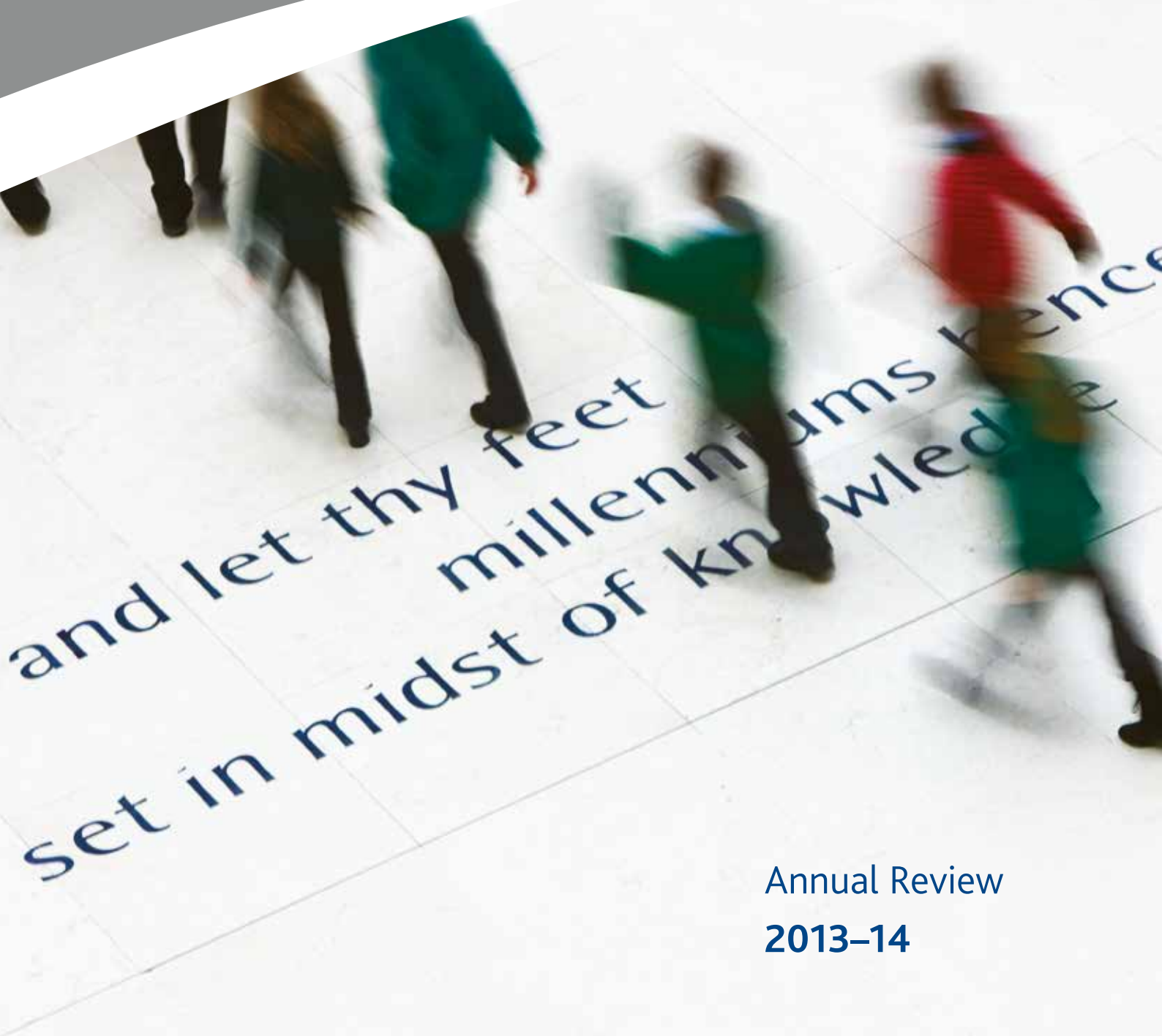




CAMBRIDGE ASSESSMENT



Annual Review
2013–14

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FROM THE GROUP CHIEF EXECUTIVE SIMON LEBUS



It has been an eventful year, both in the UK and internationally. In addition the Group has continued with its long-term investment programme in order to ensure that we are well equipped for the future.

A major feature of the investment programme is the planned new headquarters office in Cambridge. We were delighted in September to receive outline planning permission for this. The building has been designed by award-winning Eric Parry Architects, who have worked on a number of high-profile projects in historically sensitive locations. We intend that the building, which will be near the railway station, should be a landmark for future visitors arriving in Cambridge. It comes alongside other important additions to our estate, in particular the acquisition of a second distribution centre which will help us respond to some of the logistical challenges created by the growth in demand for our qualifications.

Much of this is international. To help manage it, our Cambridge English Language Assessment exam board has now established the ninth regional hub in its global network. The office is based in Istanbul and covers the Middle East, North Africa and Turkey. Our other international exam board, Cambridge International Examinations, is similarly extending its regional presence, opening six new offices by the end of the year in important locations such as Shanghai, Mumbai and Pretoria.

As a Group, we have also invested heavily in new print facilities and packing plant. This helped ease the logistical challenges of this year's exam series which saw summer volumes rise 40 per cent on last year as a result of reforms to the UK qualification system.

In other developments, we welcomed Saul Nassé as the new Chief Executive for Cambridge English Language Assessment. Saul joined us in March from the BBC where he began his career on the science programme *Tomorrow's World*. He was the programme's youngest editor, and went on to become Controller of BBC Learning, where he pioneered some of the BBC's digital learning initiatives. He brings this digital expertise to Cambridge English and this will be especially important as it embarks on the next phase of its growth, having last year celebrated its 100th anniversary.

“ It has been an eventful year, both in the UK and internationally. The Group has continued with its long-term investment programme. ”

In the UK, work on the Government's exam reform programme continues, providing a good opportunity for our UK exam board OCR to think innovatively about what the new qualifications should offer. The new English Language and Literature A Level, for example, received extensive media coverage because of its inclusion of entries from Samuel Pepys' diary alongside the comedian Russell Brand's evidence to a UK Parliamentary Select Committee. Elsewhere, a Massive Open Online Course (MOOC), created in partnership with Cambridge University Press (CUP) and the Raspberry Pi Foundation, won praise from the Secretary of State for Education in England at a major educational technology show. A Department for Education report noted how it is "one of the few UK MOOCs focused on the 11–19 age range".

A partnership between Cambridge English and CUP also enjoys rapid growth. Now in its third year, Cambridge Exams Publishing combines the expertise of both organisations to develop official exam preparation resources.

It would be impossible to manage all of this without the expertise and commitment of our magnificent staff, and I should like to conclude by thanking them for their efforts and their support in a period of exceptional change.

 @Cam_Assessment

 Cambridge Assessment

 Cambridge Assessment

CLOCKWISE FROM LEFT:

Bruno Laquet
Group Infrastructure Services Director
Cambridge Assessment

Mark Dawe
Chief Executive
Oxford Cambridge and RSA Examinations

Liz Allan
Group Human Resources Director
Cambridge Assessment

Michael O'Sullivan
Chief Executive
Cambridge International Examinations

Saul Nassé
Chief Executive
Cambridge English Language Assessment

Tim Oates
*Group Director of Assessment Research
and Development*
Cambridge Assessment

Jackie Rippeth
Group Finance Director
Cambridge Assessment

Simon Lebus
Group Chief Executive
Cambridge Assessment

“ It would be impossible to manage all of this without the expertise and commitment of our magnificent staff, and I should like to conclude by thanking them for their efforts and their support. ”

CAMBRIDGE ASSESSMENT



GLOBAL RECOGNITION

GROUP AIM

TO REINFORCE OUR POSITION AS A GLOBALLY RECOGNISED AND RESPECTED AUTHORITY ON ASSESSMENT

MAKING OUR VOICE HEARD

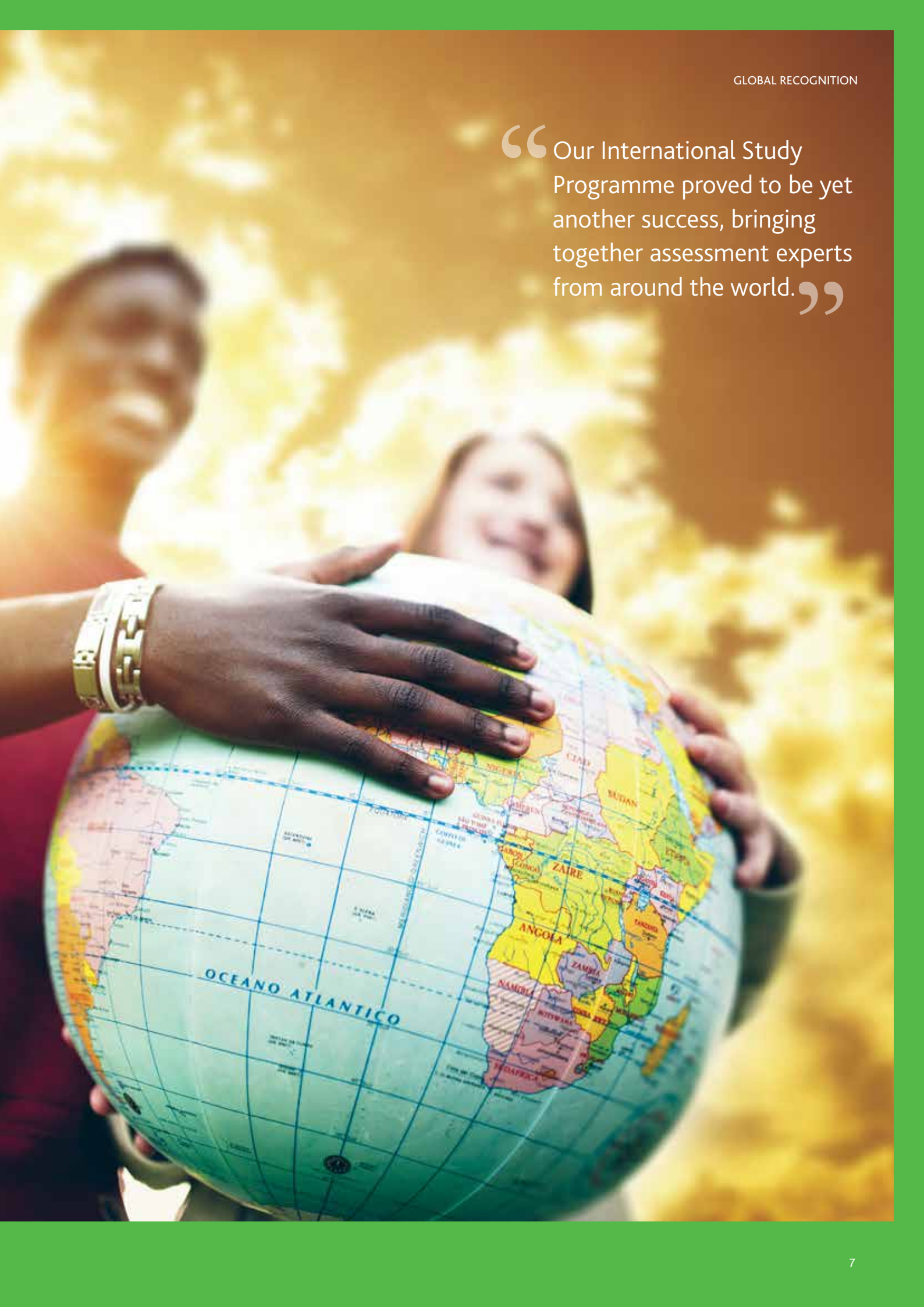
The education landscape continues to develop at pace. Whether here in the UK, or overseas, governments are increasingly comparing themselves on the international stage. And as the world's oldest exams group and the only one attached to a university, we are ideally placed to advise and guide them on all aspects of education policy and strategy around the world.

As a body independent of government, we take no sides in politics but believe it is our role to influence, advise and offer guidance on education policy and strategy. Here in the UK, there was a change of Education Secretary in July. We had a good working relationship with Michael Gove and note that his successor Nicky Morgan intends to keep his reforms on track. As always, we remain available to offer our expertise.

“As a body independent of government, we take no sides in politics but believe it is our role to influence, advise and offer guidance on education policy and strategy.”



“Our International Study Programme proved to be yet another success, bringing together assessment experts from around the world.”



In December 2013 our Group Chief Executive Simon Lebus joined the British Prime Minister on a trade mission to China, the largest of its kind to leave the UK. The three-day mission was accompanied by six British Secretaries of State and Senior Ministers, and some of the UK's key business leaders.

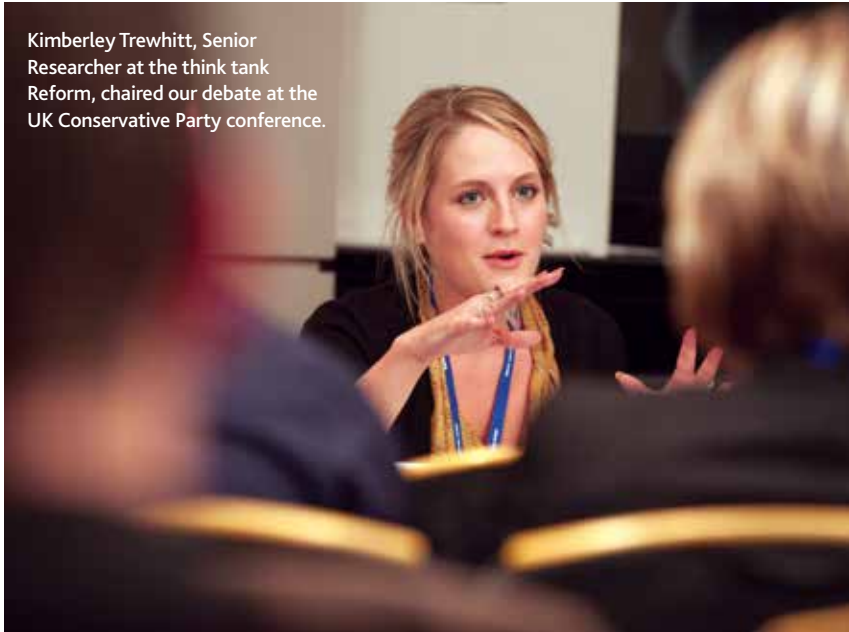
And as part of our mission to share expertise we held fringe events at both the Conservative and Labour Party conferences in autumn 2013. The first, with the think tank Reform and the Association of Colleges, discussed how to take the benefits of an English education global. Our Group Chief Executive Simon Lebus told an interested audience that the UK's education system had much to recommend it, and that Britain was a world leader in teaching and examining English, for example. But he said opportunities needed to be embraced, such as the growth in online learning through Massive Open Online Courses (MOOCs). At the Labour Party conference we addressed the topical issue of vocational education, something that is likely to be a key focus of the 2015 election campaign. OCR Chief Executive Mark Dawe told the fringe event that the UK needed an educational and skills system where academic and vocational routes were regarded equally.

During 2013/14, our UK exam board OCR responded to nearly 30 national consultations and Select Committee inquiries, each providing a platform from which to engage with the education community and policy makers, and to influence the education agenda. Topics included GCSE and vocational reforms, regulatory arrangements, accountability and performance. In its formal response to the English regulator's consultation on reform of GCSEs in England, OCR argued for an end to coursework marks contributing to final results. And in the spring, having taken soundings from teachers and higher education representatives, OCR told the Regulator that there was widespread agreement that A Level Science controlled assessment should be abandoned, because there were better ways to encourage and assess practical skills.



> Simon Lebus, Group Chief Executive of Cambridge Assessment with Skills Minister Matthew Hancock at our roundtable meeting at the UK Conservative Party conference in autumn 2013.

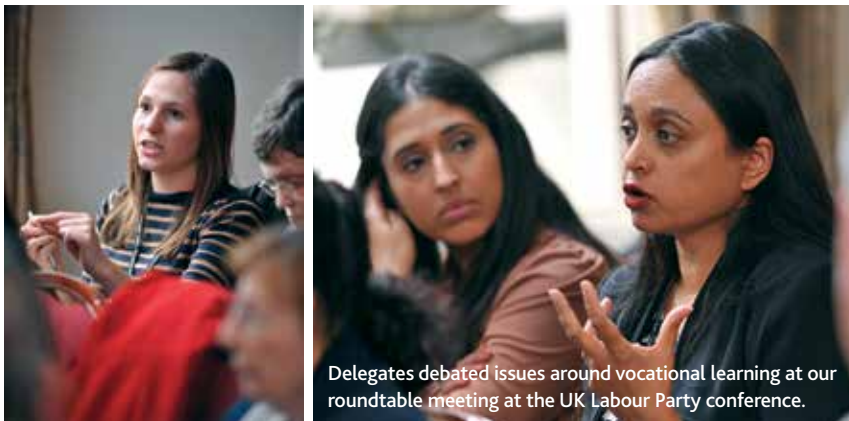
Kimberley Trehitt, Senior Researcher at the think tank Reform, chaired our debate at the UK Conservative Party conference.



SHARING KNOWLEDGE

We have been in assessment for more than 150 years and have a wealth of experience and best practice that can be drawn upon.

We believe that it is our role, as a body independent of government, to provide advice and guidance on assessment and education. We aim to lead thinking on assessment through an evidence-based and research-led approach.



Delegates debated issues around vocational learning at our roundtable meeting at the UK Labour Party conference.



< Mark Dawe, OCR Chief Executive, was on the panel at the Group's fringe event on vocational learning, held at the UK Labour Party conference in 2013.

Our UK exam board also hosted a wide range of popular subject and sector-based consultative and strategic forums, engaging with 800 members of the educational community. These continue to be invaluable to it in providing advice and technical expertise during a period of intense reform of the education and qualification systems.

We also held parliamentary seminars, in April 2014 debating a subject that concerns parents the world over – how to choose the right education for their child. Our Group Chief Executive explained how undue weight can sometimes be attached to exam results as a way of measuring schools and how for this reason we are working with the Open Public Services Network (OPSN) – a new, not-for-profit organisation based at the Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA) – to develop a guide to help parents find and research good schools in England. Importantly, the guide enables parents to judge a school in areas other than exam performance.



Influencing thinking

We use our expertise in assessment to stimulate debate and help to shape thinking on education issues, not shying away from tackling tough topics. In October 2013 we attended the annual meeting of the Headmasters' and Headmistresses' Conference (HMC) to discuss the quality of marking. Our Group Chief Executive said that sustainable improvement in this area needed to be a shared endeavour, with schools and exam boards in the UK working together.

The hotly contested issue of practical science in the UK was debated at a seminar hosted by the Cambridge Assessment Network. Professor Sir John Holman spoke of his concerns about proposals that could mean science practicals no longer contribute to students' A Level grades. Tim Oates, the Group's Director of Assessment Research and Development, agreed that practical work was vital but said that the current system put teachers in an untenable position and needed to change.

Earlier in the year the Network also held a popular seminar with Professor Michael Young from the Institute of Education at the University of London. An audience of more than 100 educationalists, teachers, assessment professionals and policy makers in Cambridge heard his theory of 'powerful knowledge' and its relationship with the National Curriculum in England.



Our Schools in the Cloud event at the British Library in London brought together a panel of experts to debate how technology is transforming learning.

We constantly seek out new ways to enhance education and in February we debated the ways in which technology can – and should – transform the fundamentals of education and assessment. The audience heard from Professor Sugata Mitra, who is doing pioneering research in this field, and concluded that advances in technology should be embraced but the role of the teacher as a facilitator of learning remains a crucial one.

And in August, Cambridge English published *Profiling English in China* by Dr David Graddol, a review of the dynamic and complicated developments affecting the use of English in China's Pearl River Delta region, which includes Hong Kong. This is the first in a planned series of monographs which will help to increase understanding of the complex factors which underlie English language policy in any country or region and which need to be taken into account in planning educational reform.

> In May we held our immensely popular Cambridge International Study Programme, bringing together assessment experts from around the world.



Sharing Knowledge

We strive for the collaborative sharing of knowledge, skills and opportunities and in May we held our immensely popular Cambridge International Study Programme, bringing together assessment experts from around the world to share best practice in the development and administration of public exams. The course, now in its ninth year, attracted 24 delegates from 11 countries, including for the first time Italy and Bermuda.

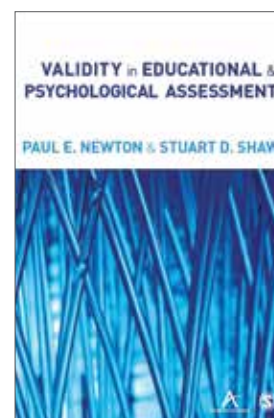
We have the largest research capability of its kind in the world, and a mission to use our expertise to help shape thinking. Our research work was widely published over the past year and our researchers have presented papers at among others the International Association for Education Assessment in Singapore, the British Educational Research Association annual conference and the Association for Educational Assessment conference in Paris.



Our research work has been widely reported, including an analysis by Dr Tom Benton who questioned a key finding of the influential Programme for International Student Assessment (PISA) tests that countries do better when their schools have high levels of both autonomy and accountability.

The assessment fundamental of validity was explored in a book by Stuart Shaw, Principal Research Officer at Cambridge International Examinations and Professor Paul Newton from the Institute of Education at the University of London. *Validity in Educational & Psychological Assessment* (SAGE, May 2014) is one of few books that deal in detail with the complexities of this area.

We also staged conferences and in September nearly 400 teachers from around the world explored the impact of globalisation and new technologies on young people, both in school and beyond, at our international exam board's Cambridge Schools Conference. Teachers were given the opportunity to hear from renowned experts from the world of international education including Ayesha Khanna, Chief Executive of Urban Intel, which specialises in blended and e-learning-based training for urban professionals. The conference concluded that learners will succeed in the modern world with the effective application of new technologies.



< Ayesha Khanna, Chief Executive of Urban Intel, spoke at our international exam board's Cambridge Schools Conference.

Our English language exam board marked the high point of its centenary celebrations with a major conference in September. The event looked forward to the future of English language teaching, learning and assessment, and included an important keynote presentation which formally launched its position on the need for an integrated 'systemic' approach to language teaching. In September too it held a symposium on speaking assessment for language exams, bringing together leading academics and practitioners to discuss the art and to consider its future, particularly in light of the increasing sophistication of speech-recognition technologies.

And in April, the fifth international conference of the Association of Language Testers in Europe (ALTE) took place in Paris, organised by Cambridge English in collaboration with its partners in ALTE. The conference attracted a wide audience to discuss the role of language assessment in supporting multilingualism. Cambridge English plays an active role in discussions around the European Union's language policy, arguing that while English is an essential skill for almost everyone in the modern world, it is also vital to support the teaching, learning and use of other languages.



Delegates attending the Cambridge Assessment Network's bespoke course on the 'Principles and Practice of High-stakes Assessment'.

In August, 16 science and maths item writers and examiners from Oman came to Cambridge to learn about the 'Principles and Practice of High-stakes Assessment'. The two-week bespoke course, held by the Cambridge Assessment Network, was widely praised by those attending, with the Ministry of Education in Oman saying it would give its examinations "even more validity than before".



New Chief Executive

In March we welcomed a new Chief Executive for our English language exam board. Saul Nassé took over at Cambridge English Language Assessment from Dr Michael Milanovic, who retired after 11 years at the helm. Saul, who has an MA in Natural Sciences from Cambridge University, joined us from the BBC where he was Controller of Learning.

Global recognition

Our highly regarded research-led and evidence-based approach means our qualifications are recognised by universities, employers and official bodies across the globe.

Indeed, in May the *Times Higher Education* supplement published its list of the world's top universities, nearly 95 per cent of which officially recognise Cambridge English exams.

The year also saw Canada announce that it would continue to accept the *International English Language Testing System (IELTS)* General Training test as proof of English language ability and *Cambridge English: Advanced* received recognition from the Ministry of Higher Education and Scientific Research in the United Arab Emirates.

The Admissions Testing Service has continued to extend its influence, particularly in Italy where the International Medical Admissions Test (IMAT) is now used by six leading universities to help them select students for medical courses. Feedback from the users of IMAT shows that it has a strongly positive effect in helping them to choose students with the right skills for study at their university.

Other important developments for the Admissions Testing Service included the adoption of the BioMedical Admissions Test (BMAT) by the University of Leiden in the Netherlands and the introduction of the Cambridge Personal Styles Questionnaire, a tool which will help providers of healthcare training to select students with personal characteristics which make them more likely to succeed as medical professionals.

At our international exam board we reached an educational milestone in December as the Sanskaar Valley School in Bhopal, India, became the 10,000th school to register with Cambridge International Examinations. Dr Amlan Saha, Principal, said: "It's great to be associated with an 800-year-old university."



The International Medical Admissions Test is now used by six leading universities in Italy to help them select students for medical courses.



< In December the Sanskaar Valley School in Bhopal, India, became the 10,000th school to register with Cambridge International Examinations.

GROUP AIM

TO EFFECTIVELY USE AND DEPLOY TRANSFORMATIONAL MODERN TECHNOLOGY

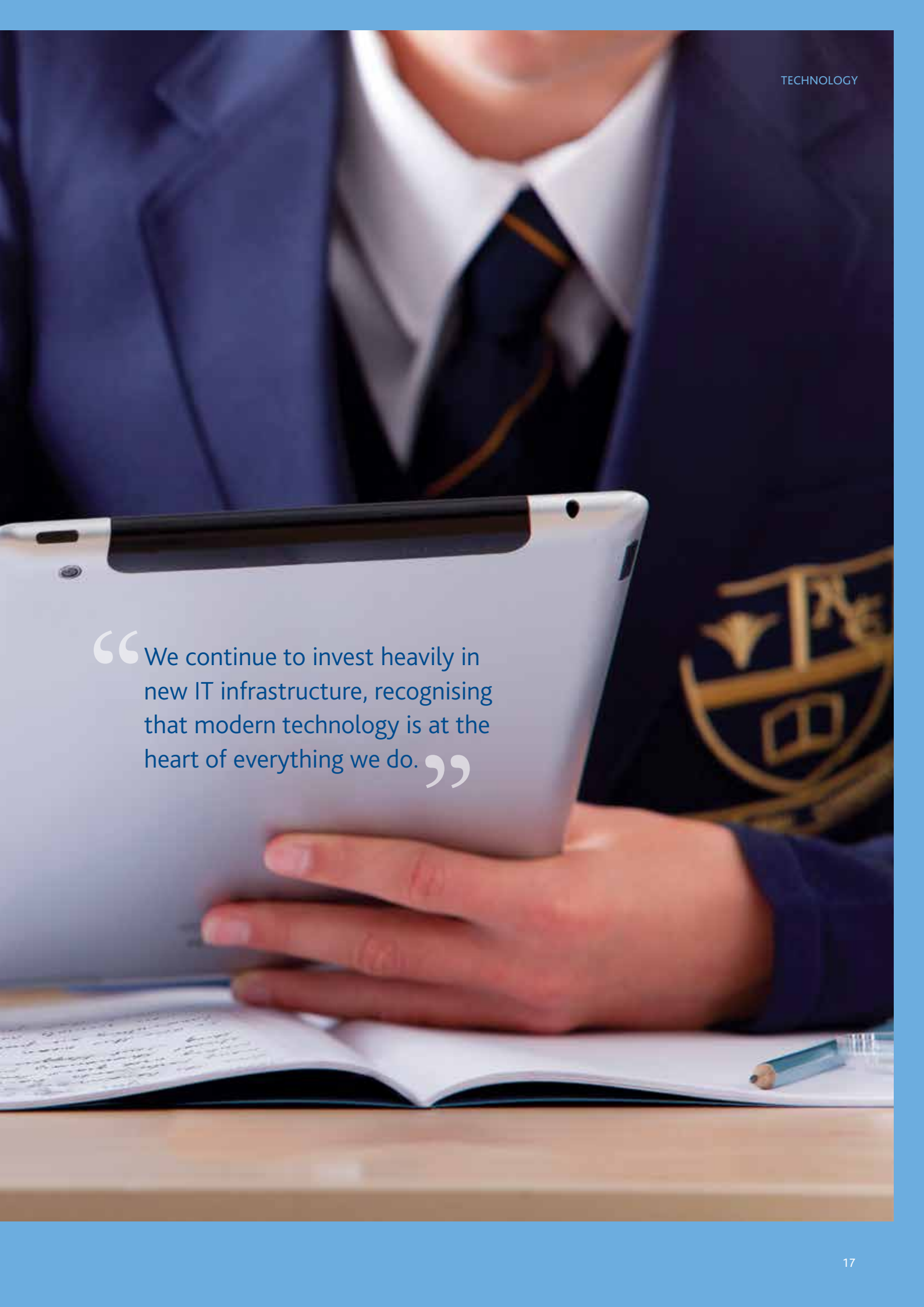
INNOVATION

Technology is transforming education and the capacity to adapt to these changes is vital. We are forward thinking about learning and assessments, constantly researching and developing new technologies and assessments that will benefit learners and the education system.

In fact, one of our most innovative creations – a Massive Open Online Course (MOOC) to support OCR's GCSE in Computing – won praise from the Secretary of State for Education in England at the British Educational Training and Technology (BETT) show in January 2014. Michael Gove said that the MOOC – developed in partnership with Cambridge University Press and the Raspberry Pi Foundation – offered an “unparalleled opportunity for the brightest and best educational institutions to open their classrooms and their content to more people than ever before, democratising education for the 21st century”.

Its pioneering nature was also recognised in a Department for Education report which noted how it is “one of the few UK MOOCs focused on the 11–19 age range”. Since the MOOC's launch in September 2013 we have seen over 100,000 users access resources and 18,000 learners register for the full course from across over 98 countries. It is a real global success story and one that OCR hopes to replicate with other subjects in the coming year.



A close-up photograph of a student in a dark blue school uniform, including a white shirt and a dark tie with gold stripes. The student is holding a silver tablet computer over an open notebook with handwritten notes. A blue pencil is visible on the notebook. The background is a solid light blue color.

“ We continue to invest heavily in new IT infrastructure, recognising that modern technology is at the heart of everything we do. ”

> Education Secretary Michael Gove takes a look at Cambridge GCSE Computing Online, a MOOC created by a partnership of OCR, CUP and the Raspberry Pi Foundation.



Meanwhile our English language exam board began the global rollout of an online version of the popular *Cambridge English: Young Learners* tests, which can be taken on a tablet, laptop or desktop computer, using technology developed in a collaboration between the board and ATA, a leading Beijing-based testing and assessment services company. The test was trialled in key schools around the world with positive feedback from children and their parents and teachers.

e-Processing and administration

Our international exam board launched a new results analysis service in September, making use of the increasing amount of assessment data captured through technology. This service allows teachers additional insights into student performance and the ability to quickly produce summary reports and identify trends across their school. It also launched an Enquiries about Results online service. This new facility will make it faster, simpler and more convenient for schools to submit any enquiries about the results awarded to a particular candidate or a group of students.

e-Assessment

The rollout of e-marking for OCR's Education & Learning qualifications is virtually complete meaning that around three million or 96 per cent of examined candidate responses were marked online in the 2013/14 academic year.

Meanwhile, in April, Cambridge English demonstrated a prototype of Write and Improve, a new online tool for assessing writing skills, developed in collaboration with Professor Ted Briscoe of the University's Computer Laboratory. This is an outcome of a major initiative by Cambridge English to investigate the application of technological solutions to enhance language teaching, learning and assessment, in close collaboration with other parts of the University with whom it constitutes the Cambridge Institute for Automated Language Teaching and Assessment (ALTA).

e-Support

The year saw the successful launch of an online forum for examiners, which is growing in popularity. The OCR Examiner and Assessor Community enables discussion, mutual support, the sharing of assessment knowledge and expertise, and consultation on qualifications developments.

Websites and social media

We are constantly taking on board website user feedback and as a result we have redesigned all our main corporate public-facing websites. The changes, which were designed to simplify navigation and make them more mobile friendly, included a new home page and fresh look. Our sites receive more than a million visits a month, a quarter of which are from mobile devices, so it is vital that they work for our customers and that they find what they want quickly and easily.

On social media we reached a significant milestone with the Group Twitter account receiving more than 4,500 users. Tweets from our Group account alone receive more than 5,000 views a day. We are also receiving more traffic on LinkedIn, using the networking site to influence and dictate the education agenda. Every message we send on LinkedIn gets at least 1,500 impressions.

In October, our English language exam board completed the rollout of 25 individual country websites in its key markets, bringing the organisation closer to key users. These websites are part of an integrated approach to online communication which includes a revitalised public website, a dedicated YouTube channel and a set of highly active Facebook communities which have a combined total of more than 3.5 million fans.

And the Cambridge Primary Maths website went live in time for the BETT show in January. This is an innovative teaching package developed with Cambridge University Press and the University's NRICH maths project. It is based on the internationally renowned Cambridge Primary curriculum with textbooks and e-book resources from CUP and activities from NRICH.



INNOVATION & IMPROVEMENT

We are forward thinking about learning and assessments, constantly seeking out new ways to enhance education. Our innovation and development programmes are supported by evidence-based research.



< Cambridge English TV, the official YouTube channel for Cambridge English Language Assessment, has more than 34,000 subscribers.

EDUCATIONAL IMPACT

GROUP AIM

TO MAXIMISE OUR EDUCATIONAL IMPACT BY PROVIDING AND INVESTING IN A BROAD, ATTRACTIVE AND INNOVATIVE PORTFOLIO OF ASSESSMENTS, QUALIFICATIONS AND RELATED SERVICES

Domestically and internationally, the assessment landscape continues to enjoy rapid change. Now perhaps more than ever, an ‘international’ education is rising up the agenda of governments the world over.

In the UK, that drive underscored the Government’s programme of exam reform. In November 2013, Education Secretary Michael Gove confirmed his intention to make sure GCSEs matched expectations in the highest performing jurisdictions.

GCSE and A Level

Our UK exam board OCR submitted to Ofqual, the regulator for England, 39 new and reformed qualifications for first teaching in 2015. These included new GCSEs in English Language, Maths and English Literature and new AS/A Levels in Art & Design, History, Sociology, Computer Science, Business, Economics, English Language, English Literature, Biology, Chemistry, Physics and Psychology. It also developed a new Level 3 qualification in Core Maths.

Work began too on the development of subjects for first teaching in September 2016, including new GCSEs in Modern Foreign Languages, Geography, History, Science, Ancient Languages, Art & Design, Computer Science, PE, Music, Religious Studies, Design & Technology, Cooking & Nutrition and Drama & Citizenship. Development also took place on new A and AS Level Modern Foreign Languages, Ancient Languages, Geography, PE, Music, Religious Studies and Drama.





“Our qualifications enhance learning, recognising knowledge and ability.”



> Cambridge schools celebrate the launch of Cambridge IGCSE Bahasa Indonesia.

We continue to use our expertise to influence the debate too. In May 2014 our UK exam board triggered a discussion about the use of American texts in the new English Literature GCSE. While the official guidelines mean that there are no 20th century American texts such as *Of Mice and Men* or *To Kill a Mockingbird*, the new syllabus does include exciting additions such as Kazuo Ishiguro's *Never Let Me Go* and the play *DNA* by Dennis Kelly, both appearing for the first time.

We continue to use our expertise to influence the debate too. In May 2014 our UK exam board triggered a discussion about the use of American texts in the new English Literature GCSE.



There was also intense media interest in OCR's new A Level in English Language and Literature, as texts include a transcript of evidence from the comedian Russell Brand to UK MPs investigating drugs policy as well as more long-established works ranging from William Blake to Shakespeare and Samuel Pepys. The challenging and rigorous qualification is the result of a partnership between the exam board and the award-winning educational charity the English and Media Centre. We believe it will inspire and engage a new generation of students, while providing a firm grounding for university.

International qualifications

But innovations and improvements were not restricted to our UK exam board. We have seen another year of growth across all qualifications offered by Cambridge International Examinations both in the UK and worldwide. Globally there has been 16 per cent growth in Cambridge IGCSE entries and eight per cent growth in entries for Cambridge International A Levels and for Cambridge Pre-U. Seven of the board’s most popular A Levels have been updated, involving consultation with universities in countries including Canada, Germany, Hong Kong, the Netherlands, Pakistan, Singapore, South Africa and the USA. The new syllabuses feature ‘key concepts’ – the underlying principles which enable students to gain a greater mastery of their subject area. It is part of Cambridge International Examinations’ rolling review programme to ensure syllabuses reflect the latest developments in teaching and learning.

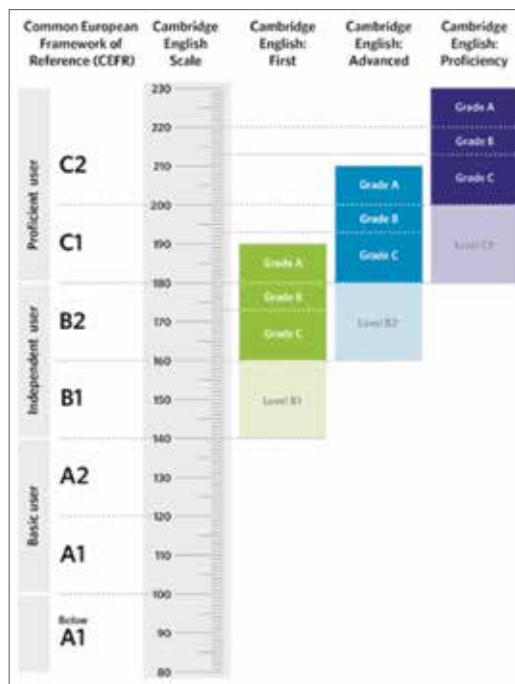
Seven of the board’s most popular A Levels have been updated, involving consultation with universities in countries including Canada, Germany, Hong Kong, the Netherlands, Pakistan, Singapore, South Africa and the USA.

Future developments also include new Cambridge IGCSE syllabuses based on the 1–9 grading that new GCSEs in the UK will use, alongside the existing range of Cambridge IGCSE, Cambridge Pre-U and Cambridge International A Levels.

A new Bahasa Indonesia Cambridge IGCSE was developed in response to a call from schools for an internationally recognised qualification that would better develop the skills of those learners for whom it is a language of everyday use.

EDUCATIONAL IMPACT

We take our responsibility seriously to ensure that assessment promotes educational excellence and the benefits that come with it. Our qualifications enhance learning, recognising a learner’s knowledge and ability. They are regarded worldwide as valid, reliable and trustworthy.



< The Cambridge English Scale links all the board’s exams to a single numerical scale, mapped to international standards.



And the full two-year Cambridge International AS and A Level Global Perspectives & Research syllabus was launched. In the second year of the programme learners develop a broad-based understanding of research methodology and carry out their own 5,000-word piece of research on a topic of their choice.

Vocational

The year has seen the introduction of a wide range of new products and partnerships for our UK exam board's vocational qualifications.

OCR believes that nurturing an entrepreneurial mindset should be as important as developing academic skills, and to that end it launched a new 'Being Entrepreneurial' qualification suite. The qualifications recognise achievement in the world of enterprise, developing key mindsets including resilience, risk taking and self-belief.

In response to the varying testing needs of the different markets it operates within, OCR moved its paper and computer-based Functional Skills test to an on-demand model. More than 110,000 tests have now been taken.

OCR is also working with many of the newly opened University Technical Colleges in the UK to support the delivery of a technical curriculum and to engage employers – including giants such as Rolls-Royce, Siemens and Nestlé – in projects that give students hands-on experience.

OCR also overhauled its core Cambridge Technical and Cambridge National qualifications in the light of new measures introduced by the Department for Education which required greater directly relevant work experience and an extension to the proportion of qualifications that need to be externally assessed. Subjects including Engineering, Science, IT, Health & Social Care, Business, Sport, Art & Design, Media and Performing Arts were all adapted in order to secure their ongoing recognition in UK school and college accountability measures.

English for Speakers of Other Languages

In 2013/14 entries for Cambridge English exams rose to almost five million, with substantial growth in all regions of the world, and the number of organisations which formally recognise these exams grew to more than 15,000.

In June, the exam board announced the launch of a better way to report English ability. The Cambridge English Scale links all the board's exams to a single numerical scale, mapped to international standards. It will help teachers and students to plan and monitor learning more effectively, and will make it easier for recognising organisations to state their precise requirements for the language skills of prospective students, employees and immigrants.

In July, Cambridge English introduced the first in a series of three Language for Teachers courses which will help teachers in the compulsory education sector with relatively low levels of English to improve their language skills and access teaching qualifications. The courses will be available to ministries of education and large teaching organisations.

Partnerships

With more than 150 years' experience and the largest research facility of its kind, we are a key and trusted education partner to governments around the globe.

In November our international exam board announced a partnership with the Macedonian Government to introduce new curricula for maths and science in all state primary schools for learners. The new curricula are based on the Cambridge Primary curriculum but are benchmarked to international standards and adapted to suit the educational requirements of Macedonia.



In November Cambridge International Examinations announced a partnership with the Macedonian Government to introduce new curricula in maths and science.

> Malaysian Deputy Prime Minister Tan Sri Muhyiddin Yassin is pictured with Martin Robinson and Hanan Khalifa from Cambridge English Language Assessment.



Meanwhile its work in Kazakhstan is going from strength to strength, and the focus is now widening from the Nazarbayev Intellectual Schools group to collaborating on curriculum and assessment reform across the whole education system.

In Mongolia, where Cambridge International Examinations has been supporting the schools reform work of the Mongolian Ministry of Education and Science since 2011, the board has developed a cadre of local formative assessment specialists and supported the development of the practice in a selection of primary schools across the country. Part of the initiative included support for the first state schools for learners studying bilingually through Mongolian and English.

And its project with Nile Egyptian Schools in Egypt has been progressing well. It developed an online, tutor-led, real-time course and set it up for delivery over the course of two weeks, which received excellent feedback from its client and from teachers.

During the year, our English language exam board announced a major project with the Ministry of Education in Malaysia: an in-depth study of the learning, teaching and assessment of English. The large-scale project will focus on children and teachers in Malaysian schools from pre-school to pre-university. It is part of a programme which aims to ensure every child is proficient in Malay and English and is endorsed by a Malaysian Education Blueprint for 2013–2025.

In April, Cambridge English and CUP launched a new approach to Learning Oriented Assessment at IATEFL, the leading international conference for the English language teaching profession. The Cambridge approach to Learning Oriented Assessment emphasises the continual collection and use of formal and informal evidence to help fine tune teaching while enhancing learners' independence. Cambridge English and CUP are collaborating on the development of materials specifically designed to support this approach to language learning.

July marked the completion of the third year of operation for Cambridge Exams Publishing. Combining the expertise of Cambridge English Language Assessment and Cambridge University Press, it produces learning and teaching materials related to Cambridge English exams. Cambridge Exams Publishing now produces over 600 titles and has achieved very rapid growth in turnover.

Professional development

During the year Cambridge International Examinations redeveloped its professional development qualifications for teachers. The new syllabuses are available for first teaching from September 2014 and first assessment from January 2015. Accredited by the Institute of Education (IOE) at the University of London they cover four themed areas: Teaching & Learning, Teaching Bilingual Learners, Teaching with Digital Technologies and Educational Leadership.

Meanwhile, membership of the Cambridge English Teacher community continues to increase. Run jointly with Cambridge University Press, the forum provides professional development for English language teachers worldwide, giving members access to a wide range of resources, webinars and courses.

Teacher support

Our international exam board has improved its teacher support website, with better presentation of syllabus content and support materials for a number of Cambridge International A Levels. The new functionality allows teachers to interact with the content more easily online and create customised views reflecting their needs.



Meanwhile our UK exam board introduced a purpose-built resources studio, allowing for cost-effective 'in-house' production of a large number of digital resources to support its Continuing Professional Development (CPD) and resources provision. It means OCR can provide greater support to teachers preparing to deliver a new generation of GCSEs and A Levels from 2015.

< A purpose-built resources studio was introduced by OCR, allowing for cost-effective 'in-house' production of digital resources.

Assessor support

This is the second year that our UK exam board has sponsored some of its assessors to attend the popular Certificate in the Principles and Practice of Assessment course, provided by the Cambridge Assessment Network. A number of OCR examiners also completed three-month online courses on the Concepts and Contexts of Assessment. The Network has also designed and developed a bank of online resources for OCR assessors. 'Connecting with Assessment' was launched at conferences OCR held for senior assessors in March and April. All the courses are designed to develop OCR examiner expertise and improve the quality of marking.

WORLDWIDE DELIVERY

GROUP AIM

TO MAINTAIN EFFICIENT AND ECONOMIC PROCESSES TO MAXIMISE ACCESSIBILITY AND SUPPORT WORLDWIDE DELIVERY OF EXAMS

WORLDWIDE DELIVERY

We pride ourselves on our world-class processes and systems which ensure that we deliver the right assessments to the right candidates at the right time.

Throughout the year in question our English language arm has been consolidating its global network, with specialist teams based in regional hubs to allow it to provide a more responsive and localised service in key markets. Significant recruitment, training and standardisation of procedures are taking place to support the establishment of this network. In July, Cambridge English established its ninth regional 'hub', based in Istanbul and covering the Middle East, North Africa and Turkey.

“ Our purpose is to drive access to the benefits of education, and as a not-for-profit body, we are not simply motivated by commercial returns. ”





“ We strive for the collaborative sharing of knowledge, skills and opportunities. ”

Our international exam board has been growing too: establishing global presence based on nine world regions and building local capacity to support schools and ministries, including new locations by the end of the year in Jakarta, Guangzhou, Shanghai, Mexico City, Mumbai and Pretoria. Nine regional directors have been appointed or promoted, bringing extensive knowledge of the education and business sectors to Cambridge. The exam board is also developing a new centre network in all markets globally to support Cambridge Professional Development Qualifications.

April saw the largest-ever session for a standard Cambridge English exam, as around 120,000 children in Portugal were entered for *Cambridge English: Key for Schools*.

April saw the largest-ever session for a standard Cambridge English exam, as around 120,000 children aged around 15-years-old in Portugal were entered for *Cambridge English: Key for Schools*. Part of a national scheme that includes assessing the English of every grade 9 student in the country, it required the development of flexible new approaches to exam processing to integrate with that of the Portuguese national exams authority IAVE. A particular innovation in this project, which can be replicated by other countries, is that it is funded entirely by a group of leading Portuguese companies, so that the assessment was delivered at no cost to the Government, schools or parents.

In India, our international exam board announced the introduction of a March exam series from 2015 in order to help learners meet local college and admission



deadlines. The first exam series in March 2015 will be for Cambridge IGCSE and will include the most widely taken subjects in India but it will be followed in 2016 by a selection of Cambridge International AS Level and A Level syllabuses.

The first exam series in March 2015 will be for Cambridge IGCSE and will include the most widely taken subjects in India.

Cambridge International Examinations also launched a new two-stage endorsement process for textbooks, in which it is working with a core group of publishers – CUP, Oxford University Press, Hodder and HarperCollins – who receive confidential syllabus information early to enable them to publish textbooks in time for first teaching.

Efficient and economic processes

Demand on our logistics and distribution teams continues to grow and in 2014 we installed a third Sitma machine for counting, verifying and packing exam papers. This helped enable us to despatch over 70 million examination items to 171 countries from our DC10 warehouse and distribution centre.

A recent external audit confirmed that Cambridge Assessment has good waste management systems in place and acknowledged that we are on track to achieve our 'zero waste to landfill' commitment. We continue to strive to improve our environmental standards every year. One example is how we are developing reliable and accurate reporting systems to track the entire waste 'journey' to ensure full traceability and easy reporting.



> OCR continues to work with the Helena Kennedy Foundation, which helps disadvantaged students from the further and adult sectors in the UK with bursaries.



In our modern distribution and marking centres we continue to recycle all our paper and cardboard. But we are going further, looking at removing the use of cardboard as a 'box filler' for international despatches, replacing it with air bags. This will reduce weight and carbon dioxide emissions as well as increase cardboard recycling.

Major air conditioning, insulation and roof refurbishment works at our head office in Hills Road have been completed on schedule, resulting in a step change in thermal efficiency and energy consumption. Meanwhile, a programme under which lighting at all sites is replaced by energy-efficient bulbs continues, and a plan is underway to install solar panels at our newly acquired DC20 warehouse.

As a demonstration of the Group's commitment to supporting sustainable travel, we have recently appointed a Group Transport Coordinator. Her aim is to ensure that journeys to and from Cambridge Assessment sites, whether by employees or visitors, are effectively and efficiently managed to minimise individual car usage and maximise the use of public transport wherever possible. We have launched a Car Sharing scheme trial and we are liaising closely with local companies and a not-for-profit partnership with a view to introducing 'greener' travel solutions and initiatives to reduce congestion.

Scholarships and bursaries

Our purpose is to drive access to the benefits of education, and as a not-for-profit body, we are not simply motivated by commercial returns.

Our UK exam board continues to provide valued financial support to talented students from the West Midlands region. Ten awards were made this year from a fund that arises from the Group's historical association with the West Midlands Exam Board. Each student will receive £3,000 a year to help support them during their undergraduate degrees at Cambridge University. One award went to a teenager who is the first in his school's history to be offered a place to study medicine at Cambridge.

Another commented how, coming from a low-income background, the cost of university was daunting but the bursary had helped ease her fears.

OCR also continues to work with the Helena Kennedy Foundation, which helps disadvantaged students from the further and adult education sectors in the UK by providing bursaries, mentoring and support, enabling them to complete their studies in higher education and move on successfully into employment. In February more than 100 students celebrated receiving a bursary of more than £1,500 to help cover the costs of university study.

Our international exam board enables students to focus on areas of the curriculum that might be under-represented in schools through its bursary scheme. Cambridge teachers applying to the Master of Studies (MSt) in Advanced Subject Teaching at the University's Institute of Continuing Education can secure awards of up to £7,450 to cover course fees.

In January 2014 Cambridge English Language Assessment awarded its first scholarship to attend an Association of Language Testers in Europe (ALTE) conference.

We also continue to encourage people working or studying in the fields of language learning, teaching and assessment. In January 2014 Cambridge English Language Assessment awarded its first scholarship to attend an Association of Language Testers in Europe (ALTE) conference. María Laura González, Professor of English at the National University of San Juan, Argentina, impressed the scholarship panel with her perceptive essay on 'How a good language test can support effective learning'. She argued that a good language test, which asks students to use their thematic and linguistic knowledge to carry out a meaningful task, has a positive influence on course design and student motivation.



< María Laura González, Professor of English at the National University of San Juan, Argentina, was awarded Cambridge English Language Assessment's first scholarship to attend an ALTE conference.

WORLDWIDE DISTRIBUTION

- ◆ Our machines count, verify and package more than 40 million question papers a year – sending them to more than 170 countries worldwide.
- ◆ We scan more than 15 million documents – the equivalent of 134 football pitches if laid flat.
- ◆ Over seven million candidate certificates are sent out across the world.

SYNERGIES

GROUP AIM

PURSUE INTERNAL SYNERGIES TO ACHIEVE ECONOMIES OF SCALE AND LEVERAGE THE GROUP'S MULTI-DISCIPLINARY EXPERTISE

SYNERGIES & ECONOMIES OF SCALE

The year saw a significant milestone in Project Threshold, our strategic change programme which is designed to deliver business transformation through the replacement of legacy technology and processes with a common set of leading software solutions. The foundation of this is SAP, a primary business application that went live for finance and procurement activities in 2012. In 2014, Cambridge English began using SAP to process its popular *Cambridge English: Young Learners* exam. Feedback from the 900 centres offering this exam has been positive: they like the flexibility and ease of use. Moreover, the system has enabled a reduction in lead-in times of approximately 25 per cent. More Cambridge English exams will be moved onto the SAP platform and the system extended to OCR over the course of the coming year.

“ We have just secured outline planning permission for a high-quality, sustainable new headquarters known as The Triangle. ”



> Artist's impression of The Triangle development, courtesy of Eric Parry Architects.



Other Threshold initiatives include the Customer Relationship Management system (now live in OCR and Cambridge International Examinations) and the ongoing development of our secure, online system for creating and managing assessment materials, CCMS.

Collaboration and partnerships

The expertise and experience of two of our exam boards has been combined to great effect in Mauritius. In a partnership with the Mauritius Ministry of Education and Human Resources, a qualification which recognises both the academic and vocational achievements of 18-year-olds has been launched. The new HSC Pro (Higher School Certificate Professional) certificate will give teenagers in Mauritius the opportunity to take OCR's Level 3 Cambridge Technical vocational qualifications alongside traditional academic Cambridge International A Levels.

After a successful pilot scheme in Malaysia, a collaboration between Cambridge International Examinations and Cambridge English will now be rolled out worldwide. Schools that are teaching the Cambridge Secondary 1 English as a Second Language curriculum can enter learners for tests provided by Cambridge English.

Synergies have also been achieved through the use of shared offices, with staff from Cambridge English and Cambridge International Examinations working alongside each other in various countries including Argentina, Malaysia and China.





The year also saw a major collaborative effort between us and our external partner RM (whose Scoris application is used for marking written papers online) which led to the successful launch of in-house scanning of examination papers in a specially equipped Scanning Hall at DC10. By bringing scanning in-house we are increasing the security and efficiency of our exam processing. Needless to say, health and safety remain our top priority, as is reflected in Group Print and Operations' achievement this year of the international safety management standard OHSAS 18001 for DC10.

Every year we host the equivalent of several thousand days of meetings

with examiners to mark scripts and ensure the quality and consistency of results. This year, more than 15,000 examiners attended over 2,000 meeting days – an average of over 200 additional people on site every day during May and June. A team effort by operations, premises and IT colleagues ensured that everything required for the smooth running of this activity – from identity badges and computing resources to catering and cleaning – was provided. The people delivering this support are integral to our success.

Property

Domestically, we have just secured outline planning permission for a high-quality, sustainable new headquarters known as The Triangle. The past year has seen a lot of work go into developing the application, consulting the community and getting the project teams together. We now look forward to working with the community as we progress into the detailed design stage, construction and then first occupation of the site, hopefully in four years' time.

We now look forward to working with the community as we progress into the detailed design stage, construction and then first occupation of the site, hopefully in four years' time.

We have also acquired a second distribution centre, DC20, to respond to ever-increasing demand and guarantee business continuity in the event of any interruption of service at DC10. And with the creation of a new data centre, the Group is investing further in the security and reliability of our services. It will house part of our IT estate and provide back-up in emergencies.

EFFICIENT & ECONOMIC

- ◆ We use highly regarded processes to ensure maximum efficiency and reliability.
- ◆ We are committed to quality and have achieved ISO 9001 certification.
- ◆ We process 1.3 million packages each year.

DEVELOPMENT

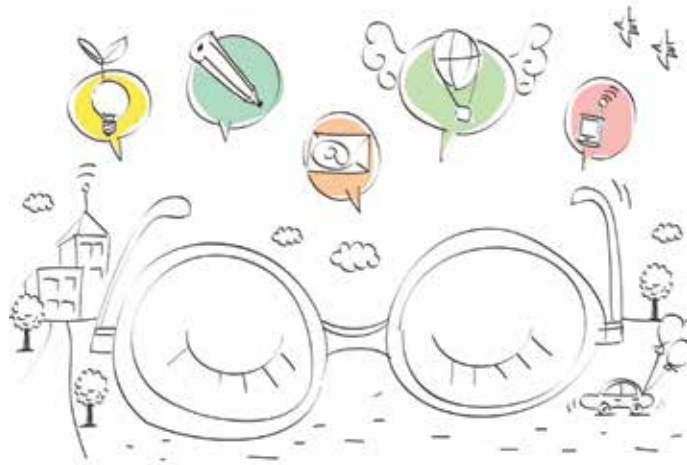
GROUP AIM

TO ENSURE THAT STAFF HAVE THE RIGHT SKILLS AND PROVIDE TRAINING AND DEVELOPMENT OPPORTUNITIES

LEARNING & DEVELOPMENT

We are very proud of our people at Cambridge Assessment. They are a very talented and diverse group and everybody has a key role to play. We are committed to providing them with opportunities to develop the skills they need – now and in the future. We have also just invested in our first Group Head of Learning and Development who joined us in October 2014, because this is an area we see as critical.

We offer opportunities for individualised learning, development and training to help everyone achieve their full potential. We share our knowledge and skills and are committed to creating a culture of continuous professional development, from training through to mentoring, secondments and work attachments.



“ We offer opportunities for individualised learning, development and training to help everyone achieve their full potential. ”



“ We are very proud of our people at Cambridge Assessment. They are a very talented and diverse group and everybody has a key role to play. ”



Developing the managers of the future

As we expand internationally, we have a strategic imperative to invest in our future leaders through our Aspiring Managers programme, designed to provide an insight into what being a manager means as well as an opportunity to learn and practise people management skills. This led to a project to review how we incorporate our Group values into our performance management system and the resulting enhanced system will be launched in 2015. Participants have also been able to take part in mentoring and interviewing activities and move into line management roles as a result of the programme.

This year for the first time we saw the launch of our other leadership development programme, Specialist to Manager, with excellent feedback. We are now looking to develop a similar offering for our future Operations Leaders. And towards the end of the year we re-launched our Senior Management Forum for our top 250 leaders, with new tools for people management, feedback and dialogue.

Training days

This year we held a record 4,800 training days across the Group, covering skills development, IT and professional qualifications, on a wide range of topics. We also added several new courses. These include *Commercial Awareness – a Business Perspective* in which participants are offered a hands-on experience in running a business for the day; *Developing Personal Presence* which helps develop personal impact and *What to Say When*, a series of short videos giving hints and tips on what to say in difficult situations. In addition, participation in courses on proof reading, report writing and communicating in plain English remains high.

Our e-learning courses, launched last year, have been extended internationally, giving new and existing staff access to information about their role and the wider Group.

E-learning

Our e-learning courses, launched last year, have been extended internationally, giving new and existing staff access to information about their role and the wider Group. The most popular IT desktop training has been in Microsoft Excel. In addition, our people have embraced the opportunity to gain skills in IT training packages to help them create their own e-learning solutions.

Professional development

As well as our focus on people management, we provide professional development programmes and expert training through the Cambridge Assessment Network, to give our people the capacity to appreciate wider assessment issues and keep them up to date with the latest developments and best practice.



OPPORTUNITY & DEVELOPMENT

We have ambitious plans to become the leading world authority on assessment. It matters to us that our people rise to bigger challenges and reach their potential, so we provide training and development opportunities to help our staff manage this. We also make sure that there are opportunities to move around the business and gain new skills.

THE CAMBRIDGE ASSESSMENT GROUP

Abstract of the Consolidated Income and Expenditure Account for the year ended 31 July 2014

	2014 £m	2013 £m
Total income	350.1	324.6
Total expenditure	(296.6)	(271.3)
Surplus after depreciation of tangible fixed assets at valuation and before tax	53.5	53.3
Taxation (overseas taxation)	(0.2)	(0.1)
Surplus after depreciation of assets at valuation and tax	53.3	53.2
Surplus/(loss) on disposal of fixed assets	0.8	(0.5)
Surplus for the year after depreciation of tangible assets and disposal of assets and tax	54.1	52.7
Minority interest	(0.2)	(0.2)
Surplus for the year retained within general reserves	53.9	52.5

Abstract of the Consolidated Balance Sheet as at 31 July 2014

	2014 £m	2013 £m
Fixed assets		
Intangible assets	1.0	1.5
Tangible assets	119.3	99.5
Investments	214.1	182.3
	334.4	283.3
Endowment assets	5.0	4.9
Current assets		
Debtors	82.5	71.3
Short term deposits	67.5	99.3
Cash at bank and in hand	8.3	8.2
	158.3	178.8
Less creditors:		
amounts falling due within one year	(97.1)	(110.1)
Net current assets	61.2	68.7
Total assets less current liabilities	400.6	356.9
Less provisions for liabilities and charges	(0.4)	(0.3)
Net assets	400.2	356.6
Restricted expendable endowments	5.0	4.9
Reserves		
General reserve	358.7	310.5
Revaluation reserve	36.3	41.0
	395.0	351.5
Reserves and endowments	400.0	356.4
Minority interest in subsidiary undertakings	0.2	0.2
Total funds	400.2	356.6

Abstract of the Consolidated Statement of Total Recognised Gains and Losses

	2014 £m	2013 £m
Reconciliation		
Opening reserves and endowments	356.4	294.0
Total recognised gains for the year	59.5	78.3
Transfer to the University	(15.9)	(15.9)
Closing reserves and endowments	400.0	356.4

CAMBRIDGE ASSESSMENT

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

For more information about our three exam boards, please visit:

www.ocr.org.uk

www.cie.org.uk

www.cambridgeenglish.org

To find out more about Cambridge Assessment, please visit:

www.cambridgeassessment.org.uk

You can keep up to date with our activities by subscribing to *View* – our e-newsletter designed to inform education debates.

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You can also follow us on Twitter:

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OCR
Oxford Cambridge and RSA



CAMBRIDGE
International Examinations



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

FRONT COVER The Great Court, British Museum.
From Tennyson's *The Two Voices*

Photography

Adam Cash, Keith Heppell, Fran May
Corbis Images, Getty Images

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Local Examinations Syndicate

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