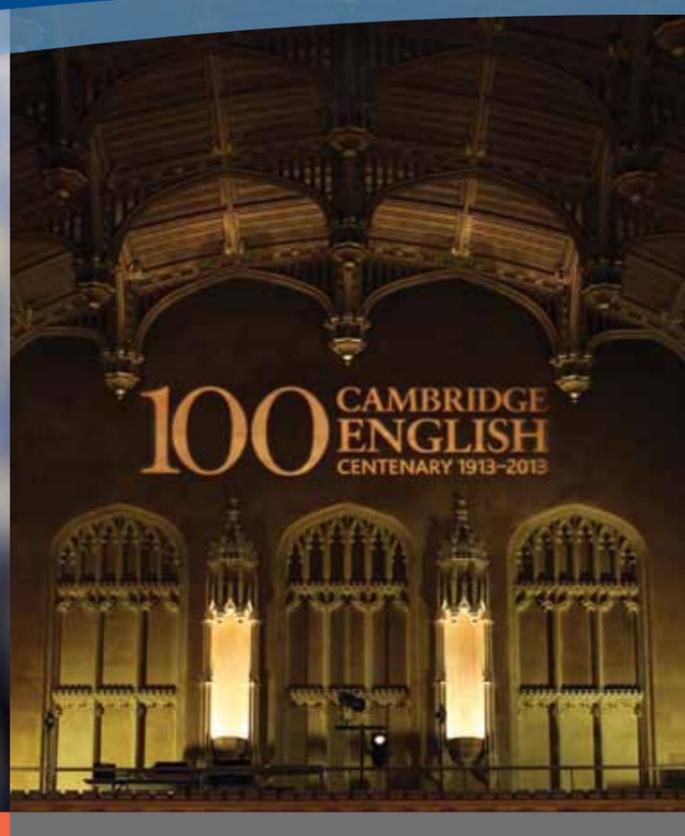


Achieve

Autumn 2013



CAMBRIDGE ASSESSMENT



Welcome to *Achieve*

The latest news from Cambridge Assessment, the University's international exams group

Coursework – a problem solved?

The thought-provoking paper on GCSEs in England see page 5

Cambridge English: a hundred years and counting

Major conference to mark centenary see page 2

Stimulating debate: Cambridge Assessment at the party conferences

An English education is admired the world over but for it to continue to be successful, challenges must be overcome and opportunities embraced, Simon Lebus, Group Chief Executive of Cambridge Assessment, told an event at this year's UK Conservative Party conference.

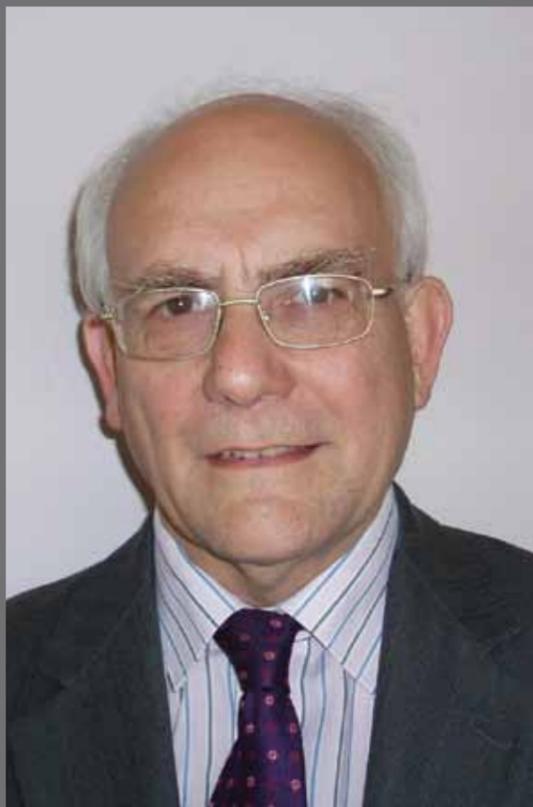
Mr Lebus was speaking at a Cambridge Assessment roundtable meeting – hosted with the think tank Reform and the Association of Colleges (AoC) – which was entitled 'Expanding our horizons: how we take the benefits of an English education global'. He was joined on a panel by Skills Minister Matthew Hancock and AoC President Michele Sutton. Mr Lebus said the UK's education system had much to recommend it, and Britain was a world leader in teaching and examining English, for example. But he said opportunities needed to be embraced, such as the growth in online learning through Massive Open Online Courses (Moocs).

The discussion also touched on the need to balance England's push for qualification reform with the desire to ensure the hard-won reputation for educational rigour outside the UK was not damaged.

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"Opportunities must be embraced": Simon Lebus, Group Chief Executive of Cambridge Assessment (right) with Skills Minister Matthew Hancock (left)



Roger Porkess

Mending GCSE Maths

Every year an estimated 300,000 young people in the UK complete 11 years of compulsory school maths unable to use it and destined to fear it throughout their lives. Is that really the best we can do?

The focus of their school experience is GCSE and so that is a good place to make changes. A common complaint from these students is that they don't see the point of the maths they are taught. Go back 50 years and CSE syllabuses were being designed to overcome just this problem; much of the maths they covered looked very different from that in O level.

So when the two were combined into GCSE, effectively two different types of maths came together, producing a very big syllabus that tries to cover different skills. But it is manifestly unsuccessful. So it makes absolute sense to make GCSE into two different qualifications covering the different skills required for:

- use in other subjects and everyday life;
- progression to more advanced maths.

The techniques to support the skill of using maths are mostly more elementary than those for progression. So the content of these two syllabuses would be largely sequential. However, acquiring these skills involves more than learning the supporting techniques, and it often occurs in parallel.

Everyone would be a winner from this change. While most people would do both GCSEs and acquire more of both skills, many of those who currently achieve very little would take only one, leading to a realistic, relevant and valuable qualification.

- For greater detail on these ideas please go to www.cambridgeassessment.org.uk where you can read a discussion paper by Roger Porkess entitled *The Framework for GCSE Mathematics*.

NEWS IN BRIEF

Medical English test gets a shot in the arm

The Occupational English Test (OET) for healthcare professionals has become more accessible and reduced in cost for many candidates. The changes to the OET have been made as part of an enhanced focus on quality and accessibility by the newly formed Cambridge Box Hill Language Assessment, a joint venture

between Cambridge English Language Assessment, and Australia's Box Hill Institute in Melbourne. From October 2013, OET candidates will now pay the same AU\$580 test fee, regardless of the location in which they take the test. Tests will also be scheduled ten times a year in 2014, up from seven in 2013.

University Technical Colleges on the rise in UK

Six new University Technical Colleges (UTCs) are opening this autumn, with a further number gearing up for a 2014 launch.

UTCs offer 14 to 18-year-olds the opportunity to take a highly-regarded, full time, technically-oriented course of study.

Since 2008, UK exam board OCR has worked with the JCB Academy in Staffordshire, the first UTC in the country, to create a curriculum which balances technical and academic learning for the next generation of engineers. The exam board is also working with many of the newly-opened UTCs,

including Silverstone and Royal Greenwich, to support the delivery of a technical curriculum, and to engage employers – including Rolls-Royce, Siemens and Nestle – in projects that give students hands-on experience.



Educating for tomorrow's world

Almost 400 principals and teachers from 45 countries attended the Cambridge Schools Conference in Singapore in October.

The annual conference brought together educators from schools worldwide that offer programmes and qualifications from Cambridge International Examinations. This year's theme was

'Educating today's learners for tomorrow's world' and included discussion on how technology can be used effectively to support student learning. Keynote speakers included Ayesha Khanna, Chief Executive, Urban Intel, and John Hedberg, Professor of ICT and Education at Macquarie University, Australia.

Cambridge English: A hundred years and counting

New horizons in teaching, learning and assessing language around the world were discussed at a major conference to mark 100 years of Cambridge English exams.

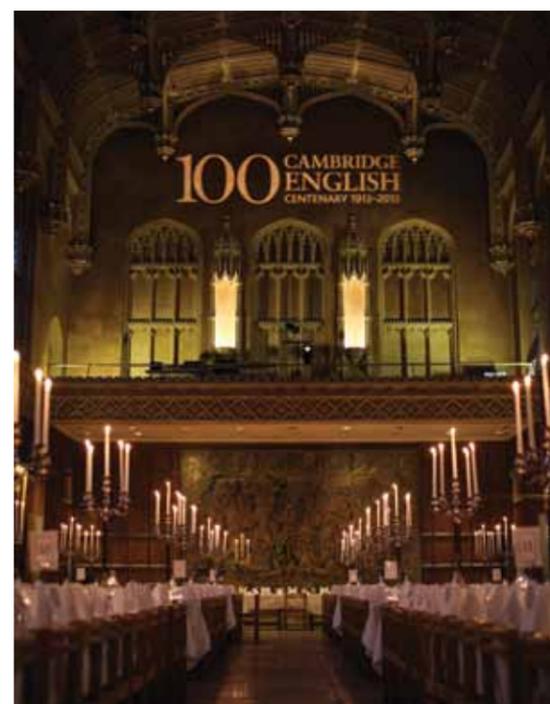
Cambridge English Language Assessment brought together an audience of language specialists and policy-makers from more than 40 countries for the Centenary Conference, which was the focus of a week-long programme of events held in Cambridge in September.

Cambridge English began life in 1913 when three candidates took the first ever Proficiency exam. Today more than four million candidates a year take the exams to prove they have the English language skills needed for immigration, study and the workplace.

Contributions included the latest thinking on assessing English for work, computational linguistics and how English is used in urban contexts. The conference also reviewed recent initiatives in Spain, Italy, Mexico and China amongst others.

In his opening speech, Dr Mike Milanovic, Chief Executive of Cambridge English Language Assessment said if he could make one prediction about the future of Cambridge English, it would be that the work in the compulsory education sector would become an increasing focus, not just for Cambridge English Language Assessment, but for the language teaching

profession as a whole. He also praised the vast wealth of knowledge and experience in the English Language Teaching sector and how it would help everyone respond to this growing demand.



Stimulating debate: Cambridge Assessment at the party conferences

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Mr Hancock told the event that “the government recognised that the UK’s strengths in education were numerous”. He said that sometimes, however, the government had been guilty of focusing on a UK education rather than a global one, something he said was now being addressed.

Cambridge Assessment was also represented at the UK Labour Party conference, where it held a fringe event entitled ‘*Vocational learning: Same for all or personalised pathways?*’ Mark Dawe, Chief Executive of Cambridge Assessment’s UK exam board OCR, told the event that he welcomed the interest politicians of

all parties were showing in vocational qualifications. He said the UK needed an education and skills system where academic and vocational routes were both regarded equally.

Mr Dawe was joined on the panel by the then Shadow Secretary of State for Education Stephen Twigg and AoC Chief Executive Martin Doel. Mr Twigg reaffirmed Labour’s commitment to vocational learning and the establishment of a ‘Technical Baccalaureate’, as well as flexibility between vocational and academic qualifications, allowing learners the option of mixing qualifications.



Mark Dawe, OCR Chief Executive, was on the panel at the Group’s fringe event on vocational learning



An interested audience at the Labour Party conference had a variety of questions for the panel



James Zuccollo, Senior Economist at Reform, chaired the debate on vocational learning



Kimberley Trehwitt, Senior Researcher at Reform, chaired the debate at the Conservative Party conference



Up for discussion: delegates debated the issues around vocational learning

Quality of marking: a shared endeavour

Sustainable improvement in the quality of marking can be achieved if schools and exam boards in the UK work together, Simon Lebus, Group Chief Executive of Cambridge Assessment, told the Headmasters’ and Headmistresses’ Conference annual meeting.

In a series of seminars at the London conference, chaired by Patrick Derham, Head Master of Rugby School, Mr Lebus addressed some of the concerns raised in an HMC report on marking which was published last September.

He gave a picture of the scale of the challenge that exam boards face each year when he explained that there were 860,000 A Level exam results, 1.4 million AS Level results and 5.6 million GCSE results last year. All that equated to a massive 15.4 million scripts which were marked by around 51,000 examiners within a two-and-a-half month timeframe.

Mr Lebus observed that complaint levels had risen over the last three or four years, with 276,000 Enquiries About Results last year. A low percentage of these enquiries led to grade changes, with 0.57 per cent of grades being changed at A Level and 0.53 per cent at GCSE. Mr Lebus acknowledged that this was not an acceptable level and pointed out that the world class standard in manufacturing was 3.4 defects per million parts.

“Public exams rely on trust and confidence, and if these are absent then the system won’t work properly,” said Mr Lebus.

He said there were a number of factors which might cause a lack of confidence in marking, and which had made the system more adversarial, including changes to exam style and structure and accountability pressures on schools. He also referenced the ‘traditional’ challenge of balancing assessment reliability with validity, particularly in the humanities and social sciences. He said it would not be right to mark an English exam as one would a mathematics exam, for example. Creative writing did not lend itself to that sort of precision.

He told the audience that Cambridge Assessment and its UK exam board OCR were taking action. A working party had been set up which included representatives from HMC, the Association of School and College Leaders, the Association of Teachers and Lecturers and the Girls’ Schools Association along with OCR. Its remit is ‘to examine and research opportunities for improving confidence in the reliability of marking’.

He hoped that OCR could work with schools to encourage teachers to become involved in examining. “Sustainable improvement in the quality of marking needs to be a shared endeavour,” he said.

“This would bring about a sense of shared responsibility for exam outcomes and for maintaining confidence in the exam system”.

Mr Derham is the chairman of the working party. He told the audience that he had found that Cambridge Assessment and OCR were “prepared to listen, and prepared to improve”. He also echoed Mr Lebus’ call for schools to encourage teachers to become examiners.

Assigning grades to students’ work in the UK is a complicated and large scale process. OCR has put together a simple guide to the marking and grading process which you can find on the Cambridge Assessment website at the following link:

www.cambridgeassessment.org.uk/insights/details/view/markings-grading/

Looking at the world differently works

An evaluation of Cambridge Pre-U Global Perspectives and Research in US schools has shown the qualification to be a success in expanding students' horizons.

Nine high schools in New York, Connecticut and Florida have been piloting the Cambridge Pre-U GPR qualification, which develops study skills for university. The project evaluation, carried out by an independent consultant, explored how well the course delivers the syllabus objectives – such as expanding creative and critical awareness through the tackling of global issues, and encouraging increased depth of study through the extended project.

Data was collected from the pilot schools from February to June 2013 using in-depth interviews with 17 teachers and 118 students, as well as lesson observations.

More than 90 per cent of teachers questioned said they found the qualification provided the depth and rigour required for a university degree course, while 86 per cent said they thought it encouraged the development of specific skills of problem-solving, creativity, critical thinking, team work and effective communication. Nearly 80 per cent of students questioned said that Cambridge Pre-U GPR provides for the development of well informed, open and independent-minded individuals capable of applying their skills to the modern world, while 70 per cent said it encourages “deep understanding” in learning.



The finalists pictured with Cambridge English Language Assessment staff at Corpus Christi College, Cambridge

Top of the class

Sixteen finalists from English language centres – who offer Cambridge English exams around the world – were invited to Cambridge in September for the Platinum Centre of the Year Awards 2013. The awards ceremony, organised by Cambridge English Language Assessment, recognises outstanding achievement for the English exam sector.

The winners chosen from the 16 shortlisted finalists were: Exams Catalunya – winner of Outstanding Service to Preparation Centres; The Anglo Mexican Foundation – winner of Ambassador of the Year; Cambridge English Examinations Winterthur – winner of Excellence in Technology; International House Mexico – winner of Exceptional Business Growth; and Tenidiomas – winner of Exceptional Business Growth.

A productive meeting...

The latest meeting of the Cambridge US Higher Education Advisory Council took place in Cambridge in July, giving the new Chief Executive of Cambridge International Examinations, Michael O'Sullivan, the chance to meet members for the first time. The Council gives Cambridge expert advice on admissions policies and the skills and knowledge required by American universities, as well as helping to raise the profile of Cambridge qualifications across the country. It meets twice a year and its current members include the universities of Columbia, Duke, Florida State, Maryland, Michigan, MIT, Penn State, Texas, USC, Virginia, Washington and Yale.



Picture shows: Michael O'Sullivan, Chief Executive, Cambridge International Examinations, greeting Jessica Marinaccio, Dean of Undergraduate Admissions, Columbia University (centre), with Christoph Guttentag, Dean of Undergraduate Admissions, Duke University (left) and Kedra Ishop, Vice Provost and Director of Admissions, The University of Texas at Austin (right)

Coursework – a problem solved?

In its formal response to the English regulator's consultation on reform of GCSEs in England, OCR has argued for an end to coursework marks counting towards results.

Mark Dawe, OCR Chief Executive, said: "OCR is a keen supporter of practical learning but believes it is time to end the practice of coursework marks contributing to final results at GCSE. We recognise teachers' concerns about how it is assessed. Teachers are required to use the system of controlled assessment which is cumbersome and disliked by many."

Under OCR's proposals, practical experiments in science, fieldwork in geography and creative activities in arts subjects would continue at GCSE and would be part of the subject syllabus. Knowledge gained through this kind of coursework would be assessed as part of the final exams, but the key change is that coursework would not contribute to a final grade.

OCR's views come out of findings in a new report commissioned from Cambridge Assessment. The report's author, Tim Oates, Group Director of Assessment Research and Development, reviewed current coursework assessment methods and considered three new models, before recommending the solution that OCR endorses.

Mr Dawe continued: "The way coursework is marked gives teachers a tough dilemma. They are torn between needing to continually improve their exam results and yet also to be impartial assessors of their pupils' coursework. It's time for a major re-think so that everyone can have confidence in the exam system."

OCR has also responded to the consultation with its views on grading and tiering.

On grading, OCR argues for a '0 to 900' scale as an alternative and more precise system for reporting results than the '1 – 8' grades proposed. A scale of 1 to 8 risks inevitable comparisons between, say, a new grade of 4 and the old grade of D, when no direct 'read across' should be made between old and new grades.

Where subjects will be tiered at GCSE, OCR favours adjacent tiering rather than the proposed overlapping tiers. This provides a tiering structure that will genuinely stretch the most able candidates – not 'capping' aspiration – but also provide a rewarding experience for the less able.

"OCR is a keen supporter of practical learning but believes it is time to end the practice of coursework marks contributing to final results at GCSE. We recognise teachers' concerns about how it is assessed. Teachers are required to use the system of controlled assessment which is cumbersome and disliked by many."



Mark Dawe, OCR Chief Executive



Tim Oates, Group Director of Assessment Research and Development

English qualification reform timetable

OCR has welcomed a staggering in the timetable for the teaching of new GCSEs and A Levels in England.

New English GCSE syllabuses in English language and literature and in mathematics will be ready to go into schools and colleges in the autumn term of 2014, for first teaching in September 2015. But new GCSEs in the sciences, history and geography, as well as languages, are now scheduled for first teaching in September 2016.

Post-16, the timetable remains the same for the teaching in the most popular A Level subjects from September 2015, except for maths and

further maths which 'require more fundamental work' and languages, which will begin teaching a year later, in September 2016.

Mark Dawe, OCR Chief Executive, said: "Given the seismic change planned for all GCSEs, it makes sense to deal with maths and English first. These subjects are the foundation of our education system and economy and we owe it to everyone to get them right for future generations."

All change for exams in England, but stability for International

It is all change for English GCSEs and A Levels, but the proposals do not affect Cambridge IGCSE or International A Level. In fact, some of the proposed changes come close to the approach taken by Cambridge International Examinations: in particular, better preparation for A Level by asking more in-depth questions and bringing an end to small modules of learning being assessed.

Michael Gove, the Secretary of State for Education in England, has stated that there is an urgent need for reform of domestic exams to ensure that young people have access to qualifications that set expectations that "match and exceed those in the highest performing jurisdictions".

Parliamentary date for OCR trailblazers

The success of a group of young people who have completed a pilot traineeship scheme has been celebrated in the UK Parliament.

Twenty-five young people from two areas of high unemployment in Britain, who completed a pilot traineeship scheme with our UK exam board OCR over the summer, marked their success at a special event at the House of Commons with the help of the Skills Minister Matthew Hancock.

Deputy Prime Minister Nick Clegg first revealed the Government's intentions to launch a pre-apprenticeship scheme in June 2012, in response to concerns over the amount of people in the UK aged between 16 and 24 who are not in employment, education or training.

A survey by the Confederation for British Industry had discovered that more than 61 per cent of employers thought that young people leaving education lacked the "work-related skills and attitudes which they needed to sustain employment". And a report by Professor Alison Wolf of King's College London concluded that: "[Young people] move in and out of education and short-term employment churning between the two in an attempt to find either a course which offers a real chance for progress or a permanent job, and finding neither."

The Skills Minister announced a framework for a traineeship programme in May, following feedback from the education sector. Shortly afterwards, OCR

teamed up with the Kent Association of Training Organisations (KATO) to run a three-month pilot scheme. Designed to mirror the Government's full traineeship programme and help young unemployed people bridge the gap into work or onto an apprenticeship, the pilot enabled OCR to roll out its own 'Cambridge Traineeships', tried and tested by the experience.

The results of OCR's pilot traineeship are promising. Of the 25 trainees, 12 have already been offered employment or places on apprenticeships, and a further 12 are going on to further education courses.

The young people, who ranged in age from 18 to 24, followed a programme delivered by SET Training and Profile Training in Kent, which mixed work experience, basic English and maths skills, as well as focusing on general readiness to work through employability skills courses and interview practice. Work placements were organised with local businesses, including insurance companies and estate agencies, with a focus on customer service and administration.

There has been some speculation that the age range of the Government's traineeship programme could be widened in time for the 2014–15 academic year if the scheme proves to be successful in its initial format.



Skills Minister Matthew Hancock (pictured right of centre) with the trainees and Mark Dawe, OCR Chief Executive (right)

International AS and A Level – fit for the future

An extensive consultation with schools and Higher Education on seven of the most popular Cambridge International AS and A Level subjects is drawing to a close.

The consultation is part of Cambridge International Examinations' rolling review programme to ensure syllabuses reflect the latest developments in teaching and learning. The redeveloped syllabuses – accounting, business studies, economics, English literature and sciences – will be ready for first examination in 2016.

As part of the consultation, views were gathered from universities in countries including Canada, Germany, Hong Kong, The Netherlands, Pakistan, Singapore, South Africa and the USA. The in-depth interviews

took in a wide range of opinions, from senior professors to first-year teaching programme directors. As well as giving feedback on the current syllabuses, interviewees talked about the skills they look for in students, and the content they most value in pre-university courses. Dean of Admissions at Massachusetts Institute of Technology, Stuart Schmill, said his faculty staff appreciated the chance to take part: "We have a real interest in seeing students come to our campuses with certain skills and knowledge. The opportunity to help influence that has been really terrific."

Appreciating Apprenticeships



Gordon Birtwistle MP

Since becoming the Government's Apprenticeship Ambassador to Business I have heard many success stories from inspirational young apprentices and I was delighted to attend OCR's graduation of the first group of people participating in the new traineeship programme, writes Gordon Birtwistle MP.

But despite the fact that many more apprentices exist nationally today, there remain some significant challenges and issues. There is still much to be done in order for the UK to create a sustainable, internationally-competitive workforce. The Government has outlined the need to rival countries such as Germany that demonstrate what a huge contribution to economic productivity a fully-developed apprenticeship system can make.

Apprenticeships are critical to future business and are key to creating the right skills base. It is without question, however, that we need to continue to work to challenge society's narrow definitions of talent and preconceptions about suitable routes to employment. One of the key problems is the stigma sometimes associated with apprenticeships. Apprenticeships should be considered as a viable alternative to university and have the same level of respect as degrees. It is therefore imperative we as a Government improve careers advice in schools so that young people are aware of all of their options and are presented with them by schools in a balanced manner.

The skills shortage is paramount to companies I have visited such as Rolls Royce and Nissan. They too are desperate to encourage independent careers advice in schools. Many employers are going the extra mile to help their apprentices succeed and it is important that more businesses and organisations who are yet not on board know the benefits of hiring an apprentice. Every week, the average fully trained apprentice boosts business productivity by £214.

We must celebrate and promote apprenticeships; they are key to unlocking the talent that will lead to future growth in the UK.

The new syllabuses will have an increased focus on 'key concepts'. These are the big ideas that help to develop deep understanding and allow learners to solve problems or understand new aspects of their subject. A whole new range of curriculum support materials will also be developed for teachers.

World Cup project kicks off

A new English language learning project will help prepare young people in Brazil for the world of work while also encouraging them to become volunteers during next year's FIFA World Cup.

The initiative, which has just been launched, is part of a collaboration between Cambridge English Language Assessment, PlugMinas (the Centre for Formation and Digital Experimentation), the Government of the State of Minas Gerais, and Cultura Inglesa (an educational institution in Belo Horizonte). The project also has support from SECOPA MG (the Special Secretariat for the World Cup) as part of its programme of social inclusion.

Under the project, Cambridge English exams will be taken by participants on a language course offered

by the Cultura Inglesa. Aged between 14 and 24, they are all current or former students from public municipal and state schools or colleges.

Rone Costa, Development Manager of Cambridge English Language Assessment in Brazil said: "We support this project as a good knowledge of English will certainly help these students both in preparing for the world of work, as well as communicating with the thousands of football fans from all over the world who will come to Brazil in 2014."



From left to right: Edimilson Mendonça, Centre Exams Manager Cultura Inglesa Belo Horizonte, Rone Costa from Cambridge English Language Assessment, and Cristiana Kumaira, Director-President of the Instituto Cultural Sérgio Magnani which is responsible for the language courses

Bringing maths to life

A new teaching package which will help teachers bring the Cambridge Primary mathematics curriculum to life will be available from January 2014.



Cambridge International Examinations is collaborating with Cambridge University Press and the University of Cambridge NRIC Project to develop the package which is mapped to the Cambridge Primary mathematics curriculum and combines online and print resources.

The resources include activities that develop mathematical thinking and problem solving, textbooks, ebooks and best practice guidelines.

Cambridge Primary Maths supports the problem-solving approach of the Cambridge Primary curriculum and is founded on the values of the University of Cambridge and best practice in maths teaching.

The exam course that's made to measure

A bespoke course in assessment for the Oman Ministry of Education has been designed by Cambridge Assessment Network.

Sixteen item writers and examiners of science and maths from the Directorate of Educational Evaluation at the Oman Ministry of Education came to Cambridge in August to learn about the 'Principles and Practice of High-stakes Assessment'. The Directorate of Educational Evaluation is responsible for the preparation, marking and analysis of certificate examinations and achievement tests across all 11 regions of the Sultanate of Oman. It also sets criteria for exam specifications and different assessment tools related to student performance.

The two-week course – delivered in the form of lectures, discussions and practical workshops with specialists in maths, biology, chemistry and science – focused on writing and marking questions in the context of the Omani education system. Delegates said the exchange of ideas with experts in Cambridge was particularly useful and that key areas which would directly benefit from the course were question paper production, syllabus specifications and validation.

Azza Alharthy, Deputy Director at the Department of Attainment Evaluation, said they had no doubt about the impact that the course would have back in Oman: "The course participants will produce better exam papers this year, and they will feel more confident at including items at different levels, giving our examinations even more validity than before. I think the teachers and students will also be more satisfied with this year's exams in maths and science."

The Omani Ministry of Education is also looking at revising its exam-setting procedures to allow more time for examiners to write and revise test items, thereby increasing the quality of the exams.

The Cambridge Assessment Network provides a forum for assessment professionals to develop and share their knowledge and expertise through provision of seminars, training events and bespoke solutions.

To learn more about the Network visit www.cambridgeassessment.org.uk/the-network/



New world for web

Keep an eye out for further changes and improvements to Cambridge Assessment Group's websites.

The Group and its three exam boards are all now up and running with brand new websites, but further developments are in the pipeline.

The websites are inspired by the best and most modern designs and intended to be easier use for students, teachers and stakeholders around the world. They feature a fresh, new, modern look with improved navigation and quick access to key materials. Feedback is always welcome on the new websites, which are at the links below:

www.cambridgeassessment.org.uk

www.cambridgeenglish.org

www.cie.org.uk

www.ocr.org.uk



Teachers turn entrepreneurs...

A programme under which teachers in the UK get the chance to develop new educational technology is in full swing.



In partnership with www.ed-invent.com, UK exam board OCR is encouraging teachers to tap into their skills and knowledge to identify gaps in the 'edtech' market, improving learning and potentially making money for their schools at the same time.

Teachers have already taken part in one-day events in Manchester, with events in Birmingham and London to follow. Those with the best ideas for innovative new products or services from these regional events

will be invited to take part in one of two intensive residential 'pre-incubator' camps in Cambridge in early 2014.

Mark Dawe, OCR Chief Executive, said: "Education is about more than just exams. Improving education for teachers and learners is at the heart of what we are trying to do. As a not-for-profit organisation, we want to support teachers to be active, not passive consumers of technology."

Sharing best practice

Delegates from 13 countries including Oman, Kazakhstan, Lesotho and Portugal attended this year's Cambridge Assessment Network International Study Programme.

The two-week course provides a comprehensive insight into the development and delivery of public examinations for a multi-national audience and an opportunity to discuss issues and challenges.

The programme draws on the strength and depth of expertise of staff from across Cambridge Assessment, with sessions on item writing and test construction, mark scheme development and e-assessment proving particularly popular.

One of those who attended, Bakitira Makanja, Senior Examinations Officer for the National Examinations Council of Tanzania, described the course as "a classic academic and professional enriching programme, systematically-facilitated and fruitfully-organised".

Delegates and course organisers are pictured at Madingley Hall, Cambridge.



CONTACT US

Please feel free to phone, write or email at any time:

Bene't Steinberg or Hilary Fletcher

Public Affairs

1 Regent Street

Cambridge

CB2 1GG

Tel: +44 (0)1223 556018 (direct)

public.affairs@cambridgeassessment.org.uk



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21st century skills on the agenda in Mumbai



More than 200 teachers from 150 schools in India attended the Cambridge Teachers Conference in Mumbai in September which explored the skills students need to succeed in the modern world.

Michael O'Sullivan, Cambridge International Examinations' new Chief Executive, met representatives from Cambridge schools in India for the first time and set out the Cambridge approach to equipping learners with 21st century skills. The conference also gave school leaders a platform to showcase how they are defining their vision and planning their curriculum to inspire their students.

