

## Interview transcript from 5 August 2008



Chair of Ofqual, Kathleen Tattersall talks to Richard Garner of the Independent.



### Time-codes

### Dialogue

00:00:27:12 **Interviewer**

I was wondering if you could start having a sort of general chat about... actually... where you are at the moment, what you're sort of remit is actually? I mean, you're obviously set up as a result of Ed Balls' announcement at the...

00:00:44:10 **Katherine Tattersall**

Yes and all, you know, but in truth, I mean, I suppose the... about time and the reasons why... was set up are concerns which have been recognised by QCA.

00:00:53:19 **Interviewer**

Yes.

00:00:54:24 **Katherine Tattersall**

In terms of its development role as well as its regulatory role and I remember as long ago as when I was a chief executive, you know, the same concerns being there, so I don't think there's anything new in those concerns about potential conflicts of interest and I do think the... extremely well. Having said that, I think it's right and

proper that this ultimate step of having an

00:01:23:02 independent regular should result from those concerns and that we can demonstrate very clearly an independence, not just from the development process but from ministers because that's the other side of independence and of course this will come about when the new legislation is in force, so the intention is that we will report to parliament and not to ministers and then of

00:01:56:07 course QCA reports to ministers. In terms of this interim period, we are acting under the legislation of 1997 which gave QCA its regulatory role and the responsibilities we have are defined in that but we are acting as though we were that independent body.

00:02:21:11 **Interviewer**

Right, yes.

00:02:22:24 **Katherine Tattersall**

So that, you know, we are not kind of working to directions from ministers. They might ask us on occasion to undertake a piece of work, but we're not working under direction, we're not, as it were, reporting to them. Keeping them in the loop occasionally but not reporting to them, but ultimately the step will be that we report to parliament.

00:02:45:08 **Interviewer**

Right. And parliament, would that be the select committee?

00:02:47:18 **Katherine Tattersall**

Probably. I mean, I think that detail has got to be worked out and there will be discussions taking place about, you know, whatever is going to be in the legislation which will go through parliament

starting, as I understand it, in the autumn up to the spring or summer of next year, when hopefully it will have got its royal assent. But as part of that, yes, the actual detail of where we

00:03:09:19 report, the obvious place is the select committee. Remember our qualification span, both the school side of things and some of the post 18 or post 16... qualification so it's both the vocational qualifications and the, you know, many of which are taken by adults, and the general qualifications as well as the national curriculum tests will be under our remit and the only thing that would

00:03:47:18 not come under our unit, I think, is HE but that does entail, or does raise a question, about the select committee for skills or whatever it is, university skills etcetera.

00:04:03:03 **Interviewer**

Innovation.

00:04:03:15 **Katherine Tattersall**

Innovation, yes. So I think some thinking has got to go on about that, about how we relate to either both of the committees or to one of the committees which might be, as it were, the sponsoring committee.

00:04:17:20 **Interviewer**

Right. And what attracted you to take on the role of chair?

00:04:21:08 **Katherine Tattersall**

Oh, I don't know, boredom. You know, I mean boredom's always been my big enemy. No, I mean, well partly because I believe very strongly that a separate independent regular was the right thing for

the system, partly because I continue to have an interest in qualification when I took on the role of the Institute to Education Assessments and partly because I do think that the

00:04:54:23 biggest contribution that an organisation like... can make is to assure the public about standards and thereby do a good service for the people taking qualifications and my heart's very much in qualifications so that's basically the reasons but I suppose I just kind of have an element of, not freedom, what's the word I want? An moment when I could actually kind of fill in an application

00:05:25:16 form and I was too tempted to do it.

00:05:27:20 **Interviewer**

Time, actually, yes.

00:05:28:08 **Katherine Tattersall**

Time, yes, time was the word I wanted.

00:05:31:20 **Interviewer**

How would you go about, I mean, just for example say with GCSEs and A levels, actually how would you go about sort of monitoring standards? Do you know?

00:05:39:08 **Katherine Tattersall**

Well, there are regular meetings with the awarding bodies and of course, I mean, I think you've got to remember that while we expect awarding bodies to work together on the separate issues in the interest of the system and to, you know, have common rules, regulations and obviously all underpinning standards, the force of regulation impacts on each and every one of them, so

00:06:03:17 I think there are meetings at two levels. One is the level of awarding bodies collectively, where we are talking about agreements to work in a common way and using common procedures, working to common principles, and the other one is with each awarding body and particularly in advance of the awards themselves, to make sure that there are no problems which kind of come up

00:06:32:23 the... a publication that we wouldn't know about, and also that... we could do something to enable a solution to be found, so that's part of it, but also there's the usual post examination monitoring that goes on, you know, comparability studies. I'll use that word, I mean, it's one that the English, you know, we particularly like. There's also the work that we've announced on the liability.

00:07:05:17 **Interviewer**

Can you remind me of that, actually?

00:07:07:18 **Katherine Tattersall**

Well, if you remember, going back to our launch, I said that one of the pieces of work we wanted to undertake was to look at how reliable examinations, tests were and we've just begun to draw up the remit for that and you can look at it in several ways, showing the actual construction of the test itself, the actual marking of the tests, and the outcomes which are published, how much

00:07:48:07 faith can be have that, other issues in respective subjects or other sort of issues which we need to bear in mind when we're considering outcomes and what we want to do is to actually a public debate and involve the public in that debate, so there's a better understanding of what the system is capable of delivering.

00:08:11:15 **Interviewer**

Right, yes.

00:08:14:22 **Katherine Tattersall**

So in all of those ways, I think, you know, we can actually get at the whole issue of standards, the heart of standards, and begin to honestly and publicly deal with issues which are of concern, sometimes founded in reality, sometimes founded in, you know, people's view of what things used to be, and we all know that people always hark back to this golden age which

00:08:44:14 existed at some point about 20 years before any of us, or 20 years before the current time, you know, at least 20 years. I'm sure Clare's golden age is different from mine and yours, so.

00:08:59:17 **Interviewer**

I don't actually remember mine as a golden age.

00:09:01:11 **Katherine Tattersall**

No, I don't. In fact I remember my education as being quite limited.

00:09:05:06 **Interviewer**

Yes.

00:09:06:02 **Katherine Tattersall**

You know, I mean, there were kind of, just the kind of small range of subjects that you did and...

00:09:10:01 **Interviewer**

That's right, yes.

00:09:11:07 **Katherine Tattersall**

...and you went into, you know, I mean, I think I've got 6 O levels.

00:09:15:08 **Interviewer**

Yes, probably not many more than that myself, actually.

00:09:18:08 **Katherine Tattersall**

Yes, I just sat and I failed one.

00:09:20:19 **Interviewer**

Right. Whereas nowadays...

00:09:23:13 **Katherine Tattersall**

These days... checking of... because I was just short of the borderline.

00:09:31:00 **Interviewer**

I won't ask you which subject you failed.

00:09:32:24 **Katherine Tattersall**

I'll tell you, physics.

00:09:38:01 **Katherine Tattersall**

Ah, well... I did my physics but all along the line I was told how, you know, borderline case, Katherine Tattersall. And the other one was you're a duck egg. So, I mean, in all seriousness, I mean, I think somebody might have said, well, you know, can't pursue, you know, worth looking again at that... but no, I've done my 6 O levels. These days...

00:10:02:22 **Interviewer**

That was enough, absolutely.

00:10:04:01 **Katherine Tattersall**

It was enough.

00:10:04:16 **Interviewer**

Yes, yes. When you say, you know, get a sort of greater public recognition, how will you involve the public in it, actually?

00:10:12:21 **Katherine Tattersall**

Well, partly through the written word, you know, we will have, for example, rather than just, you know, constantly waiting for the final report on something, we'd want to have kind of interim stages where we would be publishing progress; partly through our web, you know...

00:10:37:21 **Katherine Tattersall**

Partly through the website and we want to make that engaging and get the public interest and partly through forums that we would hold and we have, you know, to give more thought to that but we do, you know, really want to get to the public and to the learner and we certainly have in mind that we will have some learner forums so that, you know, people can know more about

something which impinges on the lives of perhaps every one of us, you know, whether people are a student or whether we're a parent. People are engaged constantly in the qualification system.

00:11:16:22 **Interviewer**

And would, I mean, would you, this is probably a bit too formal actually, would you be asking them, well not asking them, but inviting them if they wanted to to give evidence to you about concerns?

00:11:26:19 **Katherine Tattersall**

I think so.

00:11:48:03 **Interviewer**

Whether you would be sort of inviting people to give, evidence may be too formal a word, but, you know, voice their concerns?

00:11:55:02 **Katherine Tattersall**

I think we want to be very open and if people wish to, you know, write to us and, you know, I mean, already I think people are beginning to do that, we would encourage them to do that. I mean, clearly we'd like the sort of concerns that they might have to be rooted in some sort of evidence that they've got which, you know, they might wish us to look at more closely rather

00:12:25:13 than simply wishing, you know, in my view, you know, standards have fallen...

00:12:31:08 **Katherine Tattersall**

Yes, in our day and the rest of it because that's not terribly helpful in terms of taking a debate forward but certainly, you know, I'm sure that there are some out there who would really contribute in a very good way to a debate on standards and throw another dimension

and another viewpoint which just doesn't exist at the moment.

00:12:55:17 **Interviewer**

And what sort of timescale are you working towards?

00:12:58:24 **Katherine Tattersall**

In the reliability? I think the actual study is designed for a 2 year study but what I've described in terms of kind of interim stages would enable us to be highlighting whatever the issues are as they're coming to light.

00:13:14:20 **Interviewer**

Have you announced the sort of make up of the team that will be doing...?

00:13:18:14 **Katherine Tattersall**

No, I mean the board has only just, the Ofqual committee I should say, not the board, the Ofqual committee, has only just looked at the proposals and, you know, given the go ahead to the team here to start putting together the framework for how that will go ahead and I'm sure that once you've got that complete, we will be putting it up on the website, making some sort of a

00:13:45:24 statement about it.

00:13:47:15 **Interviewer**

And will it encompass all the qualifications you have a remit over? National curriculum tests?

00:13:52:07 **Katherine Tattersall**

I'm trying to think my way back to the paper and I can't recall whether there was anything specific. Can you remember at all Clare on this one? I mean, my view generally is that there wouldn't be a kind of, necessarily a limitation but at the same time, I think you've got to do something which is sufficiently focused to be able to get some good results and it may be that it would be

00:14:17:10 focused on, you know, a particular selection of qualifications that give a good range of the subjects and nature of qualification rather than be all embracing, but it might also point to further work that needs to be done in particular areas.

00:14:41:03 **Interviewer**

Yes.

00:14:54:03 **Interviewer**

And sort of just taking it through what, say, this year you'll be doing with GCSEs and A levels. Presumably you will be studying the results?

00:15:04:10 **Katherine Tattersall**

Yes, I mean, you know, there are meetings, weekly meetings, between officials and the accountable officers and their senior colleagues, which may be... or whatever, just to make sure that everything's going to plan, so that's one thing that's happening. The other thing, I mean we will get from the awarding bodies in other parts of the publication sight of the results and...

00:15:42:02 **Interviewer**

Would you like to put me on the mailing list?

00:15:46:16 **Katherine Tattersall**

I only... the awarding bodies for getting this material and will honour whatever embargo they have on it.

00:15:53:06 **Interviewer**

Probably no then.

00:15:59:12 **Katherine Tattersall**

But, you know, we'll get them in advance. We'll have an idea of what they're looking like but I think more to the point, because of the weekly meetings we're having and because we encourage them to come to us with any issues which there may be, whatever the statistics are at the time of publication, it won't be a surprise but clearly we will want to have a look at them and see

00:16:28:03 whatever take the awarding bodies put on that because no doubt they will have a story line about it, is one that we support or whether there's a, you know, somewhat different view that we might have, but I mean what I'm hoping is going to happen is that for both A level and GCSE, we'll be both welcoming the results and congratulating the students.

00:16:59:05 **Interviewer**

Actually, I mean you're starting up at an interesting time, actually, because you've got so, I mean, just because you've got so many new qualifications that are coming on board, actually... diplomas and you've got the pre-U, which some schools are taking up and growth in the international... how do you view with that sort of plethora of...?

00:17:19:18 **Katherine Tattersall**

The diagnosis?

00:17:20:07 **Katherine Tattersall**

Yes, the...

00:17:20:22 **Katherine Tattersall**

With interest, actually, interest in the sense that we've gone through periods in the past of reducing the number of qualifications. I mean, that's been kind of one fashion and now we're in a phase of recognising both the diversity of learning and the diversity of qualifications needed to support learning. So in that sense it is a very interesting time. I mean, the job that we have to do is to

00:17:52:20 be able to assure the public that the qualifications that we have accredited and, more particularly, the awarding bodies that we've accredited to offer those qualifications can be trusted and that the standards that each of the qualifications will have is one which is comparable across the piece, where comparability is needed. For example, IB and A levels and so on and is a

00:18:24:09 standard that can be trusted. That's important, you know, in terms of opening doors to universities, it's important to employers and the big challenges come when you actually have a new system coming on board and certainly the diploma falls into that category. And fortunately, we're in a position where in the first instance where it's kind of a pilot and I think that's absolutely right and

00:18:56:10 proper, that we actually have an opportunity to monitor something very closely which you wouldn't have, you know, all over the country but you can monitor it much more closely when it's a piloting role being a pure number of students and be able to say something at the end which might be helpful in terms of taking

forward the diploma when it rolls out to more students. But I'm sure

00:19:26:19 there will be lessons to be learned in the first couple of years and the important thing is that we do it in a manner that safeguards the interests of students.

00:19:33:18 **Interviewer**

Right. And that again presumably, your remit, you'd report your findings on the diploma to parliament?

00:19:39:22 **Katherine Tattersall**

By the time the diploma is kind of rolling out, I mean yes it coincides with that crossover between the current position where here we are in this building, you know, sharing the building with QCA and a point where we will be independent under our own legislation and reporting to parliament. So yes, I would expect a report on the diploma to be going to whichever select

00:20:02:06 committee or both select committees who will be dealing with this.

00:20:06:13 **Interviewer**

I mean, obviously probably it's not worked out yet but when you make your report to whoever in parliament that you deal with, would it at that stage be made public, do you think? I mean, is that the...?

00:20:17:05 **Katherine Tattersall**

Well, our expectation is that we are as public as we possibly can be. I mean, I think the protocol would demand that until parliament had received something...

00:20:24:20 **Interviewer**

They shouldn't, yes.

00:20:26:06 **Katherine Tattersall**

We wouldn't go public, but I would have thought that once something had been received by parliament, it not only would be public in the context of... and the, you know, reported parliamentary procedures, but that we would make that public and available on our website.

00:20:43:23 **Interviewer**

I mean, going on about the sort of plethora of qualifications, I mean, A levels will change in September in fact to denote really what's happening in the world around them. Do you have any sort of personal views on the change... levels...

00:20:57:07 **Katherine Tattersall**

Well, in terms of the reduction of the number of units or in terms of the A\*, whatever? Well, in terms of reduction of the number of units, I mean I think that will go some way to satisfying those concerns that some have expressed, that the overall sense of the subject can be undermined by being broken down into several components. I mean, I think there have always been huge

00:21:24:24 efforts to prevent that happening with the requirement for a synoptic assessment, but I think, you know, it's self evident that if you have fewer units, you actually are able to address that concern better and of course you also reduce the number of occasions for assessment as well, so, you know, that I think is all helpful in terms of the concerns that were expressed those

00:21:48:13 years ago, with that burden of assessment and about the overall knowledge of the subject. On the question of the A\* grade, in some

ways I think it's inevitable that we've gone down that road because it's universities who open their doors to a greater number of students and I think that's, you know, a very welcome development, that we have the widening participation of

00:22:17:05 gender, and as more and more students are being encouraged to do A level or they're being encouraged to do some other qualification with a comparable standard to A level, that there will be some universities who want to have greater evidence of top performing students, so I think there is an inevitability about that. What I hope won't happen is that the excellent achievement of

00:22:52:04 students at grade A, whether it's A\* or grade A, is undermined. I hope that doesn't happen and I think Ofqual will have to try to safeguard against that by making clear that the standard of grade A is a very top scoring level for students and that the A\* is clearly reserved for those outstanding students in any given year, so there are some challenges there I think, but it's inevitable

00:23:27:21 I think that we've gone down that road.

00:23:30:11 **Interviewer**

Yes. That's fine. I wanted to also just basically recap on other work that you're doing because you're involved in the enquiry into the SATs...

00:23:43:20 **Katherine Tattersall**

Well we initiated an enquiry into it. I mean, basically there are two enquiries, but I mean when, you know, it became very obvious to us that the deadlines weren't going to be met, we thought it proper that we should set up an enquiry into what had gone wrong, why, and what lessons could be learned and we threw into the pot this,

you know, this is a... the regulator had done because

00:24:14:24 I mean again, it's an interesting period, I mean it was the regulatory arm of QCA at one stage and then from April/May onwards, passed onto Ofqual of the monitoring, of the progress of the tests so what we wanted to ask was is there any questions about whether our interventions have been timely, whether the right questions have been asked, whether the information has

00:24:44:10 been dealt with appropriately, what more could a regulator have done? And that's why we thought it appropriate to bring in an outsider to chair that enquiry and Stewart Sutherland for us was the best person to do it and the Secretary of State seemed to agree with that because he also asked him to take on board those aspects of his concerns which certainly fall outside our

00:25:11:15 remit as a regulator, you know, but which the Secretary of State wanted to take up, so there will be two reports essentially... one will be to the Secretary of State.

00:25:23:15 **Interviewer**

That was what was slightly confusing, actually, it wasn't quite, yes.

00:25:26:01 **Katherine Tattersall**

Yes, but I mean there are two terms of reference and as far as we're concerned our is kind of all on the really practical down to earth nitty gritty issues which we really need to bottom out what really went wrong in order that you can ensure that there isn't something similar happens in future years.

00:25:52:07 **Interviewer**

And what timescale, are the two enquiries sort of working together?

00:25:54:21 **Katherine Tattersall**

They are. I mean, we've taken the view that we really need to complete this enquiry in a timely manner so that we can impact as much as possible on the arrangements for 2009, so, I mean, the timescale and this is roughly because I mean, you know, Stewart hasn't got an absolute deadline, but we're hoping that by the end of September, beginning of October, we will have a report.

00:26:30:06 **Interviewer**

How long is your period of this chair?

00:26:32:06 **Katherine Tattersall**

3 years.

00:26:32:22 **Interviewer**

3 years.

00:26:33:13 **Katherine Tattersall**

I mean, I'm in the position where I am chairing an interim organisation and I will be chair of the substantive organisation when it emerges after legislation and at that point, the new board will be appointed when the legislation comes into force.

00:26:58:04 **Interviewer**

Right. And if I was to ask you to look into your crystal ball and 3 years hence, sit back after 3 years of chairing Ofqual, what would you most like to have been able to achieve during that period?

00:27:13:08 **Katherine Tattersall**

I was going to say stability, but I don't think that's probably the word to use. If I did use the word stability, it would be stability in standards, greater confidence in standards not the annual frenzy around the standards debate about A level or GCSE; a greater acceptance of qualifications for the role that they play in the education of students, you know, because I firmly believe that, you know,

00:27:45:21 qualifications are nothing if they're not rooted in what actually happens in the classroom, in the workplace or wherever it is and so I think I have a greater understanding of the qualifications that people have, a greater understanding of the power that they have to motivate students and to opening doors and particularly a greater understanding of the tremendous work that students do

00:28:10:20 to achieve very high standards in very demanding qualifications they have. And all that amounts in some ways, in a peculiar way, to stability and, you know, greater stability in the whole qualification system.

00:28:25:18 **Interviewer**

What is your reaction when you see that, you know, the frenzy every year, well they're not as good as they used to be etcetera? And got it mainly coming, I suppose, from people like the Institute of Directors, that kind of organisation.

00:28:41:01 **Katherine Tattersall**

Well, I'd like... really did, you know, just as we did with, you know, in a jocular manner at the beginning of this conversation. Ask yourself the question whether the education you had was as demanding and as broadly based as the education we expect our young people these days to have. Was the world that you faced as

volatile as the world which young people now face? You

00:29:15:04 know, I mean employment was more stable, you know, let's say 20, 30 years ago, you know, people did go to a job for life, they don't any more. You've got to have those portable skills in order to demonstrate that you can turn your hand to whatever new task is ahead so I think I would want to challenge people's perceptions when this comes along and I think one of the ways

00:29:43:23 possibly of doing that is to try to show the work that was done, and that does depend on an archive of student work, and the work which is now done, and I don't think we do enough of actually focusing on what really does happen in qualifications and what really is expected of young people. So that's, I've kind of, you know, just, I get quite cross on behalf of youngsters because there is

00:30:14:15 some really, really good work done out there.

00:30:22:05 **Interviewer**

That conjures up pictures of actually showing different sort of examination syllabuses and focus, actually, that...

00:30:40:10 **Katherine Tattersall**

But I mean I have here again, I mean, you know, box files at home, one of which kind of fell from the shelf and hit me on the head the other day when I was looking for these particular quotations. 1904... Matriculation Board syllabus. Well the syllabus was about a page, you know, I mean this was a history syllabus and all it did was kind of, you know, kind of, you know, start

00:31:03:13 1789, French Revolution, blah, blah, blah, blah, blah. Finish 1870, the Franco-Prussian war, you know, and it was just kind of statements, nothing like we have now. I mean, I think the change of

name from syllabus to specification is quite interesting because they are much more specific than they used to be.

00:31:25:21 **Interviewer**

Yes, syllabus sets down the area that you're going to discuss and then leaves it up to the teacher to go about...

00:31:31:08 **Katherine Tattersall**

Yes, and in some ways I regret that we've actually moved from that point but at least examinations now make it clear what it is you actually have to study but then you look at a question paper, you know, and it will be a string of questions. I'm quite certain that they haven't been tested for their comparability because they are all so different, and, you know, you take 2.

00:31:55:03 Well, you know, any old 2 as it were, no kind of guidance so the examinations then, both in terms of the, I think the quality of the design, the quality of the syllabus, what was expected of students, the lack of marking skills, you know, because you might only... problem is there's only one marker anyway, but there was no demonstration of the sort of things that we now expect of

00:32:26:18 adherence to a marking scheme, checking that that has been applied, you know, ensuring that the markers have been trained, none of that took place in the past. I mean, it's all quite recent that we have this, so you could actually use some of the material from quite a while ago and you could pick out intervals of, you know, 20 years, let's say, how syllabuses have changed, just

00:32:51:04 to show how demands have changed. I mean, one of the things that I used to always highlight was that in 1953, nobody had ever heard of DNA. In 1954 it was found, you know... so quick. It's some time in the last 1950s it began to be taught at university, then it

began to be taught at A level and now every child doing GCSE knows what it's all about, you know, so you get this kind of

00:33:26:13 esoteric knowledge which then becomes incredibly widespread and commonplace and it happens throughout every subject and it happens faster than at any point in history because, you know, knowledge is just burgeoning, isn't it? And the world wide web makes it so...

00:33:44:10 **Interviewer**

I know, yes.

00:33:45:08 **Katherine Tattersall**

...accessible and to navigate your way round... this great plethora of material is something that I was never required to do.

00:34:01:00 **Interviewer**

I wonder if you've actually got a, you know, you changed from syllabus to specification, whether it focuses the mind of the teacher, of being able to home in on what is demanded in the examination more...?

00:34:14:14 **Katherine Tattersall**

Well it might have done but I know there's a lot of focus at the moment on teachers teaching to the test, you know, and I think it's right and proper that we should try to wean them away from doing that, but I think if you look at any point in history, there has been a focus on the test. You know, it was either question spotting, you know, I remember my history teacher saying Mary

00:34:40:04 Tudor will come upon the history...

00:34:42:21 **Katherine Tattersall**

But she didn't, actually... she came up actually... paper but she didn't come up on the A level paper and I did better in my scholarship paper than I did in my A level paper. But, you know, you get the question spotting which was bad. There might now be a temptation to focus on, you know, more on what is actually stated in the specification but examinations are much more blanket

00:35:12:10 tests of what has been taught because you don't get the choice... any more, so you can't actually escape the learning process, you know, the wider learning process, so, you know, students know much more about what is required of them. Teachers know much more about what the test is demanding and we all hope that teachers are confident enough to teach and

00:35:42:16 that their teaching will be such that it results in students knowing what, you know, how to prepare themselves for the examination, as well as having read widely in a subject or really got interested in a particular branch of science and really pursued it to the nth degree, and that's what good teaching's all about, to inspire the kids. And I think the best teachers always do it,

00:36:06:12 regardless of what the nature of the exam system is.

00:38:32:07 **Katherine Tattersall**

But I mean they are fascinating. I mean, I used to take with me, Richard, a little book, it was this big and that thin and it was the complete, it was 1905 and in it it had the syllabus, the papers from 1904, the complete list of examiners, who always had jobs, and the complete list of successful candidates. It was amazing and I mean I

used to, if I was going to a school,

00:39:11:14 to give the prizes, which I frequently did, I'd kind of look in here to see whether the school was there in 1904 and Bolton Girls' School and Bolton Boys' School, both of which I did it those times, they were both there, you know, 1904 and so well, you know, Gladys so and so got her matriculation of whatever it was in 1904, they'd all kind of be, oh, I wonder who she is... just amazing how thin this little booklet was and, you know, this is kind of the, this

00:39:42:08 Is even before school search, you know, this was when boards were set up to provide a means of entrance into the universities that sponsored them, matriculation board is, you know, at that time just universities of Leeds, Manchester and Liverpool... Birmingham, Sheffield and it's just an insight into the very, I was going to say superficial, but probably the answers that were

00:40:08:21 required weren't so superficial, but seemingly superficial question papers, you know, describe the course of the French Revolution, you know, I mean... these days.

00:40:21:13 **Interviewer**

Sort of...

00:40:23:04 **Katherine Tattersall**

What is happening? Can you imagine, you'd have been taught, you know... I can't remember now, I used to teach history.

00:40:30:15 **Interviewer**

Well I did the French Revolution as my history topic, actually.