



Cambridge
Assessment



Helping learners
fulfil their potential

UCAS Admissions Conference 2018

UCAS

Key facts about the Group

In 2016–17 the Cambridge Assessment Group:

Designed and delivered assessments to more than eight million learners in



over
170 countries

Advised and assisted



over
23,000
educational institutions and organisations

Trained and developed



around
200,000 teachers

Cambridge Assessment at *the Annual Admissions Conference*

We are once again proud to be sponsoring the UCAS Annual Admissions Conference. Please visit us at stands one to four for an opportunity to meet our staff from our four exam boards (pages 5 to 8) and to learn more about our courses and qualifications.

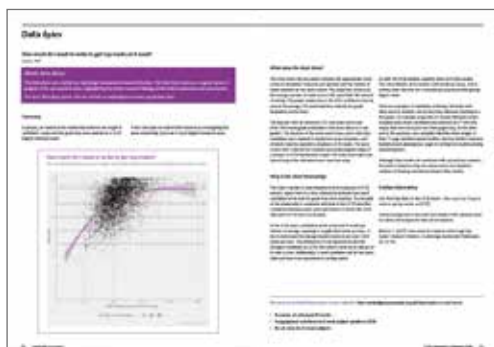


Colleagues from our UK-based exam board, OCR, are hosting an interactive workshop on *Applied General qualifications and access to HE – debating external assessment* on Wednesday 28 March (see page 9).



Also included in this guide is a *Meet the team at UCAS* feature, which you'll find on page 12.

In this guide to the UCAS Admissions Conference 2018, there is also a 'Data Byte' article exploring *How much do I need to write to get top marks at A Level?* (pages 10 and 11). Data Bytes is a regular series of graphics which our researchers produce every month highlighting the latest research findings and trends in education and assessment. You can find more on our website (cambridgeassessment.org.uk/data-bytes).



Lastly, do enter our prize draw to win one of three prizes by using the Cambridge Assessment postcard, which can be found in your delegate bag, to collect all four stamps, one from each of our exam boards. Winners will be announced on Tuesday evening.



We look forward to meeting you at this year's conference, either at our exhibition stands or our workshop.

About Cambridge Assessment

Our purpose is to help learners demonstrate and fulfil their potential. As a department of the University of Cambridge, we provide education programmes and exams in over 170 countries, offering global recognition through our three awarding bodies OCR, Cambridge Assessment English and Cambridge Assessment International Education. Each year we unlock the power of education for millions of learners of all ages and abilities.

We have unrivalled depth of experience in national education systems, international education and English language learning. We are an international not-for-profit organisation with unique strengths and 160 years of expertise. We support and learn from teachers, schools and governments, and together we are shaping education and creating a confident future for learners and a real and lasting impact on the world.

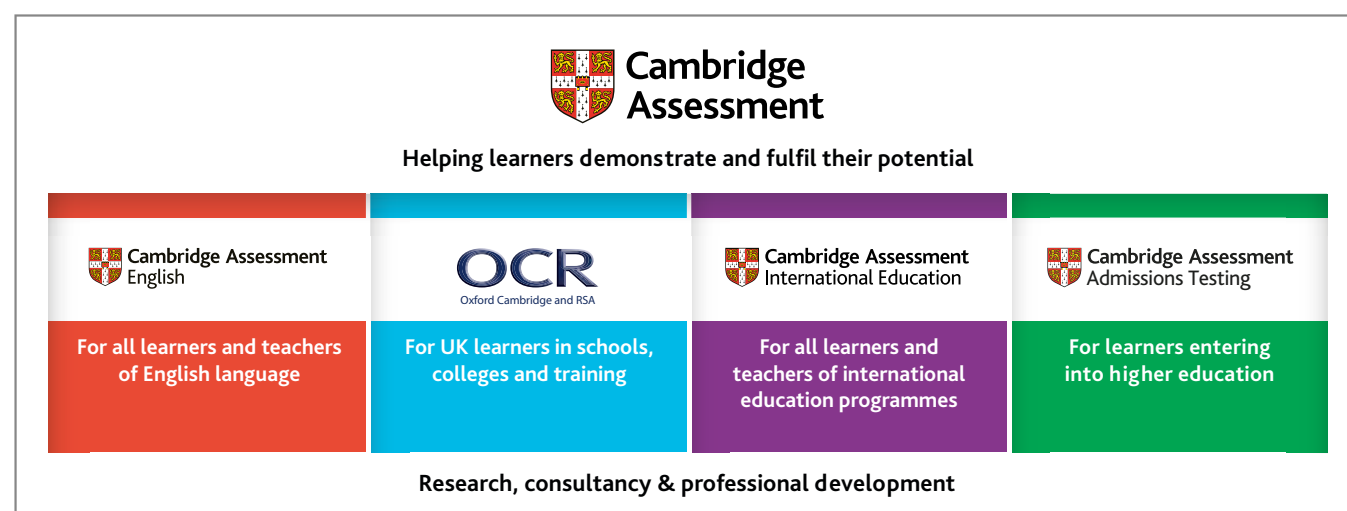
Our qualifications are backed by the largest research capability of its kind and this enables us to help teachers, learners and governments stay at the forefront of education and unlock its

power. Our research is not just about ensuring our qualifications and services are the very best for learners, it is also designed to add to knowledge and understanding about assessment in education, both nationally and internationally.

We strive to open doors for learners, to unlock the power of education and give them the confidence to thrive. We work with many national educational organisations and ministries through our international organisations, Cambridge Assessment English and Cambridge Assessment International Education. We work to improve standards of education, creating opportunity for learners around the world.

Cambridge Assessment has a high number of experts, with proven experience in curriculum and assessment design, and as a part of the University of Cambridge has access to world-leading resources, skills and research. We work in collaboration with institutions such as the University of Cambridge Faculty of Education and Cambridge University Press to offer a comprehensive service to our partners.

Our structure



More information about the Cambridge Assessment Group can be found on our website cambridgeassessment.org.uk

Discover the potential of your applicants

We believe all your applicants should have a fair opportunity to prove they have what it takes, and you should have the right tools and information to find the people who will thrive.

Our research-based tests provide a fair measure of skills and aptitude to help you make informed decisions. As a trusted partner, we work closely with universities and governments to enhance their selection processes.

Wherever in the world your applicants are, no matter what their background, we give every student the opportunity to let their true potential shine.

Our range of assessments includes:

- **BioMedical Admissions Test (BMAT)**
Assesses key skills for Medicine, Dentistry and Biomedical Science courses
- **Test of Mathematics for University Admission**
Assesses key skills for Mathematics and related courses
- **Thinking Skills Assessment (TSA)**
Assesses critical thinking and problem solving – suitable for a wide range of courses
- **Cambridge Personal Styles Questionnaire (CPSQ)**
Assesses behavioural styles – suitable for a range of courses, including Nursing and Healthcare.



Visit **stand 1** and speak to **Tori Helmer**, Customer Experience Group Manager.

W admissionstesting.org

E admissionstesting@cambridgeassessment.org.uk

We are Cambridge Assessment English, part of the University of Cambridge. We provide the world's leading range of English language qualifications for higher education institutions, including C1 Advanced and C2 Proficiency.

C1 Advanced and C2 Proficiency are in-depth exams, and preparing for them helps students to improve their English. They offer more than a snapshot of a student's level of English, reducing the risk that students' English does not match expectations.

Globally recognised by more than 20,000 leading universities, employers and governments, our qualifications are a mark of excellence and give students the skills they need to succeed. For a full list of organisations who recognise our exams visit cambridgeenglish.org/recognition

Comparing Cambridge English Scale scores to IELTS

Results for Cambridge English Qualifications, including C1 Advanced and C2 Proficiency, report on the Cambridge English Scale. If your institution already uses IELTS* scores for admissions purposes, specifying scores on the Cambridge English Scale is easy. As the producer of IELTS, we can provide a reliable comparison between IELTS results and Cambridge English Scale scores.

**IELTS is jointly owned and managed by British Council, IDP: IELTS Australia and Cambridge Assessment English.*



Come and visit us on stand 2 to speak to Petra Olsson, Regional Recognition Manager, Europe and North Africa, and William Saville, Business Development Manager to learn more about our qualifications and to get your free postcard mapping the IELTS scores against Cambridge English Scale scores.

W cambridgeenglish.org
T @CambridgeEng
E Recognition@cambridgeenglish.org

OCR collaborates with employers, further education colleges and training providers to develop technical and professional qualifications that will help students acquire the skills needed for the working world.

Our Cambridge Technicals suite of vocational qualifications is offered at Level 2 and Level 3, providing students with the right qualifications to support them on their lifelong learning journey. These are designed with the workplace in mind and cover a great range of subjects. Cambridge Technicals are recognised by UCAS as a progression pathway to higher education and provide an alternative to A Levels.

Vocational education is not just about results, it's about educating people in the knowledge and skills required for employment and for the community as a whole. It's also about developing the behaviours and attributes needed to progress and succeed in education and in work.



RYAN CAREY-HILLS, HEAD OF FOUNDATION
The Urdang Academy

'It's great that we can create bespoke courses for our students based on their needs'

CAMBRIDGE TECHNICALS
FULL-TIME VOCATIONAL QUALIFICATIONS
FOR 16–19 YEAR OLDS

Support students' journeys to higher education, apprenticeships and work

Visit us on stand 3 to find out about Cambridge Technicals, and attend our session to hear from Adrian Murray, David Summers (OCR) and Joanna Williamson (Cambridge Assessment) on 'Applied General qualifications and access to HE – debating external assessment', Wednesday, 10:50.

W ocr.org.uk/cambridge-technicals
T @OCR_vocational
E Vocational.qualifications@ocr.org.uk





Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning.

Our Cambridge Pathway programmes include **Cambridge IGCSE, Cambridge O Level, Cambridge International AS & A Levels, Cambridge AICE Diploma and Cambridge Pre-U**. These qualifications give students a clear path for educational success from age 5 to 19.

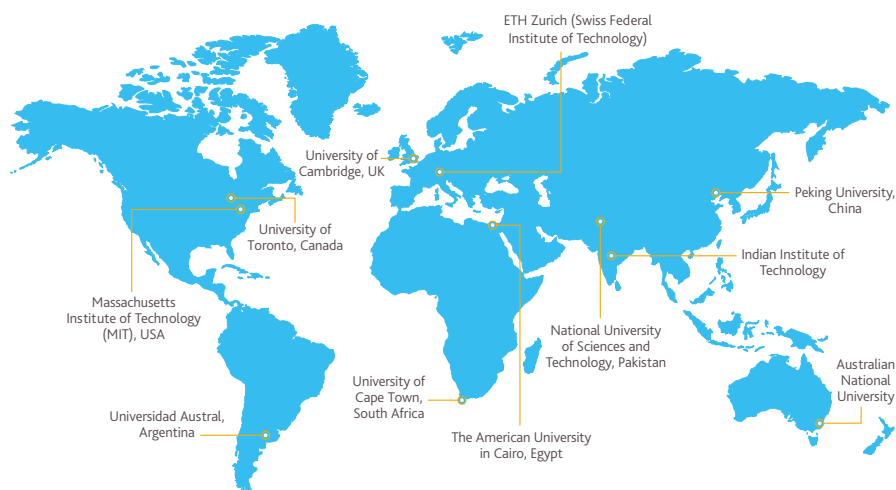
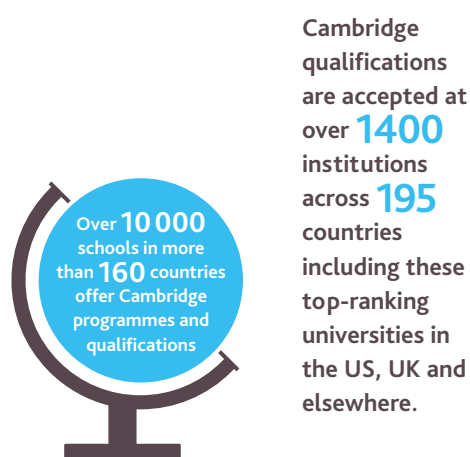
Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

About our brand changes

- Our name has changed but we are not changing our qualification names.
- For example Cambridge IGCSE and Cambridge International AS & A Levels remain the same.
- Our main public website has detailed information with visual examples of key materials in the new brand.

Transition plan

- **November 2017 exam series**
Learners who took their examinations in November 2017 will receive their certificates in the Cambridge International Examinations brand in 2018.
- **2018 exam series**
Learners taking examinations in 2018 will have question papers under the Cambridge International Examinations brand but will receive certificates in the Cambridge Assessment International Education brand.
- **2019 exam series**
From the 2019 exam series, both question papers and certificates will be in the Cambridge Assessment International Education brand.



Visit **stand 4** and speak to Kevin Ebenezer, Recognitions Manager and Ben Crabbe, Recognitions Administrator to find out more about our qualifications.

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T @CambridgeInt
E recognitions@cambridgeinternational.org

Our speakers at UCAS Admissions

Applied General qualifications and access to HE – debating external assessment



Joanna Williamson
Research Officer
Cambridge Assessment



David Summers
Stakeholder Relationships Manager
OCR



Adrian Murray
Stakeholder Relationships Manager
OCR

Session: 10:50 – 11:50, Wednesday 28 March

The Department for Education's technical qualifications guidance introduced a new requirement for Applied General qualifications to include a minimum of 40% externally assessed content for 2018 performance measure recognition. This change resulted in a qualifications market split: while some schools, colleges and students opted for the new externally assessed performance measure qualifications (such as the 2016 OCR Cambridge Technicals), others decided to remain with the existing internally assessed qualifications (including the 2012 OCR Cambridge Technicals). Decision makers reported that the retention of choice allowed the selection of the most appropriate assessment method for their students, even at the potential expense of performance points recognition.

As the first cohort of students in that split Applied General market reach higher education (HE) entrance, OCR will take the opportunity to lead a debate on the potential impact of these qualification changes on HE access. Specifically, participants will be invited to consider the role of external assessment in HE preparedness and discuss the consequences of a potential 'external assessment hurdle' to access. To frame and inform this discussion, OCR will present an overview of the pertinent policy changes, of the research literature on internal versus external assessment and of the recent Ofqual Applied Generals research.



Data *bytes*

How much do I need to write to get top marks at A Level?

January 2018

About *Data Bytes*:

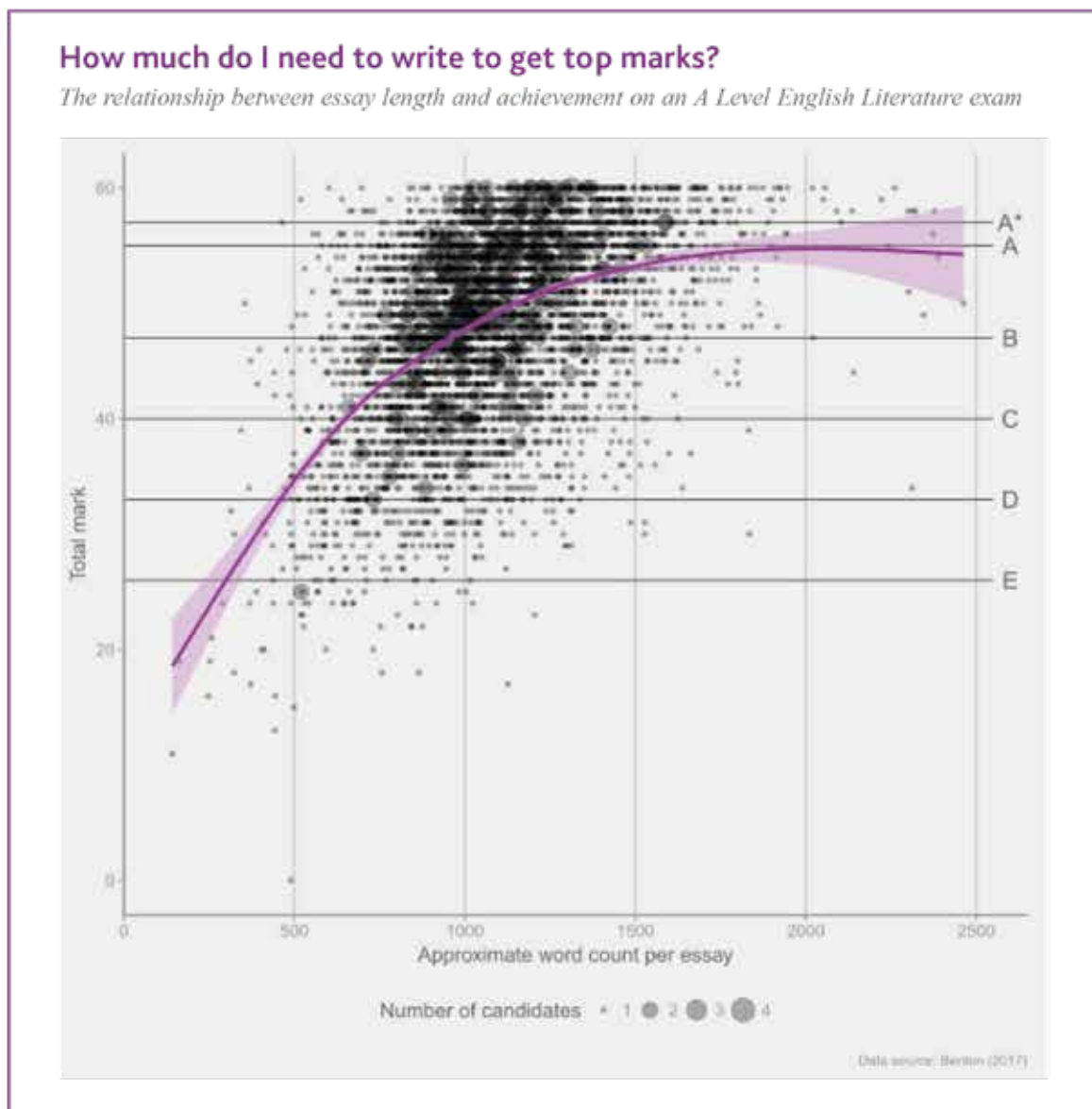
This Data Byte was created by Cambridge Assessment Research Division. The Data Bytes series is a regular series of graphics from our research team, highlighting the latest research findings and trends in education and assessment.

For more Data Bytes please visit our website at cambridgeassessment.org.uk/data-bytes

Summary

In January, we looked at the relationship between the length of candidates' essays and the grade they were awarded in a GCSE English Literature exam.

In this Data Byte we extend that research by investigating the same relationship, but in an A Level English Literature exam.



What does the chart show?

The chart shows the association between the approximate word count of candidates' responses per question and the number of marks awarded on the exam overall. The purple line shows how the average number of marks (out of 60) varied with the amount of writing. The purple shaded area is the 95% confidence interval around the average. The horizontal lines indicate the grade boundaries on the exam.

The data are from an Advanced GCE unit exam sat in June 2016. The lowest grade achievable in the exam above a U was grade E. The duration of the exam was 2 hours, and in this time candidates were required to supply two essay responses, each of which could be awarded a maximum of 30 marks. The word counts were collected by computer processing digital images of a sample of 5,010 handwritten scripts. The total word count was halved to give the estimated word count per essay.

Why is the chart interesting?

The chart is similar to that obtained from the analysis of GCSE answers. Again there is a clear relationship between how much candidates wrote and the grade they were awarded. The strength of the relationship is consistent with that in the GCSE data (the correlation between word count and marks is 0.46 for the GCSE data and 0.47 for the A Level data).

In the GCSE exam, candidates wrote at around 13 words per minute on average, equating to roughly 800 words per hour. In the A Level exam the average student wrote at just over 1,000 words per hour. This difference is to be expected as only the strongest candidates at GCSE, who tend to write more, will go on to take A Level. Additionally, A Level candidates will be two years older and have more experience in writing exams.

As with the GCSE analysis, quantity does not trump quality. The curve flattens off at around 1,300 words per essay, and so writing more than this isn't consistently associated with getting higher marks.

There are examples of candidates achieving full marks with fairly succinct answers, and of very long responses resulting in a low grade. For example, inspection of several individual scripts revealed cases where candidates had achieved an A* with two essays that were each just over three pages long. At the other end of the spectrum, one candidate filled the entire length of their 11-page standard answer booklet, and four further extension booklets (each allowing four pages of writing) but ended up being awarded grade E.

Although these results are consistent with our previous research, this work is based on only two exams and so we should be cautious in drawing conclusions beyond these studies.

Further information

Our first Data Byte on the GCSE exam – *How much do I need to write to get top marks at GCSE?*

Further background to the work and details of the methods used to collect and analyse the data can be found in:

Benton, T. (2017). How much do I need to write to get top marks? Research Matters: A Cambridge Assessment Publication, 24, 37–40.

We have more Data Bytes series on our website. Visit cambridgeassessment.org.uk/data-bytes to read about:

- Provision of reformed AS Levels
- Geographical variations in A Level subject uptake in 2016
- Re-sit rates for A Level subjects

Meet the *team* at UCAS

Join us at stands 1 – 4 to learn about what we do



Adrian Murray
Stakeholder Relationships Manager
OCR



Ben Crabbe
Recognitions Administrator
Cambridge Assessment
International Education



David Summers
Stakeholder Relationships Manager
OCR



Joanna Williamson
Research Officer
Cambridge Assessment



Tricia Banks
Stakeholder Relationships Manager
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Kevin Ebenezer
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Petra Olsson
*Regional Recognition Manager,
Europe and North Africa*
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Tori Helmer
Customer Experience Group Manager
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William Saville
Business Development Manager
Cambridge Assessment English



Claudette Tiangson
Stakeholder and Events Assistant
Cambridge Assessment



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