

Achieve

Spring 2008



CAMBRIDGE ASSESSMENT



Welcome to *Achieve*, which brings you the latest news from Europe's largest assessment agency, Cambridge Assessment.



Do it digital

Students present projects using the latest digital media channels, see page 6 →



Pupils experience 1858 education

Today's students sit 150 year old exams, see page 3 →

Parlez-vous Cambridge?

Cambridge ESOL has won the French Ministry of Education's tender to provide English language certification in state secondary schools across France.

The tender is part of a nationwide project to improve French school-leavers' second-language ability and to assess this in relation to the Common European Framework of Reference for Languages (CEFR).

The test will be taken by students in their final year of compulsory schooling (age 16) and will assess them at CEFR Levels B1 and A2, equivalent to the Cambridge ESOL Preliminary English Test (PET) and Key English Test (KET). The CEFR provides a practical tool for setting standards to be attained at successive stages of learning and provides a basis for the mutual recognition of language qualifications. The project will initially run for three years with entry to the examinations being voluntary. Over 18,000 students have entered for the first session, in March 2008.

Dr Michael Milanovic, Chief Executive of University of Cambridge ESOL Examinations, said: "We are delighted to have been selected to work with the Ministry of Education. Cambridge ESOL supports the increasing trend towards mutual use and recognition of language certifications by partner European countries. We have worked with educationalists in France for many years, and have close relationships with French schools, universities and education authorities."

UK Digital Literacy skills for everyone

Technophobia could soon be a thing of the past thanks to an exciting new collaboration between UK exam board, OCR and computer giant Microsoft.

OCR has launched a nationally recognised certification for Microsoft's Digital Literacy Curriculum (DLC) resource, which is available to all in the UK who wish to improve their technology skills.

By making ICT training accessible to people who have not been given an opportunity to develop basic IT skills, DLC represents an important milestone for all individuals to improve their employment prospects and achieve their full potential. The launch of Digital Literacy supports the Government's workplace skills agenda and the recommendations of the Leitch Review of Skills (2006), which called for an urgent upgrading of skills across the UK.

John Deacon, a national account manager at OCR who is working with Microsoft on the project, said: "The combination of our training and assessment expertise along with Microsoft's technology knowledge will result in the delivery of an exciting new curriculum."

For more information visit http://www.ocr.org.uk/qualifications/vocationally-relatedcertificate/digital_literacy_entry_level_certificate/index.html#overview





Professor Alison Richard, Vice Chancellor of the University of Cambridge.

Celebrating what Cambridge has to offer

When the University of Cambridge is mentioned, the first thoughts in the minds of many are likely to be of our deep historic legacy or the sheer beauty of the place. The brilliant science being done in our research facilities is another well-known hallmark of the institution. But in many places in the world, people's thoughts turn also to the school exams they took and how those exams helped them to get access to the benefits of learning.

The provision of educational assessment has become integral to the work of the University. In 1858 our predecessors took the decision to broaden our mission out into schools, first around Britain and then the world. It was a progressive step to take and the Board has remained at the forefront of educational change ever since. Today, for example, Cambridge Assessment plays a critical leadership role in harnessing new technologies to enhance education. It is also working more closely than ever with other departments of the University, collaborating with educational authorities around the world on the development of fully integrated educational systems, from primary school to university.

Here in Cambridge we seek out young talent from all sectors of society, and have a whole range of programmes designed to do just that. The establishment of an exam board in 1858 was a significant, early step along that path, and the values of fairness and rigour that Cambridge Assessment embodies remain crucial to us today: much changes over the decades, but these values are still championed by Cambridge Assessment, and remain fundamental to the University's success.

As a University we are proud of the work that Cambridge Assessment has done and continues to do, and I am confident that the next 150 years will be as successful as the last 150.

www.cam.ac.uk

News in brief

Seal of approval

Cambridge International Examinations (CIE) has been given the seal of approval following an International Standards Organization (ISO) audit from the British Standards Institution. The audit made particular mention of CIE's commitment to its candidates, teachers and the other organisations it serves.

The approval, known technically as an ISO:9001, is an internationally-recognised standard for business management, which ensures that businesses are operating to the same standards when meeting customers' requirements.

Diane Palmer, CIE Director Assessment Services, said: "This is great news and a credit to everyone in CIE – a reflection of the work that has gone on over the years. But ISO certification is only the beginning – the real work now starts on continuous improvement!"

Comparability report defective

Cambridge Assessment's researchers were disappointed to read the recent QCA's report into the comparability between subjects. Tim Oates, Cambridge Assessment's Group Director of Assessment Research and Development said:

"While we welcome the QCA's long overdue return to an appropriate engagement with comparability – and share their overall conclusion that standards are broadly comparable – we are very disappointed with the standard of the report they have published. If the new Independent Regulator is going to carry out inter-subject comparability studies there will be a real need for rigorous research. Regrettably, the research community can only see this work as an opportunity missed."

Cambridge ESOL launches new website

The new Cambridge ESOL website was launched in December and has attracted extremely positive feedback from its visitors.

The site has a new look and many additional features designed to make navigation clear and simple for visitors, with up-to-the-minute news and information. It also contains new sections for specific audiences such as teachers and the media, to enable easy and quick access to relevant information.

Ho Chi Minh City – one year on

One year after its introduction, a major language training project in Ho Chi Minh City is still helping thousands of children improve their language skills. The Memorandum of Understanding between The Department of Education and Training and University of Cambridge ESOL was introduced to improve English language standards in school children throughout Ho Chi Minh City.

Over the past year more than 8,000 children have taken a Cambridge exam and thousands more are set to take them in the future.

A new professional support network has now been introduced, which will provide teacher training workshops and events for schools providing Cambridge exams. As part of the agreement Cambridge ESOL and the British Council have already been training teachers throughout the year.

OCR's Chief Exec stands up for Exam Boards at House of Commons

The parliamentary session that began in November has seen testing and assessment in the thick of the political debate. The Children, Schools and Families Select Committee has been at the centre of this with their Inquiry into Testing and Assessment.

The Inquiry was still in progress as *Achieve* went to print, but OCR's Chief Executive, Greg Watson, was able to put his views across in an evidence session in late January. Called alongside senior figures from other Exam Boards, Greg was able to mount a robust defence of OCR and the public examinations system generally, against some of the misguided criticisms of it.

At the same time Greg was able to get across to the MPs a number of points that he believed needed to be aired. He told them that the fact that qualifications had become used as a policy lever and that there had been so much change over a decade had led to an erosion of confidence. Greg welcomed the establishment of the new regulator for qualifications, Ofqual, pointing out that its establishment was something for which OCR had been arguing for some time. He argued for a fair,



Greg Watson, Chief Executive of OCR.

transparent, system of accountability in which each organisation was clear about its role and conscientious in its discharge of it.

Speaking after the session Greg said: "I was pleased to be able to appear before the Committee, presenting as it did a valuable opportunity to engage with policy makers and to be heard ahead of what I hope will be an influential report."

Pupils experience exams 1858 style

Pupils across the country have been experiencing exams 1858 style as part of Cambridge Assessment's 150th anniversary celebrations.

A 'Victorian' examiner and teacher (together with a '2008' teacher to explain the proceedings) have been visiting some of the schools that sat the first exams in December 1858. Just 13 of these schools are still teaching pupils. They include Warwick School, Bristol Grammar School and Thomas Alleyne's High School, Uttoxeter.

In a special lesson Jugjit Chima (Head of History at Perryfields High School, Birmingham and currently seconded to OCR as a Support Materials Manager) explained how lessons and exams would have been 150 years ago. An '1858 teacher', played by actor Kevin Hicks, took the pupils through a typical lesson. An examiner joined them with an 'examination briefcase', the contents of which were shown to the class. Pupils then attempted questions from some of the original papers with prizes awarded for the best answers. The lesson ended with a discussion on the merits of an 1858 education versus a 2008 education and interesting speculation on what exams might be like in 150 years' time.

Cambridge Assessment's 150th anniversary Project Manager, Jennifer Roberts, said: "The aim was to



make the lessons fun and stimulating as well as being educational. It also gave us the opportunity to show how we have been at the forefront of the development of exams for 150 years and are still raising standards today and into the future."

Did you know...

Now known as Cambridge Assessment – its name since 2005 – it was established as the University of Cambridge Local Examinations Syndicate to raise standards in education by inspecting schools and administering exams for people who were not members of the University of Cambridge. The precise location of the exams has not yet been traced but they are thought to have taken place in a local school, village or church hall. Unlike today, very few pupils were entered for the exams and girls weren't allowed to sit them until 1867.

An examiner delivered the papers in person and a set of recommendations were sent to local committees organising the exams, with instructions including taking care that there 'is sufficient means for warming them and lighting them at night'. Subjects sat included English Language and Literature, History, Geography, Geology, Greek, Latin, French, German, Physical Sciences, Zoology, Chemistry, Arithmetic, Mathematics, Drawing, Music and Religious Knowledge (unless parents objected).



Cambridge Assessment's 1858 teacher, played by actor Kevin Hicks, with children from Bristol Grammar School.

ESOL for Work online

ESOL for Work qualifications were successfully launched last year along with an online version of the test. Cambridge ESOL is the only examining body to have successfully introduced a computer-based ESOL for Work certificate.

The ESOL for Work qualifications, aimed at migrants who wish to work in the UK, were announced by the Government just a year ago. In that short time Cambridge ESOL has developed and launched the new qualification, received QCA accreditation and added a computer-based version.

One Cambridge ESOL centre said: "I'm really convinced that the ESOL for Work qualification is spot on for many of our learners and you really seem to have produced a series of assessments which are motivating, easy to administer and enjoyable for learners."



Pupils under pressure

Today's schoolchildren have more opportunities than any other generation from the past 50 years – but they also face more pressure and increased anxiety, a survey by OCR has found.

The views were expressed by teachers in research carried out for OCR Nationals, which are work-related vocational qualifications. The teachers were asked to compare the attitudes of teenagers today with the attitudes of teenagers in the decades in which they themselves grew up, from the 1960s to the 1990s.

Almost 800 teachers responded with 80 per cent agreeing that today's youth are under more pressure to get results.

The OCR Nationals survey also found that – despite reports of growing obesity levels – teenagers are increasingly interested in healthy living, with a sharp rise from 24 per cent of those growing up in the 1990s to 75 per cent now.

Rob Linsdell, Market Research Manager for OCR Nationals, said: "Teachers obviously empathise with the pressures to which teenagers are exposed. Teachers have also indicated that vocational qualifications are more likely to get teenagers interested in learning, by being given independence and provided with engaging content to study."

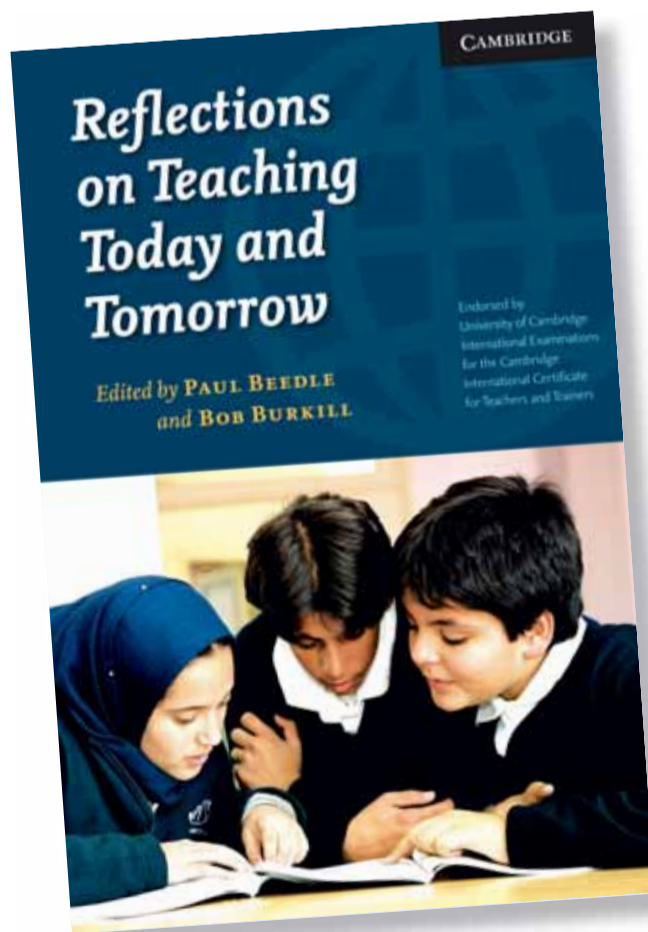


Teachers believe the key factors for getting teenagers more interested in learning are encouraging self-motivation, independent learning and making the curriculum more engaging. OCR Nationals do not include final exams and are designed to reward learners' achievements and ability to carry out tasks in a way that is relevant to the workplace.

Eighty two per cent agreed with the statement that young people now have more opportunities compared with the decade in which teachers grew up. Many also believe teenagers have become increasingly better prepared for further or higher education, rising from 50 per cent in the 1970s to 85 per cent today.

Reflections on teaching today and tomorrow

A new textbook for teachers – by teachers – completing the Cambridge International Certificate for Teachers and Trainers, was launched at a ceremony in New Delhi on 3 January.



Reflections on Teaching, Today and Tomorrow.

The book, *Reflections on Teaching Today and Tomorrow*, is a collection of 11 essays by Indian teachers, with a diversity of approaches and viewpoints.

One of the editors, Paul Beedle, Professional Development Manager at Cambridge International Examinations (CIE), said: "We wanted to provide an opportunity for innovative teachers who are developing active learning in a variety of local contexts to share their practical ideas and experience, and to encourage their colleagues in India and worldwide."

He continued: "The resulting book has been a great success, and is endorsed by CIE for use by teachers and trainers around the world."

Many institutions in India are eligible to run professional development programmes leading to the Cambridge International Certificate for Teachers and Trainers, including schools, training centres and a state board of education. The benefits of these programmes are already being felt as teachers incorporate new teaching approaches and more activity-based lessons into their classroom practice.

D.V. Sharma, General Secretary of the Council of British Schools in India, said: "Encouraging teachers to express themselves on the issues they consider important is another way of empowering them. Recognising

teachers' contributions strengthens their confidence in their own capabilities to become more effective."

The book was officially launched by Professor Alison Richard, Vice Chancellor, University of Cambridge, accompanied by Simon Lebus, Cambridge Assessment Group CEO, Ann Puntis, University of Cambridge International Examinations CEO, and Dr Gordon Johnson, Chairman, Cambridge University Press Syndicate.



(L-R) Simon Lebus, Group CEO, Cambridge Assessment; Professor Alison Richard, Vice Chancellor, University of Cambridge; Ann Puntis, CEO, University of Cambridge International Examinations; and Dr Paul Beedle, CIE Professional Development Manager.

Bahrain national test project begins

Cambridge International Examinations (CIE) has won a competitive tender to work with the Bahrain Economic Development Board and Ministry of Education to establish a new National Examinations Unit. The changes are part of the Kingdom's National Education Reform Project.

CIE will also develop and run new National Tests for students at Grade 3, 6, and 9 (equivalent to Key stages 1, 2 and 3 in the UK) in the core subjects of Arabic, Mathematics, Science and English. The National Tests will be taken by all public sector pupils in state schools, beginning in 2009. Further tests for school-leavers (grade 12) may also be developed subsequently.

The CIE project team will develop and manage the first two series of the National Tests, with marking to be carried out in Bahrain under CIE supervision. The project has been designed to provide extensive training, development and skills transfer to Bahraini specialists, so that from 2012, the National Tests will be run by the Bahraini National Examinations Unit.

The National Education Reform Strategy is a comprehensive cross-government effort under the



leadership of H E Deputy Prime Minister Sheikh Mohammed bin Mubarak Al Khalifa, in partnership with the Economic Development Board, Ministry of Education, Ministry of Labour, and key stakeholders in the public sector, private sector and civil society.

The key objective of the reform is to increase the skill levels and competency of Bahrainis by developing the entire education and training sector.

Members of the CIE – Bahrain Project Team: (L–R) Anthony Dawson, CIE Chair of Examiners; Tom Kendon, CIE Business Planning Manager; Maryam Mustafa, member, Bahrain Economic Development Board Education Reform Team; Diane Palmer, CIE Director, Assessment Services; Stephen Stocker, CIE Programme Manager; Diana Muasher, CIE Operations and Liaison Manager.

What makes a good teacher?

Cambridge Assessment House of Commons Research Seminar

What makes a good teacher? It's a question that is often posed but not always easily answered. That's why Cambridge Assessment brought together a wide range of researchers and policy makers at the House of Commons on the 24 of January. The third Cambridge Assessment Research Seminar was hosted and chaired by Barry Sheerman MP, Chair of the House of Commons' Children, Schools and Families Select Committee.

Attendees were addressed by three keynote speakers: Professor Patricia Broadfoot, Vice Chancellor of the University of Gloucestershire; Professor Mary James of the Institute of Education and Professor Debra Myhill of the University of Exeter. Their presentations sparked a lively debate with contributions from a wide range of participants.

Professor Broadfoot looked at international comparisons and trends which, she suggested, held some hopeful hints for the future of education in England. Professor James looked at some of the principles that lie behind how teachers see what they do, while Professor Myhill examined some of the traits, like adaptability and emotional resilience, that good teachers often have.

Among the issues that came up in debate were: the importance of continuing professional development, the importance of presenting information in ways that students can understand, and the autonomy allowed to teachers by head teachers.

Speakers repeatedly reminded policy makers that there is a wealth of research into this area which could, and should, usefully inform Government policy.

The Cambridge Assessment Research Seminars, of which this was the third, are designed to bring together a wide range of researchers in education to look at 'big picture' topics and enable policy makers to access the knowledge of leading researchers.



Chair and keynote speakers at the third Cambridge Assessment House of Commons Research Seminar. (L–R) Professor Patricia Broadfoot, Barry Sheerman MP, Professor Mary James and Professor Debra Myhill.

Do it digital

Students will now be able to present projects using the latest digital media channels as part of OCR's new Media Studies A level – helping to create the next generation of media professionals.



Blogs, websites, MP3s, podcasts and DVDs can all be used when submitting coursework portfolios. Students will work to meet briefs including devising a promotional package for the release of an album, as well as the creation of a new computer game, short film or animation.

Pete Fraser, Media Studies teacher at Long Road Sixth Form College in Cambridge and Chief Examiner for the qualification, said: "In drawing upon new media with

which students are already familiar, the specification aims to develop existing skills and interests to take students to a new level of achievement. Industry practice already involves most creative work being presented in electronic format, so this course allows students to get a head start for careers in media."

Media Studies has been one of the fastest growing subject areas in recent years with graduates having the highest employment rate among humanities subjects.

'Almost one million take leading English-language test'

An international English test, run by educators in Australia and the UK, attracted more than 938,000 candidates in 2007.

Entries for IELTS – the International English Testing System – have almost doubled in the last three years, driven by university entrance requirements, new immigration policies and professional recognition throughout the English-speaking world.

IELTS is already recognised by educational institutions, employers, organisations and government agencies in over 68 countries, and recognition has grown significantly through 2007. IELTS is now used by over 6,000 organisations worldwide, with recognition in the US now topping 1,300 institutions.

Beryl Meiron, Executive Director of IELTS International in the USA, said: "The feedback we get from universities and government agencies around the world is that IELTS is a particularly good test of how well a person knows English, because it gives a thorough picture of their skills in speaking, listening, reading and writing, in a way that's relevant to how the language is actually used for work and study. This means that they can rely on IELTS scores when selecting candidates for courses or ensuring that potential immigrants have the language skills they need in order to succeed."

Full steam ahead for functional skills

OCR is committed to supporting teachers through the introduction of the new functional skills qualifications in English, Maths and ICT, scheduled for roll-out from September 2010.

OCR's functional skills pilots started in September 2007 and are running over a period of three years.

Bernadette Fletcher, Team Leader in Learner Services at City of Bristol College, explained why she and her colleagues are keen to join a pilot. "We feel that being involved in the pilots provides us with the opportunity to experience functional skills first hand. We want to use our first experiences through the pilot stage to influence development. We have developed good working relationships with OCR through Key Skills. We value the support and training offered as part of that relationship and we are keen for that to continue."

Functional skills qualifications in English, Maths and ICT will be available at Entry Level, Level 1 and Level 2 and will be incorporated into a broad range of learning programmes.



Clara Kenyon, Director of OCR Qualifications, said: "OCR is playing an active part in the development of these qualifications. Pilots have been running in schools and colleges since September 2007. These pilots will be evaluated on an on-going basis to allow feedback that may affect the final shape of functional skills."

To guide schools and colleges, OCR has produced a range of downloadable literature to suit different audiences. To see what's available, visit www.ocr.org/14-19functionalskills and click on the relevant subject.

First Cambridge Pre-U Principal Subjects receive QCA accreditation

Physics, Economics, Psychology, Chemistry and Literature in English are the first Cambridge Pre-U Principal Subjects to receive QCA accreditation.



The first five Cambridge Pre-U Principal Subjects to receive QCA accreditation.

"Working with the QCA to complete this process was a very helpful stage in the development of the Cambridge Pre-U Diploma," said Ann Puntis, CIE Chief Executive.

"This is a vital step in ensuring that the qualification is as accessible to schools in the maintained sector as those in the independent sector. We know that many are interested in offering Cambridge Pre-U to their students. The accreditation process has recognised the distinctive features of Cambridge Pre-U syllabuses: an additional demand, the structure and marking approach."

Richard Parrish, Headteacher, Archbishop Tenison's Church of England High School, a state maintained

school in Croydon, said: "What makes Cambridge Pre-U particularly exciting is that it grows out of a genuine partnership between schools, universities and an examination board. I'm delighted progress is being made on accrediting and funding it for state schools. We face a wide range of qualifications post-16, and CIE is to be congratulated on offering us an educationally interesting and coherent alternative which we can look at seriously."

The next step is for DCSF to put Cambridge Pre-U on the National Qualifications Framework and approve its eligibility for funding.

To find out more about the Cambridge Pre-U visit www.cie.org.uk

About Cambridge Pre-U

Cambridge Pre-U aims to give students of all abilities the skills and knowledge they need to make a success of their university studies. It is a new alternative to A levels and the IB. Cambridge Pre-U subjects are linear, which means that all assessment takes place at the end of the two year course. This differs from UK A levels, which are modular with assessment at the end of each module.

To complete the Cambridge Pre-U Diploma, students will study three Principal Subjects. In addition, they will complete the Global Perspectives and the Independent Research

Report (GPR) component, a two year course that encourages students to explore global issues and undertake a self-directed research project.

Twenty-six Cambridge Pre-U subjects are available and students will have the freedom to choose subject combinations without constraint. Students who are not embarking on the full Cambridge Pre-U Diploma may take a combination of Cambridge Pre-U Principal Subjects and A levels, or complete the GPR certificate in addition to A levels. One thousand students from 30 schools are currently trialling Cambridge Pre-U. First teaching starts in September 2008.

Leading language learning in EU

The beginning of the year saw another advance for Cambridge ESOL, as part of the SurveyLang consortium, which has been awarded a contract by the European Commission to develop The European Survey of Language Competences.

SurveyLang will be a critical tool for European governments to use in developing language-learning policies, helping them to understand existing levels of second language proficiency and how those levels compare to other countries. It will also produce information on how language proficiency relates to different demographic, social, economic and educational factors. Information from the survey will be immensely useful in influencing policy and improving national standards.

The scheme fits in with the European Commission's aims to 'improve the mastery of basic language skills in Europe' and 'establish a linguistic competence indicator'.

The survey will compare second language learning for pupils in the final year of lower secondary education using the scales of the Common European Framework of References for Languages. It will focus on the two most popular foreign languages studied in each of the participating countries from English, French, German, Italian and Spanish.

The SurveyLang consortium comprises internationally-recognised expert organisations in the fields of language assessment, surveys and sample design and psychometrics from a range of EU countries. Cambridge ESOL will co-ordinate the work as well as provide its assessment expertise.

The partners are:

- Centre international d'études pédagogiques (CIEP) – France
- Gallup – Europe
- Goethe-Institut – Germany
- Instituto Cervantes – Spain
- National Institute for Educational Measurement (Cito) – The Netherlands
- University of Cambridge ESOL Examinations – UK
- Universidad de Salamanca – Spain
- Università per Stranieri di Perugia – Italy.

More ESOL success in Asia

Cambridge ESOL has won an international tender to help the Gujarat State government in India to improve the level of English language amongst students and the work-force.

The Society for the Creation of Opportunities through Proficiency in English (SCOPE) is a specially formed body working with Cambridge ESOL on the government's initiative to improve English language skills. Cambridge ESOL has developed a new test for SCOPE, called the Gujarat English Language Test, to assess ability related to the lower range of levels set out in the Common European Framework of Reference for Languages (CEFR).

Watch this space...

Education policy around the world



Lancaster House.

Education Attachés and Professors of Education will gather at Lancaster House (Foreign & Commonwealth Office) on Wednesday 7 May 2008 to hear a series of world-class speakers talk about topics relating to innovation in 14–19 reform around the world.

The talks will be followed by a debate, chaired by former BBC education journalist Mike Baker. Proceedings will be available from www.cambridgeassessment.org.uk after the event.

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Study is food for thought

Teachers are keen to expand the teaching of practical cookery in schools according to a study by Cambridge Assessment.

The study combined an in-depth look at the changes in cookery exams between 1937 and 2007 with a survey of 330 current centres. Over the years cookery teaching has become less about practical skills and more about scientific theory, particularly over the last 20 years, with dishes more likely to be cooked within the context of a 'problem' rather than traditional home cooking.

Although the schools expressed concern about lesson length, students' skills and over reliance on processed ingredients, when students had the opportunity to carry out 'traditional' practical skills they did well. The research also found that in many cases a wide range of skills were taught and ingredients used. Many teachers were eager to maximise this providing that practical issues, such as making practical cookery compulsory at KS3, giving enough time to teaching practical skills, and investment in equipment and teacher training, could be overcome.

The study is the first of a series on different subjects as part of Cambridge Assessment's 150th anniversary.



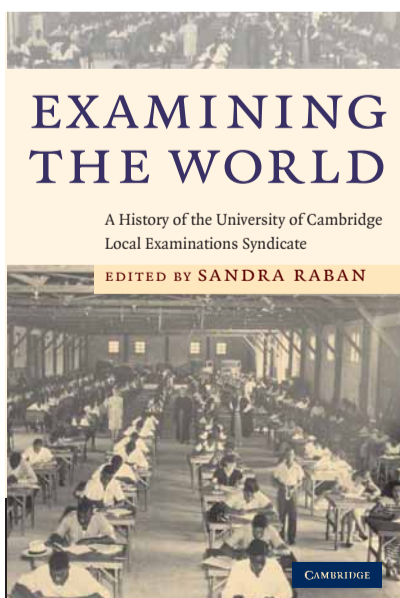
University of Cambridge Local Examinations Syndicate's (now known as Cambridge Assessment) Home Economics examination at St Mary's School, Kuching, Sarawak, 1956.

150 years of 'Examining the World'

A unique insight into the development of assessment – from the first British school tests in 1858 to exams delivered in 150 countries around the world – has been captured in a history of the University of Cambridge Local Examinations Syndicate.

The book, *Examining The World*, was unveiled at a special ceremony in Cambridge on 11 February 2008, 150 years to the day that the Syndicate – now known as Cambridge Assessment – was formally established. The book explains how, during a period of immense changes in examining, the organisation has evolved into a leading world authority on assessment, delivering examinations to millions of learners worldwide.

Examining the World describes the development of Cambridge examinations from the early days to their



Examining the World – A History of the University of Cambridge Local Examinations Syndicate.



The Authors (L–R): Andrew Watts, Elisabeth Leedham-Green, Gillian Cooke, Sandra Raban (Editor), Helen Patrick, John Patrick, and Greg Lacey. Due to unforeseen circumstances, author of chapter five, Peter Falvey, was unable to attend.

present form, by authors associated with Cambridge Assessment and other parts of the University. Reflecting on wider changes in world politics as well as education, it also draws on archival material, including photographs and evidence of the impact of two world wars.

The book is published by Cambridge University Press and available from www.cambridge.org/raban