

# Cambridge Assessment Archives:



CAMBRIDGE ASSESSMENT

## *Role of the Archives*

# Role of the Group Archives

- Corporate Legacy
- Social Commentary

# Provenance in Statutes



CAMBRIDGE ASSESSMENT

ST CATHARINE'S COLLEGE LODGE. *December 12, 1857.*

THE SYNDICS appointed by GRACE of the SENATE, *June 4, 1857*, and re-appointed *Dec. 3, 1857*, to consider the question of establishing a system of Examinations, to be conducted under the authority and direction of the University, either at Cambridge or elsewhere, and of conferring Certificates or some title of proficiency on Candidates not belonging to the University, who may pass the Examinations with credit, having revised the Report issued by them *Nov. 19, 1857*, with reference to the remarks and suggestions of Members of the Senate in the Arts' School, *Nov. 24, 1857*, beg leave to recommend the following Propositions to the Senate for adoption:

1. That there be two Examinations in every year, commencing at the same time, one for Students who are not of more than 15 years of age, and the other for Students who are not of more than 18 years of age.
2. That the Examinations be held in such places as the Syndics, to be appointed as hereafter mentioned, may determine.
3. That the subjects of Examination be the English language and literature, History, Geography, the Latin, French, and German languages, Arithmetic, Mathematics, Natural Philosophy, and such other branches of learning as the Syndics, to be appointed as hereafter mentioned, may determine.
4. That every Candidate be examined also in Religious knowledge, unless his parents or guardians object to such examination.
5. That the Students who pass the Examinations to the satisfaction of the Examiners, be entitled to receive Certificates to that effect.

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6. That the Students, who present themselves for Examination, be required to pay fees, at the discretion of the Syndics to be appointed as hereafter mentioned, of such an amount as to be sufficient in the aggregate to defray the expenses of conducting the Examinations.

7. That a Syndicate be appointed consisting of the Vice-Chancellor and of twelve other members of the Senate, elected by Grace, four of whom shall retire in rotation on *Nov. 12*, in every year, and their places be supplied by four other members of the Senate, elected by Grace at the next ensuing Congregation, the retiring members not being re-eligible at that election; that on the first election of such Syndics four members of the Senate be elected to hold office till *Nov. 12, 1858*, four till *Nov. 12, 1859*, and four till *Nov. 12, 1860*; and that the Vice-Chancellor or his deputy and four other members make a quorum.

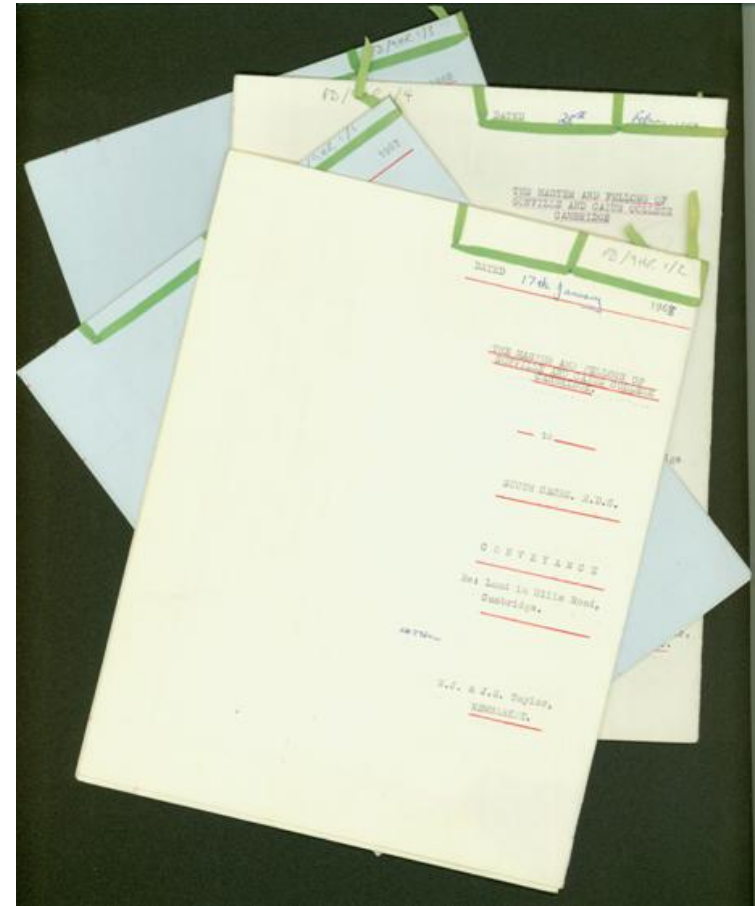
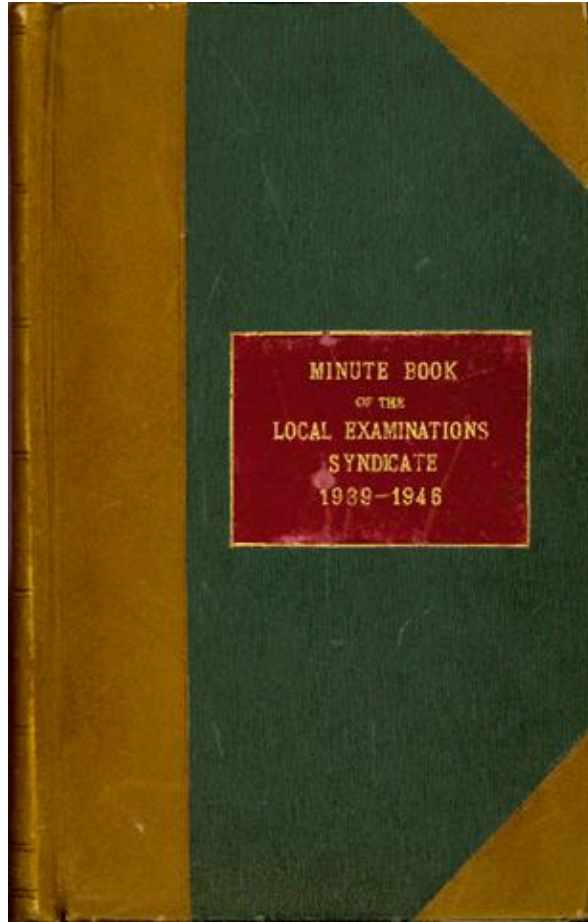
8. That it be the duty of the said Syndics to appoint the Examiners in every year; to prescribe the subjects of Examination; to fix the time of the Examinations, the places where they shall be held, and the fees to be paid by Candidates; and to determine generally all other matters connected with the Examinations.

9. That the Syndics be required to make an annual Report to the Senate.

H. PHILPOTT, *Vice-Chancellor.*  
W. H. BATESON.  
G. E. PAGET.  
W. G. CLARK.

H. GOODWIN.  
HENRY LATHAM.  
W. M. CAMPION.  
J. B. LIGHTFOOT.

# Governance and Legal



# The Examination Regulations

## REGULATIONS.

There will be two Examinations, commencing on Tuesday, December 14, 1858; one for Students who are under 16 years of age, and the other for Students who are under 18 years of age.

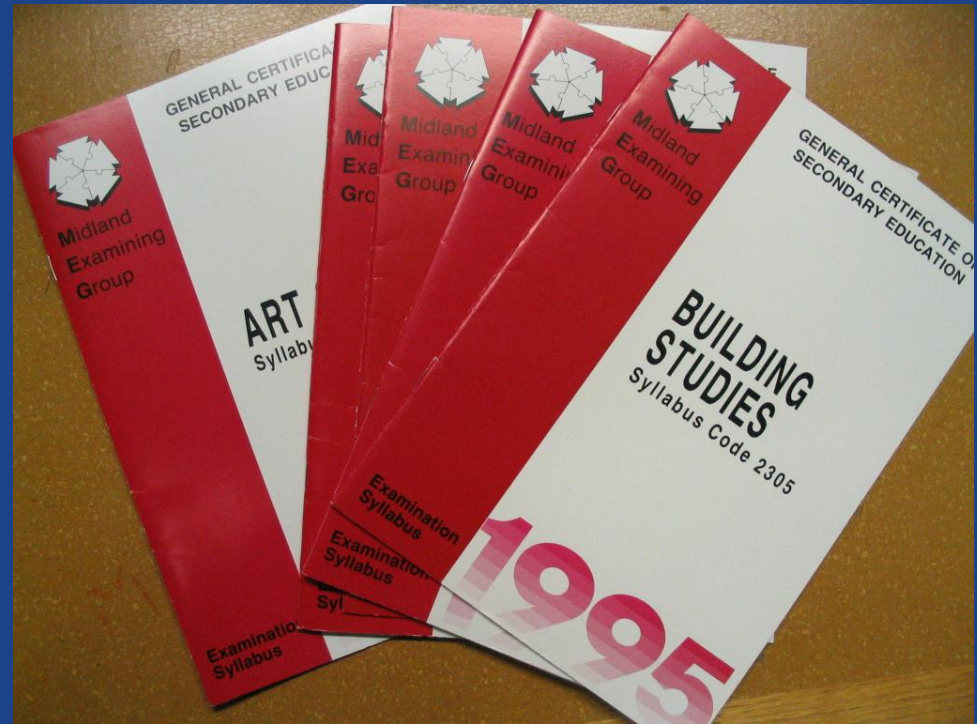
Students will be examined in such places as the Syndics, appointed by the University, may determine.

After each Examination the names of the Students who pass with credit will be placed alphabetically in three honour classes, and the names of those who pass to the satisfaction of the Examiners, yet not so as to deserve honours, will be placed alphabetically in a fourth class. After the name of every Student will be added his place of residence, and the school (if any) from which he comes to attend the Examination.

In determining the classes account will be taken of every part of the Examination; but no credit will be given for knowledge in any subject, unless the Student shows enough to satisfy the Examiners in that subject. Regard will be paid to the handwriting and spelling throughout the Examinations.

The Students who pass with credit, or satisfy the Examiners, will also be entitled to receive Certificates to that effect. Every Certificate will specify the subjects in which the Student has passed with credit, or satisfied the Examiners, and the class in which his name is placed.

Every one, admitted to Examination, will be required to pay a fee of twenty shillings.



# Development of the Organisation

CAMBRIDGE ASSESSMENT

## UNIVERSITY OF CAMBRIDGE

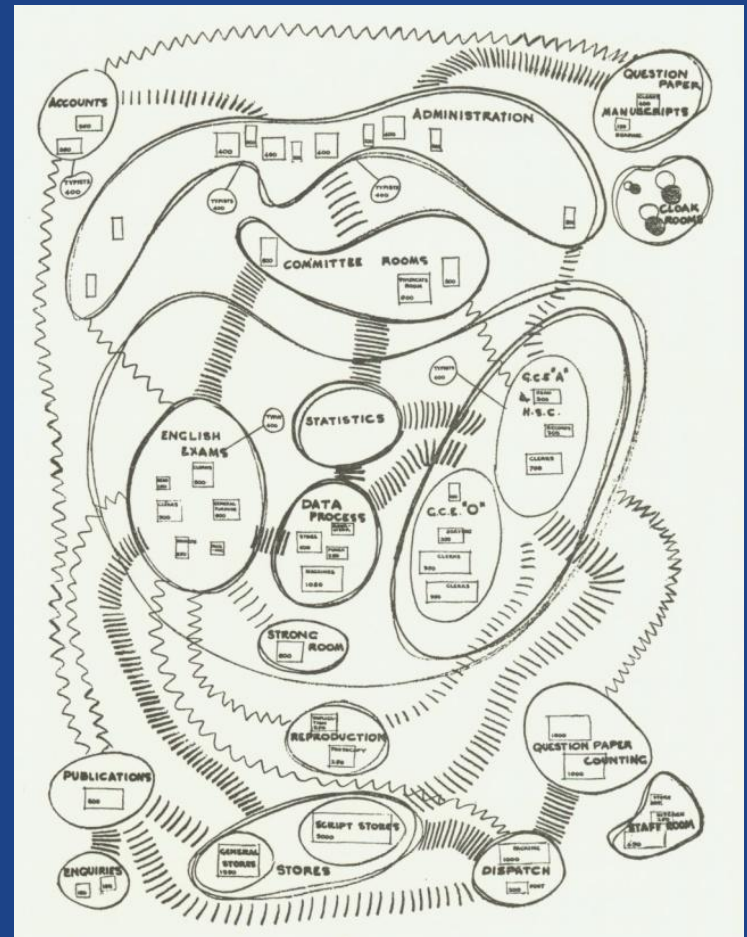
*List of centres at which the  
LOCAL EXAMINATIONS have been held in the COLONIES &c*  
[THE EXAMINATIONS HAVE BEEN HELD DURING THE LAST FIVE YEARS  
AT THE CENTRES SHOWN IN BLACK LETTERING]

ANTIGUA AUCKLAND, N.Z. BARBADOS BATTICALOA, CEYLON  
BERMUDA BRITISH COLUMBIA BRITISH GUIANA  
COLOMBO, CEYLON DOMINICA GALLE, CEYLON GOLD COAST  
GRAAFF REINET, CAPE COLONY HONG KONG JAFFNA, CEYLON  
JAMAICA HIGH SCHOOL JOHANNESBURG, TRANSVAAL  
KANDY, CEYLON KINGSTON, JAMAICA MARITZBURG, NATAL  
MAURITIUS NELSON, N.Z. OOTACAMUND, INDIA  
PENANG, STRAITS SETTLEMENTS POTSDAM, JAMAICA ST VINCENT  
ST LUCIA SAVANNA LA-MAR, JAMAICA  
SINGAPORE, STRAITS SETTLEMENTS TRINCOMALEE, CEYLON  
TRINIDAD VALPARAISO, CHILI WELLINGTON, N.Z.

DIAGRAM SHewing THE NUMBER OF CANDIDATES ENTERED  
FOR THE CAMBRIDGE LOCAL EXAMINATIONS IN THE  
COLONIES &c FROM 1863 TO 1898



— Total number of candidates in each year for all the examinations combined  
— Number of candidates in each year for the Local Examination for  
— Junior students  
— Senior students  
— Preliminary Local Examination



# Annual Reports and Statistics

## Number of candidates examined

The total number of entries received for the examinations conducted by the Syndicate in the year 1951 was 54,740. Of these, 19,471 were for the General Certificate of Education Examination at Home Centres, 24,869 were for the Oversea Higher School Certificate, Oversea School Certificate, and Oversea Junior Examinations, and 10,428 were for the Examinations in English for students whose mother-tongue is not English. The results for these three groups of candidates are analysed separately in succeeding sections of this Report. Tables I and V record *entries* for the examinations, including candidates taking a part of an examination only and those who withdrew after being duly entered. The remaining tables refer to candidates *actually examined*.

TABLE I. ENTRY FOR SCHOOL EXAMINATIONS IN 1951

	JUNE and JULY	DECEMBER	
		Home Centres	Overseas Centres
Number of Centres . . . . .	419	166	360
Number of General Certificate of Education Candidates . . . . .	16916	2555	—
Number of Oversea Higher School Certificate Candidates . . . . .	—	—	1254
Number of Oversea School Certificate Candidates . . . . .	—	—	21448
Number of Oversea Junior Candidates . . . . .	—	—	2167

During the year, we have managed significant improvements in productivity and cost control. We have also been determined to devote sufficient resources to improve our service in various ways. For example, consultants have helped us to identify the detailed requirements for a new examinations processing system: this overhaul of our data processing facility is vital for our continued success, by enabling us, for example, to provide for greater flexibility in assessment structure and timing. Implementation has now begun and the new system should be in place by 1993. Development work has also continued on establishing electronic data interchange (EDI) links. EDI will enhance the accuracy and speed with which data can flow between the Syndicate, education authorities and centres: data transfer can be integrated with computer based management information systems at various stages of the assessment cycle.

## Examination entries 1990

	1990	1989	% change
Total CANDIDATE entry for ALL examinations	1,048,653	1,020,299	+ 3
Total SUBJECT entry for ALL examinations	2 868 079	2 750 814	+ 4
CANDIDATE entries for particular examinations :			
First Certificate in English	166,713	145,461	+ 15
Certificate of Proficiency in English	46,720	40,839	+ 14
Preliminary English Test	26,908	18,481	+ 46
A level	56,773	54,629	+ 4
AS	8,222	5,226	+ 57
* MEG GCSE	220,257	265,150	- 17
HSC Principal/GCE A level	41,713	42,287	- 1
HSC Subsidiary	34,163	35,858	- 5
SC/GCE O Level	291,819	257,831	+ 13
AO	10,590	9,763	+ 8
O level	86,298	83,059	+ 4
IGCSE	8,315	5,863	+ 42
Cambridge Information Technology	22,852	17,329	+ 32

\* Reduction in Home Board entries, due to reallocation of Home Board responsibilities within Midland Examining Group in 1990

NB : detailed Examination Statistics are published separately by the Syndicate.

# Janus online catalogue

Janus: Cambridge Assessment Archives - Microsoft Internet Explorer provided by Cambridge Assessment

http://janus.lib.cam.ac.uk/db/node.xsp?id=EAD%2FGBR%2F2086

File Edit View Favorites Tools Help

Janus: Cambridge Assessment Arc...

## Cambridge Assessment Archives

**Repository details**

Cambridge Assessment Archives collects and holds records created by the Cambridge Assessment Group known legally as the University of Cambridge Local Examinations Syndicate (or UCLES) and founded in 1858. The Group comprises OCR (Oxford, Cambridge and RSA Examinations), Cambridge CIE (Cambridge International Examinations) and Cambridge ESOL (Cambridge Examinations for Speakers of Other Languages). Records include those created by the Group and the Examination Board from the late 1880s as well as some records of UK examination boards that have merged with the Group such as East Midlands Regional Examining Board and Oxford and Cambridge Schools Examination Board. The records held are deemed to be of long term value to the organisation and its customers.

Holdings include:

- Examination Publications, from 1876 (minimal early holdings) to two years from the current date. Including question papers, regulations and syllabuses, marking schemes (from 1992/3) and reports.
- Lists of successful candidates, 1880s to 1950s (depending on exam)
- Annual Reports and Statistics
- Committee records from 1874 to two years from the current date. Including executive, examination and subject committee minutes, agenda and reports.
- Overseas development records
- Including some examinations councils papers, overseas visits reports and agreements.
- Examination administration material from c.1860s to 1940s
- Including papers of former Syndicate Secretaries and other senior staff.
- Research papers from c.1962.

[See further repository details, including access policy.](#)

**CamAssess contains:**

<a href="#">OCSEB</a>	Oxford & Cambridge Schools Examination Board. Cambridge Assessment. 94 boxes; paper, photographs.	1913-1997
<a href="#">PP</a>	Personal Papers. Cambridge Assessment. Creator: Secretaries of the Syndicate and other employees. Paper.	1869-1994
<a href="#">R</a>	Research. Cambridge Assessment. Creator: various research units of UCLES.	Jan 1967-Jan 2009
<a href="#">S</a>	Subject Related Material. Cambridge Assessment. Creator: Council for Home Exams and Individual Subject Officers.	1945-1992

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[The webmaster.](#)

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# Interpretation





# Special Considerations

20 Nov 91

Dear Sir,

We have for some time been in correspondence with Mr. Goodwin in regard to the blind boy, Tacey, who is to be examined at the Manchester centre. Unless you see any difficulty in making the arrangements, we are prepared to authorise his answering the questions in the Braille Type. Some one will have to be provided who can sit beside him and read him the questions as he reaches them in turn. The authorities of the Asylum will no doubt be prepared to meet any cost that may thus be incurred. The boy's answers will be transcribed into ordinary writing without delay and then handed to our examiner. This will be done under the direction of

## 15. Syndicate staff

(a) The number of staff employed by the Syndicate during 1976-77 was as follows:

Officers*	23
Computer officers*	5
Assistant staff*	206
Temporary staff+	216

\* Holding established posts at 1 October 1976  
+ Employed for short period through the year

(b) Mr C. H. M. Butler and Mr G. M. Lambert were appointed Assistants to the Secretaries on 1 October 1976 and 1 December 1976 respectively.

(c) Mr M. C. Twinn, Assistant Secretary, retired on 30 June 1977 and Mr S. J. S. Drake, Assistant to the Secretaries, retired on 30 September 1976, after service with the Syndicate for forty-seven years and forty-four years respectively. The following members of the assistant staff retired: Miss F. J. Hignell, on 31 March 1977, after twenty-eight years' service; Miss B. M. Munns, on 18 March 1977, after 18 years' service; and Mr A. R. Disney, on 28 February 1977, after thirteen years' service.



CAMBRIDGE ASSESSMENT

# Staff News

## Note from Mr. Brereton

This first number of our Staff News-Sheet is appearing at a critical stage in the development of the Syndicate's work. For a hundred years, examinations have been arranged and successfully carried through by a hard-working and conscientious staff. But recently we, like other examining bodies, have realised that, if more and more candidates are coming forward to be examined in the same period of time, something would have to be done about it!

One thing that has been done is to introduce with considerable success a degree of mechanisation that will progressively relieve the pressure. We must not expect the relief to be sudden or spectacular; and for a very good reason. Our collective wisdom and experience, applied over many years, has streamlined the old system to make it as labour-saving and efficient as possible. Some time must elapse before this first version of the new system will have been similarly streamlined. The next few years will thus call for a special degree of initiative and critical understanding all round.

As our tasks at Syndicate Buildings have increased, the staff has grown to keep pace, but not the building! Hence we are a scattered community. We shall, before long, be back in one building, but any step we can take now to help each department to understand what the others are doing is especially opportune.

In this modern age, there are many experts at hand to advise about machines and buildings; fewer to help in the more vital questions of human co-operation on which all else depends. I believe that the greatest need, when ordered routine and discipline and training have done their part, is that every individual should have some scope for initiative, some feeling of contributing towards a common purpose. This News-Sheet is intended to play its part by helping every member of the staff to judge where his or her work fits into the general picture and by making readily available important information about our many-sided activities.

J. L. Brereton

## FROM THE KITCHEN -

### FROZEN CRUNCH PIE

4 oz (112 g) chocolate  
2 cups cornflakes  
1 sachet raspberry Angel Delight  
½ pint (284 ml) cold milk  
1 banana, sliced  
Whipped cream and grated chocolate to decorate

Melt the chocolate over a low heat and stir in the cornflakes.

Press this mixture into a 7 inch flan dish or pie plate and put to chill in the fridge.

Make up the raspberry Angel Delight with the half-pint of cold milk. Stir in the sliced banana.

Spread mixture over the flan case and chill for about 2 hours.

Serve decorated with swirls of whipped cream and grated chocolate.

## SYNDICATE DARTS COMPETITION - RESULTS

Men's singles - R. Eastwood  
Men's doubles - M. Murray and M. Byrd  
Ladies singles - M. Yard  
Ladies doubles - M. Jackson and D. Rutherford  
Fours - J. Grimsey, P. Lawrence, R. Crane and K. Miller

## IT AIN'T NECESSARILY SO



"I told you it was bad luck to have a woman on board"

# Correspondence



CAMBRIDGE ASSESSMENT

Dec. 21. 1902

Respected Sir,

I know my examinations are bad: but if the considerations, that I am a foreigner, an Italian; and that I extremely want a certificate as a title which may be useful to me and get

me some place for English Teaching in Italy; can modify the judgment of the Examiners, I entreat you to lay them before the Commission.

If I could have this certificate all my troubles should be at an end: the value it has abroad

would soon enable me to teach English at least in private families, and later on, in schools. I feel sure, I shall not use it unworthily.

I thank you most respectfully and heartily and pray, excuse me.

Yours Lucretia Vandoni

5 Upper Cheyne Row  
Chelsea - London

# The Impact of War



CAMBRIDGE ASSESSMENT

UNIVERSITY OF CAMBRIDGE  
JULY 1942 39

## European History (1871—1939)

(Two hours and a half)

Five questions only should be answered.

1. Describe the growth of Germany's colonial and naval power between 1871 and 1914. How did this affect Anglo-German relations?
2. What were the principal internal problems of the Third French Republic, 1871—1914?
3. Account for the Near Eastern crisis of 1875—8 and explain Russia's policy in relation to it.
4. Was Bismarck in any way responsible for the war of 1914?
5. What internal and external difficulties had the Austro-Hungarian monarchy to face in the period 1900—1914?
6. Why was Germany defeated in the war of 1914—18?
7. When did Franco-German border problems threaten European peace in the period 1871—1936?
8. Give an account of the origin of the League of Nations. What proved to be the defects in its organization?
9. Sketch the history of the "reparations" problem and give an account of the difficulties which it produced.
10. Account for the rise and victory of Fascism in Italy.
11. What parts were played by Lenin and Trotsky in the history of the Russian revolution?
12. What was Austria's position after 1919? Explain why Hitler was able to effect the "reunion" with Germany.
13. What light does the history of France in the period 1919—39 throw on the causes of her collapse in 1940?
14. Write short notes on **three** of the following: (a) the *Entente Cordiale*, (b) Bulgaria, (c) King Alfonso XIII, (d) Hindenburg, (e) Mustapha Kemal (Atatürk), (f) the Sudetenland.

56  
PHYSICS III  
(ADVANCED  
STANDARD)  
Monday  
19 JULY 1943  
2½ hours  
C

## UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS HIGHER SCHOOL CERTIFICATE

### Physics III

(ADVANCED STANDARD)

(Two hours and a half)

Not more than five questions to be attempted.

Mathematical tables and squared paper may be obtained from the Supervisor.

[ $g$  may be taken as  $32 \text{ ft./sec.}^2$  or  $981 \text{ cm./sec.}^2$ ]

1. Show how, from a knowledge of the velocity of projection of a body under gravity, its subsequent position at any instant may be found.  
A tennis ball is returned from a point close to the ground on the back line and just clears the net, hitting the ground on the back line at the other side of the net. If the height of the net is 3 ft. 3 in., and the distance from the net to either back line is 39 ft., find the velocity with which the ball left the racket.
2. Define the viscosity of a fluid. Shew in general terms how the viscosity of a gas may be explained on the kinetic theory.  
Assuming the viscous retarding force on a sphere moving through a fluid with uniform speed to depend only on the speed, the radius of the sphere, and the coefficient of viscosity, apply the method of dimensions to determine the form of the relationship.
3. Describe an experimental method of determining the ratio of the specific heats of a gas.  
A mass of gas occupying a volume of one litre at N.T.P. is compressed adiabatically to a volume of half a litre. Calculate the new temperature and the work done in the compression.

[Density of mercury =  $13.6 \text{ gm./cc.}$   
 $\gamma = 1.41.$ ]

2

4. Describe the Callendar and Barnes continuous flow method of determining the specific heat of water.

Two experiments are performed. In the first case the E.M.F. is 2.010 volts and the current 7.810 amp.; 501.2 gm. of water pass through in 22 minutes and the rise of temperature is  $9.370^\circ \text{C}$ . In the second case the E.M.F. is 2.210 volts and the current 8.520 amp.; the water flow is adjusted to give the same temperature rise and 607.0 gm. pass through in the same time as before. Assuming the mean specific heat of water to be 1.0000, calculate  $J$ .

5. Discuss the application of Doppler's principle to sound waves, giving two familiar examples. Why does the note heard while a bomb falls drop in pitch as the bomb nears the ground?

Obtain an expression for the apparent frequency of a source in terms of the real frequency and the velocities of the source, the observer, and the wind.

6. Draw a diagram of the compound microscope, tracing the path of three rays from a point on the object, not on the axis, to the eye.

A compound microscope consists of an object lens of focal length 2 cm. and an eye lens of focal length 5 cm. An object is placed 2.2 cm. from the object lens. Where must the eye lens be placed in order that the final image may be at 25 cm. from the eye lens, and what is the total linear magnification?

7. Explain how the observation of interference fringes may be adapted to the measurement of very small displacements.

Newton's rings are formed with light of wave length  $5.89 \times 10^{-8} \text{ cm.}$  in the space between the polished plane upper surface of a slice of material 0.50000 cm. thick and the lower surface of a fixed lens. When the material is heated through  $100^\circ \text{C}$ . it expands towards the lens and the rings move so that the first ring occupies the position previously occupied by the 51st ring. Find the coefficient of thermal expansion of the material.

# Questions in Context



CAMBRIDGE ASSESSMENT

210

EXAMINATION PAPERS (SENIOR)

## Hygiene

(Two hours)

Only **six** questions may be attempted.

1. In what circumstances may a coke stove make the air of a room dangerous? In what condition would you expect to find a person who had been poisoned by breathing such impure air, and what first aid would you administer?
2. How do the temperature and moisture of the air affect the power of doing work? What would you regard as the most favourable conditions for work in a factory or a school?
3. Describe **two** methods used for the collection and purification of water, stating your preferences. How would you test for the impurities of a water?
4. What would you expect to be the result of poisoning by tinned meat? How could you confirm your opinion by examination of the actual tinned food?
5. Describe the methods employed for testing drains. What would be the danger to health of a cracked drain?
6. Discuss the use and abuse of alcoholic drinks.
7. What do you regard as adequate sleep for a normal individual? What dangers to the health of children arise from lack of sleep?

[LEVEL: TRAVELERS] SENIOR SUMMER 1976

ENGLISH LANGUAGE

116/1

ORDINARY LEVEL

PAPER I

(One hour)

Write a composition on **one** of the following subjects.

*At the head of your composition write the number of the subject you have chosen.*

- 1 Daybreak.
- 2 'We travel too far, too often.' Do you agree or do you believe that 'travel broadens the mind'?
- 3 Greed.
- 4 'Car Workers Furious with Union Decision.'  
Use this headline as a basis for  
Either (a) a story  
Or (b) your views on industrial relations.
- 5 Other people's parents.
- 6 Familiar scenes can change in appearance. Have many such changes come to places of your childhood?
- 7 Are declining standards of behaviour a serious problem in the world today?
- 8  

'Out of my window late at night I gape  
And see the stars but do not watch them really,  
And hear the trains but do not listen clearly;  
Inside my mind I turn about to keep  
Myself awake, yet am not there entirely.  
Something of me is out in the dark landscape.'

ELIZABETH JENNINGS

Write a composition inspired by all or part of this extract.

IN consequence of the discussion which took place three years ago in the *Times*, and the strong comments of the press on the Cambridge University Local Examinations, a slight improvement has been made in the time-tables, but they are still far in excess of what any prudent physician or hygienist would sanction. We have before us the time-table for the examination which is just over, and find that by it a Junior—that is, a boy or a girl of fifteen years or under—may have seven-and-a-half hours of paper work in one day, and, what is equally indefensible, may have to undergo a practical examination in chemistry or botany from 6 to 8 at night. We know from experience what the official answer to such complaints is sure to be: The examination *must* not extend beyond five days and a half, and it *must* include some twenty different subjects. In other words, the Syndicate say: The problem we set ourselves is to get a quart into a pint pot, and we manage it with as little pressure and as little spilling as is possible. The obvious retort is: Why not give up what, on your own showing, is an impossible problem? But we would venture to remind the Syndicate that the University of London examinations, which are generally criticised for embracing too many, not too few, subjects, never extend beyond a week, and never are prolonged into the night hours.



CAMBRIDGE ASSESSMENT

# Contemporary Sources

## CAMBRIDGE UNIVERSITY LOCAL EXAMINATIONS, \_\_\_\_\_ CENTRE.

Name and index- } Place of }  
number of Student } Examination }

### TIME TABLE FOR CENTRES COMMENCING WORK AT 9.30 a.m. (1893). No Student can take two papers set at the same time in the Time Table.

Some centres find it more convenient to commence at 9.0 a.m. and make each paper half an hour earlier, morning and afternoon, except Monday.

Reading, J. at times convenient to the Examiner, but not during a preliminary paper. Drawing when Candidates are free (see Attendance List): Freehand, J. one hour, S. 1½ hour; Model, J. one hour, S. one hour; Geometrical Drawing, J. one hour; Perspectives, J. one hour, S. one hour; Imitative Colouring, S. two hours or more. Candidates may be required to attend for Drawing at times to which no papers are assigned in the Time Table.

For special arrangements for Candidates of the Jewish Faith see pp. 15, 16.

MONDAY, Dec. 11.	TUESDAY, Dec. 12.	WEDNESDAY, Dec. 13.	THURSDAY, Dec. 14.	FRIDAY, Dec. 15.	SATURDAY, Dec. 16.
	9½-11½ French J. 9½-11½ French S. Shakespeare J. Milton J. Shakespeare S. Milton S.	9½-11½ {Arithmetic J. Arithmetic S. Old Testament J. Acts J. Catechism J. Old Testament S. C. Prayer S. Epistle S.	9½-11 Elementary Algebra J. 9½-11½ Euclid S. 11½-1 English History J. 11½-1 Roman History J. 11½-1½ Greek History S. 11½-1½ Roman History S.	9½-11½ Algebra S. 9½-11½ Higher Euclid and Algebra J. 12-1½ {Geography J. Geography S.	9½-11½ {Mechanics J. Statics, &c. J. Applied Math. S. Statics, &c. S. Alternative papers. Phys. Geog. J., Music J., Phys. Geog. S., Music S. 11½-1½ Trigonometry J. Trigonometry S.
2-3½ Gospel J. II. Samuel, &c. J., see p. 15. 2-3½ Gospel S. II. Samuel, &c. S., see p. 15. 3½-5 Elementary Euclid J. 3½-5 Conics S.	3½-5 Shorthand J. 3½-5 English Grammar J. 3½-4½ English Grammar S. 4½-5½ Composition S. 5-6 Shorthand J.	3-3½ Dictation J.* {Latin I. J. Latin I. S. {Higher Classics I. S.	{Latin II. J. Latin II. S. {Higher Classics II. S.	3-5 {Greek I. J. Music J. Phys. Geography J. Book-keeping J. Greek I. S. Higher Classics III. S. Music S. Phys. Geography S.	3½-4½ {Greek II. J. Practical Chemistry J. Greek II. S. Higher Classics IV. S. Practical Chemistry S.
6-8 {Chemistry J. Botany J. Zoology J. Botany S. Zoology S. Electricity, &c. S.			6-7½ {German J. Logic S. Political Economy S. 6-8 Chemistry S.	6-8 German S. 6½-8 {Heat J. Heat S.	

Every Student must take the preliminary subjects, printed in italics.

\* Where one Examiner has to give out Dictation to boys and girls the times may be arranged somewhat as follows:—boys, 3-3.30; girls, 3.50-4. This notice of such an arrangement should be given to Local Examiners. Students will not be allowed to make a fair copy of their Dictation papers. They

# Incidental comments



CAMBRIDGE ASSESSMENT

1917

Conference with Representatives of Head Mistresses' Association.  
13. vi. Present - v.c. (in the chair), Master of Downing, Master of Corpus,  
2.30 pm. Dr. Stanton, Dr. Parry, Dr. Bromwich, Mr. Colson, Mr. Pollock,  
Mr. Coulton, IHE DHC UNW.

Miss Major (Githen), H.M. of K.E. VI High School, B'ham  
attended as representative of Head Mistresses' Association.  
Miss Gray, Miss Robertson, Miss Hewett were prevented from attending.

1. Senior Botany, Geography, History. Not enough time.  
i Sketches in map; take time. iii Average of 20 minutes  
per question required; short time acts unfairly on good  
candidates. Possibly have 5 questions instead of 6.  
[Ask I.A.H.M. tomorrow what they think about time  
for History and Geography].
2. Senior Algebra. Provision of easy alternative questions.  
IHE read rubric of July 1917 paper. Miss Major  
thinks that this may satisfy Miss Hewett.
3. In the absence of three representatives, pass on to
4. Senior Arithmetic ought to be outside the 'subject'  
of Mathematics, as it is virtually compulsory for  
non-mathematical girls. Syndicate are sympathetic,  
and it is suggested that Arithmetic should occupy  
a similar position to that of English Composition.

5. A2 3.

\* Same air raid on London.

- 16 -

(1) I drafted a report for the Minister of Education and  
submitted it to the Legation after further discussion with the Consul

24 June. Zagreb, Yugoslavia.

I arrived here at 6.30 a.m. from Belgrad and at 10 a.m. had a  
talk with the Consul, Mr. T.C. Rapp, who was up at Sidney Sussex  
just before the war. Zagreb is a town of nearly 300,000 and the  
capital of the Croats as distinct from the Serbs. At 10.30 there  
arrived Dr. Torbarina, the reader in English at the University  
(there is no professor), who read English and French at Cambridge  
1924-1926. He is a friend of Mr. Bullock and knows our Examiner and  
Moderator Professor Jopson, whose knowledge of Yugoslavian he praised  
Later there arrived Dr. Čurčin, editor of a monthly, Nova Evropa, and  
a prominent Anglophil. They were all strongly agreed that the provis-  
ion of facilities, subject to the approval of the Minister of Educati-  
on would be a welcome encouragement. Dr. Čurčin said that five years  
ago hardly anyone knew English; now about 2000 were probably learning  
it. He stressed the great moral support given by the British Council.  
He would have liked a visiting oral examiner from England to assist  
with their University tests in English as well as for our work. He  
considered that the Foreign Office and the British Council should  
find the funds for this; I gently stressed the unlikelihood of such  
financial help. Nevertheless, if at some future time the numbers  
of candidates increase and the British Council are sending a  
lecturer round, the possibility of cooperation might be considered,  
even for an occasional test such as I shall be conducting next  
month in Rome. Dr. Čurčin was a little uneasy about the use of  
local oral examiners, not of course on account of Zagreb and



# Cultural Stereo-Types



CAMBRIDGE ASSESSMENT

2

8. What is meant by the Sterling Area and what is its importance for the British Commonwealth?

9. Account for the drift of population in the last half-century towards the South of England and, in particular, the London area.

## Part II

*(Not more than two questions to be chosen from this Part.)*

10. How is education beyond the Primary School stage (but excluding the Universities) being developed in Great Britain?

11. What are British housing estates like, why have they grown up, and what main problems have they created?

12. How is the State in Great Britain trying to deal with the growing traffic-congestion in big cities like London and Birmingham?

13. What are the Licensing Laws and what light do they throw on the character of the English?

14. What is meant by "staggered" holidays and why has the agitation for their adoption grown in recent years?

15. Account for the fact that the British are, probably, per head of the population, the most assiduous readers of newspapers in the world.

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#### PARTICULAR LANGUAGE GROUPS

As this report includes comments from examiners in this country with experience of a wide variety of candidates, and also from examiners with concentrated teaching and examining experience in particular countries, it may be useful to group some of their comments on characteristic difficulties, as follows:

**Scandinavian languages** Confident and fluent yet not very ambitious, except for the very good candidates, in respect of acquiring spoken English with sufficient colour and variety.

**German** Much passive knowledge, but candidates have often learnt with too little active oral drilling to reach a really acceptable standard. Troubles with v-w.

**Swiss-German** Too many candidates are content to use very unattractive and monotonous intonation patterns. Attention to this would improve examination marks at all levels.

**French** Initial h, and inability to overcome problems arising from the different stress systems in French and English.

**Italian** Consonant sequences.

**Spanish** Tendency to be over-confident and inaccurate. Rhythm and stress often unnatural.

**Greek** Initial h. Fluency with grammatical and phonetic inaccuracy. Too little practice with correct models.

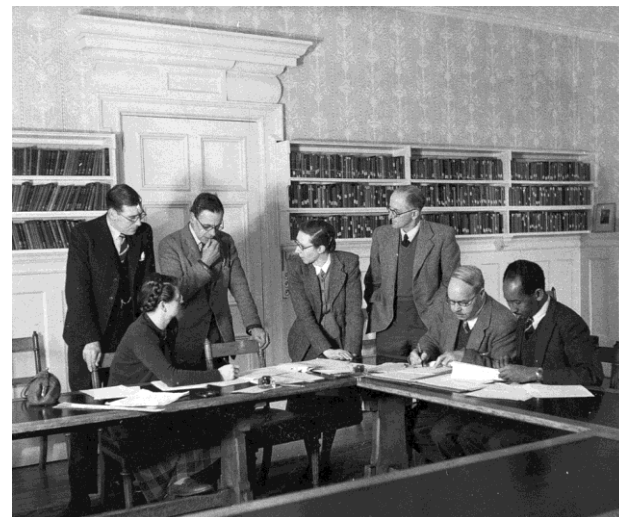
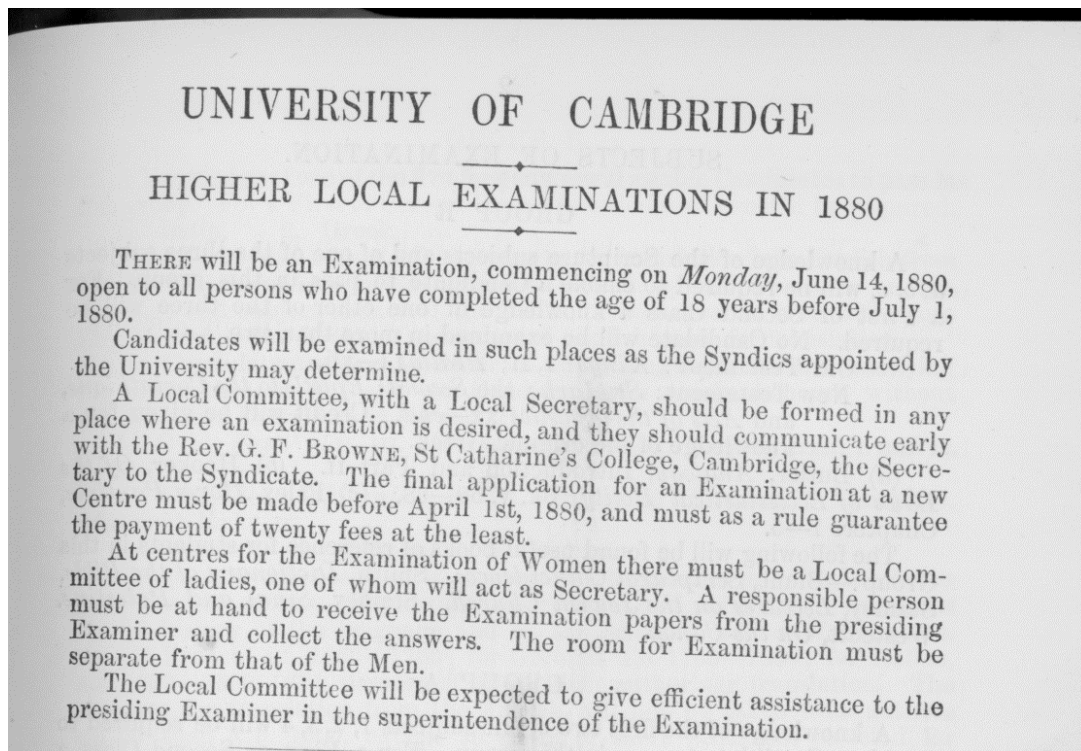
**Persian** Performance limited by an educational tradition that favours translation and inhibits original effort.

**Japanese** Troubles with r-l.

**Asians in general** Usually need longer and more basic teaching before attempting the examinations. Capable girl candidates are often too shy to demonstrate their linguistic skill.

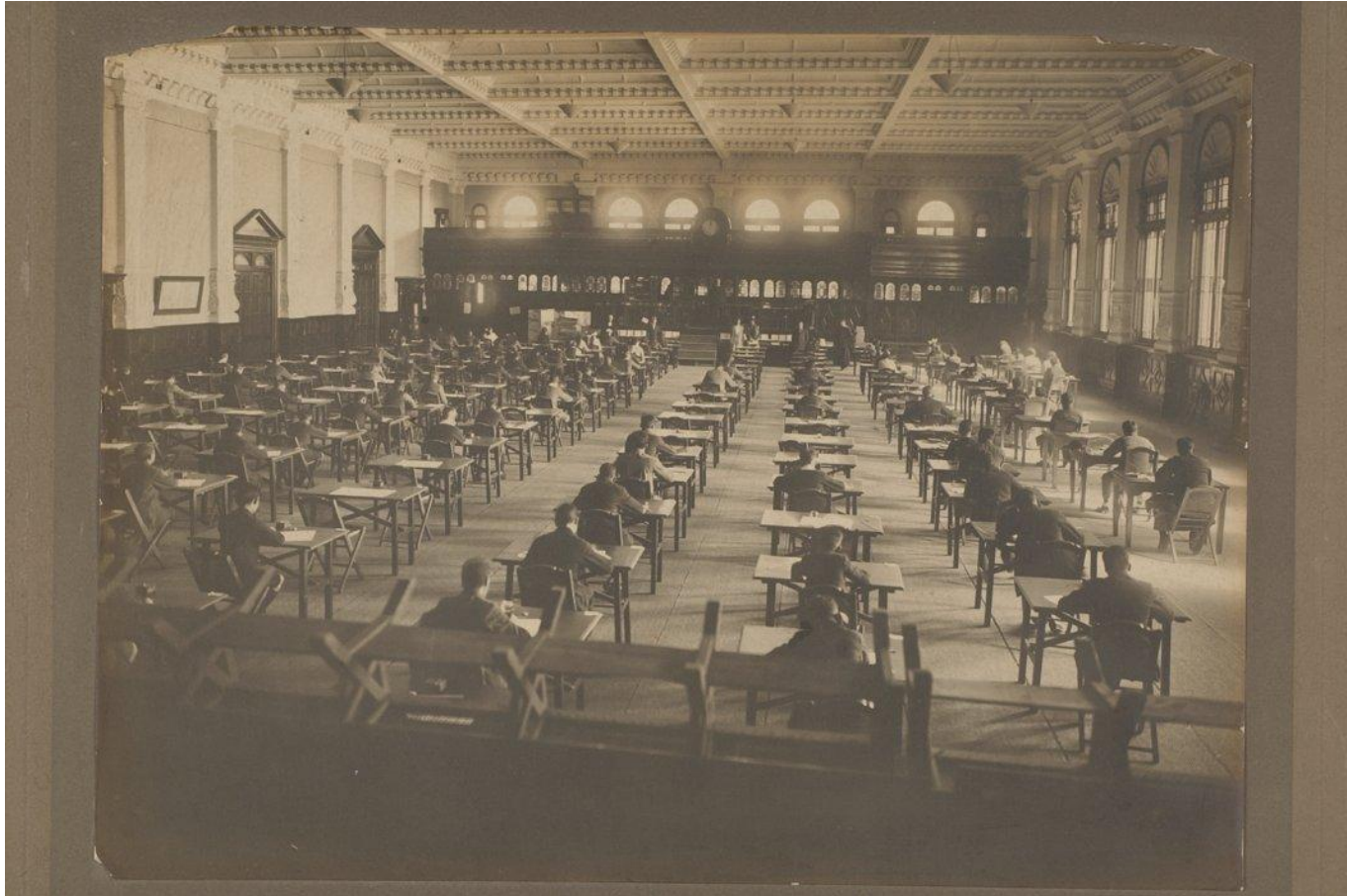
10

# Women in Education



*At one point he started: 'There are too many women...!' And I looked around and there were three women and ten men, or something... S.R*

# A Unique Insight



*I looked through the window at the invigilator...dear old lady... getting on a bit... and she was having a snooze. JW*

# Oral History



*Secretaries teas: And it was felt that it was useful and you might pick up things – and you did. It was a question of: ‘By the way, old chap,’ you know...<sup>ws</sup>*

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