



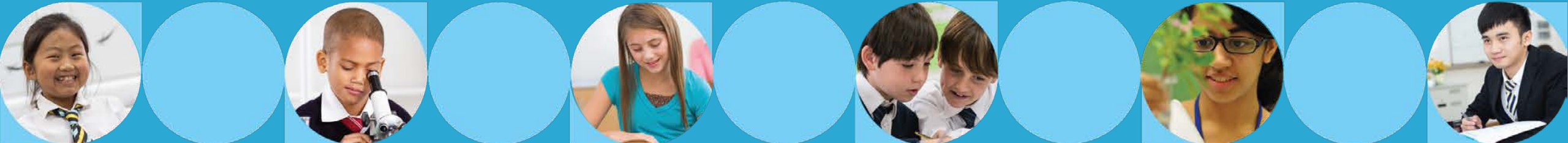
Cambridge Assessment
International Education

How do we develop our syllabuses?

Cambridge Schools Conference 2019

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14 -15 September 2019



How do we develop our syllabuses?

- ▶ Introduction
- ▶ Some questions for you
- ▶ The syllabus development process
- ▶ A case study: developing our IGCSE World Literature
 - ▶ The development background to this qualification
 - ▶ Our consultation approach
 - ▶ How we choose the set texts
- ▶ Any questions

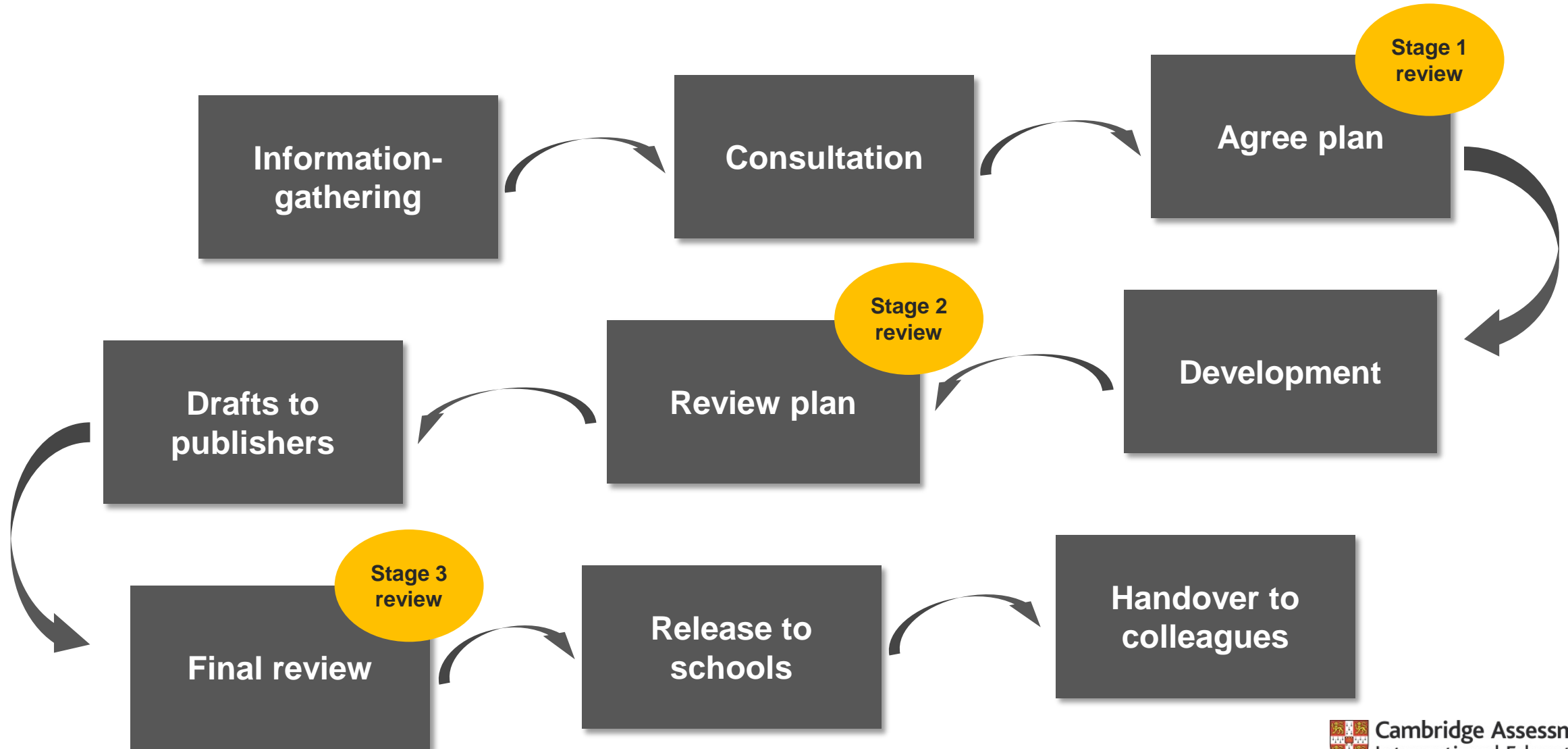
Some Questions for You

- ▶ Have you had any experience with, or involvement in, the development of a syllabus?
- ▶ What do you see as your role in a syllabus development?
- ▶ What do you think we consider when we are developing or updating a syllabus?
- ▶ How would you like to be communicated with by Cambridge during a development?

Why do we develop our syllabuses?



Our process for development



Why this process? Why two years?

- ▶ The Cambridge qualifications portfolio has around 300 syllabuses taken in 160 countries worldwide
- ▶ Our aim is quality output; quality assurance; quality built in
 - ▶ Valid, reliable and consistent assessments, year in year out
 - ▶ International in scope and content
 - ▶ Recognised by the world's leading universities
 - ▶ Reflecting the latest educational research and best practice

Progression: the Cambridge Pathway

Cambridge Pathway



A clear path for educational success from age 5 to 19

Cambridge Primary

5 to 11 years old*

- English (1st and 2nd language)
- Mathematics
- Science
- ICT
- Cambridge Global Perspectives

Cambridge Lower Secondary

11 to 14 years old*

- English (1st and 2nd language)
- Mathematics
- Science
- ICT
- Cambridge Global Perspectives

Cambridge Upper Secondary

14 to 16 years old*

- A wide choice of subjects at:
- Cambridge IGCSE™ (70+ subjects)
 - Cambridge O Level (40+ subjects)
- Cambridge ICE Certificate

Cambridge Advanced

16 to 19 years old*

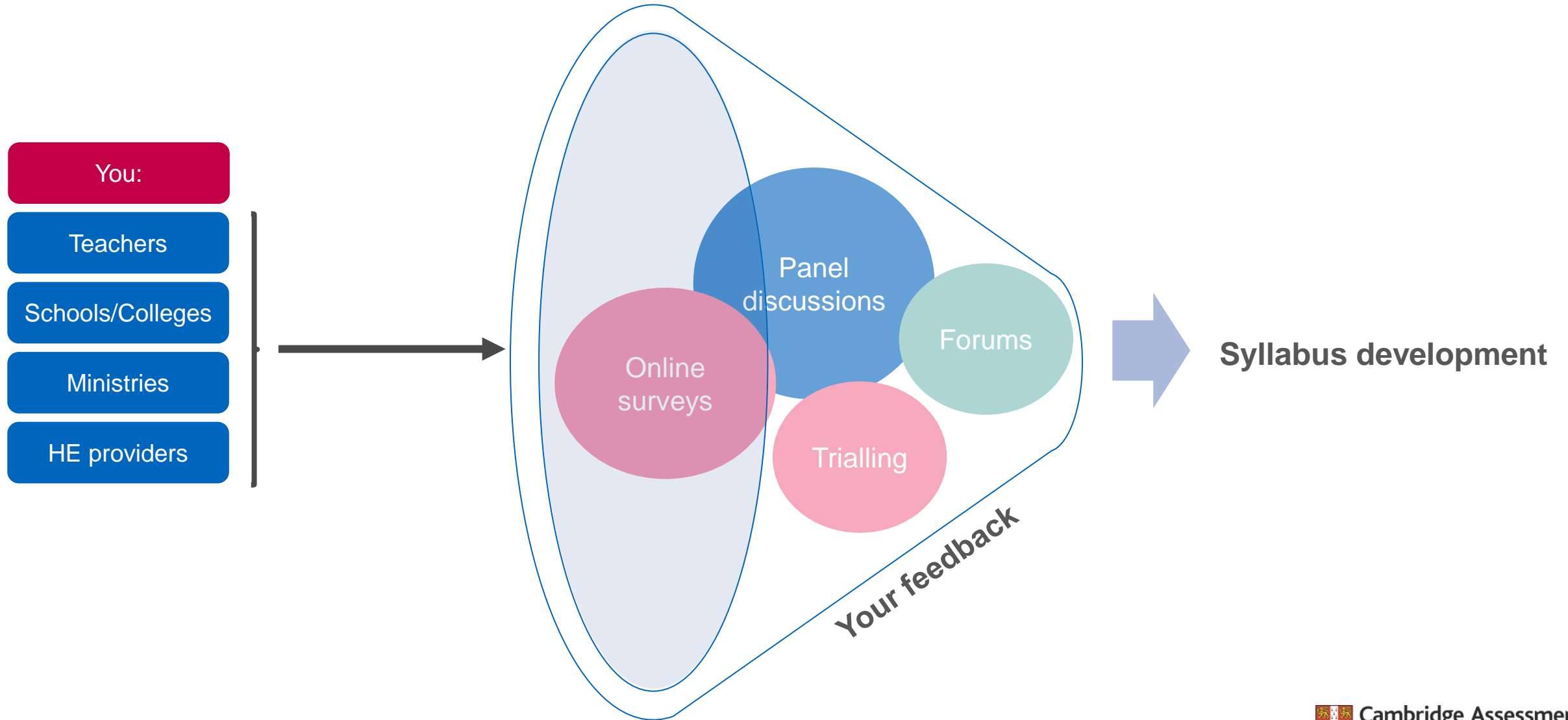
- A wide choice of subjects at:
- Cambridge International AS & A Level (55+ subjects)
 - Cambridge Pre-U (20+ subjects)
- Cambridge AICE Diploma
Cambridge IPQ

Cambridge Professional Development for teachers and school leaders

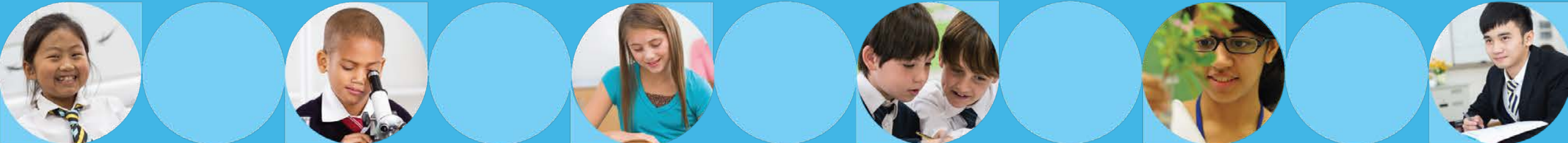
**Age ranges are for guidance only*

Learn • Discover • Achieve

You can make a difference...

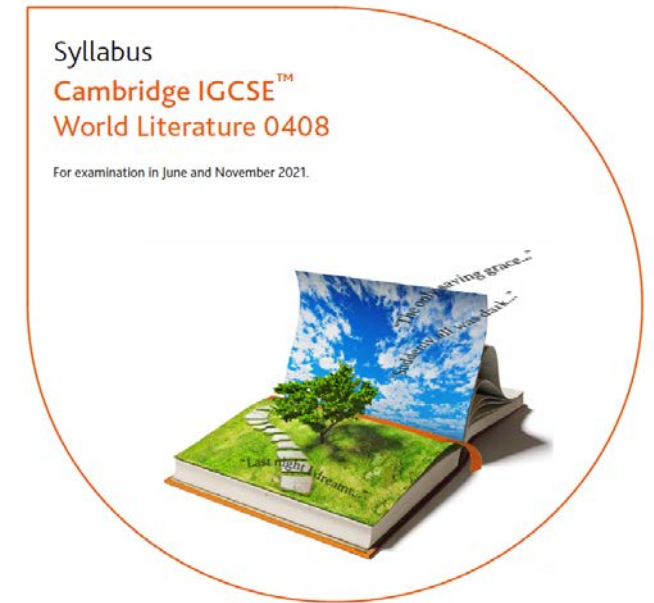


A Case Study: IGCSE World Literature



The story so far...

- ▶ IGCSE World Literature sits within a suite of international English qualifications
- ▶ Syllabus piloted in 2011/2012
- ▶ First examinations in 2012
- ▶ Development review of the syllabus began in 2018
- ▶ Revised syllabus published this September for first examination in 2022



Version 1



Development begins

Information gathering

- ▶ In-depth analysis of how the syllabus is operating

What's unique about IGCSE World Literature?

- ▶ Texts in translation
- ▶ Compulsory coursework
- ▶ Learners are encouraged to choose and explore texts from different countries and cultures

Consultation

Why?

How?

- ▶ Web-based survey

What did we want to know from World Literature schools?

- ▶ School context
- ▶ Preferences
- ▶ Progression
- ▶ What changes would centres like to see?
- ▶ How do centres choose the set texts they teach?
- ▶ Feedback on specific proposals for changes to:
 - ▶ Content
 - ▶ Question paper tasks

Consultation responses

“Why do you choose to take this syllabus?”

“Literature from different parts of the world has a greater possibility of appealing to a larger student population.”

“Opportunity to include texts in translation.”



“Important weighting of school assessment through coursework. The chance to do creative work.”

“Being an international school allows more freedom with the kind of texts that are studied.”



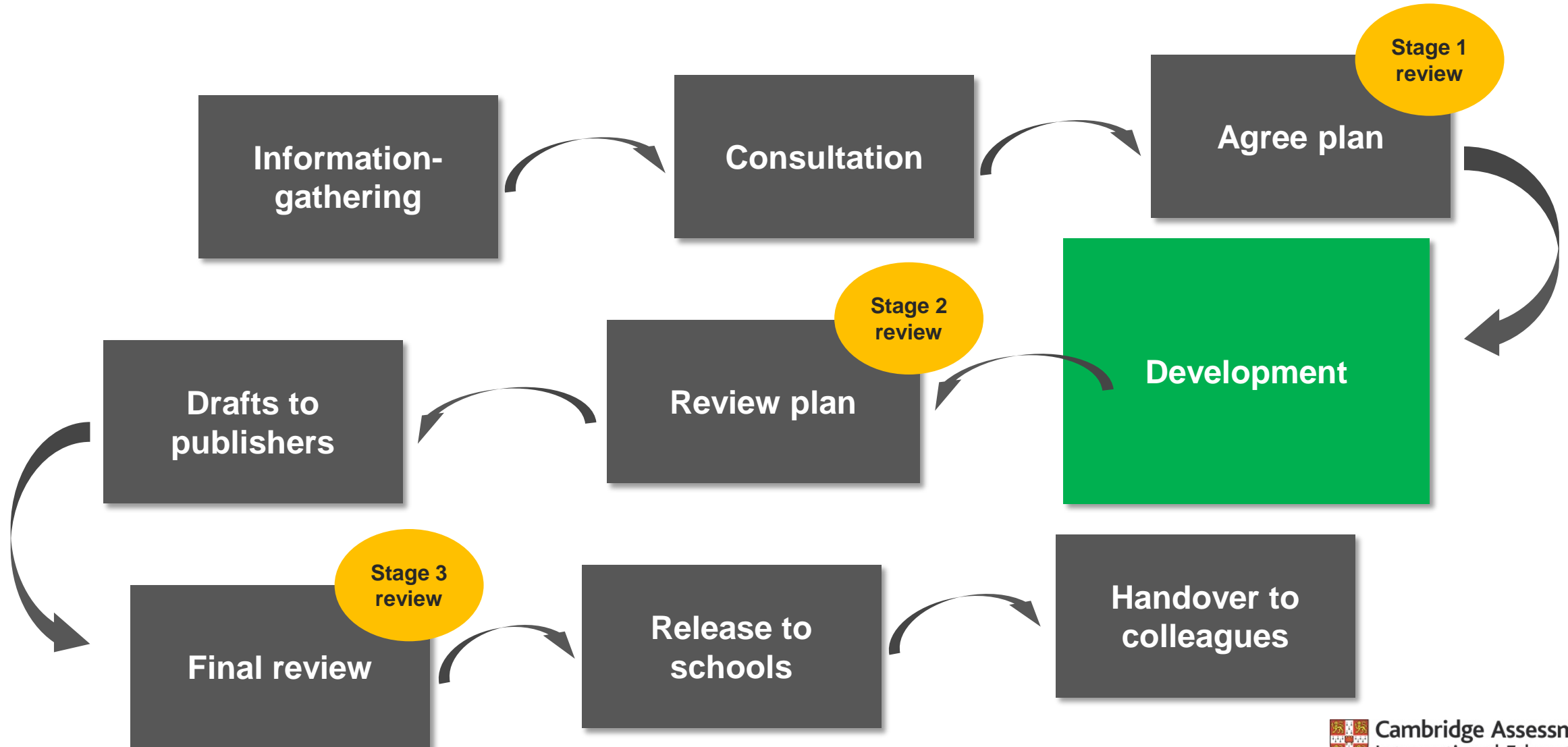
Consultation: what do we do with your feedback?

- ▶ Feedback is reviewed and compiled into a report
- ▶ The report includes quantitative and qualitative data
- ▶ We can see what we're doing well and where we can improve
- ▶ We identify patterns of concerns/issues and look to address these
- ▶ The survey results influence decision making about proposed changes to the syllabus
- ▶ Gathers together group of engaged people that we can contact in future for more detailed/specific feedback

Why do we change set texts?

- Promote 'enjoyment of the experience of reading literature from around the world.' 0408 Aims
- Ensure breadth of coverage across countries and cultures
- Provide schools with optionality (interests, cultural and financial considerations)
- Ensure fair and original assessment practices.

When does this happen?



How do we select texts?



- Compiling of suggestions from schools and training events
- Meetings between subject experts and assessment manager
- Meetings between assessment managers for Literature subjects (IGCSE, A level).

What we consider in selecting new set texts...

- **Balance of coverage across:**

Form (poetry, prose and drama)

Cultural, geographical and language representation

Canonical and contemporary work

Gender representation



What we consider in selecting new set texts...

- **Assessment level and readability**
 - Readability studies
 - Previous inclusion in syllabuses
 - Assessment data of comparable texts
 - Comparability with other set texts

What we consider in selecting new set texts...

- **Teaching, learning and assessment opportunities**

- Coverage of the syllabus Aims and AOs

- Potential teaching approaches

- Available resources and support

- Potential scope for assessment

- **Will it engage a wide range of students?**

Set texts for examination in 2022

Yukio Mishima *The Sound of Waves*

Federico García Lorca *Yerma* (specified edition: edited by Gwynne Edwards. (Methuen drama: Student edition.))

Amy Tan *The Bonesetter's Daughter*

Nikolai Gogol *The Government Inspector* (specified edition: edited by Richard Peace, OUP Oxford 2008)

Songs of Ourselves, Volume 1

A selection from *Songs of Ourselves* (Cambridge International Examinations Anthology of Poetry in English) Volume 1 (Cambridge University Press).

Stories of Ourselves, Volume 1

A selection from *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Stories in English* (Cambridge University Press).



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Thank you
Any questions?

