

Statistical Reports

Tim Gill Research Division

The on-going 'Statistics Reports Series' provides statistical summaries of various aspects of the English examination system such as trends in pupil uptake and attainment, qualifications choice, subject combinations and subject provision at school. These reports, produced using national-level examination data, are available on the Cambridge Assessment website: http://www.cambridgeassessment.org.uk/ca/Our_Services/Research/Statistical_Reports.

The most recent additions to this series are:

- Statistics Report Series No.69: Progression from GCSE to AS and A level, 2012

Additionally the following reports have been revised, to more accurately reflect the true levels of uptake and provision of GCSEs and A levels in England:

- Statistics Report Series No.34 (revised): Provision of GCSE subjects 2010
- Statistics Report Series No.43 (revised): Provision of GCSE subjects 2011
- Statistics Report Series No.55 (revised): Uptake of GCE A level subjects 2012
- Statistics Report Series No.56 (revised): Provision of GCSE subjects 2012

Research News

Jessica Munro Research Division

Society for Research into Higher Education (SRHE)

The 2013 SRHE conference was held in Newport, Wales in December. The conference explored global trends and transformations in Higher Education. Frances Wilson presented a paper entitled *Aspiring to bridge the gap between A-level and HE: A study of assessments and additional support lessons*.

Annual Meeting of the National Council on Measurement in Education (NCME)

The 2014 NCME Annual Meeting took place in Philadelphia, United States from 2-6 April. Colleagues from the Research Division, CIE and the Institute of Education, University of London presented the following papers: Tom Bramley, Anthony Dawson and Paul Newton: *On the limits of linking: experiences from England*. Paul Newton and Stuart Shaw: *Do We Need to Use the Term 'Validity'?*

British Congress of Mathematics Education (BCME)

The eighth BCME conference was held in Nottingham in June. OCR was a headline sponsor for the event, which focussed on enabling greater collaboration between researchers and classroom teachers. Frances Wilson presented a paper on *Research informing the new maths GCSE: The development of teaching resources in times of curriculum change*.

The International Association for Educational Assessment (IAEA)

The IAEA annual conference allows researchers and assessment professionals from around the world to share their expertise and exchange ideas. The 40th annual conference was held in Singapore in May, and explored the theme of *Assessment Innovations for the 21st Century*. Simon Lebus, Group Chief Executive, and Michael O'Sullivan, Chief Executive at CIE, attended alongside colleagues from the Research Division, Cambridge English and CIE. The following papers were presented by colleagues from across Cambridge Assessment: Tim Oates: *Textbooks count: The relationship between textbooks,*

assessment and the curriculum. Sylvia Green: *Models of internal, school based assessment: challenges and possibilities*. Tom Benton: *Comparing the reliability of standard maintaining via examiner judgement to statistical approaches*. Helen Eccles: *The Cambridge Approach to 21st Century skills: definitions, development, and dilemmas for assessment*. Phineas Hodson: *Practical validation: organisational approaches to large-scale evaluation and continuous improvement*. Isabel Nisbet: *What is meant by 'rigour' in examinations?* Isabel Nisbet and Paul Newton: *Validity – an approach for the 21st century and what this might mean for national assessment systems across the world*. Nick Saville: *Learning Oriented Assessment – a systemic view of assessment within educational context*. Nick Saville: *Investigating the impact of language tests in their educational context*.

Publications

The following articles and books have been published since Issue 17 of *Research Matters*:

Benton, T. (2014). Using meta-regression to explore moderating effects in surveys of international achievement. *Practical Assessment, Research & Evaluation*, 19(3). Retrieved from: <http://pareonline.net/pdf/v19n3.pdf>

Child, S.F.J., Theakston, A., & Pika, S. (in press). How do modelled gestures influence preschool children's spontaneous gesture production? Social versus semantic influence. *Gesture*, 14(1).

Crisp, V. & Green, S. (2013). Teacher views on the effects of the change from coursework to controlled assessment in GCSEs. *Educational Research and Evaluation: An International Journal on Theory and Practice*, 19(8), 680–699. doi: 10.1080/13803611.2013.840244

Newton, P., & Shaw, S. (2014). *Validity in Educational and Psychological Assessment*. London: SAGE.