universities did not control the existing boards) the existing boards were used. The CSE boards were:

- Associated Lancashire Schools Examining Board
- East Anglian Examinations Board
- East Midland Regional Examinations Board
- Metropolitan Regional Examination Board
- Middlesex Regional Examination Board
- Northern Ireland Schools Examination Council
- North Regional Examinations Board
- North West Regional Examinations Board
- South-East Regional Examinations Board
- South Western Examinations Board
- Southern Regional Examination Board
- Welsh Joint Education Committee (WJEC)
- West Midlands Regional Examination Board
- West Yorkshire and Lindsey Regional Examining Board
- Yorkshire Regional Examinations Board

In 1979, the neighbouring Metropolitan and Middlesex boards merged to form the London Regional Examinations Board. The West Yorkshire and Lindsey, and Yorkshire and Humberside Boards also merged to form the Yorkshire and Humberside Regional Examinations Board in 1982.

## GCSE

To create a more egalitarian system, the O Levels and CSE (but not the A Level) were replaced by the General Certificate of Secondary Education (GCSE) in 1986. As O Levels and CSEs had used different exam boards (except in Wales and Northern Ireland), new 'examining groups' were created. In England, the four examining groups were consortia of regional GCE and CSE exam boards, while in Wales and Northern Ireland they were the existing boards, making six boards in total:

- **London East Anglian Group** (formed by the University of London School Examinations Board, the London Regional Examination Board and the East Anglian Examinations Board)

- **Midland Examining Group (MEG)**, formed by the University of Cambridge Local Examinations Syndicate, the Southern Universities' Joint Board, the Oxford and Cambridge Schools Examination Board, East Midland Regional Examinations Board and the West Midlands Examinations Board)
- **Northern Examining Association (NEA)**, formed by the Joint Matriculation Board, the Associated Lancashire Schools Examining Board, the North Regional Examinations Board, the North West Regional Examinations Board and the Yorkshire and Humberside Regional Examinations Board)
- **Northern Ireland Schools Examination Council**
- **Southern Examining Group (SEG)**, formed by the Associated Examining Board, the University of Oxford Delegacy of Local Examinations, the South-East Regional Examinations Board, South Western Examinations Board and Southern Regional Exams Board)
- **Welsh Joint Education Committee (WJEC)**

As CSEs were no longer offered, the CSE boards effectively ceased to operate as independent boards and instead became part of their larger examining groups (some were even taken over by larger members of their groups, such as the Southern Regional Examinations Board, which was acquired by the Oxford Delegacy of Local Examinations in 1985 to form the Oxford School Examinations Board; and the South-East Regional Examinations Board and South Western Examinations Board, which merged with the AEB in 1987. The GCE boards, however, retained a degree of autonomy, as they still offered A Levels independently.

Though the boards were regional, schools were entirely free to pick which board they did their GCSE qualifications with and could mix and match between subjects.

When the Certificate of Achievement (now the Entry Level Certificate, a qualification below GCSE level) was introduced, the GCSE examining groups were responsible for administering the qualification.

### Creation of the current boards

It was not long before the GCE (A Level) boards and GCSE examining groups began to formally merge or enter into even closer working relationships. This made sense, as it allowed merged boards to offer both GCSE and A Level qualifications and the boards were working together to offer the GCSE qualifications anyway. Many boards also took the opportunity to merge with vocational exam boards, as vocational qualifications became more common in schools. The government encouraged this, as they wanted to simplify the system by having fewer exam boards.

### OCR

The University of Cambridge Local Examinations Syndicate (UCLES) took over the Southern Universities' Joint Board in 1990 and the Midland Examining Group (MEG) in 1993. When the Oxford Schools Examinations Board was abolished in 1995, its A Level functions were transferred to UCLES (its GCSE functions went to AEB/SEG). In the same year, UCLES also took over the Oxford and Cambridge Schools Examination Board (OCSEB). UCLES then merged all its A Level boards together to form the Oxford and Cambridge Examinations and Assessment Council (OCEAC) This left UCLES offering A Levels under the OCSEB name, GCSEs under the MEG name and some vocational qualifications under the UODLE name. This situation continued until 1998, when UCLES took over the vocational Royal Society of Arts Examinations Board. Following the merger, it chose to use the name Oxford, Cambridge and RSA Examinations (OCR) for all its UK qualifications. OCR is now the only major exam board owned by a university and is still run by the University of Cambridge, through its Cambridge Assessment division.

Cambridge Assessment also controls CIE, a predominately international exam board. CIE started offering some qualifications to English, Welsh and Northern Irish state schools in 2008, though it later withdrew from this market when the reformed GCSEs and A Levels (examined 2017 onwards) were introduced

## Edexcel

The University of London School Examinations Board merged with the London and East Anglian Group to form the University of London Examinations & Assessment Council (known as London Examinations or ULEAC) in 1991. In 1996, London Examinations merged with the vocational BTEC to form the Edexcel Foundation (the legal entity called London Qualifications). Though it originally ran as an educational charity like AQA, the Foundation was taken over by Pearson in 2003 (and renamed simply Edexcel), making it the only British exam board to be run by a profit-making company.

## CCEA

The Northern Ireland Schools Examination Council became the Northern Ireland School Examinations and Assessment Council before being replaced by the Council for the Curriculum, Examinations and Assessment (CCEA) in 1994. It is a non-departmental public body.

ICAAE, a division of ICAA, was founded in 1989. It specialises in a small number of business and ICT courses. It began offering GCSEs in 1997, in partnership with CCEA. In 2009, it began offering exams independently of CCEA. It stopped offering such exams a few years later.

## WJEC

Unlike the other boards, WJEC did not experience any major organisational changes and is still owned by the Welsh local authorities, though it operates independently. In 2014, WJEC launched a new brand, Eduqas, for new Ofqual-accredited qualifications (mostly offered in England), while retaining the name WJEC for Welsh Government-regulated qualifications.

## Scotland

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There is just one exam board in Scotland, the SQA (Scottish Qualifications Authority), which offers all Scotland's qualifications.

## Examination boards working together

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The UK's examination boards sometimes work together. For example, they sometimes offer qualifications jointly or share training materials for common parts of specifications.

**The JCQ (Joint Council for Qualifications)** is a common voice for UK exam boards. The JCQ is made up of AQA, CCEA, City & Guilds, Edexcel, OCR, SQA and WJEC. Among its roles, it devises standard rules for exams and publishes statistics.

JCQ is responsible for operating the Independent Examinations Inspection Service which covers all GCSE and "A" level examinations. It also oversees all ACCESS Inspection arrangements. Inspections of Vocational Examinations are undertaken by the Exam. Boards offering the syllabi pursued. My experience with the Certificate of Professional Competence (CPC) Exams is with the assessment provider, OCR.

**David Goldring 17/08/21**



## Chapter sequence in the Lion Pride

Chapter No.	Title	Pages	File Size (KB)
1	The Cultural Life of the School	43	6630
2	Introduction	11	4030
3	Boarding and up to 1949	44	21,285
4	The Buildings	47	136,380
5	The 50s, 60s and 70s.	56	7,236
6	Extra-curricular Life of the School	45	7,230
7	The Charity School and the Family Price	50	3,901
8	The Cadet Force	62	21,452
9	Price's Sixth Form College	82	55,700
10	The Major Sports: Football, Hockey and Cricket 1 <sup>st</sup> XIs	76	7,388
11	Price's Time Line	13	1,492
12	The Price's (9 <sup>th</sup> Fareham) Scout Troop	65	57,545
13	Minor Sports	112	43,857
14	The Library	21	14,578
15	Athletics and the Steeplechase	26	3,769
16	Spirit of Adventure	45	19,214
17	The Lion Magazine and Other Publications	46	12,925
18	Academic Performance	66	12,925
19	Price's Creators	142	30,009
20	The Old Priceans	76	17,703
21	The Tercentenary Celebrations	53	40,099
22	Religion in the Life of the School.	36	11,634
23	A Portrait of William Price	13	2,500
24	Closing Thoughts	11	23,214