

in this *issue*

1

Don't write books off

Why the printed word matters

Page 2

2

Project Quantum takes off

Major milestone for learning tool

Page 4

3

Teaching test is the best

Study reveals top teaching qualification

Page 5



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

Maths milestone

A project which aims to create a new framework for mathematics has made “fantastic progress”, a conference has heard.

Dozens of representatives from the international mathematics community convened at the British Academy in London in March for the Cambridge Mathematics Symposium. The roundtable event also brought together delegates from organisations including UCL Institute of Education, Ofqual and leading universities to discuss and debate issues and innovations affecting mathematics education both in the UK and abroad.

The event was facilitated by Cambridge Mathematics, a collaborative enterprise dedicated to providing an internationally recognised, quality mathematics education, and the team delivered the opening remarks at the event.

Lynne McClure, Director of Cambridge Mathematics, said: “This roundtable event was our opportunity to bring together many of the colleagues who have supported us thus far, to present our progress to date and to engage in discussions about the next part of our journey. Ultimately, we intend that the Cambridge Mathematics Framework will connect the four key elements of mathematics education: curriculum, resources, professional



Pictured clockwise from top left: Prof Dame Celia Hoyles, Prof Andy Noyes, Dr Alison Clark-Wilson and Prof Geoff Wake at the Cambridge Mathematics Symposium.

News in brief

Recognition rises

Three Lebanese universities have formally recognised leading English language qualifications.

Lebanon's Holy Spirit University of Kaslik and the American University of Technology in Beirut now recognise Cambridge English Qualification C1 Advanced, while Beirut Arab University recognises B1 Preliminary for its students.

This comes in parallel to a major recognition from the Knowledge and Human Development Authority in Dubai, UAE, which now recognises C1 Advanced and B2 First for teacher licensing.

Brand-new start



A leading developer of American English language tests is changing its name as part of a major rebrand.

Cambridge Michigan Language Assessment (CaMLA), a joint venture between the University of Michigan and Cambridge Assessment English, has announced that it will now be known as Michigan Language Assessment.

The two organisations work together to help people achieve their education and career goals by providing trusted English language exams that draw on the expertise of two of the world's leading universities. The new brand, which was launched at the end of March, has been developed to better reflect their 65-year history.

"The Michigan brand is one that is recognised across the world as a beacon of excellence," said Sharon Harvey, Chief Executive Officer of Michigan Language Assessment.

"We've taken this rich history into account and rolled out a new logo and refreshed the look of our products."

The organisation is also gearing up for the launch of a new product in November 2018, called MET Go! This is a test for teens, which will complete the Michigan test portfolio and mean for the first time that there will be a Michigan examination for every step of an individual's language-learning journey, from primary to higher education.

Florida's finest

A school district in Florida has held a record-breaking celebration of student award winners.

Around 1,000 people celebrated the achievements of Cambridge Assessment International Education students at the Palm Beach School District event.

Speakers at the event included Keith Oswald, Deputy Superintendent of Palm Beach School District and John Barnhill, Assistant Vice President for Enrollment Management at Florida State University.

The take-up of Cambridge International qualifications in the US continues to grow, and Palm Beach County is a district that enters more students for Cambridge International AS & A Levels than for the equivalent American qualifications.



From left to right: Saul Nassé, Group Chief Executive of Cambridge Assessment, artists Vong Phaophanit and Claire Oboussier, and Simon Lebus, former Group Chief Executive.



The tower at Cambridge Assessment's new international headquarters.

A question of knowledge

It answers the question 'What is knowledge?' in 34 different languages.

A stunning public art project which features at the heart of an education organisation's new international headquarters has been unveiled.

In Other Words by artists Vong Phaophanit and Claire Oboussier involves a 39-metre-high tower and a 33-metre-long stretch of glass at the entrance to Cambridge Assessment's new head office in Cambridge, designed by award-winning Eric Parry Architects. Both are printed with more than 300 'answers' in 34 languages to the question 'What is knowledge?' The tower itself is softly illuminated like a lantern during the hours of darkness, its pale cream light a parchment colour – designed to show a link with academic practice.

Speaking at the launch, Saul Nassé, Group Chief Executive of Cambridge Assessment, said:

"In Other Words is a wonderful piece of public art that is one of the defining features of Triangle. But a great thing about these works of art is that they aren't just the works of Vong and Claire. It's a much bigger collaborative effort than that and collaboration is absolutely key to Cambridge Assessment and how we work."

Saul paid tribute to all those involved with the project and in particular his predecessor, former Cambridge Assessment Group Chief Executive Simon Lebus, who Saul said was the "moving force behind this fantastic building".

Simon said the theme of the artwork was particularly fitting.

"There's a particular resonance in asking the question 'What is knowledge?' in the context of being an exam board. It's a question that's capable of multiple answers.

"Vong and Claire have created something that is absolutely integral to the fabric of the building and that's really important – it's been really instrumental in terms of the presentation and design of the building.

Artist Claire Oboussier said the project was "right up there with the best we've ever worked on".

"The reason is the people, whether from Cambridge Assessment, or the architects, the public art engagement people, the art consultant, contractors... there was no-one along the way whose heart wasn't in it, and that you could really sense. In this project education, architecture, art and a sense of internationalism came together. They're all things this country has historically been known and respected for."

The languages contributed to the artwork included mainstream European languages, some lesser known European languages including Guernsey French and Manx, as well as many Eastern European languages, and others from further afield including Arabic, Filipino, Malay, Swahili, Afrikaans, Bengali, Tibetan, Punjabi and Urdu. Cambridge Assessment asked the question of its stakeholders in over 170 countries.

Post-16: a changing world

Recent years have seen numerous changes to the education landscape in England, including the reintroduction of linear exams and the 'decoupling' of AS and A Level qualifications.

Experts at the forum included Bill Watkin, the CEO of the Sixth Form Colleges Association, Catherine Sezen from the Association of Colleges, Carys Fisher from UCAS (the Universities and Colleges Admissions Service) and Joanna Williamson and Sylvia Vitello from parent organisation Cambridge Assessment who shared their research on A Level reform.

Key figures from the education world joined UK exam board OCR at a forum to discuss the changing curriculum in England for 16 to 19-year-olds.



OCR Head of Policy Paul Steer said: "The Forum provided plenty of insights to inform our understanding and strategic thinking."

Key figures from the education world, including Carys Fisher from UCAS (pictured left) took part in OCR's forum.

Continued from page 1

development and assessment. We have built the beginnings of a multi-dimensional, connected structure influenced by theoretical perspectives, international evidence and empirical research, whilst keeping an eye on what new mathematics could be incorporated into a framework fit for the 21st century."

Simon Lebus, Group Chief Executive, Cambridge Assessment, reflected: "Maths capability is not up to scratch and we need to consider how we can respond in a practical way. Fantastic progress has been made by the Cambridge Mathematics team on this – partly because of Lynne and her team but also thanks to their interaction with the maths community. The maths community's presence at the Symposium is a symptom and reflection of the collaborative nature of the initiative."

The Cambridge Mathematics Framework is being designed as a common frame of reference for learning mathematics. Its purpose is to inform the work of the professional communities designing and enacting mathematics curricula. In particular, it will support designers and teachers to make use of the connected nature of the mathematics learning domain.

Three key themes linked to the development of the Framework were addressed at the Symposium – curriculum, digital and assessment.

For 'curriculum', delegates were joined by colleagues from Mauritius via video conference for discussion around the first theme, *Whose curriculum is it anyway?* A roundtable discussion followed keynote speeches from Geoff Wake, Professor of Mathematics Education, University of Nottingham and Tony Gardiner, research mathematician, who considered how our individual experiences and values interact to define our views of what mathematics is and what a shared framework might look like.

The next debate, 'digital', saw researcher Zsolt Lavicza joining the conversation from Austria for *Digital maths – always an improvement?* and Dr Alison Clark-Wilson,



Principal Research Associate, UCL Institute of Education and Merrilyn Goos, Professor of STEM Education and Director of EPI*STEM, National Centre for STEM Education, University of Limerick, addressed the challenges and opportunities around digital maths in more detail.

The third session of the day, 'assessment' asked: *How does assessment detract or contribute to the coherence and connectedness of the maths curriculum?* Professor Andy Noyes, Head of School of Education, University of Nottingham and Jane Jones, Former National Lead for Mathematics, Ofsted, deliberated on this point, considering mathematical connections in high-stakes assessment as well as making the most of low-stakes assessments.

Peter Phillips, Chief Executive at Cambridge University Press, brought the day to a close, saying: "I started off as a mathematician myself which has made me a really passionate supporter of maths education. The discussions today have illustrated that even if the pace of digital transformation in the classroom may be slower than many predicted, the scale of long term change may be even greater. The shared mission of the four parts of the University of Cambridge who established this project and their unique breadth of experience – from curriculum design and learning materials to teacher support and mathematical insight – is giving the Cambridge Mathematics team the means to turn the insights from their work into practical impact for teachers and students around the world."

Further information on the Cambridge Mathematics Framework can be found here: www.cambridgemaths.org.

Reviewing tests in Estonia

One of Europe's top performers educationally is reviewing its test of secondary school leavers' English.

Inno, the national testing foundation in Estonia – a country which was equal to Finland in the most recent

Programme for International Student Assessment survey – is being supported by Cambridge Assessment English in work to align its Grade 12 National English test to the Common European Framework of Reference (CEFR). As the CEFR becomes widely adopted around the world, Cambridge English is helping governments, exam boards and other bodies to ensure that their English language curricula and assessments are properly aligned to international standards.

Elsewhere, experts from Cambridge English have also been closely involved with a project by the Council of Europe to develop a new Companion Volume to the Framework which brings it up to date and makes it more relevant to a wider range of learners.



Birgit Lao, Chief Executive Officer of Inno (front left) and Mark Johnston, Chief Operating Officer at Cambridge Assessment English (front right), sign a Memorandum of Understanding, with colleagues from both teams behind.

A view from...

Anders Hassing

Don't write books off



Is it necessary to read a book? It may sound like an odd question, and the answer from a publisher will hardly come as a surprise. Nevertheless, it is a question that is often raised in debates about digitalization in general and its impact on education in particular.

These discussions have a polarising tendency. Participants have a habit of placing each other in futile positions of either/or. But there is hardly a teacher in Denmark who never uses digital media in class. Most probably do it on a daily basis when they show presentations, film and quizzes, when students use search engines, do presentations on their own and when they collaborate and share information online. What that does not mean, however, is that textbooks should be substituted with websites.

When it comes to adoption of digital learning materials in education, Denmark is outstanding in the Nordic countries and possibly in the world. A main driver in this regard has been heavy government refunds to schools buying digital learning resources. This can be seen as an interesting experiment on a large scale of which the long-term effects remain to be seen and documented.

But we have hints. Our feedback from educators who have switched 100 per cent from linear, often print textbooks, to what in reality is an intranet of certified websites, is that both pupils and teachers tend to adopt new and different strategies. Pupils browse through fragmented text passages that are produced with the intention of being read on their own without a known before and after. Pupils are often expected to answer questions which they do by using the online resources as a reference work they can skim.

What is the learning outcome of that? Well, hopefully they find answers to their questions. At the same time, however, I fear they miss the opportunity to train long-term immersion where you follow an argument within a specific subject matter in a linear, didactically structured progression with a minimum of distractions – key features in high-quality education materials. The diffuse online universe also falls short of visualizing what's been called the domain of the subject, that is the content and limits of a subject as a defined and limited area of study. And how do we develop our own language and ability to reflect and argue on a rational basis if all we are exposed to is fragmented texts (and polarizing one-liners) online?

I strongly believe in a future for book style, linear, explanatory learning materials that may come in print as well as digital formats. They must of course be supplemented with all kinds of interactive and collaborative resources in the digital format. But we must not make the mistake of throwing the baby out with the bathwater.

Anders Hassing is Publishing Director at Columbus, a Copenhagen-based publisher of print and digital education materials. He has an MA in History and Political Science from the University of Copenhagen and worked as a teacher in upper secondary education for 10 years prior to becoming a publisher.

Peacekeepers get language boost

A military hospital in Vietnam is one step closer towards being part of a United Nations (UN) peacekeeping mission in South Sudan after many of their staff improved their English skills by preparing for a key test.

175 Hospital, based in the south of Vietnam, was chosen to send a medical team to establish a field hospital in South Sudan as part of one of the first peacekeeping missions the Vietnamese People's Army has undertaken overseas.

As part of being accepted by the UN, the hospital had to prove the English language proficiency of its staff, with the required level set at an International English Language Testing System (IELTS) band score of 5.5.



Members of the South Sudan-bound medical team display their IELTS certificates.

To assist the team, the Australian Defence Attaché Office of the Australian Embassy in Vietnam, the programme sponsors, joined with IELTS partner IDP's Australian Centre for Education and Training language school to deliver intensive English courses.

After three months of committed study and dedication, 17 staff members sat IELTS and achieved the target score, meaning the hospital team is now one step closer to deployment.

Warwick Freeland, Managing Director IELTS at IDP Education, said this example reinforces that IELTS is a global test that allows people to achieve significant milestones.

"We are proud that IELTS is playing a role in helping 175 Hospital begin their peacekeeping mission. Our globally consistent test and scoring system provides a high level of trust in a candidate's English language skills, which is vital ahead of 175 Hospital embarking on such an important mission," Mr Freeland said.

IELTS is the world's leading high-stakes English language test for study, work and migration. Its results are trusted by more than 10,000 organisations around the world, including many national medical regulatory bodies. The test is jointly owned by the British Council, IDP: IELTS Australia and Cambridge Assessment English.

Project Quantum takes off

An initiative which promises to cut teacher workload while simultaneously raising the quality of teaching and learning has reached a major milestone, a seminar has heard.

Project Quantum gives teachers and students access to a vast bank of multiple-choice questions to use in teaching computing, a subject that in England is now taught to every child, at every level from primary onwards. Already nearly 8,000 questions have been uploaded to the website and app – diagnosticquestions.com/Quantum – which the developers promise will be free to use forever.

If it proves successful, the project – which is the brainchild of computer scientist Simon Peyton Jones and teacher trainer Miles Berry – could be extended to different subjects, from maths and English through to science and history.

Professor Peyton Jones told the Cambridge Assessment Network event that at some point most teachers want to come to an opinion about their students' understanding –

to work out what they have learned or what they might need further help with. He said the beauty of the Project Quantum question bank is that it enables teachers to set their students a handful of questions and quickly get an understanding of how their class as a whole, and each individual pupil, is doing. This was particularly useful for computing teachers, he said, because the subject is such a new addition to the National Curriculum in England. As a result, teachers don't have as many resources to draw on or as much experience of delivering or assessing the subject – indeed, many current teachers are not subject specialists with computer science degrees.

Professor Peyton Jones hit upon the idea of Project Quantum after a discussion with Tim Oates CBE, Group Director of Assessment Research and Development at Cambridge Assessment. Its exam board OCR offers the most popular GCSE in Computer Science in the UK, and Tim was responsible for overhauling the National Curriculum in England – part of which was the inclusion of computing. Professor Rob Coe from the Centre for Evaluation and Monitoring at Durham University is also closely involved in the project, which is backed by Microsoft, Google and leading UK technology company ARM Holdings.

Professor Peyton Jones said: "If a teacher has six students, you can figure out roughly how well each is doing and where they are stuck, but if you have 600 you need

a more systematic way of tracking which students are understanding things and which are not. And indeed it's useful to the students themselves – the act of answering a question is an incredibly helpful way for students to figure out whether they understand something or not."

He explained that the majority of questions in the bank are geared towards secondary education, with fewer questions for primary school teachers and their students – but the hope is that that will change as more teachers get to know about the service and donate questions to the database.

In his part of the presentation, Mr Berry explained why the data bank uses multiple-choice questions.

"For the busy, hardworking teacher these are easy to mark and easy to analyse – in fact they're so easy, a machine can do those things. Just ask your class to hold up a white board with the answer and you as a teacher can tell at a glance what they have understood," he said.

He also explained that the data bank had a further use: teacher professional development.

"For me, working in initial teacher training [at the University of Roehampton], we think there's a huge gain here... not only coming to understand the idea of how to assess better, but just dealing with the subject matter better – you understand the subject really well when it comes to having to write a good question. Moreover, doing this in a group of teachers is really effective."

Project Quantum has another unique feature: it uses Rasch analysis on the data from millions of answers, given by thousands of students to thousands of questions, to derive evidence-based metrics of both quality and difficulty for each question. This will enable teachers to pick high-quality questions at an appropriate level of difficulty for their students.

Professor Peyton Jones and Mr Berry's talk was followed by a lively question and answer session. You can watch the whole presentation on the Cambridge Assessment website.



Computer scientist Simon Peyton Jones, one of the key figures behind the Project Quantum initiative.

Popular the world over

A new online course designed to provide an accessible but thorough guide to the principles of assessment has attracted learners from 28 different countries across the world.

A101: Introducing the Principles of Assessment is a nine-week course covering validity, reliability, fairness, standards, comparability and the practicality and manageability of assessment.

Since the course launched in January, over 200 learners from a range of educational backgrounds have completed it.

One learner said: "This is a clear introduction to the principles of assessment, which allows you lots of

opportunity for reflection and discussion. It also offers great support in helping you to think about the variety of issues surrounding assessment and provides opportunity for further learning, if you wish."

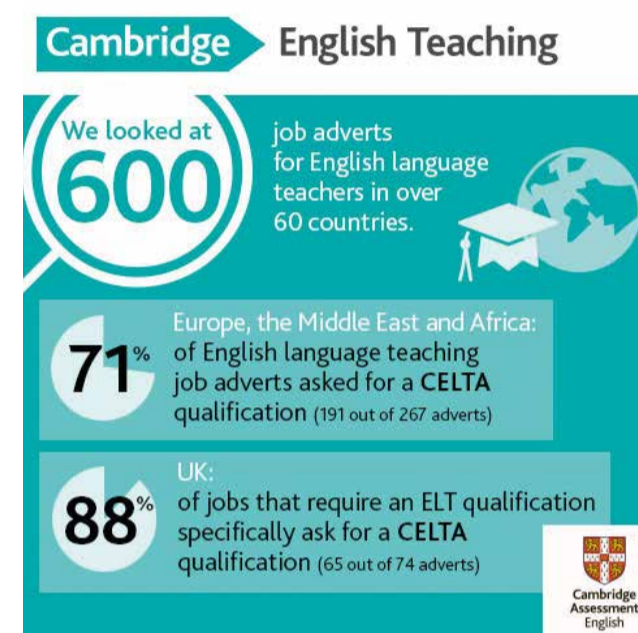
Another of those who took part in the course said: "It's an eye opener to any teacher who prepares exams, marks and ranks students."



Booking is now open for the July session of the course. Find out more at www.canetwork.org.uk/a101.

Teaching test is the best

Research has revealed the most sought-after English language teaching (ELT) qualification.



A study of 600 English language teaching job advertisements in more than 60 countries showed that Cambridge Assessment English's CELTA (Certificate in English Language Teaching to Adults) is the qualification most often requested by employers.

CELTA is requested by 71.5 per cent of employers in Europe, the Middle East and Africa, compared to just 23.6 per cent asking for its nearest equivalent. The data from the study further reveals that, in the UK, 88 per cent of jobs that require an ELT qualification specifically ask for a CELTA qualification.

The findings are the result of a study conducted by Cambridge English which was aiming to get an insight into employers' expectations globally, and the level and variety of qualifications in use.

Blandine Bastie, Country Head for UK and Ireland at Cambridge English, said: "This study clearly shows that CELTA is highly regarded by language schools and other employers who are confident in the quality of training it gives to new teachers. Individuals who are coming straight from a CELTA course to their first teaching job are ready for the classroom from day one and they can also feel reassured that, as CELTA is recognised globally, it will help them to get the job they want."

CELTA is a long-established qualification for people who want to work as English language teachers. Based on an intensive four-week course, or more extended part-time study, it combines theoretical and practical study with extensive face-to-face teaching practice. CELTA courses are available at over 300 approved centres in more than 70 countries.

The UK government has recently made CELTA eligible for the Advanced Learner Loan scheme, giving individuals the opportunity to apply for financial support to help them complete the course at a college or through a training provider in England.

Vocational is valued



Students who take a vocational alternative to A Level from UK exam board OCR are successful in getting into university, new research reveals.

Researchers at Cambridge Assessment looked at data from the UK's Universities and Colleges Admissions Service (UCAS) on application and acceptance rates of students with OCR Level 3 Cambridge Technical vocational qualifications. The research tracked approximately 7,500 students with the qualifications who applied to start undergraduate degrees in 2017/18.

Over 95 per cent (7,045) received at least one offer from higher education (HE) institutions and over 86 per cent (6,455) were accepted onto an HE course. There was no significant difference between the percentage of offers made to students studying OCR's Level 3 Cambridge Technicals and to comparable students taking other qualifications. And while the majority of students with Cambridge Technicals made successful applications to a range of non-Russell Group universities, nearly 500 were accepted at Russell Group universities.

One example is two students (pictured right) from University Technical College (UTC) Sheffield who took up places to study Engineering at Cambridge University with Cambridge Technicals in Engineering qualifications, alongside A Levels in Maths, Further Maths and Physics.

The research also highlighted how Cambridge Technical subjects are well aligned to subjects offered at university. It found that over 80 per cent of students with Cambridge Technical qualifications in IT and in Business and Administration, for example, were successful in their applications to Computer Science and Business courses at university.

"OCR is committed to ensuring that students with vocational qualifications can progress along their chosen pathways, whether it's to higher education, apprenticeships or employment."

OCR says that it is committed to ensuring that students with vocational qualifications can progress along their chosen pathways, whether it's to higher education, apprenticeships or employment. It adds that the message from the data is a positive one and that research in this area of social mobility continues.



More exams join the 9–1 club

This summer, GCSEs in a wide range of subjects will be graded according to the new 9–1 system in England.

Sixteen subjects offered by UK exam board OCR, including Computer Science, Chemistry, Physics, Geography and History will move from the old A*–G system to 9–1, with 9 being the highest grade. It comes after the first GCSEs in English Language, English Literature and Mathematics were awarded last summer.

There will also be a new GCSE in Combined Science, a double award which counts as two GCSEs. A combination of what were two previously separate qualifications – GCSE Science and GCSE Additional Science – the new GCSE has a slightly different grading structure from other new GCSEs. Students studying the subject will receive an award worth two GCSEs, consisting of two equal or adjacent grades from 9 to 1.



Dr Frances Wilson, Principal Researcher at OCR, (pictured left) said: "The grading scale is doubled, so students can achieve one of 17 grades: 9–9, 9–8, 8–8, 8–7, 7–7 through to 1–1. It's worth noting these are grades in their own right – it's not possible to achieve a combination of other grades such as 9–6 or 3–5."

Africa first for Cambridge schools

Teachers in Kenya and Tanzania welcomed the chief executive of an international exam board into their classrooms during the first official visit to the two countries.

Together with the Cambridge Assessment International Education team in Sub-Saharan Africa – Juan Visser, Regional Director; Joseph Mbugua, Manager, East Africa and Khanyi Mamba, Marketing Communications Manager – Michael O'Sullivan visited schools to learn more about the different ways they deliver the Cambridge Pathway, which aims to give students a clear path for educational success from age 5 to 19.



"We appreciated our schools' senior leadership taking the time to meet with us. We found their input and engagement very useful. The enthusiasm for education was palpable," said Juan.

School leaders, principals, teachers and heads of departments of Cambridge schools were also invited to attend Cambridge Principals Forums in Nairobi, Kenya and Dar es Salaam, Tanzania, to hear updates from Michael and the Cambridge team. Brookhouse School in Kenya and Haven of Peace Academy in Tanzania hosted the events.

Tony Macfadyen, Headmaster, St. Constantine's International School (SCIS) in Tanzania attended one of the forums. He said: "It was definitely worth travelling from Arusha for this very good event. There were many excellent points made, updates given and there was news on exciting new courses we might engage with.

"Michael O'Sullivan gave a very informative and engaging presentation, as did other staff, that made me feel St. Constantine's International School is part of a large, but more importantly, progressive family that utilises research evidence to guide its way forward alongside a strong vision of what international education is, can, and should be.

"The vision of Mr O'Sullivan and the philosophy of Cambridge International came across strongly and is something we at SCIS are very comfortable with. Much of what he informed us about was exciting and innovative, and chimed really nicely with our ambitions and pedagogy as a Round Square school."

A Cambridge Principals Forum at Haven of Peace Academy in Tanzania, Africa.

Students enter Dragons' Den

A group of school students from the UK have presented their technological innovations to a Dragons' Den-style panel, with the winning group designing a trackable piece of clothing.

The Information Technology department at Hazelwick School in West Sussex, England, motivated their students, who are taking OCR Cambridge Nationals in Information Technologies, by getting them to present their new technology ideas to experts from leading IT-based companies.

Ashley Vallally-Godfrey (pictured back row, second from left), Head of Computer Science and IT at Hazelwick School, asked representatives from leading companies in game development, engineering, software development as well as the hospitality industries, to form a panel like on the popular BBC programme Dragons' Den.

He explained: "I wanted a project to bring a real-world scenario and some excitement to the course and to the classroom. Year 9 and 10 students, aged between 13 and 15, had been working in teams to invent a new piece of wearable technology. Having researched the current market, they came up with some amazing ideas. They then had to pitch against each other in class battles in order to face the external judges."

The panel watched the students present their ideas, scoring each group's pitch, their confidence and

OCR Cambridge Nationals students at Hazelwick School in West Sussex, England, who took part in a Dragons' Den-style challenge.



enthusiasm and their ability to meet the brief, before choosing the overall winners. The winning group, 'Lost'N'Found', invented a trackable piece of clothing to prevent child abduction and safeguard vulnerable adults. The four winning team members were Alfie Matthews, Matilda Nobel, Jash Limbachia and Bilal Khan.

As well as the overall winning group, students (pictured below left) were also given certificates for 'Best Idea', 'Most Confident Speaker', 'Best prepared pitch', and 'Most likely to succeed at market'. Not only had the students gained confidence in presenting to their peers and to the panel, but they had used the project lifecycle to invent a new piece of technology, conducted market research and had learnt about different uses of data. All in all, the competition brought learning to life for the students.

Year 9 student Alfie Matthews (front row, far right) said: "I really enjoyed the Dragons' Den-style activity because it gave me the opportunity to work with new people who I wouldn't normally work with. We came up with the idea of a trackable piece of clothing. This was driven after we read news articles about high-profile kidnappings. We felt compelled to prevent this from ever happening again. As a student with a hearing impairment, this massively improved my confidence to speak in front of a range of people and to present my ideas."

Teachers explore concept of 'educational impact'

Teachers and school leaders from more than 240 Cambridge schools have taken part in conferences in Pakistan and China.

The Cambridge Assessment International Education conferences give delegates the chance to explore educational issues, find out about latest developments and share their experiences with colleagues working in the same country.

Uzma Yousuf Zaka, Country Director, Pakistan, Cambridge International, said: "These conferences are important as they not only generate meaningful debate around key educational issues, but they also give us an opportunity to hear from Cambridge schools in Pakistan."

The Pakistan conference, held in Lahore, explored the theme of 'Measuring what matters: understanding and improving educational impact'. Chief Executive Michael O'Sullivan said: "The concept of 'educational impact' has become increasingly important in academic research and education debate, as no school can make meaningful progress without understanding the effect of its practices on students' learning."

In Qingdao, China, delegates were joined by representatives from higher education institutions in China, Japan and the USA. Keynote speeches included talks on school improvement, teacher development and school leadership.

"The concept of 'educational impact' has become increasingly important in academic research and education debate."



Above: **Rana Mashood Ahmad Khan, Education Minister, Punjab, was the Chief Guest at the Pakistan conference – pictured on the right with Cambridge International Chief Executive Michael O'Sullivan on the left.**

Below: **Dr Jing Zhao, Regional Director, East Asia, Cambridge International, addresses the China conference.**



In her closing remarks, Dr Jing Zhao, Regional Director, East Asia, said: "Let's all work as a Cambridge family to provide better education to our students – because they are at the heart of everything we do."

The power of three

There are three key trends in the higher education sector, a conference for leaders in international education has heard.

Dr Daniel Brooker, Senior International Education Manager at assessment organisation Cambridge Assessment English, told Going Global 2018 in Kuala Lumpur, Malaysia, that the key trends were: internationalisation of universities, globalisation of the workplace and the importance of English language skills.

He explained how Cambridge English is engaging with universities around the world to help them develop language policies that facilitate the internationalisation of higher education.

He also highlighted best practice in this area and urged policy-makers to read *A Cambridge Approach to Improving Education*, a paper by Cambridge Assessment Group Director of Assessment Research and Development Tim Oates CBE. Dr Brooker commented: "The Approach does not give 'ready-made' solutions, but it provides a powerful framework for understanding the specific operation of different systems at specific times, and for policy formation."

He also explained how Cambridge English has developed a toolkit that can be used by individual universities to help them develop their own institutional policies. He said: "Our approach is underpinned by key principles articulated in the Cambridge Language Policy Framework."

Going Global is a conference for leaders in international education to debate the future of further and higher education. This year's theme was 'Global connections, local impact'.

Exam board launches alternative to paper-based tests

An international exam board has taken a major step in providing an alternative to paper-based tests.

Cambridge Assessment International Education has announced that on-screen versions of its Cambridge Lower Secondary Progression Tests in English, mathematics and science have gone live. The new on-screen tests are for students aged 11 to 14, and mirror the paper versions. There is a test for each stage of Cambridge Lower Secondary, so teachers can track their students' progress along a Cambridge Pathway, year by year. The tests enable teachers to give structured feedback to both

students and parents, and to compare the strengths and weaknesses of individuals and groups.

In the on-screen versions, the tests are partially auto-marked, so fewer questions need to be marked manually. The marking is also simpler, as marking guidance appears on the screen next to students' answers. The on-screen tests also give teachers instant access to a reporting and analysis tool that tracks students' progress.

The on-screen Cambridge Lower Secondary Progression Tests are part of Cambridge International's wider programme of delivering assessments that reflect the teaching and learning that is taking place in schools. The programme is based on evidence gathered from schools using technology audits, surveys and interviews.

Cambridge International says it is not planning to remove paper-based options where they already exist, but to provide on-screen alternatives to its most established paper-based tests. This will allow schools to choose the type of assessment that is most valid for their students – on-screen testing if learners are accustomed to working on a computer, and traditional exam papers if learners are more used to working on paper.



You can find out more about the new on-screen tests at www.cambridgeinternational.org/onscreenprogression.

Celebrating the Year of the Dog

Cambridge Assessment celebrated the Chinese New Year with the UK All Party Parliamentary China Group, which it sponsors.

It is the Year of the Dog, so there was a great deal of discussion at the event about loyalty to friends, family and work – a key characteristic of the dog.



Picture: Peter Holman

The event was attended by the Ambassador, His Excellency Liu Xiaoming – celebrating his eighth year in post – and the Rt Hon Liam Fox MP Secretary of State for International Trade. Mr Fox spoke of UK trade

with China expanding by 34.9 per cent this year alone and the Ambassador mentioned working and growing together, with the relationship now classed as 'Golden Era 2.0'.

It's a record

A record number of delegates took part in a course which aims to provide a complete guide to the processes involved in the design and delivery of valid and robust examinations.

Thirty delegates from 16 different countries and four continents took part in the Cambridge International Study Programme (CISP), run by the Cambridge Assessment Network in May. The course, which is specially designed for individuals who work for an educational body or an exams provider outside the UK, featured sessions on topics including exam administration, training, standardisation and examiner monitoring, amongst others.

During the week, delegates visited local schools, as well as experiencing classic Cambridge activities like punting and a tour of the Colleges.

If you are interested in joining next year's course, please email thenetwork@cambridgeassessment.org.uk.



Delegates enjoyed the 'selfie' photo booth on this year's Cambridge International Study Programme.

Delegates braved the early spring chill to go punting on the River Cam.



Where leaders meet



Applicants are invited for a unique senior leadership programme which is designed for international education specialists and executives.

Leadership in National Assessment, which is run by the Cambridge Assessment Network, is being held from 8 to 12 October in Cambridge.

Now in its third year, the course has seen delegates from Thailand, Vietnam, Malaysia, Pakistan, Nigeria, India, United States, South Africa, Portugal, Indonesia, China, Spain, Bermuda and Oman.

It focuses on the place of large-scale assessment organisations, their role in the wider education context, the influence of evidence-based practice and its role in informing policy, and frameworks for managing this complexity.

To register for the course, visit www.cambridgeassessment.org.uk/events.

Watch this space

Contact us

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

Bene't Steinberg or Hilary Fletcher
Public Affairs
Cambridge Assessment
The Triangle Building, Shaftesbury Road
Cambridge, United Kingdom, CB2 8EA

+44 (0)1223 556018 (direct)
public.affairs@cambridgeassessment.org.uk

Also find us on Twitter, LinkedIn, Facebook, Instagram and YouTube.

Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate, a department of the University of Cambridge. Cambridge Assessment is a not-for-profit organisation.

© 2018 University of Cambridge Local Examinations Syndicate

Credits

Design: H2 Associates, Cambridge

Editorial: Hilary Fletcher

