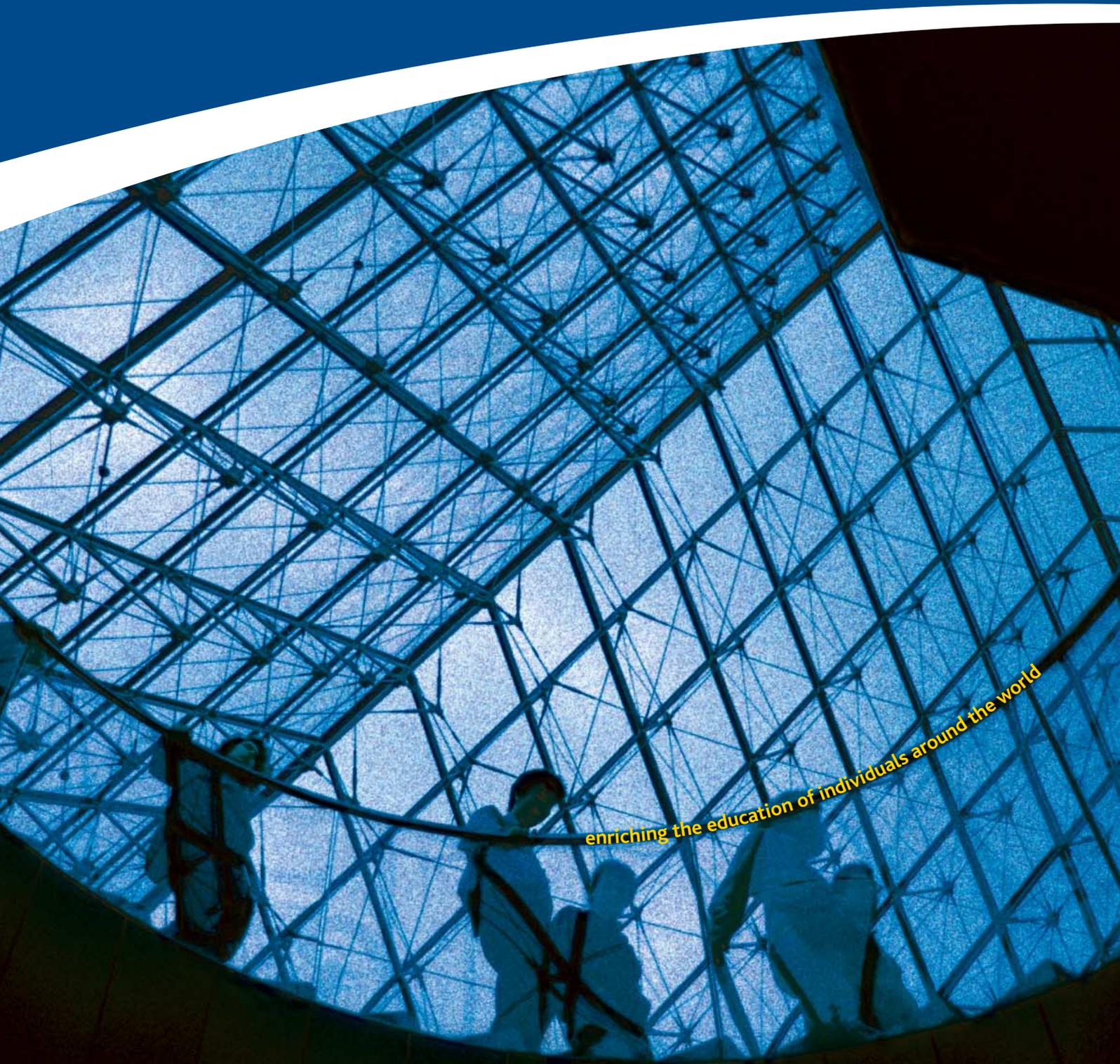


Annual Review

2006–2007



CAMBRIDGE ASSESSMENT



enriching the education of individuals around the world



Farnborough Sixth Form College – eighty students take online an OCR examination with privacy filters. With kind permission of John Guy.

Introduction

The past year has been a very successful one for our organisation. As Europe's largest assessment agency, we have demonstrated our enormous capacity for innovation and reinvention to maintain and build on our reputation as global assessment experts. The hopes and aspirations of the millions of people across the world who take our exams and rely on our thought-leading research inform everything we do.

This is our first report following the move of our financial year end from October to July to bring us in line with the University's reporting cycle. Therefore, this report covers a 10 month period rather than a full year.

We have also changed the structure of the report this year to show how the work we have been doing relates to our main strategic objectives, and we have added a chronological list focusing on some of the main highlights of the year.

The last year has been one of change and challenge. In the political arena one of the key changes we faced was the creation of the Department for Children, Schools and Families and the Department for Innovation, Universities and Skills to replace the Department for Education and Skills – inevitably bringing with it a new set of stakeholders.

The impact of technological change has also been felt and on-screen marking has now become an integral part of the way we provide our services world-wide.

In 2008 we will be celebrating our 150th year of providing examinations to students around the world. We are going to use the celebrations to illustrate the full range and breadth of our expertise in assessment – building on our history to take us into the future – with a full programme of activities planned. Such an anniversary inevitably leads us to reflect on the roots from which our work has grown and we will report on the various activities associated with this significant event in next year's Annual Report.

Simon Lebus
Group Chief Executive
Cambridge Assessment



Case study

Members of the Group's Assessment Research and Development division worked with the Institute of Public Policy Research, a political think tank, to produce a set of radical alternatives to current arrangements for national assessment – attending to the vital purposes of the national system: intelligence on underlying educational standards in the system (for Government and the public); feedback on individual learner attainment (for learners, parents and teachers); and accountability of schools (for learners and the public good).

In an attempt to address the problems of 'multipurpose testing', the Cambridge Assessment paper conceptualises a number of possible models for consideration.

This paper seeks to highlight different directions which could be taken in developing revised arrangements which both address known problems of existing arrangements and deliver on the following key objectives:

- ❖ producing high quality information on trends in underlying attainment of pupils, in order to inform effective policy and action at national policy level;
- ❖ encouraging a relationship between assessment and learning whereby learning is enhanced through the operation of assessment;
- ❖ supporting the school improvement processes.

Achievements & Performance

Group Aim:

To become more widely recognised as a leading world authority on assessment

We have made good progress during the last 10 months towards achieving this ambition.

We created a seminar series designed to bring together policy makers and education researchers. These were done in collaboration with Barry Sheerman MP – Chair of the Education and Skills Select Committee – and held at the House of Commons. Topics so far have included the *Standards Over Time of Teenagers' Written English* and *A Review of the National Testing System for Key Stage Three Students*.

We contributed to national debate on the further development of National Curriculum assessment arrangements, through seminars and conference activity and the production of a 'three possible options' paper. We also gave written and oral evidence to the Education Select Committee's three inquiries on Diplomas, Skills and Assessment & Testing.

In the spring of 2007 we launched a book, published by the think tank DEMOS, called "As you like it – catching up in an age of global English". It looked at the future of English as it spreads around the world and at the opportunities and threats this poses for Britain.

Overseas, one of our chief executives was a speaker at the 16th Conference of Commonwealth Education Ministers in Cape Town, South Africa. Delegates were told that "traditional skills are still the best preparation for young people in a fast moving world – not a return to basics but a springboard to the future".

Research papers have been presented at 26 conferences in nine countries and the views of the Group have been sought by ministries, governments and media as an independent, authoritative commentator. We have also had 19 articles submitted to refereed journals, such as the British Educational Research Journal.

Research Matters – a biannual synthesis of output from our research team, with additional contributions from others, is now in its fourth issue and establishing itself as a key reference tool for leading edge research on assessment and qualifications. Meanwhile, publications such as *Research Notes* and *Studies in Language Testing* continue to showcase our international research in language assessment.

Group Aim:

To deploy the use of modern technology effectively

One of the areas of greatest change is technology. The use of the internet and multimedia will undoubtedly transform the nature of assessment over the next ten years. Projects such as Electronic Script Management and Computer-Based Tests are therefore crucial in keeping us at the forefront of technological developments.

We have already had significant success and will continue to invest in this area to maintain our ambitious programme of activity. As the level of demand from education institutions grows and we begin to take advantage of new opportunities in other areas, so the demand for IT systems within Cambridge Assessment has increased. This trend is set to continue.

However, our technological advances are not made simply for technology's sake. They have been introduced to serve the needs of learners and teachers.

We signed a five-year contract with RM, a leading provider of educational products, to provide on-screen marking services – significantly increasing the number of scripts marked on-screen and providing benefits to our examiners and to the speed and accuracy of the delivery of results to candidates.

The new service, built around RM's e-marking system *scoris*®, will transform a number of our key assessment activities, offering: scanning and online hosting of original examinations scripts; electronic distribution of exam scripts to markers; on-screen marking; electronic return of marks; and workflow across the whole process.

Over the last year, we marked more than 1.5 million scripts on screen – enabling us to spare many examiners the inconvenience of managing large volumes involved

in a paper-based process and giving them access to the many advantages of a digitised environment.

Both e-assessment and e-portfolios are also becoming a fundamental part of modern education. They are essential for personalised learning, providing benefits for learners, teachers and those involved with the administration of assessment within schools, colleges and training providers.

We continued to develop electronic transactions with schools and colleges in the UK via our extranet services, OCR's Interchange and CIE Direct. Over the past year several new developments were made to both. Schools are now able to view Statements of Entry online and make their estimated entries electronically rather than ticking endless boxes on never ending sheets of paper. In addition to reducing the amount of paper-based reports, the new functionality improved the accuracy of estimated entries and gave centres the option of customising their own reports at the touch of a button.

Most re-mark requests were submitted online using Interchange enabling faster turnaround times. Less than one percent of exam entries and results are now paper based.

In the UK we also launched the first e-portfolio-only qualification. It is the first of our exam board's qualifications to be assessed entirely electronically. E-portfolios enable learners to create media-rich portfolios with images, sound and video. The content of an e-portfolio can then be shared with others. They can be searched and viewed from different perspectives and enable learners to access their work at any time.

Overseas, we launched a new range of computer-based exams for English learners. These were offered as a choice for test takers alongside the 'paper and pen' versions at exam centres throughout the world. Computer-based versions included BEC (Business English Certificate) at Preliminary and Vantage levels, KET (Key English Test) and TKT (Teaching Knowledge Test).

'Computers in the Cambridge Classroom' was the theme for the Third International Teachers' Conference, held in Dubai, bringing together teachers from around the world to reflect on technology's impact on their best practice.

Teacher Support and our websites now employ a shared content management system (developed internally) to manage the upload and maintenance of at least 11,000

documents for access by external teachers and trainers in different countries. This has also led to major savings on hosting and support charges as both sites and their shared content management systems are now hosted internally.

Our online results service, introduced last year for English test takers, continues to grow in popularity. Centres around the world are encouraging candidates to register their details on our secure website so that they can receive their Cambridge exam results the moment they are released. There was a 25 percent rise in candidate visits from August to the February date when the results are released. The trend is likely to grow as more and more centres are promoting this useful service to their supplier schools and candidates.

Case study

Following its launch last year, OCR's first ever fully e-assessed GCSE – which means candidates can complete all assessments electronically – was successfully piloted in the UK.

Environment and Land-based Science (ELBS) offers on-screen exams in parallel with paper-based ones, and allows candidates to produce digital coursework rather than a printed portfolio. The first on-screen ELBS exams ran in January and were marked on-screen. Its full potential will be realised in summer 2008 when schools will be able to use an online submission portal to upload their digital coursework evidence. This will see the completion of the UK's first totally digital GCSE experience.



Group Aim:

To deliver a broad, attractive and innovative portfolio of assessments and qualifications, and related services

We develop and deliver qualifications and tests for learners of all ages across a full range of subjects. We are committed to the informed development and delivery of educational resources, innovative approaches to the measurement of learning and 'fit for purpose' exploitation of technology.

At a time of intense reform in qualifications in the UK, we made unprecedented efforts to provide information, support and guidance to schools and colleges with regular newsletters about Diplomas, a field-team of support managers and an extensive programme of free training events for teachers and senior managers.

Our two new suites of GCSE Science specifications caught the eye of many schools, offering a refreshing and stimulating approach to teaching Science. The 21st Century Science suite offered a radically different approach, setting scientific knowledge in the context of the everyday world, with the intention of bringing science to life and re-engaging learners who might find a drier, more theoretical approach demotivating.

Drafts of 47 new UK A level specifications were published in March, giving teachers an extended opportunity to provide feedback before the final versions were submitted for accreditation. Around three quarters of our UK A levels moved to a new four unit structure, rather than the previous six units, reducing the number of assessments for each learner and bringing them into line with our original advice to Government back in 2000. All new A levels also incorporated a new "stretch and challenge" dimension, offering the highest-achieving candidates greater scope to demonstrate the breadth and depth of their understanding of the subject, which will lead to the award of a new A* grade from 2010.

Take-up of the newly launched Nationals grew rapidly as many more schools began to offer an attractive vocational alternative to their learners. Some 60,000 learners completed a National during the period.

Over the last 10 months, alternatives to A level, such as the Diplomas, Nationals and Cambridge Pre-U, have attracted much interest. We announced that our UK exam board would be launching the Principal Learning components for three of the initial five Diploma lines of learning. These are Information Technology, Creative and Media, and Engineering.

Phase II of the Cambridge Pre-U consultation process started in April 2007 with the publication of revised drafts of the original subject syllabuses, and first drafts of a further 11 subject syllabuses. The syllabuses were sent to schools in the UK and internationally for consultation.

Syllabuses for new Cambridge IGCSEs in Bangladesh Studies and Pakistan Studies were developed in consultation with teachers in Bangladesh and Pakistan. These introduce students to the country's history, culture, geography, environment and development. Through their studies, students are now also able to gain a deeper understanding of underlying skills and concepts, and examine different interpretations of historical events.

First examinations for Cambridge IGCSE Bangladesh and Pakistan Studies take place in 2008. Cambridge IGCSE India Studies is being developed in consultation with teachers in India during October 2007, and will be available for first teaching in 2011.

We collaborated with the University of Cambridge's Faculty of Education to enhance, extend and transform international teacher education. The professional development qualifications for teachers will now be accredited within the Faculty's Practitioner Professional Development framework as stages towards a Masters degree. These will draw on our shared expertise in providing blended learning programmes. This collaboration strengthens the Group's capability to help ministries of education and other public authorities in education reform projects, through the development of teachers and teaching. Joint research into critical international education issues will be another important facet of our work together.

We have carefully managed consolidation of our suite of admissions tests administered by the Assessment Research and Development division, to develop a 'family' of admissions tests to meet different subject requirements in Higher Education.

During the year, new adaptations of the tests were created in response to admission tutors who are struggling to decide which applicants to call for interview. The English Literature Admissions Test (ELAT) and Philosophy, Politics and Economics (PPE) Admissions Test were produced for Oxford University.

The Faculty of Biological Sciences at the University of South Bohemia in the Czech Republic planned to use a Czech language version of one of our admissions tests on 500 expected applicants in June 2007.

We introduced diversity training and consultancy for managers and professionals who lead and develop diverse groups of people to deliver organisational outputs. Also launched were psychometrics training and consultancy activities in the Middle East and North Africa (MENA) region. Our aim is not to transport the UK model overseas but to reflect the specific needs and culture of the region.



Case study

Cambridge ESOL is working with the Colombian government to ensure every pupil leaves state education with a good level of English language proficiency. The new international standard testing comes as part of the bid by Colombia's Ministerio de Educación Nacional to equip the population with English skills for work and higher study. All the exams are linked to the Council of Europe's Common European Framework of Reference for Language (CEFR).

The exams are part of a long-term project to provide training and support so that, in the future, Colombia will be able to produce its own language tests incorporating CEFR standards and levels. Until then, school pupils will

need to demonstrate their English language skills by passing a Cambridge ESOL written exam as part of their Examen de Estado.

The development of the new English component of the Examen de Estado is just one element of the collaboration with Cambridge ESOL. The test for final year Colombian university students also includes an English language component from Cambridge ESOL. Meanwhile, trainee English teachers have recently been entered for the FCE (First Certificate in English), fully sponsored by the Ministry of Education, and a new project has just been launched for the re-training of in-service English teachers which uses TKT as the final assessment.



Case study

CIE celebrated the first anniversary of CIE Direct, a secure extranet designed to help schools with the administration of examinations. Over 2,000 centres logged on to the site to view results and entries, receive secure messages, download base data and other support material.

During this time improvements were also made to the site enabling schools to choose whether to receive certain documents electronically. Other changes include online timetable deviation, special arrangements and special considerations forms, and access to change CIE Direct passwords. Improvements will also streamline the uploaded files management system and provide schools with a wider range of materials.

Group Aim:

To support worldwide delivery of examinations

We are committed to being inclusive, working and consulting with partners and stakeholders around the world. Our exam boards' relationships with exam centres are extremely valuable, and we take every opportunity to improve this communication channel as well as the processes of exam administration and candidate data transmissions.

In response to candidate demand and increased collaboration with governments, new offices were opened in India, Mexico, Russia and Vietnam. New staff were also recruited to develop our activities in Argentina and Brazil.

Over the last year, we became the first overseas assessment organisation to partner with a state education authority to administer exams in Vietnam. Following an agreement signed with Ho Chi Minh City education department, our English language exams will be offered through more than a hundred state schools in the city.

Internationally, we held 198 training workshops, 15 conferences, 19 award ceremonies and 31 exhibitions.

During the last year, we also launched several new online resources. This included an online approval form for schools in the UK wishing to run our Nationals – giving schools the option of registering via the internet as well as the traditional paper form.

We hosted the first Global Best Practice conference for teachers and head teachers across South Asia. Over 350 delegates from schools attended the event. The conference included a series of workshop 'feature case studies' presented by international curriculum experts

from the Group, British Council and other leading practitioners. During the conference, the first ever Cambridge Inspirational Teacher Awards were also presented. The award recognises the achievements of teachers in Cambridge Centres across India.

We held our first international video conference across five cities, at locations in Cambridge, Bangalore, Delhi, Kolkata and Mumbai. The conference marked the launch of the Cambridge International Certificate for Teachers and Trainers in India.

Over 100 staff successfully moved into DC10, our purpose built warehouse designed to meet our warehousing needs. This means that our warehousing, despatch, logistics, OMR and script management functions are now located on a single site, enabling us to provide a more efficient, joined-up service to the whole organisation and to our customers. The sites in Cambridge that formerly hosted these operations are being vacated and we were able to sell Simpers, Combine House and Mercers Row as a result.

The move to DC10 gives us the opportunity to modernise many of our operational processes with the introduction of a new script handling area and warehouse management system. Other improvements include the recent installation of a new question paper counting and bagging system to improve quality and turnaround times in the confidential despatch area.

The migration to DC10 was undertaken with minimal disruption to our day to day business. Further development of the building is planned for later this year to enable us make optimum use of the space and facilities on offer.

Group Aim:

To pursue internal synergies to achieve economies of scale and maximise impact

Many structural changes have successfully taken place within our organisation to prepare us for the future.

This included reviewing the structure of Group Infrastructure Services, which now consists of three principal divisions – Development, Service Delivery (which includes IM customer services and Premises and Services, reflecting the close functional linkage between these areas) and Printing & Operations.

The past year has been incredibly busy for IM and it has made some real progress. Its achievements include delivering massive upgrades to our infrastructure, including the Data Centre, at the same time as developing and delivering significant new applications such as ESM and Connect. It also gained a BSI certificate of registration for Cambridge Assessment, covering Data Centre operation, secure printing and IM Help-desk Administration.

Drawing on the combined expertise across our Group, Asset Languages made impressive progress. Asset Languages supports and complements our other language qualifications. The number of entries for Asset Language exams increased by 227 percent from the previous year to over 85,000. Centres making entries also increased by 171 percent from the previous year to over 355 – including growing numbers of primary schools and adult education colleges.

Asset Languages continues to evolve and reach out into the community through strategies to apply the assessment material to the world of work.

Case study

External consultants carried out a study to help our Corporate Board determine how Cambridge Assessment's deployment of IM can become a source of competitive advantage for the future. The study highlighted the benefits of a new way of working between IM and our exam boards. This will enable us to achieve maximum benefit from our investment in IT.

The programme contains two bodies of work – 'Framework', which covers organisational structure and 'Advantage', which covers ways of working. The 'Framework' programme is well underway and scheduled for completion at the end of October 2007 when the 'Advantage' programme will commence.

Our vision is that by driving IM development directly from business priorities, reducing systems support and maintenance costs, creating a leaner and more agile interface between business sponsors and IM, and using a flexible mix of in-house and bought-in skills, we will deliver higher quality systems and more value to ourselves and our customers for less total cost to the Group.



Group Aim:

To ensure that staff have the right skills and to provide training and development opportunities

We are always keen to share our expertise and to assist with the continuing professional development of all those involved in the process of assessment and the last year has been no exception.

Over the last year the Customer Contact Centre embarked on a programme of training to help advisors become multi-skilled across both general and vocational qualifications.

The Cambridge Assessment Network has developed a suite of qualifications and courses on assessment which are increasingly being taken up by national and international educationalists and agencies, marking us as a leading provider of professional development on assessment and measurement. We ran three quarterly, 15 monthly, seven annual and two yearly day-long seminars, one major conference and an annual two-week international study programme.

The Human Resources Division offered a wide selection of courses to improve staff knowledge and performance. These ranged from understanding processes, via improving skills and self-improvement to more wide-ranging courses such as the Senior Executive Programme and

Understanding Commercial Contracts. A total of 343 courses/qualifications were organised and attended by 1,415 staff.

Over the year the Information Management Division created an internal IM Training team dedicated to ensuring staff have the right IT skills. IM also ran surgeries for quick response 'challenge to solution' one to one sessions and made agreements with external suppliers for technical courses. A total of 460 sessions managed 868 individual training requests spread across the Group.

Cambridge Assessment believes in supporting those who need to undertake a period of formal study to enable them to become fully competent in their current job role. Throughout the organisation, many individuals are working to achieve a qualification, ranging from Certificates in Marketing and GCSEs to MBAs.



Case study

The 2006–2007 development programme provided a rich resource for assessment professionals, including seminars, conferences and courses.

Last year 54 members of staff enrolled on the Certificate in the Principles and Practice of Assessment which is offered by the University of Cambridge Institute of Continuing Education with Cambridge Assessment. Each module is worth 20 credits and participants may choose to do any or all of the four modules. Each stands as a discrete course while successful completion of all three modules (60 credits) leads to the award of the Certificate of Continuing Education (Principles and Practice of Assessment) from the University of Cambridge.

Highlights 2006–2007

October 2006

Cambridge Assessment welcomed the Government's decision to hold a consultation on the possibility of using the International GCSE (IGCSE) in state-maintained schools in England.

Winners of the Cambridge IGCSE 20th Birthday Essay Competition were announced. The essay competition was part of the celebrations that highlighted CIE as the first exam board to develop the IGCSE qualification 20 years ago.



In October the Beijing Municipal Government announced a new initiative to improve English and enhance Beijing's image as an international city in the run-up to the 29th Olympic Games. The Beijing English Testing System (BETS) was developed on behalf of the government by Cambridge ESOL.

November 2006

Cambridge Assessment urged UK educators to look beyond the QCA comparability study which reviewed four IGCSE and GCSE subjects.

CIE appointed a new Regional Manager for Middle East and North Africa (MENA) in response to new partnerships.

Cambridge ESOL became the first overseas assessment organisation to partner with a state education authority to administer exams in Vietnam. Following an agreement signed with the Ho Chi Minh City education department, Cambridge ESOL exams will be offered through more than a hundred state schools in the city.

ELBS, GCSE Environment and Land-Based Science, OCR's first wholly e-assessed GCSE qualification, was launched. It was designed to motivate candidates to take charge of their own learning and to develop practical skills in Environmental and Land-Based Science.

December 2006

Almost 150 people from across the globe gathered to hear Professor James Flynn's theories of intelligence concerning very significant increases in IQ from one generation to the next – otherwise known as "the Flynn effect" – at a seminar hosted by The Psychometrics Centre in Cambridge on 15 December.



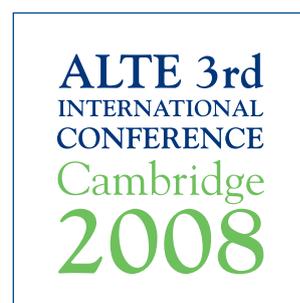
Ann Puntis, CIE Chief Executive, spoke at the 16th Conference of Commonwealth Education Ministers in Cape Town, South Africa.

"Traditional skills are still the best preparation for young people in a fast moving world – not a return to basics but a springboard to the future," Ann told delegates.



OCR welcomed the Dearing interim report and commented both on the Languages Ladder and GCSEs.

The Association of Language Testers in Europe (ALTE) announced it is holding its 3rd International Conference at the University of Cambridge, hosted by the University of Cambridge ESOL Examinations. The theme of the conference will be the Social and Educational Impact of Language Assessment.



As part of a unique, government-led scheme, the Dominican Republic began a project to prepare its university students for careers in international business. Around 4,200 students enrolled onto the 'English Immersion Program to Meet the Competition' and sat Cambridge ESOL's BULATS (Business Language Testing System) to assess their ability to deal with the demands of a global business environment.

January 2007

In a response to the Government's consultation on IGCSE, CIE noted that in line with that policy, IGCSE should be available for teaching in state schools. Both the Prime Minister and the Secretary of State made strong statements in support of enabling students to study for a range of qualifications such as Cambridge IGCSE.

The number of universities recognising the International English Language Testing System (IELTS) in the US reached over 1000 in January 2007. IELTS has recognition from US Ivy League universities such as Harvard, Princeton and Yale and other select schools ranked as 'Top Schools' in the US News and World Reports and America's Best Colleges 2007, such as Columbia University and Texas A&M University.

Over two years, Cambridge ESOL carried out a thorough review of FCE and CAE examinations. As a result a number of changes were made to both exams and announced in January. The new specifications will be introduced in December 2008.

February 2007

Cambridge Assessment awarded a six-month secondment to a student from the University of Wales Institute in Cardiff (UWIC), as a result of the Innovate to Educate Awards.



Phase II of the Cambridge Pre-U consultation with schools across the UK and abroad was launched. In the consultation document, CIE outlined its new proposals for the Diploma-style qualification and set out that for the full Cambridge Pre-U Diploma students will take a course in Global Perspectives.

IGCSE could help UK Government achieve its aims, said CIE in response to IGCSE consultation.

The Ministry of Education in Colombia partnered with Cambridge ESOL to include internationally-recognised English language assessment as part of the state school-leaving exams. From October 2007 school pupils in Colombia will need to demonstrate their English language skills by passing a University of Cambridge ESOL Examinations exam as part of the Prueba de Estado school-leaving certificate.

March 2007

The Cambridge Assessment Network – which provides professional development activities for all individuals involved in assessment – organised its second Excellence in Assessment seminar on 23 March 2007, on the subject of Assessment for Learning.



OCR welcomed Lord Dearing's Languages Review.

Highlights 2006–2007

CIE appointed a new regional representative for Spain as Cambridge is at the forefront of Spain's growing interest in international education and the role will be vital in supporting Cambridge schools.

A group of 50 head teachers from across the UK gathered in Cambridge to tackle some of the key issues concerning the future of assessment. They sought, and found, common ground between the teaching profession and exam boards.

A report from think tank Demos on the impact of English language varieties drew on Cambridge ESOL's expertise and support in March. *As You Like It: Catching up in an age of Global English* calls for radical changes in Government policy in response to the challenges of the rise of Global English and the lack of language skills in the UK.

A new range of Cambridge ESOL computer-based exams was announced. These were to be offered as a choice for test-takers alongside the 'paper and pen' versions at exam centres throughout the world. Computer-based versions included BEC (Business English Certificate) at Preliminary and Vantage levels, KET (Key English Test) and TKT (Teaching Knowledge Test).

April 2007

The first in a series of education research seminars took place in the UK House of Commons on 25 April.



CIE unveiled its new IGCSE Global Perspectives. Kevin Stannard, CIE Director, International Curriculum & Development, said: "It's about preparing students to become global citizens. Not only does it raise awareness of global themes and issues but also encourages skills such as independent thought and reasoning – invaluable in further study and employment."

Volume 19 of SILT – IELTS *Collected Papers: Research in speaking and writing assessment* was published. It brought together 10 research studies conducted between 1995 and 2001 under the auspices of the British Council/IELTS Australia joint-funded research programme. Three students from China won a chance-in-a-lifetime opportunity to study in Cambridge after getting the top scores in the BEC tests in China. Chai Liang of Beijing, Duan

Zhixiang of Xi'an and Xin Zhang of Harbin won a two week course at Embassy CES, Cambridge, in a competition organised by Cambridge ESOL and sponsored by Embassy CES and Cambridge University Press.



May 2007

International delegates had the chance to debate the role and responsibilities of public examinations, providers in today's society, at a tailored study programme in May.



For the first time The Faculty of Education at Vietnam National University, Hanoi offered the Cambridge International Certificate for Teachers and Trainers and the Cambridge International Diploma for Teachers and Trainers to Vietnamese teachers.

Cambridge Assessment's Thinking Skills Assessment (TSA) – a non subject-specific aptitude test, normally associated with Cambridge University admissions – was taken by Czech students, in Czech.



Help was on the way for Oxford admission tutors who were struggling to decide which applicants to call for interview. Cambridge Assessment developed the English Literature Admissions Test (ELAT) for the University of Oxford.

The first candidates sat the International Certificate in Financial English (ICFE) from Cambridge ESOL. The qualification was developed with the ACCA, the world's largest professional international accountancy body and was designed specifically to meet the needs of accounting and finance professionals.

In response to candidate demand and increased collaboration with governments, Cambridge ESOL opened offices in India, Mexico, Russia and Vietnam, and recruited new staff to develop its activities in Argentina and Brazil.

June 2007

Tougher laws on religious belief, gender and sexual preference prompted a big growth in diversity training, according to The Psychometrics Centre.

The QCA officially accredited a range of Cambridge ESOL's qualifications. Accreditation covers Cambridge ESOL's First Certificate in English (FCE), Business English Certificate (BEC) and the International English Language Testing System (IELTS).



Cambridge ESOL's suite of ESOL for Work qualifications were also accredited by the QCA. These new qualifications will attract Learning and Skills Council funding for eligible learners. They are based on a well established, work-related ESOL assessment which has already proved to be successful for thousands of candidates around the world.

New Cambridge IGCSE Bangladesh Studies and Pakistan Studies syllabuses were developed by CIE in consultation with teachers in Bangladesh and Pakistan. They introduce students to the country's

history, culture, geography, environment and development. The first examinations will take place next year. Cambridge IGCSE India Studies is being developed in consultation with teachers in India during October 2007, and will be available for first teaching in 2011.

OCR launched its e-portfolio method of assessment for its iMedia qualification.

July 2007

OCR announced that it is launching the Principal Learning components for three of the initial five Diploma lines of learning.

The first Cambridge Pre-U syllabuses were submitted to QCA for accreditation, leading the way for maintained schools to obtain funding for them.

OCR's online interactive fees list was launched to ensure customers have access to up-to-date information.

The number of words on the Cambridge Learner Corpus reached 25 million. The corpus, jointly owned by Cambridge ESOL and Cambridge University Press, is a database of language. The corpus is being put together as a basis for providing empirical analysis of what language learners actually know and how they use language in Cambridge ESOL examinations.

1858 2008

Celebrating 150 years of assessment

The Cambridge Assessment Group is a department of the University of Cambridge and a not-for-profit organisation. We are the largest assessment agency in Europe and we play a vital role in both developing and delivering assessment across the globe. We offer qualifications through our three exam boards; Oxford Cambridge and RSA Examinations (OCR), University of Cambridge International Examinations (CIE) and University of Cambridge ESOL Examinations (English for Speakers of Other Languages).

We hope you enjoyed reading our Annual Review which reflects the activity undertaken across the Group. This continues to drive our ambition of raising educational standards around the world to ensure learners reap the benefit of education as established in 1858 by the University of Cambridge Local Examinations Syndicate (the original name of Cambridge Assessment).

All feedback and comments are welcome.

To contact us, please email:

public.affairs@cambridgeassessment.org.uk

or telephone +44 (0)1223 558307.

To find out more about Cambridge Assessment please visit:

www.cambridgeassessment.org.uk

For more information about our three exam boards please visit:

www.ocr.org.uk

www.cie.org.uk

www.cambridgeesol.org

The logo features the number '150' in a large, bold, blue font. A blue swoosh underline starts under the '1' and curves under the '5'. Below '150' is the word 'YEARS' in a smaller, blue, sans-serif font. At the bottom is the range '1858-2008' in the same blue, sans-serif font. The entire logo is enclosed in a thin blue rectangular border.

The Cambridge Assessment Group influences thinking around the world on the development of assessment and delivers excellence through its three exam boards.



Unidentified examination room c. 1910.



CAMBRIDGE ASSESSMENT

Cambridge Assessment
1 Hills Road
Cambridge CB1 2EU
United Kingdom
tel +44 (0) 1223 553311
fax +44 (0) 1223 460278
www.cambridgeassessment.org.uk



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