

# Achieve

Spring 2014



CAMBRIDGE ASSESSMENT



## Welcome to *Achieve*

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

## MOOC offers "unparalleled opportunity"

The verdict on Cambridge GCSE Computing Online. see page 5

## Expertise, experience: partners in reform

A new commitment in Macedonia. see page 8

## The future of face-to-face learning

Advances in technology should be embraced but the role of the teacher as a facilitator of learning remains a crucial one, a Cambridge Assessment debate has concluded.

The Schools in the Cloud event at the British Library in London in February brought together a panel of experts to debate the ways in which technology can – and should – transform the fundamentals of education and assessment.

An audience of more than 100 people – bolstered by many more that joined online – heard that while some claim that true learning cannot happen without teachers, concepts such as Massive Open Online Courses (MOOCs) are attracting a growing level of support.

Guest speaker Sugata Mitra, Professor of Educational Technology at the University of Newcastle, England, talked about his 'Hole in the Wall' education project in India, which helped inspire the film *Slumdog Millionaire*. He explained how after winning the \$1m TED Prize last year he is conducting a wider experiment to allow groups of children to teach themselves using the internet.

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The Schools in the Cloud event at the British Library in London brought together a panel of experts to debate how technology is transforming learning. Pat Glass MP (pictured left) chaired a lively discussion on the future of face-to-face learning.





Professor John Hedberg

## How to solve the challenge of 21st century digital learning

In Singapore it seems that everybody has a mobile phone or at least is very aware that they would like one. I once ran a problem-solving exercise with some Singaporean Grade 5 mathematics students. Here are three mobile phone plans, I said, now which is the best one?

They beavered away for an hour or two and came up with an answer.

That's interesting, I said, but I travel a lot and use SMS messaging. What was the best plan for me now? They went away and came back with a completely different answer.

So I found out which phone contract was best for me. And the students learned for the first time that, in a discipline like maths, as you change the assumptions, the answers change.

How many of us teachers ask: what's the answer to this question? Let's say it's a lab experiment, and the answer's '42' but one of my students comes back with the answer 17. The temptation might be to say: "You've got the wrong answer, go away and work it out again". But it might be that the student's got the right answer. Maybe their sample was corrupted. It's really a question of setting up the right scaffold but if their solution doesn't look like everybody else's, to work out what was different, not what went wrong.

I was delighted to be asked to make the first keynote speech to Cambridge International Examinations' Schools Conference in Singapore. I did a quick straw poll during my talk. How many of the 400-strong audience had a tablet or smartphone? Most put their hands up. I then asked: how many had one three years ago? All but a handful of hands remained.

So that's a challenge, but not one that teachers can't overcome. It just shows you shouldn't build your lessons around one device, which could go the way of the 35mm film, or the cassette deck.

So how do we make the most of new technology? We have already seen some of the early Massive Open Online Courses (MOOCs) fail, because the technology and pedagogy had not been well matched. Transmissionist pedagogy – basically 'telling the students' – doesn't work.

Let's choose the right tool for the pedagogical task, good interaction and feedback, matched with the authentic assessment. Let's give learners the opportunity to design their learning, and demonstrate their understanding.

*Professor John Hedberg holds the Millennium Innovations Chair of ICT and Education at Macquarie University in Sydney, Australia. You can listen to the podcast of his presentation on the Cambridge International Examinations website here: [www.csconf2013.org/programme/presentations-podcasts](http://www.csconf2013.org/programme/presentations-podcasts)*

### NEWS IN BRIEF

## The skills universities need

Critical thinking and the ability to research independently are among the most important skills students need to possess when they embark on university study, according to a recent survey of teachers.

More than 1,000 teachers worldwide responded to a poll by Cambridge International Examinations. Ninety-six per cent of teachers named 'independent thinking' as the top skill

needed for success at university; while more than half said that students lacked it on entering university. Other skills rated as crucial were critical thinking (92%), the ability to analyse different information sources (92%) and independent research (90%).

Cambridge Pre-U was designed to prepare learners with the skills and knowledge they need to succeed at university.

## Kick-off for Premier challenge

Our UK exam board OCR has teamed up with English football's Premier League in an initiative to support entrepreneurialism in schools. The 2014 Premier League Enterprise Challenge, which was launched at Chelsea Football Club's Stamford Bridge ground, tasks young people with developing solutions to real-life challenges

faced by clubs. OCR has been involved with the Premier League Enterprise Academy programme and its annual challenge for a number of years. This year, students who take part will be able to work towards new and relevant OCR qualifications such as Cambridge Employability and Being Entrepreneurial qualifications.

## Meet the expert



**Hanan Khalifa, Head of Research and International Development at Cambridge English Language Assessment, briefed Secretary of State for Education in England Michael Gove about the exam board's work at a high-profile event in Westminster attended by more than 90 education ministers from around the world.**

**The Education World Forum gave staff from Cambridge the chance to meet ministers and officials from abroad, including Bertil Östberg, State Secretary in Sweden, and discuss various projects including the last European Survey of Language Competences.**

## A growing global network

**More than 300 schools around the world have joined a growing Cambridge-backed global programme as part of their commitment to raising English standards in the classroom.**

The Cambridge English School Network was set up in 2012 by Cambridge English Language Assessment and Cambridge University Press. To qualify for the programme, schools have to make



10th Graders at the Hijas de Cristo Rey School in Colombia preparing for Cambridge English: First.

a commitment to offering Cambridge English exams and support materials to their students. Schools in Mexico and Spain were among the first to join the network, which has seen membership grow to 14 countries. Since then the global reach has continued to increase with schools in Kazakhstan, Ukraine, Turkey and other countries around the world. Some of the latest members include schools from India, Indonesia and Chile. The last six months have also seen a number of schools in Colombia join the scheme including Hijas de Cristo Rey School in Bogotá (pictured) which took on the programme because it wanted an integrated approach to developing its bilingual programme.



## The future of face-to-face learning

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"I belong to the camp that believes that learning cannot happen without teachers; the only proviso I would add to that is that the teacher may not be human," Professor Mitra told the event.

"Groups of children can learn most things on their own," he added, but said that it is not clear if children can learn to read by themselves. He said this was an area in which he is currently undertaking research.

Lord Puttnam, the man behind the movie *Chariots of Fire*, also addressed the event, using a series of brilliantly-shot films. He described how technology enables him to deliver modules to students across the world from his home in Ireland and called for an emphasis on creativity and resilience in the classroom.



*Chariots of Fire* creator Lord Puttnam held the audience spellbound with a series of brilliantly-shot films.



"Groups of children can learn most things on their own" – Professor Sugata Mitra addresses the Group event.

"Young people are longing to be allowed to be fearless and to have their ideas and indeed themselves listened to," he said.

Dr Nick Saville from Cambridge English Language Assessment made the powerful case for why English language learning requires teaching and technology to work together.

The debate then moved on to demonstrations of what can currently be done with technology in the classroom. It heard from Mike Feerick, founder of the ALISON project (Advanced Learning Interactive Systems Online), a MOOC provider which specialises in vocational learning. It also heard from Russell Beale, Professor of Human-Computer Interaction at the University of Birmingham who represented FutureLearn, a MOOC provider supported by leading UK and international universities. Meanwhile, Clive

Beale from Raspberry Pi and Christine Swan from Stourport High School and Vlth Form College introduced Cambridge GCSE Computing Online, which was a recent finalist in the BETT 2014 awards. And Helen Eccles, Director of Development at Cambridge International Examinations, showcased a new e-learning platform forum to support young people who are studying the qualification Cambridge Global Perspectives.

At the end of the event, Pat Glass MP welcomed Siôn Humphreys, Policy Adviser at the National Association of Head Teachers and Nick Jones, Principal of Twickenham Academy, to the stage, and chaired a lively discussion on the future of face-to-face learning, in which delegates and online viewers shared their views on the opportunities – or threats – that new technologies could bring to schools in the future. And in the true spirit of 'cloud learning' the debate continued on Twitter long after the event had finished.

## Key PISA finding thrown into doubt by Cambridge Assessment research

**A key finding of the influential Programme for International Student Assessment (PISA) tests – that countries do better when their schools have high levels of both autonomy and accountability – has been questioned by research from Cambridge Assessment.**

Researchers analysed data from PISA 2009 and found it did not support a claim made by the Organisation for Economic Co-operation and Development (OECD) that schools do better when given freedom over which teachers they employ, for example, while still being held accountable by league tables and other measures.

The OECD has stated: "Within countries where schools are held to account for their results through posting achievement data publicly, schools that enjoy greater autonomy in resource allocation tend to do better than those with less autonomy".

But Dr Tom Benton, of the Assessment Research and Development division, found that the data does not support the claim. Dr Benton discovered the anomaly while researching PISA for a presentation at the recent Association for Educational Assessment Europe conference. He found that when the analysis divides schools into two categories – private (independent) and public (state) the findings are rendered statistically insignificant.

"The assertion that the key to driving up standards is to combine greater school autonomy with sharper accountability is far from proven," Dr Benton said.

"For this reason, we would recommend that, particularly in the case of international data, analyses should be independently scrutinised before being used to promote particular educational policies."

Tim Oates, Cambridge Assessment's Group Director of Assessment Research and Development, said:

"PISA is now a large and expansive research programme with volumes of data and analysis every year. It is therefore becoming increasingly difficult to draw single conclusions across different systems with total precision and confidence.

"The detail in all this analysis is however of huge value in reviewing policy and developments associated with improved system performance."



PISA assertion "far from proven" – Dr Tom Benton, from the Group's Assessment Research and Development division.



## India the focus for an educational milestone

The Sanskaar Valley School in Bhopal, India has become the 10,000th school to register with Cambridge International Examinations. The school will offer Cambridge Secondary 1, Cambridge Checkpoint and Cambridge IGCSE programmes to learners aged from 11 to 14 years.

School Principal Dr Amlan Saha said: "It's great to be associated with an 800-year-old university. Physically we may not last for 10,000 years, but being the 10,000th Cambridge school in the world will certainly give us 10,000 times more momentum to spread this international curriculum among our children."

This year 27 new schools in India registered with Cambridge International Examinations. There are now 337 Cambridge schools with schools making over 59,000 entries for Cambridge qualifications in 2013, a rise of 30 per cent since 2012.



Learners at The Sanskaar Valley School, Bhopal, India.



## The future of maths

In the new, more challenging GCSE maths to be taught in schools in England from 2015, there will be greater emphasis on developing problem-solving and reasoning skills. Students will have to handle more open-ended questions which can be tackled in more than one way, and fewer 'closed', short questions and formulae on exam papers.

OCR has trialled some of these new-style maths question in schools, with the findings helping to shape its new GCSE. Nearly 300 Year 12 students who had recently completed their GCSEs, from seven schools across the country, took a pack of five new-style questions in a 30-minute test. One part of the trial focused on Statistics in which students faced two longer new-style questions.

Eddie Wilde, OCR Head of Maths, said: "As part of our development of a relevant and resilient new GCSE in maths, we've focused on the role of the questions themselves in supporting and encouraging higher mathematical skills. Our trial will also help us find ways for all students to deal with unseen problem-solving and differentiate between the most able."

Feedback has been positive; many teachers commented that new-style questions would fill a gap in current assessment methods but also flagged up the need for relevant resources and extra guidance to help prepare students.

Tuxford Academy in Nottinghamshire was one of the schools involved in the trial. Jenny Taylor, Associate Principal, Maths, said: "We know that the new Maths GCSEs will focus on testing problem-solving but are unsure as to the way this will be done. As a teacher, this is quite worrying. Seeing these questions, but more importantly, the way our students reacted to them, has been a valuable insight."

Mark Dawe, OCR Chief Executive, said: "We are encouraged by the results. Teachers can rest assured that we will provide all the necessary support to enable as smooth an introduction as possible of the new approach for teachers with different teaching styles and with different levels of maths specialism."

One of the new-style maths questions.

3. Some historians think that the Ancient Egyptians used '3, 4, 5 triangles' made from rope to make accurate right angles. These were used to set out the base of pyramids.

A possible right-angled triangle to be made from three lengths of rope is shown in the diagram.

Assume that the rope lengths are accurate to the nearest metre.

Calculate the maximum size of the 'right-angle'

Show clearly how you arrived at your answer.

[5]

## The challenges of learning Mandarin

Forty teachers from 20 schools attended a Cambridge Pre-U Mandarin Chinese teacher training workshop in November 2013, a sign that the most widely spoken language in the world is considered an increasingly important preparation for students' futures.

Britain's relationship with China and the importance of Mandarin Chinese as a language have featured heavily in the news in recent months. Prime Minister David Cameron's trade mission to China (of which Cambridge Assessment's Group Chief Executive was part, see back page) coincided with the publication of a YouGov survey which found that the UK had an "alarming shortage" of people able to speak any of the 10 languages, including Mandarin Chinese, which were vital to our future prosperity and global standing.

Michael O'Sullivan, Chief Executive of Cambridge International Examinations, said: "The Prime Minister's recent trade mission to China sent a clear message to educators about the importance of young people learning Mandarin Chinese as China looks set to become the world's largest economy by the middle of the 21st century.

"Having learnt Chinese myself, I can say that it presents challenges different from those of European languages. A well-constructed learning programme, with realistic goals and fair assessment is essential if students are to get beyond the initial obstacles of Chinese characters and tones.

"Our Cambridge Pre-U Mandarin Chinese course measures up to this requirement and we are pleased to see more and more UK schools are taking it up. We expect this trend to continue. Schools understand their students need to be prepared to work and compete in a globalised economy where China plays an increasingly important role."



## Portugal to boost English for 15-year-olds

All Portuguese students in Grade 9 will take a Cambridge English exam following an agreement between Cambridge English Language Assessment and a consortium of some of the country's top companies.

Around 1,000 state schools enrolled all of their Grade 9 pupils for the Key for Schools Portugal tests, which will be run for the first time this April. Students will sit the Cambridge English: Key for Schools exam which is taken by students all over the world, giving them an internationally recognised qualification and an excellent first step towards more advanced certificates such as Cambridge English: First and Proficiency.

*"This is the first time that an education ministry has made a Cambridge English exam compulsory for all students in grade 9 of compulsory schooling."*

The tests will be administered by Portugal's Instituto de Avaliação Educativa (IAVE). There will be no cost to schools or the Portuguese government thanks to an innovative collaboration between Cambridge English Language Assessment and the Portugal's Fundação Bissaya Barreto. Funding is provided by four leading companies: Portugal investment bank BPI, healthcare workflow solution provider Connexall, information technology specialists Novabase and the publisher Porto Editora.

Cambridge English will train around 1,200 teachers to run the speaking examinations according to the professional standards required for all Cambridge English exams. Cambridge English will also provide the Ministry of Education with an in-depth analysis of the strengths and weaknesses of language learning in Portuguese schools, an essential first step to improving standards of English throughout the country.



"This is the first time that an education ministry has made a Cambridge English exam compulsory for all students in Grade 9 of compulsory schooling", said Nigel Pike, the organisation's Director of Assessment. "Thanks to IAVE, we are able to work with a highly experienced national exam board and with highly qualified and experienced teachers throughout Portugal, which will enable us to carry out the tests on a very large scale."



Portuguese students in Grade 9 (14 and 15-year-olds) will take a Cambridge English exam as part of a new agreement with a group of some of the country's top companies.

## MOOC offers an "unparalleled opportunity" – Michael Gove

A Massive Open Online Course (MOOC) created by our UK exam board OCR and partners has been praised by the Secretary of State for Education in England in his keynote speech to a major educational technology show.

Michael Gove told BETT 2014 that Cambridge GCSE Computing Online offered an "unparalleled opportunity for the brightest and best education institutions to open their classrooms and their content to more people than ever before".

He said that MOOCs were already "changing dramatically how universities, and very soon, schools – operate" and that they were "democratising education for the 21st century".

Created through a partnership of OCR, Cambridge University Press and the Raspberry Pi Foundation,

the MOOC is the first-ever designed to support teaching and learning of computing in schools.

Mark Dawe, OCR Chief Executive, said: "We are delighted to be singled out for praise by the Education Secretary for the MOOC and our GCSE in computing.

"Together with our partners, OCR is very much leading the way in this exciting area. Everyone interested in teaching and learning the basics of computing should take advantage of this resource."



The Raspberry Pi demonstrations were a popular feature of the Cambridge Assessment stand this year.

The Group's other exam boards – Cambridge International Examinations and Cambridge English Language Assessment – also exhibited at the BETT show, showcasing among other things Cambridge Primary Maths and Cambridge English: Young Learners tests and games.

Elsewhere at the show, Bene't Steinberg, Cambridge Assessment's Group Director of Public Affairs, held a seminar on education in the Middle East.

His presentation to the UK Trade and Investment Export Theatre highlighted the challenges facing governments in the Middle East, something he said the Cambridge Assessment Group – with its 150-year history – was well-placed to help with.

"Governments are asking what skills, knowledge and understanding should be assessed, how they should be assessed and what will the assessment mean," he said.

"The Middle East requires willingness by us to understand the challenges in a very real way and engage in a form of partnership. Only those with a sound commitment to pedagogic advance will succeed."



Secretary of State for Education in England Michael Gove takes a look at the Cambridge GCSE Computing Online MOOC.



## More experiments in science needed

More practical science should take place, but controlled assessment should be abandoned, OCR has told the regulator for England.

OCR has taken soundings from teachers and higher education representatives on its forums about Ofqual's proposed reforms to A Level science and found widespread agreement that the current method of 'controlled assessment' of coursework is not fit for purpose. In fact there is evidence to show that assessing coursework in the way it is currently done in England can have a detrimental impact, such as narrowing the curriculum, limiting students' practical experience and putting teachers under additional pressure.

OCR believes there are better ways to encourage and assess practical skills that can enhance the teaching and learning experience and outcomes. It has piloted an approach that involves students carrying out a wide range of work to develop essential practical skills, and at the same time having their understanding of the practical element assessed by a written paper.

Tim Oates, Group Director of Assessment Research and Development at Cambridge Assessment, has reviewed a range of options for assessing practical work across all subjects at GCSE and A Level. He said:

"For many years we have been stuck in a quagmire of coursework so that it now counts for as much as 33 per cent of the marks for some science A Levels. But although it is widely recognised that the current system of coursework assessment does not work, we should not promote approaches which may also abolish science experiments in the classroom."

The alternative approach would see more experiments in the classroom, which would be 'endorsed' by the teacher to confirm that the pupil had undertaken the work specified.



Tim Oates, Group Director of Assessment Research and Development.

## Recognition in the Middle East

Cambridge English: Advanced has been officially recognised by the Ministry of Higher Education and Scientific Research in the United Arab Emirates as proof of English language ability. Students planning to study on undergraduate or graduate programmes in the UAE can now use the test when applying for courses. The Ministry made the decision after reviewing related research about the test and visiting a Cambridge English exam centre at the end of last year.

The test provides an in-depth evaluation of a candidate's ability at an advanced level across all four language skills: listening, speaking, reading and writing. It is focused at a high level and provides an in-depth assessment rather than just a 'snapshot' of language ability.

Zara Shahid Khan, Marketing Manager – UAE for Cambridge English Language Assessment said: "The exam is specifically designed for students who need to use English in higher education or professional life. Students who pass the test will have the language skills and confidence they need to use English in the classroom and in social situations. This will help them have a positive study experience which is a really important part of university or college life."

The Commission for Academic Accreditation, part of the Ministry of Higher Education and Scientific Research in the UAE, joins the 4,000 universities, employers and government agencies worldwide who recognise the test.

## Training the medics of the future

More Italian medical schools will be able to attract international students with the skills and knowledge they need for success in their studies, thanks to a Cambridge test.

The International Medical Admissions Test (IMAT) – developed by the Admissions Testing Service in Cambridge – has been used by a growing number of medical schools in Italy as part of their selection process since 2011. The subject-specific test, which is taken in English, assesses potential students' skills and knowledge. At a recent event hosted by the Conferenza dei Rettori delle Università Italiane (CRUI) experts from Cambridge brought together five medical schools who are using the test to share progress to date.



Sharing progress – a recent event brought together experts from Cambridge and five medical schools.

Andy Chamberlain, Assistant Director of the Admissions Testing Service, said:

"Italy is a great place to study medicine due to its high educational standards and distinctive cultural heritage. As universities in Italy continue to become more international, it's important that they are able to attract students with the skills needed for a positive study experience. IMAT has played a key role in this since 2011 and universities are reporting back on a year-on-year increase in the quality of students studying medicine in Italy. We're constantly developing our approaches to admissions testing and the support available to universities as part of our commitment to the internationalisation of higher education in Italy."

The event in Rome was attended by five universities already using IMAT from Bari, Milan, Naples, Pavia and Rome La Sapienza. It also saw support from universities in Palermo and Messina and delegates got the chance to hear the latest thinking on a number of areas including an insightful talk on selection into medical faculties in the UK from Dr Robert Wilkins, American Fellow and Tutor in Physiology at the University of Oxford.

Experts from Cambridge say the IMAT test is seeing an encouraging take up around the world with availability in 18 countries outside Italy.



## The entrepreneurs of the future, revealed

As the UK comes out of the economic downturn, a new network to help schools and colleges encourage young entrepreneurs has been launched.

OCR joined forces with YES Education (formerly the Young Entrepreneur Society) for the launch in the UK Parliament, which was supported by UK Skills Minister Matthew Hancock, Adviser to the UK Prime Minister on Enterprise, Lord Young of Graffham, and more than 40 schools and colleges.

The new network, called The Entrepreneurial Education Group (TEEG), is designed to help teachers and lecturers develop the skills and mindsets that make young people more employable, as well as nurture the next generation of entrepreneurs.

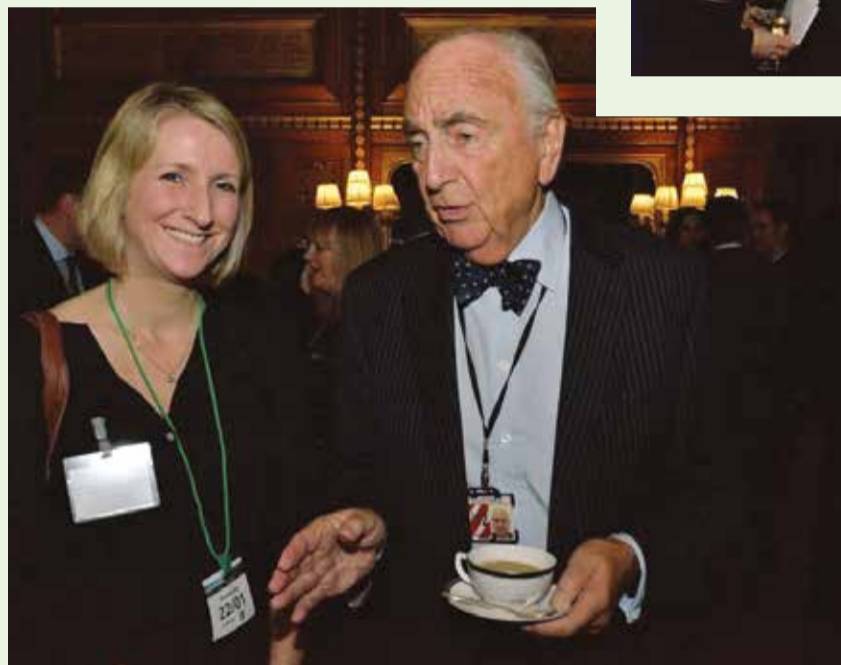
YES Education was founded by multi-award-winning businesswoman, Carly Ward, when she was just 19. Now 24, Carly embodies the entrepreneurial



Frances Bishop, winner of the 2013 National Enterprise Challenge's 'Most Enterprising KS4 Student' award, gave details of her 'U Travel' app that helps people to identify the most efficient ways to travel locally.

spirit and is a role model for young people wanting to start their own business as well as being an ambassador for the Prince's Trust.

Schools, colleges, universities and other organisations who sign up for TEEG will be able to tap into a wide range of services and benefits, including training for teachers, seminars, relevant qualifications, a directory of approachable employers, business mentors, specialist careers guidance, as well as participation in the National Enterprise Challenge and a 12 Steps to Success programme from YES. There is a membership fee but many services are on a pay-as-you-go basis.



LEFT: OCR's Head of Public Affairs Helen Davies with Lord Young, Adviser to the UK Prime Minister on Enterprise.

Charlotte Bosworth, OCR's Director of Skills and Employment said: "OCR believes that nurturing an entrepreneurial mindset should be as important as developing academic skills."



ABOVE: Left to right: YES Education's Carly Ward, Matthew Hancock MP and OCR's Director of Skills and Employment Charlotte Bosworth.

## A visionary reform programme, made to measure

An in-depth study of the learning, teaching and assessment of English in Malaysian schools is being carried out by Cambridge English Language Assessment in partnership with the Ministry of Education in Malaysia.

The large-scale project will focus on children and teachers in schools from pre-school to pre-university. Cambridge's Hanan Khalifa, Head of Research and International Development and Martin Robinson, Assistant Director, Assessment, recently met with the Deputy Prime Minister of Malaysia, Tan Sri Muhyiddin Yassin, in London to brief him on the progress to date of the study, entitled 'The Cambridge Baseline Project: measuring English language standards and establishing an evidence-based baseline for Malaysian schools'.

The study is part of a programme which aims to ensure every child is proficient in Bahasa Malaysia and English and is endorsed by a Malaysian Education Blueprint for 2013–2025.

Malaysia's Deputy Director-General of Education (Policy and Development) Datuk Amin Senin, said Cambridge was commissioned to undertake the study to measure the English language proficiency of students together with teaching abilities and practices in schools in May last year.

Also being reviewed are the current national curricula, learning materials, examinations and teaching practices, while the language levels of students and teachers at the end of pre-school, end of primary school (Year 6), end of lower secondary (Form 3), end of upper secondary (Form 5) and end of Form 6 are being tested.

The findings will provide the Ministry of Education with baseline data that can be used to set realistic and achievable targets for future learning.

Martin Robinson said: "Malaysia is embarking upon a visionary education reform programme to ensure that every child will be proficient in Bahasa Malaysia as the national language of unity and in English as the international language of communication. We are very impressed by the rigorous approach the Ministry of Education is taking and it is especially commendable that the Ministry is employing such a ground-breaking, evidence-based approach to providing solutions to the challenges it faces. By undertaking such a comprehensive review of



Deputy Prime Minister of Malaysia Tan Sri Muhyiddin Yassin (centre) with Martin Robinson and Hanan Khalifa from Cambridge English Language Assessment.

the whole English language education system, Cambridge English Language Assessment is helping Malaysia turn the visions and aspirations of the Education Blueprint into realistic and achievable targets. The Cambridge Baseline Project is the first step in helping Malaysia deliver lasting, genuine educational reform".



## What is an international education?

There is no doubt that internationally-focused education is rising up the agenda of governments the world over. Countries are increasingly comparing themselves on the international stage. How best can education and training prepare students for participation in a global marketplace?

And what exactly do we mean by an international education? Is it international benchmarking of curriculums? Or is it preparing students to be active participants in an interconnected world? And what is the place of assessment and qualifications?

We will debate these questions and more at the Cambridge Assessment Conference 2014 on Wednesday 15 October. Save the date and sign up for updates at:

[www.cambridgeassessment.org.uk/events](http://www.cambridgeassessment.org.uk/events)



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## CAMBRIDGE ASSESSMENT

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## A warm welcome in China

**Our Group Chief Executive Simon Lebus joined the British Prime Minister on a trade mission to China, the largest of its kind to leave the UK.**



A guard of honour: Group Chief Executive Simon Lebus pictured after landing in China.

The delegation was accompanied by six British Secretaries of State and Senior Ministers and some of the UK's key business leaders.

The three day mission to Beijing and Shanghai featured a conference session on education and education partnerships in which Mr Lebus was asked to join a panel discussion chaired by UK Minister David Willetts. Having exported high quality academic and English language qualifications for the past 130 years, Cambridge Assessment has long known the importance of the education sector to the UK economy. The Group believes education should support local and national values and it takes seriously its responsibility to help develop solutions appropriate for each country.

Cambridge Assessment's English language arm is the largest overseas English language examinations provider in China, with around 700,000 candidates

per year. Cambridge English has extensive relationships with municipal, provincial and educational authorities, as well as with English language training providers, publishers and universities. With its in-depth knowledge of the education sector, it is probably the best known UK education brand in China.

Cambridge Assessment's international arm has had registered Cambridge schools in China for 10 years. The most popular programmes are Cambridge IGCSEs and Cambridge International AS and A Levels. Demand for Cambridge programmes and qualifications has risen due to its strong reputation in the international education field, particularly from parents who want their children to have a qualification with international currency and recognition. It is in the process of establishing new offices in Shanghai and Guangzhou, in addition to its one in Beijing, and intends to recruit a team of seven people for China in the coming months.

## Expertise, experience: partners in reform

**New curricula in maths and science are to be introduced in all state primary schools in Macedonia.**



Photograph shows – from left to right – Development Director, Cambridge International Examinations, Helen Eccles; Chief Executive, Cambridge International Examinations, Michael O'Sullivan; Minister of Education and Science, Republic of Macedonia, Spiro Ristovski; Director, Bureau for Development of Education, Macedonia, Vesna Horvatovikj.

Cambridge International Examinations will produce curricula benchmarked to international standards and adapted from the Cambridge Primary programme to suit the educational requirements of Macedonia. New textbooks will be developed to support the curricula, and Cambridge will provide teacher training.

Spiro Ristovski, Minister of Education and Science, Republic of Macedonia said: "We are very proud and honoured to have Cambridge International Examinations as our partner in reforming the education system of the Republic of Macedonia. We feel that the expertise and experience that Cambridge will bring to our system will complement the endeavours of the Government of the Republic of Macedonia to offer better education to all the pupils around the country. We value this collaboration with Cambridge as a huge step for us and I am confident that with such a partner, the future of the Macedonian educational system is a bright one."

The new curricula for maths and science will be implemented in all state primary schools for students in Grades 1–3 from September 2014. It is hoped that Grades 4–6 will follow in 2015 and Grades 7–9 in the following year.