

Cambridge Outlook

THE MAGAZINE FOR CAMBRIDGE SCHOOLS WORLDWIDE

Issue 36, February 2021

Inside



International recognition
Routes to success for
Cambridge students



AfL in the classroom
How AfL is helping
teachers identify
gaps in learning



**Multiple-choice
questions**
Unpacking the
misconceptions
of MCQs

In Focus

Closing the gap

Assessment for Learning (AfL) in a changed world



Cambridge Assessment
International Education



CAMBRIDGE
UNIVERSITY PRESS

New
editions
coming

Cambridge IGCSE™ Biology, Chemistry and Physics series

coursebook, teacher's resource, workbook, practical
workbook, English language skills workbook and
maths skills workbook

- **Endorsed***
- **Accessible**
- **Supporting Skills Development**

*We are working towards endorsement of these titles with Cambridge Assessment International Education

[cambridge.org/education/science](https://www.cambridge.org/education/science)
[cambridge.org/education/find-your-sales-consultant](https://www.cambridge.org/education/find-your-sales-consultant)

Building Brighter Futures Together

Brighter Thinking

Better Learning

Welcome

ISSUE 36, FEBRUARY 2021

“ A new year brings a new set of challenges and, for many of us, 2021 will continue to be dominated by the effects of Covid-19. But just as we allow ourselves to look ahead to a more hopeful future, we also need to look back at what we learned over the past year. One of the many things 2020 has taught us is the importance of working together – and how crucial international collaboration really is.

Thank you again to all the schools that have been working so closely and patiently with us, and thank you to all the educators around the world who have given us their feedback and shared their experiences to support others in the Cambridge community. Our first priority will always be to keep students safe and in education, but we are also committed to supporting schools and teachers in any way we can.

Last November we held our first Cambridge Schools Conference Online. One of the positives of the virtual format was that more school leaders and teachers could take part than ever before. In this issue we examine further the theme of that conference – Assessment for Learning (AfL) in a changed world – and look at some of the techniques that can support students, whether your school is hosting lessons online or face to face.

On page 10, teachers and school leaders share how they are using AfL to identify any topics that need extra attention, as well as finding out where more wellbeing and social support is needed.

Thank you to everyone who has contributed to this issue. It's a reminder once again of how determined everyone is to keep education going and adapt to whatever challenges we face.

I wish you all well at this time.



Christine Özden
Chief Executive,
Cambridge Assessment
International Education

About us

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Any feedback on this issue? Anything you would like to read about in the next issue? Contact us at:

Cambridge Outlook magazine, Cambridge Assessment International Education, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA, UK
t: +44 1223 553261 f: +44 1223 553558
e: outlook@cambridgeinternational.org



Cambridge Outlook is published on behalf of Cambridge Assessment International Education by John Brown.
www.johnbrownmedia.com info@johnbrownmedia.com
For John Brown: Paul Bradshaw, Editor
Cover Illustration: Kiki Ljung



16

Contents

In Focus:
Assessment for Learning
in a changed world

- 4 Introduction**
Continuing the conversation from the first Cambridge Schools Conference Online
- 6 Multiple-choice questions**
Discover different ways to create and use multiple-choice questions effectively
- 9 Top tips: Assessment for Learning in maths**
Tabitha Gould tells us how AfL is now more important than ever for maths
- 10 Closing the gap: AfL in the classroom**
Teachers from around the world share their experiences of using AfL to help identify gaps in learning



10



22

International recognition

14 Achieving aspirations and ambitions
What UCAS data reveals about Cambridge applicants

Case study

16 Supporting students to achieve more
How The British School in New Delhi, India, uses Cambridge CEM assessments

Support for schools

17 New resources and guides
Our latest products, services and endorsed resources

Professional development

20 Committed to raising standards
A focus on a Cambridge Professional Development Centre in Malaysia

A view from
22 USA

IN FOCUS

Assessment for Learning



Anna Smith, Senior Education Manager at Cambridge International, introduces this issue's *In Focus* which explores how Assessment for Learning can help identify and address gaps in knowledge



In this section

- 6 Members of the Cambridge team explore different ways to create and use multiple-choice questions
- 9 Tabitha Gould, Framework Developer for Cambridge Mathematics, shares her top tips on using AfL techniques for teaching maths
- 10 How Cambridge teachers around the world are using AfL to identify gaps in learning as students start returning to classrooms

As programme director of the Cambridge Schools Conference, it's always a highlight of my year to attend our global conferences, and I know that's the case for many of my colleagues too. I love the discussion of ideas, the thought-provoking keynotes and the practical workshops. I love the chance to talk about teaching and learning with teachers and leaders from around the world. And, judging by the hundreds of positive comments we receive from delegates, I know that the conference is valued by our schools too.

That's why we were so keen to make sure that Covid-19, while it stopped us meeting up face to face, wouldn't stop us meeting online. And so it was a great pleasure to be able to launch the Cambridge Schools Conference Online last November. We focused on 'Assessment for Learning in a Changing World', and we heard from Professor Dylan Wiliam as our keynote speaker.

Professor Wiliam is widely recognised as the leading expert in Assessment for Learning (AfL). With him, we thought about the nature of

memory and retrieval, how to design effective questions, and how big the Covid-19 learning loss might be. There was a lot of interest from delegates for our discussion of 'zero stakes testing' (where only the learner discovers how well they did in a test, not the teacher, so they can really focus on their improvement). And teachers were particularly reassured by Professor Wiliam's reminder that 'you've got this' – that the skills we have in more 'ordinary' times are ones that will support us, and our students, as we respond to the demands of Covid-19.

We followed up Professor Wiliam's keynote with a series of panel discussions, where we heard from Cambridge teachers and leaders from around the world. In unprecedented circumstances, they have taught classes online, have managed returns to school, safety measures, returns to lockdown, and 'blended learning', with some students at home and some in class. And yet what we heard from our



"The skills we have in more 'ordinary' times are ones that will support us, and our students, as we respond to the demands of Covid-19"

panellists wasn't negativity. It was the sharing of lessons learnt and of practical advice to support learners. It was a privilege to hear what they had to say, and I'm delighted that we are able to hear more from four of those panellists on pages 10–12.

We are continuing the conversations started at the conference throughout this issue's *In Focus* section. On page 6, colleagues from across Cambridge Assessment explore why multiple-choice questions can be used to assess complex issues, and share tips for question design. And on page 9 we hear from Tabitha Gould of Cambridge Mathematics about her top tips for AfL in mathematics.

It's been a real pleasure to hear from practitioners around the world as we explore together our understanding of high-quality teaching and learning in these difficult times. I look forward to continuing the conversation in the coming weeks and months.



ILLUSTRATION: KIKI LJUNG

Creating and using multiple-choice questions effectively

WHY FINDING OUT WHAT LEARNERS DON'T KNOW IS SOMETIMES JUST AS VALUABLE AS DISCOVERING WHAT THEY DO KNOW

In this fast-moving and uncertain landscape, multiple-choice questions (MCQs) are an indispensable tool. Well-designed MCQs can be used to differentiate students, identify strengths and weaknesses, and inform your future teaching practice.

Why do we ask questions?

There are lots of different reasons why we ask questions in the classroom – sometimes it's just to occupy students and keep them on task. But when we consider the research, in particular from people such as Dylan Wiliam, we see that questioning is all about making learners engage their brains. It's about making them think.

Importantly, it's also about providing information to the teacher. Are learners ready to move on? Is further instruction or learning required? Identifying the right questions to ask, at the right time, can give you so much information about the progression of your lesson. Multiple-choice questions offer proactive ways to do this while also not overloading teachers.



Andrew Field
eLearning Manager,
Cambridge International



Rachael Horsmann
Maths Lead, Cambridge
Mathematics



Simon Child
Head of Assessment Training,
Cambridge Assessment Network

“Questioning is all about making learners engage their brains. It's about making them think”

Misconceptions about multiple-choice questions

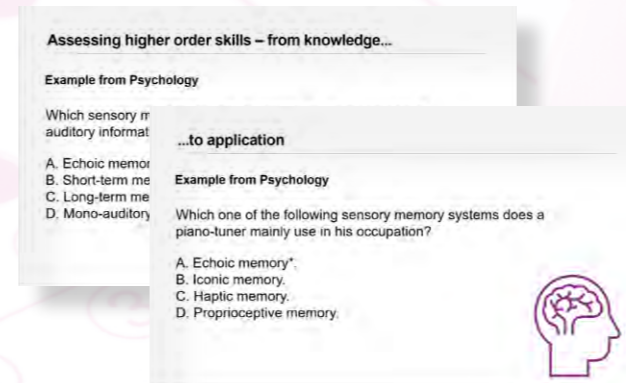
There are certain misconceptions that persist with multiple-choice questions, even when teachers are using them in effective ways in the classroom. One is that they are only ever good for the recall of knowledge.

In Bloom's Taxonomy for classifying levels of thinking, lower-order learning, including remembering and understanding, is at the bottom of the hierarchy. But it is important to be aware that higher-order learning, such as applying, analysing and evaluating, can also be accessed with skilled MCQs.

Look, for example, at a question stem from a psychology lesson about the memory systems in the brain (see opposite page). You could ask, 'Which sensory memory system is specific to the processing of auditory information?', with the correct answer being echoic memory. This question tests knowledge.

However, you could also ask, 'Which sensory memory system does a piano-tuner mainly use in his occupation?' The idea here is that

students will have an understanding of what the different memory systems do, but they will also have to understand the role that a piano tuner has and apply their knowledge of sensory memory to how a piano tuner goes about their work.



One of the other misconceptions that tends to persist is the idea that MCQs are easier. This is connected with the misunderstanding that MCQs are associated with lower-level knowledge recall, but the difficulty of MCQs is actually determined not just by the correct answer option, but also by the plausibility of the 'distractors' (or other options) that you include.

Using MCQs in different ways

MCQs do not just need to be delivered using worksheets or screens. You could use each corner of a classroom as an answer and encourage learners to physically move around. This can lead to some lively classroom debate. Just standing back and hearing the conversations that come about, trying to convince each other to move to a particular corner/answer, is another valuable tool for formative assessment.

Similarly, you can provide opportunities for students to write their own questions. To write a question stem and devise a set of answers, you've got to really understand the topic. There is a great deal of creativity in the authoring of questions and this becomes a very useful classroom task for any subject.

Five top tips

- Make use of multiple-choice questions as part of your everyday teaching toolkit – not just as a standalone item.
- Provide students with the challenge of creating and evaluating their own questions.
- Review your existing questions and assessments regularly – think carefully about how effective they are, and about ways in which they might be improved.
- Think about purpose. What am I using multiple-choice questions for? Is this for a snapshot of current learning, to probe misconceptions, or as a set of 'hinge' questions?
- Crowd-source. Use the wisdom of practitioners around you, collaborating and working together wherever possible.

Watch a webinar on MCQs with the authors of this article at www.cambridgeinternational.org/webinars

What to consider when designing questions

1 Planning. The first consideration is to think about the purpose of your MCQ assessment. For example, do you need to use MCQs at the 'hinge' point in the lesson, to check if students are ready to move on to the next topic, or do you have more summative reasons for using an MCQ? Related to that is the idea of what you will do with the outcomes – do you have a particular plan in mind for how you will use the information and the data that comes out?

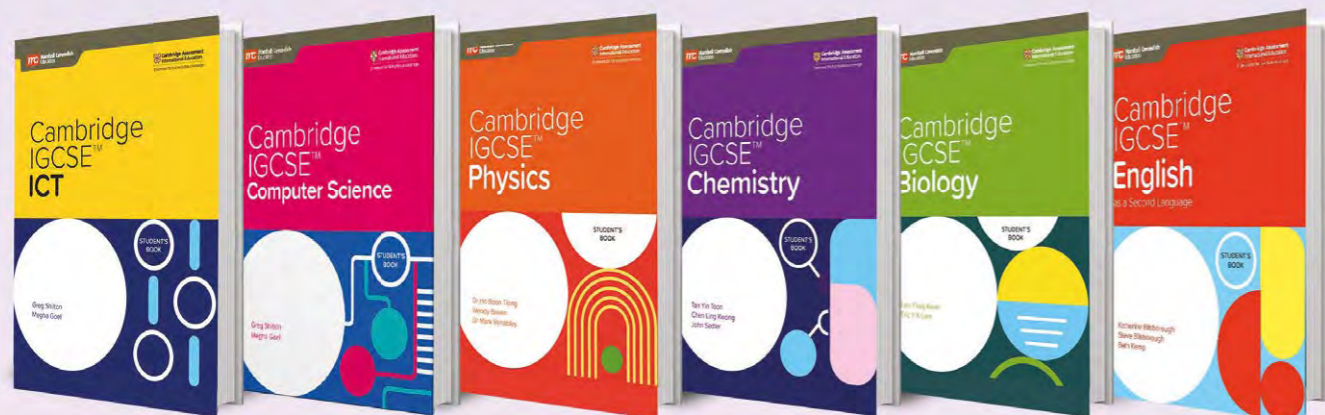
2 Timing. What topics do you want to cover and when do you plan on using the assessment questions? Are you asking questions after a period of learning, or before? Do you want to compare the before and after with different sets of MCQ questions?

3 Writing. A really useful thing to do is to write the question stem as one true statement. This can help you at the next stage when you start to separate the stems to create your question-and-answer sections, before you add any distractors. Think about plausibility, and make sure they are roughly the same size and shape as the correct answer.

4 Refining. Ask someone to try out your MCQ assignment (either one of the students or another teacher), just to give you an indication of whether your questions are working well, whether there is anything that's not clear or accessible, and then go through the process of editing and refining.

Marshall Cavendish Education is working closely with Cambridge Assessment International Education towards endorsement of this series.

Unveiling an All New Series, Marshall Cavendish Cambridge IGCSE™



We Deliver MORE in the New Normal

Visit site for more information!

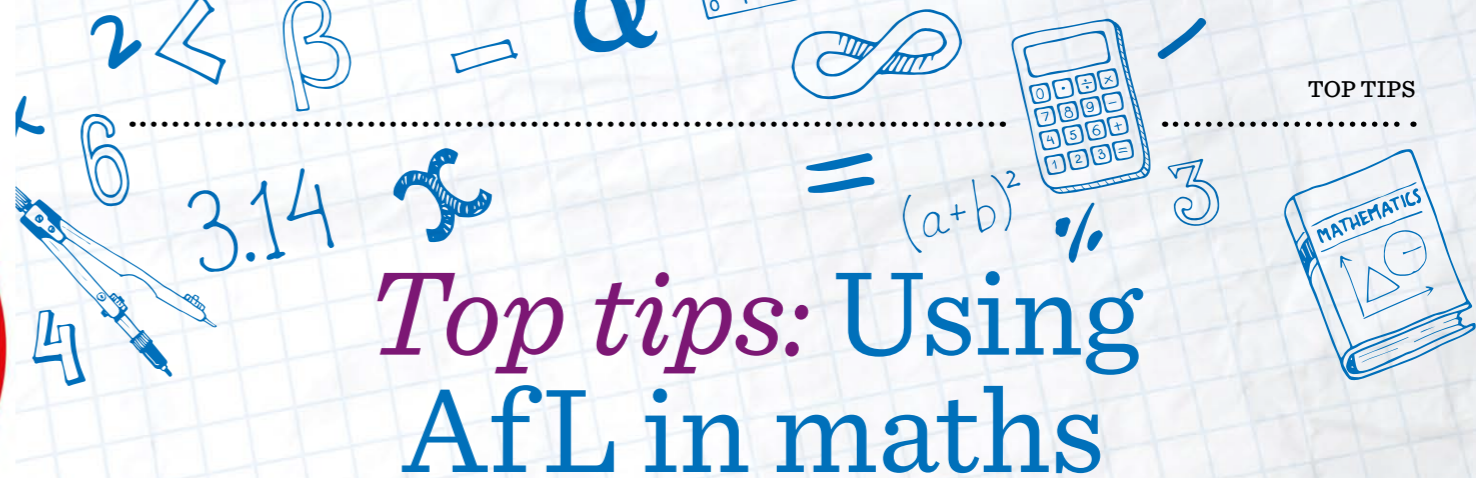


mceducation.com/igcse

Register now for FREE webinars!

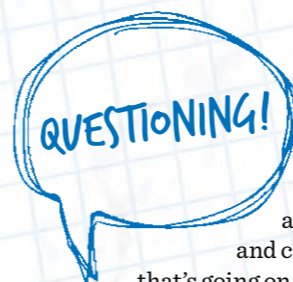


mceducation.com/igcse#events



Top tips: Using AfL in maths

Tabitha Gould, Framework Developer at Cambridge Mathematics, advises how Assessment for Learning (AfL) techniques can be successfully integrated into maths lessons, and tells us how AfL is now more important than ever as we look for new ways to support disrupted learning



1. Listening is everything.

In maths it's very easy to try and interpret what learners know by what they've written down. Especially in early years, the marks learners make on paper are not necessarily what they mean and can hide the mathematical thinking that's going on. Listening carefully to what they say (to each other and to you) can reveal more about how they are making sense of concepts.

2. Maths is not all about the grades.

When we mark homework or worksheets we should try and avoid giving exact marks or grades and focus on writing comments that will help the learners to reflect on what they've done. For example, "I can see five errors in the work you've done. Can you find them and try to fix them?" You're giving them feedback, but you're not letting them ignore it.

3. Feedback should be active, not passive.

Give comments that encourage learners to engage with feedback and to engage with each other. Discussion is sometimes overlooked in maths, but sharing solution strategies is key: "You've found an answer, now talk to someone else and find out how they did it."

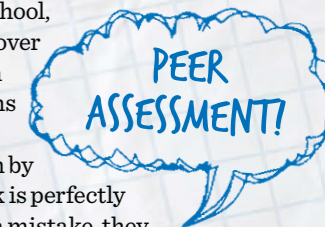
4. The language of questioning is important.

In maths there's often a misconception that there's only ever a right and wrong answer. When you ask a student a closed question, such as "what is five times seven?", you're only testing their ability to recall facts. AfL is not about what they know, it's about how they know it. Rather than asking for a specific answer, ask "how do you know that's the answer?", or "what can you tell me about this problem?"



5. Peer-to-peer work is key to building a classroom culture.

In maths you need to constantly overcome this idea that the students are just learning facts and procedures. There's a lot of power in talking about mathematical ideas, and using provocative statements is one way to encourage this: pose a conflicting statement (for example, "1/10 is double 1/5") and ask the class to think and talk about it. When learners talk about and explain their own ideas, they often reveal a lot of strengths and weaknesses.



6. Plan ahead for tackling common misconceptions.

Think carefully about potential gaps in knowledge. When students have a lot of time off school, as they have in many countries over the past year, this becomes even more important. Misconceptions in maths usually happen when students try and solve a problem by doing something that they think is perfectly logical – it's not a guess, it's not a mistake, they just have the wrong thinking behind it. The more they do it wrong, the more it becomes ingrained.

7. Set problems that have more than one, or less than one, right answer.

Think about questions where the most obvious answer might be wrong. This can help to reveal misconceptions and encourage deeper thinking. Open up the question as much as possible and always focus on the solution strategy rather than the answer. Pose problems that involve a lot of opportunities for thinking, discussion and justification. These can be particularly useful for AfL.



In partnership with Cambridge University, Cambridge Assessment and Cambridge University Press, Cambridge Mathematics is developing a digital Framework to help reimagine maths education from 3 to 19. Tabitha Gould is in the Framework Design team.

Closing the gap

AS THE IMPACT OF COVID-19 CONTINUES TO AFFECT US ALL, TEACHERS FROM AROUND THE WORLD TELL US HOW SUCCESSFUL ASSESSMENT FOR LEARNING (AFL) PRACTICES CAN HELP BRIDGE ANY GAPS IN LEARNING WHEN STUDENTS RETURN TO CLASSROOMS



Davina McCarthy, Executive Principal of the Australian International School (AIS), Ho Chi Minh City, Vietnam

Vietnamese schools were some of the first in the world to close down due to Covid-19. AIS closed for the Tet national holiday in February last year and remained closed until June. We put a rigorous online-learning timetable in place, but those five months were not without their challenges.

Since last August, we have been lucky enough to be back in school, with social distancing and hygiene protocols in place. One of our biggest challenges has been the social and emotional fallout resulting from lockdown, as well as having to wear face masks in class. Alongside not picking up on facial clues, sound can be muffled. While students were very happy to reconnect and be with their friends again, there seemed to be a sensory disconnect. Staff quickly moved towards a more active learning approach – looking at their environment and occasionally taking the lessons outside or to larger spaces.

Online learning has helped students to improve their use of and confidence in technology, and the availability of online courses, webinars and collaborative sharing experiences has been exponential, creating a sense of belonging in the teaching community. We began to use apps for quick AFL opportunities, too.

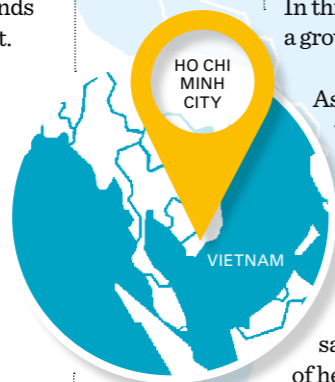


“Online learning has helped students to improve their use of and confidence in technology”



Overall, AFL has a huge impact on building student and teacher relationships. It helps to develop our staff as facilitators and our students as owners of their own learning. However, recently, AfL has also offered our staff and students the opportunity to check in on wellbeing. In this context, it helps students with developing a growth mindset.

As a school leader, setting a strategic goal to revisit AfL is key to raising achievement. It goes right to the heart of what happens in the classroom. Even when our focus shifted to online learning last year, tuning in to our AfL strategies really helped us to maintain a meaningful connection. One teacher recently shared that her students said it cheered them up to hear a recording of her voice, offering feedback. This simple, time-saving message was appreciated on an emotional level.



Richard Driscoll, Head of Humanities Faculty at Shenzhen College of International Education, Shenzhen, China

One of the impacts of Covid-19 that has been highly publicised has been the loss of learning. I agree with the analysis of Dylan Wiliam in his keynote speech at the Cambridge Schools Conference Online that it is difficult to measure this loss, but that it has provided an opportunity for teachers rather than necessarily a problem.

Normally, in the run-up to exams students practise writing essays in timed conditions. With the exams being cancelled, this process didn't take place last year, and as a result, many students hadn't developed the analysis and evaluation skills they needed. A particularly effective AfL technique for this is whole-class feedback. There are many excellent templates available that can be adapted to suit your subject: students first identify their strengths and weaknesses, then set targets before using a group discussion to reflect on what skills need to be developed.

When I was teaching online, I adopted a flipped learning approach, with AfL techniques in place to check understanding and student progress. The breakout-room function on Zoom was a useful tool and students enjoyed discussing questions in smaller groups, with the teacher switching between them.

After identifying the skills that needed developing this year, I also set up separate peer-assessment tutorials, focused on evaluation and analysis. Once a week for 40 minutes, groups of four students have peer assessed a range of written work, and they have all made good progress and gained in confidence. Many teachers have also upskilled and now have a lot of different techniques in their toolkit that they would not have had, had it not been for Covid-19. It's important these skills are not lost.



Ainee Shehzad, Principal of Habib Public School, Karachi, Pakistan

For teachers, online AFL is a big challenge. Key formative assessment techniques, such as feedback, questioning, encouraging learner talk, and peer and self-assessment, have to be done creatively now. The impact of teachers on learning is more significant than ever, and it can be magnified by practising robust AfL online.

School leaders must provide a supportive and enabling environment so that teachers have the autonomy to use creative and flexible strategies to extend the knowledge and skills of every student in every class. Opposing ideas and competing perspectives should be welcomed, and teachers must be made to feel comfortable with exploring and taking risks. Collaboration, teamwork and collective expertise will deeply impact student attainment, too. A regular review process will enable teachers to understand the activities they need to sustain, and the ones they need to improve on.

At my school, there is improved student attendance in the online classes, with greater participation and enthusiasm. Teachers are using innovative activities for formatively assessing students' progress. They are giving robust feedback, enabling deep learning. Scores and grades are indicating increases in academic attainment. As a result, the predicted loss in learning will not be as drastic as we thought.





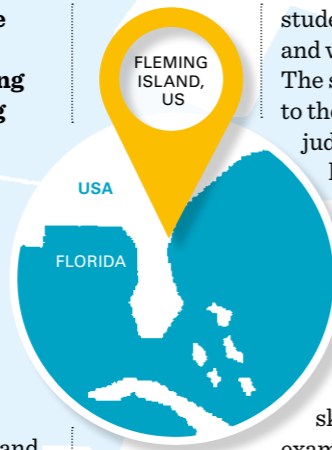
Steven Shannon, Cambridge International AS & A Level Literature teacher at Fleming Island High School, Fleming Island, US

My school has a very well-articulated Cambridge programme. What that means is that students come to me for Cambridge International AS Level English Literature lessons with extensive writing and analysis skills, which have been developed through the course of the previous school year. With the Covid-19 pandemic shutting our school for the second half of the last academic year, and with Cambridge exams being put on hold,



my current students did not have the opportunity to go through the exam-preparation period they usually do. My biggest concern at the outset of this school year was assessing that deficit and developing methods to combat it. This is where AfL becomes an especially crucial part of my teaching practice.

We are fortunate to be able to meet for in-person learning. However, all of the activities I do with my students would also work in an online setting. One of the first AfL tasks I gave them was a sample question from a past exam. My intent was not to use the assessment in a formative way, but to gain an opportunity for the students to engage in exam-style writing and to then turn to group work in assessing their approach. The students read each other's writing and discussed their differing approaches to the task, as well as their ideas about what qualities successful exam writing possessed. This kind of AfL benefits both teacher and student: I get to see what the



“There should be no penalty for needing more practice or trying to get better”

students think about and value in their writing and what they believe the essay prompts demand. The students get to see different approaches to the same task, as well as make evaluative judgments about the texts they and their peers have created.



Building on all of this, my approach asks students to do shorter pieces of writing focusing on different skill sets. The new AS Level Literature syllabus contains unseen work for the first time. This requires a slightly different set of skills, which I can tap into by using AfL. For example, students will read an unseen passage of text and develop a thesis for the writing they might do about it. In that task is a great deal of analysis. All I'm asking of them, though, is a sentence or two. That allows me to group them again and have them compare what they've written to what their peers have done. It allows me to have them work cooperatively as a group to compose an 'ideal' thesis, which they will, in turn, have to defend.

In all of this, I'm having students work through their skill sets without doing an inordinate amount of essay writing. Moreover, I'm not using the writing they are doing as any kind of summative assessment upon which their success or failure rides. As I tell my students, we are in the process of becoming writers. There should be no penalty for needing more practice, or trying to get better. This philosophy is at the heart of Assessment for Learning. ▀

Ensure full coverage of the new Cambridge Primary and Lower Secondary curriculum frameworks.



We are working with Cambridge International to gain endorsement for these forthcoming titles.

Cambridge Primary:

English as a Second Language, English, Maths and Science



Cambridge Lower Secondary:

English as a Second Language, English, Maths and Science



Created with teachers and students in schools across the globe, Boost is the next generation in digital learning for schools, bringing quality content and new technology together in one interactive website.

Our Cambridge International Teacher's Guides include:

- A print handbook and a subscription to Boost
- A range of resources such as: Lesson Plans, Schemes of Work, Quizzes, Worksheets, Audio recordings, Vocabulary flashcards, ESL activities, Assessment guidance and Glossaries

Boost eBooks

- Interactive, engaging and completely flexible
- Boost eBooks use the latest research and technologies to provide the very best learning experience for students. They can be downloaded onto any device and used in the classroom, at home or on the move.

Be one of the first to see our new print and digital resources at hoddereducation.com/cambridgeinternational



Achieving aspirations and ambitions

WHAT UK ADMISSIONS DATA TELLS US ABOUT CAMBRIDGE APPLICANTS, BY KEVIN EBENEZER, CAMBRIDGE INTERNATIONAL'S HEAD OF GLOBAL RECOGNITION

There has been rapid growth in the global higher education market over the past few years, and throughout this time the UK has remained attractive to international students. The results of our annual student destination surveys show that the UK is the most popular destination country for outbound Cambridge students.

The Universities and Colleges Admissions Service (UCAS) has recently provided data about Cambridge applicants from the last three application cycles. This data gives useful insights for future students considering higher education opportunities in the UK.

In this article I want to highlight three key conclusions:

1 Cambridge students have a greater chance of receiving an offer of a place at a UK university than ever before.

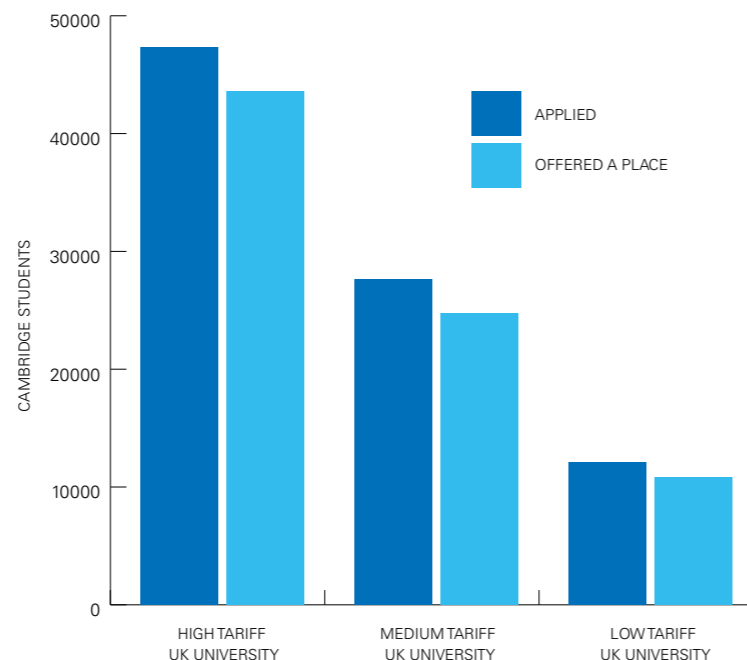
There has been a steady increase in the number of Cambridge applicants since 2018. UCAS data from the 2018, 2019 and 2020 admission cycles reveals that 97 per cent of Cambridge students who applied to UK universities receive an offer of a place.

Entry year	2018	2019	2020	Total
Applied	16 310	18 180	19 020	53 500
Offered	15 810	17 660	18 520	51 900

“UCAS data gives useful insights for future students considering higher education opportunities in the UK”

2 Cambridge students apply and receive offers from top-ranked UK universities

UCAS groups higher education providers in the UK based on the average entry requirement grades summarised through UCAS Tariff points – higher, medium and lower tariff providers. Higher tariff universities include all the Russell Group universities (for example, the Universities of Bristol, Cambridge, Oxford and UCL). The majority of Cambridge students (88 per cent) applied to a higher tariff provider compared to 49 per cent of UK applicants. 91 per cent of these Cambridge applicants received an offer from higher tariff providers, as shown in the table below.



3 The flexibility of the Cambridge International AS & A Level curriculum allows Cambridge students to choose a wide range of courses at university.

Cambridge students have the opportunity to choose from 55 subjects at Cambridge International A Level. UCAS classifies courses of study at university into 26 subject categories. The data shows that our students are accepted into a wide range of courses at university. The table shows the top 10 courses Cambridge students choose at UK universities, in order of popularity.

1	Business & Admin	6	Law
2	Engineering	7	Physical Sciences
3	Social Studies	8	Medicine & Dentistry
4	Biological Sciences	9	Subjects allied to Medicine
5	Computer Sciences	10	Creative Arts & Design



Destination UK

There are resources on our website to support Cambridge students who want to apply to universities in the UK, including factsheets and videos.

Go to www.cambridgeinternational.org/recognition for more information, and select 'Recognition in specific countries'.



SUCCESS STORY

US student Jonathan Casaverde Maimon tells us how Cambridge programmes helped take him from Cypress Bay High School to Florida International University.

Going into my first year of high school, I knew very well what I needed to do to be able to attend college and get my degree. From a very young age, my parents made it clear to me that I had to figure out how to finance college myself as they could not afford it. I took the time to research my curriculum options and pick the right one. My parents had put so much effort and hard work into moving from Venezuela to the USA to give me and my brother a better chance, and I was not about to give it up.

The Cambridge curriculum not only opened up doors with scholarships and college credits, it also allowed me to do some of my best work. The Cambridge AICE Diploma really encourages students to learn the content and actually comprehend how to utilise it – putting knowledge to work rather than just temporarily retaining information to pass an exam.



The Cambridge approach encourages students to really know what they are talking about, and at no point were we learning information just to pass a test. Cambridge programmes allowed me to show my worth and actually work towards something that is worth learning.

You walk into a Cambridge course with high expectations. It's not a typical classroom divided into social niches and stereotypes, and I feel as if everyone in that class is eager to learn – the Cambridge curriculum has a way of opening new floodgates in your head.

I'm now attending Florida International University studying Communications. Florida offers a full "Bright-Futures" scholarship to any student who completes a minimum of seven Cambridge AICE courses. The courses were also evaluated at my college and gave me 30.00 credit hours, which actually made me a sophomore (second-year student) in my first year. Cambridge helped me to shape my ideals and aspirations, it gave me the tools to succeed in college, and it taught me that with hard work and dedication, anything is possible.

Read more stories from Cambridge International alumni at www.cambridgeinternational.org/alumni

SUPPORTING STUDENTS

to achieve more



In 2009 The British School in New Delhi, India, started using baseline assessments from the Centre for Evaluation and Monitoring (CEM), now part of the Cambridge family, to gather data about student performance and improve teaching and learning. We asked Vanita Uppal OBE, Director of The British School, to explain how they use the test results to help students improve.

How do you use the data from Cambridge CEM assessments?

VU: Our students take Cambridge CEM tests at key stages from age 11 to 18. The data we get, combined with teacher observations and other data we gather, is the backbone of information that helps us support our students.

For example, subject teachers use Cambridge CEM data to determine the minimum expectations of the students in a class and set aspirational targets. Our pastoral teams use it to identify students who need support. We also use the data to support transition across key stages, and look at cohort trends year on year and within subject areas.

The test results also help inform subject choices and predict grades. We use the Cambridge CEM Yellis test to monitor performance, and it proved to be a strong data point to arrive at predicted grades for the June 2020 exams.

We have a transient student population from 66 nationalities. The tests identify if students need language support and, because the data is globally recognised, it helps when students move schools internationally.

What sort of action might you take to support students?

We have a variety of interventions based on Cambridge CEM data. For example, if a student gets a low vocabulary score, we'll introduce a regular reading

routine, develop word banks for topics and reference sheets – such as how to connect and close sentences. We'll ensure pupils with low vocabulary scores do not all congregate, but rather can learn from their peers.



For students with low non-verbal scores, we'll try methods that allow them to visualise concepts better. For example, using physical demos such as modelling the solar system with clay. If a student has a low skill score, we'll help to improve their accuracy – such as developing proofreading techniques. If they have a low maths score, we will focus on helping them break down a maths problem into accessible parts. These are just a few examples.

How do your students benefit from these interventions?

We talk to students prior to the Cambridge CEM assessment so that they understand how the data will be used. We encourage them to use the data to identify strengths and areas of development. As a result we see increased engagement, with higher levels of confidence. Students are also more focused and work towards achieving their targets. This ultimately leads to improved performance.

Read the full case study at www.cem.org/tbsnewdelhi. To find out more about Cambridge CEM and how the assessments can be used if students are learning remotely, talk to your local Cambridge representative.

Support for schools

THE LATEST RESOURCES AND DEVELOPMENTS TO SUPPORT YOUR LEARNERS



Support during Covid-19

We are very grateful to Cambridge schools for working patiently with us through this challenging period.

All our support for schools during the Covid-19 pandemic is available at www.cambridgeinternational.org/covid



Here you will find our updates for schools, information on the 2021 exam series, and links to our resources to support schools with teaching and learning during this time.

Cambridge Primary and Lower Secondary are changing

Over the next three years we are introducing some exciting changes to our Cambridge Primary and Lower Secondary programmes. We have revised our English, English as a Second Language, Mathematics and Science curricula and we are also improving our Cambridge Progression Tests and Checkpoint. Schools that already teach these programmes can start familiarising themselves with the changes by downloading our new curriculum frameworks from our Cambridge Primary and Lower Secondary support sites. Online introductory training is also available.

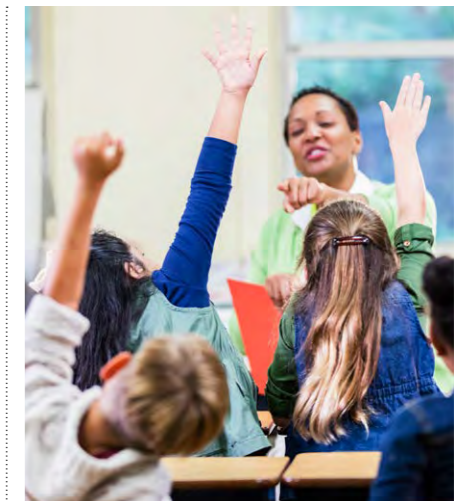
What's happening when

• 2021: First new teaching

We recommend that you begin to teach the new curricula from September 2021 onwards. The exact date you start will depend on which stage or year group you teach, whether you use Cambridge Progression Tests or Checkpoint, and when your academic year begins.

• 2022: First new Cambridge Progression Tests

From 2022, our new Cambridge Progression Tests will be available every year instead of every three years. The tests are marked by teachers in your school and you can use them to check learners' progress at the end of Stages 3 through to 9.



• 2023: First new Cambridge Checkpoint tests

The first new Cambridge Checkpoint tests, to assess learners' knowledge and understanding of the new curricula, will take place in 2023. Instead of our current model which applies to three stages, these new tests will only assess the final stage of Cambridge Primary (Stage 6) or Lower Secondary (Stage 9).

To find out more, go to www.cambridgeinternational.org/primary-lower-secondary-changes



Example Speaking Test videos

Videos to support teachers with speaking tests for Cambridge IGCSE language syllabuses are now available on the School Support Hub. Each video demonstrates how the examiner should conduct the test and gives helpful tips on what to do if the candidate does not understand a question, when the examiner should repeat a question and how many extra questions the examiner can ask. Useful notes are included in the videos about each candidate's performance to show where the candidates do well and gain marks. The videos support Cambridge IGCSE/O Level French, Cambridge IGCSE Spanish and Cambridge IGCSE German syllabuses. You can find the links to the videos on the School Support Hub, on the relevant syllabus page under 'Teaching and Learning'. Go to www.cambridgeinternational.org/support

BEHIND
THE
SCENES

The Exams Officer Trainer



As Cambridge International's Exams Officer Trainer, Amy Cook has had a particularly challenging 12 months supporting exams officers around the world with changes to our exam series.

I'm the training lead for exams officers, so that means I'm responsible for designing and delivering all the training for the people who administer our exams around the world.

The biggest challenge over the last year or so has been trying to inform and support exams officers while the Covid-19 situation has been moving so quickly. It's the uncertainty that makes things so difficult. What used to be a reasonably static process has now completely changed. We're giving out information about past, current and upcoming exam series all at the same time, when we would normally focus on one series. The situation is obviously changing at a different rate in different regions too, so we've had to find a way to support exams officers dealing with a whole range of issues and concerns.

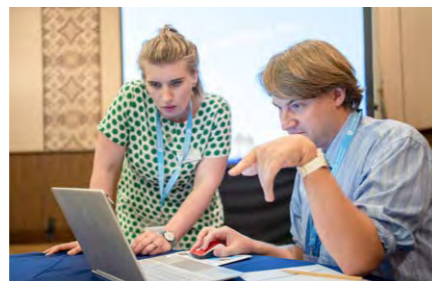
We started doing monthly webinars after we received feedback from an exams officer who was struggling to stay on top of the changing processes. Running the webinars has been invaluable because they give exams officers an opportunity to talk to us and ask us any questions directly. After each session we record all the

questions and write out formal answers – either signposting exams officers to the information or providing them with the specific answer. The webinars have been a sounding board for problems, but they've also been a great way for us to clarify the information that we're sending out.

The most common questions we've been receiving are all about clarity and contingencies. Exams officers want to know what the 'Plan B' is, and make sure they get ahead of any unexpected developments in exams. But we also get a lot of questions about where to find the *Cambridge Handbook* and how to perform simpler administration processes. It's important to remember that we have new exams officers joining all the time, and these webinars are a great source of support for them too.

We're still running our standard training tools – our 'how to' webinars and self-study courses – as well as our monthly update webinars, but everything's obviously changing a lot more quickly than it used to. All our webinar dates are published on the events and training calendar on our website, and you can apply a filter to see all the training for exam administration. We also promote everything via our *Cambridge Exams Officer eNewsletter* too, so there are plenty of easy ways to find the most up-to-date information.

The big takeaway from the last year has been just how useful these more informal webinars really are. It's really important that exams officers have an opportunity to ask as many questions



View from an exams officer

“Administering Cambridge exams on behalf of our schools in the middle of the pandemic has required exams officers to be exceptionally flexible and prompt. On top of the responsibilities we usually face, this situation has inevitably made our task even more delicate. I felt I had to look beyond the priorities of my own school and dedicate myself to making sure my students and their families understand the decisions that Cambridge International has taken for our worldwide community. However, I think the monthly webinars for exams officers and the forums and updates offered in these last 10 months have given us a lot of support.”

Alessandro Mencarelli, English teacher and Exams Officer, Liceo Classico Berchet, Milan, Italy

as possible. These sessions have become a lot more dynamic than they used to be and it's made them feel a lot more friendly and accessible. It's a great positive takeaway from the last 12 months I think. If we hadn't been forced into this situation I wouldn't necessarily have reviewed our training procedures in the same way. I think it's made a really big difference.

Support for exams officers during Covid-19

Find out about all our forthcoming training and monthly update seminars at www.cambridgeinternational.org/training. To keep up to date with information about our exam series during Covid-19, go to www.cambridgeinternational.org/covid

Teaching Cambridge at your school



You can find a range of 'Education Briefs' and 'Getting Started' guides on our website to support your teaching. Education Briefs explore important themes in

education, such as inclusive education, metacognition and active learning. They cover the theory as well as what happens in the classroom. The Getting Started guides are interactive and provide new ideas on themes such as peer observation, reflective practice and evaluating impact. Each resource includes videos of teachers and researchers sharing their experiences. You can find all the guides at www.cambridgeinternational.org/teaching-cambridge, and you can also sign up to receive email alerts whenever a new resource is published.

Endorsed resources

We work with publishers to endorse resources to support your teaching. Our subject experts thoroughly evaluate each of these titles to make sure that they are highly appropriate for Cambridge programmes.



CAMBRIDGE PRIMARY WORLD ENGLISH: PRIMARY ESL RESOURCE: Learner's Book/E-book
PUBLISHED BY: Hodder Education

Engage and inspire learners with an international and interconnected approach developed by experienced teachers and language specialists. Clearly address the key objectives: reading, writing, speaking, listening and use of English. Support activities and knowledge covered in the Learner's Book with the accompanying Workbook and Teacher's Guide with Boost subscription.

Website: www.hoddereducation.co.uk/cambridgeprimary-worldenglish

Email: international.sales@hoddereducation.co.uk



CAMBRIDGE IGCSE BIOLOGY (FOURTH EDITION), CHEMISTRY (FIFTH EDITION) AND PHYSICS SERIES (THIRD EDITION)*

RESOURCE: Coursebook with digital access, digital coursebook, digital teacher's resource, workbook with digital access, practical workbook with digital access, English language skills workbook with digital access*, maths skills workbook with digital access* (*coming in 2022)

PUBLISHED BY: Cambridge University Press

New editions for examination from 2023. Through extensive research these resources have been designed to meet the specific challenges of learning science in English, maths skills, practical skills, and building confidence with command terms and exam-style questions.

Website: www.cambridge.org/education/subject/science

Email: educs@cambridge.org



CAMBRIDGE IGCSE ICT

RESOURCE: Student's Book, Teacher's Guide and eBooks
PUBLISHED BY: Collins

Help all students progress with this engaging course that uses scenarios to build skills and link the theory to the practice of ICT. The series comprises a Student's Book, Teacher's Guide and eBook versions of both.

Website: www.collins.co.uk/cambridge

Email: collins.international@harpercollins.co.uk



CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE

RESOURCE: Student's Book, Workbook, Teacher's Guide with Digital Resources
PUBLISHED BY: Marshall Cavendish Education

A well-structured and thorough language study of 18 units covering various functions we use language for, with listening, speaking, reading and writing components to boost the attainment of 21st century skills and values. This series offers full coverage of Cambridge IGCSE English as a Second Language (0510/0511) syllabuses.

Website: www.mceducation.com/mce-cambridge-igcse-series/english-esl

Email: marketing@mceducation.com

*The publisher is working towards endorsement of these series.

Committed to raising standards

A CAMBRIDGE PROFESSIONAL DEVELOPMENT CENTRE IN MALAYSIA SHOWCASES ITS COMMITMENT TO SUPPORTING TEACHERS AND STUDENTS' LEARNING IN A COVID-19 WORLD



Evelyn Boey Lai Kuan leads the Centre for Continuing Professional Development at HELP University in Malaysia and has worked in education for 19 years.

Her journey with Cambridge Professional Development Qualifications (PDQs) began at HELP International School (HIS), where she delivered the Cambridge International Certificate in Teaching and Learning to the first cohort of teachers in 2017. Here, she tells us more about the programmes, and how teachers have continued to work towards their qualifications despite the challenges of the pandemic.

How did you get involved with Cambridge PDQs?

I was placed in charge of Professional Learning and Development at HIS in 2018, focusing on teacher training. I led various training sessions for the teachers in the school, including the Cambridge PDQ programmes.

The principal at that time recognised the need to train and equip teachers with the right focus, perspective and pedagogy of teaching and learning. The intention was also to establish HIS as a teacher-training ground and to help raise standards.

Cambridge International was launching the Cambridge International Award in Teaching and Learning at that time and we discussed adopting it as a pathway to the Cambridge International Certificate in Teaching and Learning. We had our first Award training session in August 2018, with



“Teachers were collaborating, mentoring each other and constantly discussing learning or their learners”

three trainers from Cambridge. The aim was also to train me and two other local trainers to deliver and own the sessions, with remote support from Cambridge International. We had about 40 participants, with a few from our sister school and three from a school in Cambodia. The response was overwhelmingly positive as it encouraged HIS teachers to focus on learning. There was a great interest in pursuing professional development. Teachers were collaborating, mentoring each other and constantly discussing learning or their learners. We immediately set up the second Award cohort in April 2019.

How has your Cambridge PDQ programme developed?

Our programme started to get attention from other schools and we realised it was time to set up a centre that could take external candidates – and so the Centre for Continuing Professional Development at HELP University was formed. Since then, we have completed five Award cohorts and two Certificate for Teaching and Learning cohorts, and we started our first Diploma in Teaching and Learning cohort in September 2020.

How has the pandemic affected delivery of the programmes?

The main challenge was switching our training from face-to-face to online sessions, which we did in line with the PDQ team in Cambridge. We had to make immediate changes to our activities while ensuring that the training objectives and the candidates' learning experiences were not

affected. It was a very steep learning curve, but I am proud to say that the team has shown much resilience and risen to the challenge. We usually run taster sessions in different schools to give them insights into the programme. Despite the challenges everyone was facing, we had more than 50 participants in our first online taster session in November 2020.

How do participants cope with studying alongside teaching?

At the start, we outline the timeline with the expectations and commitment needed to complete the course. Our commitment is to complete the Award, then subsequently another unit to complete the Certificate in Teaching and Learning, in eight to ten months.

Participants are always very determined to complete it within the time frame. However, the challenges of the pandemic are real, and participants have needed extensions as they cope with the changes taking place at home and school. We are proud to say that with constant support, which we tailor to individual needs, none of our participants have quit the course.

How have you helped participants develop skills in teaching online during Covid-19?

As well as delivering the course content online to participants, we are also modelling effective online classroom practices. Active learning can still take place via online learning, and we need to equip teachers with the necessary skills and tools to deliver their lessons effectively. We have

provided half-day sessions on how to use certain tools, such as Padlet and Google Slides, for collaborative learning. Participants were asking us to show them practical approaches to such learning tools as they shared with us their struggle in managing behaviour, engagement and participation on an online platform.

How do Cambridge PDQs benefit teaching and learning?

We always tell our participants that just because, as teachers, we are experts in the different subject areas, it does not mean we know how to deliver our lessons effectively. All the candidates who have gone through our programme will testify on their shift of mindset from teaching to learning. Knowing how to transfer the knowledge gained on the different teaching and learning pedagogy to planning an effective lesson is important.

The Cambridge PDQs

have realigned the mindset of teachers and empowered them to raise the level of effectiveness in teaching and learning.

What's next for you?

We are collaborating with Cambridge International to review and improve the online version of the Award, especially the 'Engage' phase of the programme. The hope is that with the online version of Engage and all our other training – once approved by Cambridge International – we will be able to offer programmes not only to teachers in Malaysia but beyond the country too.



Learn more

Cambridge Professional Development Qualifications are available at three levels – Award, Certificate and Diploma. You can take the Certificate or Diploma in Teaching and Learning, Educational Leadership, Teaching Bilingual Learners, or Teaching with Digital Technologies.

To find out more, go to www.cambridgeinternational.org/pdq

A view from... USA



Wendy Barnett, Principal of W.R. Thomas Middle School in Miami, Florida, tells us how the Cambridge programme works for her and her students



Students on the Cambridge programme at WRTMS

What can you tell us about W.R. Thomas Middle School (WRTMS)?

It is a high-achieving, culturally diverse public school that has 845 students, 97 per cent of whom are Hispanic and 85 per cent are Economically Disadvantaged. A total of 338 participate in the Cambridge Magnet Program, through which we offer the Cambridge Lower Secondary curriculum.

Can you explain what the 'Magnet Program' is? Can students choose to follow different curricula?

We offer standard, advanced and special-education curricula alongside Cambridge Lower Secondary. Our Magnet Program is offered as a specialised course of study where students with diverse backgrounds, special talents and similar interests are able to benefit from an integrated, interdisciplinary, international curriculum.

How does Cambridge Lower Secondary benefit students?

The programme exposes our students to an engaging and accelerated academic experience that challenges them to succeed

at the highest international standards. Students learn that they are part of an interconnected and interdependent world where awareness and critical thinking are essential to solving its greatest challenges. They are also given opportunities to develop their leadership skills to positively impact their personal growth, communication and interpersonal skills, and academic success.

Tell us about the school's role as a Cambridge Demonstration Center – what does it involve?

WRTMS serves as a model of excellence for the implementation of the Cambridge Lower Secondary programme and hosts showcase events for teachers, school administrators and district leaders interested in learning about Cambridge International.

What makes WRTMS special? What can you tell us about the ethos of the school?

At WRTMS, we provide a student-centred learning environment that develops reflective learners, who use data to actively monitor their academic success. In addition to the core academic classes, our elective courses create a richer learning experience where students can freely express their interests, abilities and passions. Our culture is one of collaboration and support with a focus on academic confidence, intellectual integrity and having a growth mindset.

Covid-19 has caused a lot of disruption. What challenges have you faced? What has made you proud of the school during this time?

Covid-19 brought many challenges. Our focus was on providing engaging and rigorous instruction via a virtual setting, as well as social-emotional support. I'm proud that our teachers and students have maintained a positive spirit of resiliency and grit. Our school motto is "Be Elite... Be a Tiger" and we have certainly lived up to this standard.

If you'd like to be featured on this page, email outlook@cambridgeinternational.org

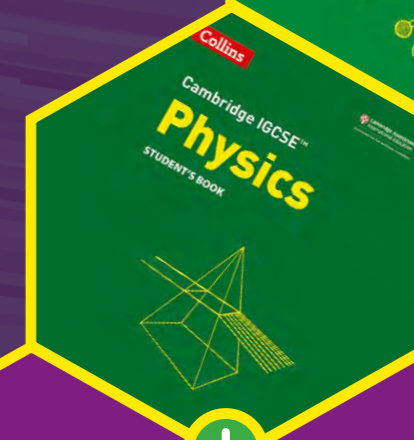
Collins

Make science accessible and exciting with new Collins resources for Cambridge IGCSE™ sciences

Provide complete coverage of the updated Cambridge IGCSE Biology, Chemistry and Physics syllabuses for examination from 2023. Packed full of questions, in-depth content, practical investigative skills features and more, these resources can help your students to visualise science in exciting real-life contexts.

We are working with Cambridge Assessment International Education towards endorsement of these titles to support the full syllabuses for examination from 2023.

Updated for the new syllabuses



Presents knowledge in accessible language in Student's Books

Offers straightforward set-up with intuitive navigation in Teacher's Guide

Collins are proud to be bringing education expertise to you through a series of free webinars led by some of the leading voices in education with years of experience in international education.

Scan the code or visit collins.co.uk/webinars for more information.





Cambridge Lower Secondary

A broad curriculum.
A balanced education.
A clear path forward.

We believe in an education that takes your students further. That's why we have designed Cambridge Lower Secondary to prepare learners for the next step, helping them thrive throughout their education, work and life.

It all adds up to being ready for the world.

To learn more, visit www.cambridgeinternational.org/ready-with-lower-secondary



Cambridge Assessment
International Education



CAMBRIDGE
UNIVERSITY PRESS



9370468840

FSC logo positional
for printer to add

© UCLES 2021