

Research News

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As the coronavirus pandemic took hold, most education and assessment conferences around the world were cancelled. Throughout the spring and summer of 2020 a significant number of our researchers became involved in developing and testing the extraordinary changes to systems and processes that were necessary to award grades to candidates in an exam series in England where no students were taking actual exams. Events moved extremely quickly, so we felt it was important to maintain an overview and a record of what was happening at national level in the different parts of the UK. Our 'Covid-19 Curriculum Watch' extended blogs (see 'Insights' below) kept track of some of the main events in policy, teaching and assessment during the period.

Conference Presentations

Society for Research into Higher Education (SRHE)

The annual SRHE International Conference on Research into Higher Education took place in December 2019 in Newport, Wales, and the themes were *Creativity, Criticality and Conformity in Higher Education*.

Carmen Vidal Rodeiro presented *How does A-level subject choice and students' background characteristics relate to Higher Education participation?*

The International Academic Forum (IAFOR) 8th European Conference on Education

This conference took place remotely from London in July 2020. The sessions were aligned with the challenges faced as a result of Covid-19.

Emma Walland presented *Remote marking of high-stakes examinations: leadership, challenges and strategies*.

Insights

Insights provides a platform for sharing Cambridge Assessment's views and research on the big education topics that impact assessment around the globe.

The following Insights have been published by the Research team since *Research Matters*, Issue 29:

Cambridge Assessment Education and Curriculum Research Team. (2020, 2 July). Covid-19 Curriculum Watch: Education Policy in the first 3 months of the pandemic. Cambridge Assessment Insight. <https://www.cambridgeassessment.org.uk/insights/uk-education-policy-during-covid-19-pandemic-topic-one/>

Cambridge Assessment Education and Curriculum Research Team. (2020, 14 July). Covid-19 Curriculum Watch 2: Changes to assessment in response to the pandemic. Cambridge Assessment Insight. <https://www.cambridgeassessment.org.uk/insights/uk-changes-to-assessment-during-covid-19-pandemic-topic-two/>

Cambridge Assessment Education and Curriculum Research Team. (2020, 6 August). Covid-19 Curriculum Watch 3: Learning access,

resources, and assessment guidance during the pandemic. Cambridge Assessment Insight. <https://www.cambridgeassessment.org.uk/insights/learning-access-resources-and-assessment-guidance-during-covid-19-pandemic-topic-three/>

Cambridge Assessment Education and Curriculum Research Team. (2020, 26 August). Covid-19 Curriculum Watch 4: Curriculum choices and the pandemic. Cambridge Assessment Insight. <https://www.cambridgeassessment.org.uk/insights/curriculum-choices-and-the-pandemic-curriculum-watch-topic-four/>

Publications

The following reports and articles have been published since *Research Matters*, Issue 29:

Bramley, T. (2020). Metaphors and the psychometric paradigm. *Assessment in Education: Principles, Policy & Practice*, 27(2), 178–191. <https://www.tandfonline.com/doi/full/10.1080/0969594X.2020.1731421>

Constantinou, F. (2020). Examination questions as a form of communication between the examiner and the examinee: a sociolinguistic perspective on assessment practice. *Cambridge Journal of Education* (ahead of print). <https://www.tandfonline.com/doi/abs/10.1080/0305764X.2020.1761293>

Gill, T. (2019). *The relationship between local authority schools' funding levels and their provision of qualifications*. Cambridge Assessment Research Report. Cambridge, UK: Cambridge Assessment. <https://www.cambridgeassessment.org.uk/Images/the-relationship-between-local-authority-schools-funding-levels-and-their-provision-of-qualifications.pdf>

Johnson, M., & Coleman, V. (2020). Out of their heads: using concept maps to elicit teacher-examiners' assessment knowledge. *International Journal of Research & Method in Education* (ahead of print). <https://www.tandfonline.com/doi/full/10.1080/1743727X.2020.1804542>

Macinska, S., & Benton, T. (2020). *The usefulness of detailed marks within the levels of levels-based mark schemes*. Cambridge Assessment Research Report. Cambridge, UK: Cambridge Assessment. <https://www.cambridgeassessment.org.uk/Images/593879-the-usefulness-of-detailed-marks-within-the-levels-of-levels-based-mark-schemes.pdf>

Vidal Rodeiro, C. L., & Vitello, S. (2019). *Vocational Qualifications at Key Stage 4 and Key Stage 5: who takes them and how they fit into students' programmes of study*. Cambridge Assessment Research Report. Cambridge, UK: Cambridge Assessment. <https://www.cambridgeassessment.org.uk/Images/579348-vocational-qualifications-at-key-stage-4-and-key-stage-5-who-takes-them-and-how-they-fit-into-students-programmes-of-study.pdf>

Williamson, J., & Child, S. (2020). Mark scheme design for school- and college-based assessment in VTQs. *Journal of Vocational Education & Training* (ahead of print). <https://www.tandfonline.com/doi/full/10.1080/13636820.2020.1782454>

UNICEF Learning Passport programme

The Learning Passport programme includes a pan-Cambridge University collaboration with UNICEF, as well as working with Microsoft. An aim of the Learning Passport programme is to offer displaced children the opportunity to continue education anywhere in the world, using quality resources.

The following reports have been published by Cambridge:

Cambridge Assessment & the University of Cambridge (2020). *The Learning Passport: Curriculum Framework Adaption Guidance Making progress possible: Improving the quality of education for vulnerable children everywhere*. Cambridge, UK: Cambridge University Press.
https://www.cambridge.org/files/4415/8465/3367/The_Adaptation_Guidance.pdf

Cambridge University Press & Cambridge Assessment (2019). *The Learning Passport Research and Recommendations Report: Summary of Findings*. Cambridge, UK: Cambridge University Press & Cambridge Assessment.
<https://www.cambridgeassessment.org.uk/Images/577273the-learning-passport-research-and-recommendations-report..pdf>

Oates, T., Johnson, M., Fitzsimons, S., Coleman, V., & Greatorex, J. (2020). *The Learning Passport: Curriculum Framework (Maths, Science, Literacy)*. Cambridge, UK: Cambridge Assessment.
https://www.cambridge.org/files/7615/8465/3386/The_Curriculum_Framework-Maths_Science_Literacy.pdf

The University of Cambridge, Cambridge University Press & Cambridge Assessment (2020). *The Learning Passport: Research and Recommendations Report*. Cambridge, UK: Cambridge University Press.
https://www.cambridge.org/files/8615/8465/3596/The_Research_and_Recommendations_Report.pdf

Sharing our research

We aim to make our research as widely available as possible. Listed below are links to the places where you can find our research online.

- *Journal papers and book chapters*:
www.cambridgeassessment.org.uk/our-research/all-published-resources/journal-papers-and-book-chapters/
- *Research Matters* (in full and as PDFs of individual articles):
www.cambridgeassessment.org.uk/research-matters
- *Conference papers*: www.cambridgeassessment.org.uk/our-research/all-published-resources/conference-papers/
- *Research Reports*: www.cambridgeassessment.org.uk/our-research/all-published-resources/research-reports/
- *Data Bytes*: <https://www.cambridgeassessment.org.uk/our-research/data-bytes/>
- *Statistics reports*: <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/statistical-reports/>
- *Blogs*: www.cambridgeassessment.org.uk/blogs/
- *Insights* (a platform for sharing our views and research on the big education topics that impact assessment around the globe):
www.cambridgeassessment.org.uk/insights/
- Our *Youtube* channel: www.youtube.com/user/CambridgeAssessment1 contains Research Bytes (short presentations and commentary based on recent conference presentations), our online live debates #CamEdLive, and Podcasts.

You can also learn more about our recent activities from Facebook, Instagram, LinkedIn and Twitter.



The Covid-19 pandemic has had an unprecedented impact on educational provision across all four UK nations.

Our Education and Curriculum Team are reporting regularly in a series of blogs on its analysis, data and exploration of the changes that have been made to assessment and education policy this year.

Read our Covid-19 Curriculum Watch blogs at: cambridgeassessment.org.uk/insights/