

# Achieve

Summer 2014



CAMBRIDGE ASSESSMENT



## Welcome to *Achieve*

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

## Validity, explained

Going to the heart of an assessment fundamental. see page 7

## Effective language learning

Bridging the gap in a developing society. see page 2

## Answers to the challenge that every parent faces

It's a subject that concerns parents the world over – how to choose the right education for their child. A recent report found that parents in England, the US and elsewhere are faced with an array of choices, from charter schools and academies to church schools and private institutions.

That can mean undue weight is attached to exam results as a way of measuring schools and evaluating how good they are, Cambridge Assessment's Group Chief Executive said.

Simon Lebus told a UK parliamentary seminar that the sometimes unjustified importance given to exam results is why Cambridge Assessment has been working with the Open Public Services Network (OPSN) to develop a guide to help parents find and research good schools in England.

"There has generally been a lot of reflection on accountability and the damaging way in which that could impact the school and college system," Mr Lebus said.

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Emma Williams, PTA-UK's Executive Director, addresses the OPSN and Cambridge Assessment parliamentary seminar *Empowering Parents and Improving Accountability*.





María Laura González, Professor of English at the National University of San Juan, Argentina.

## Bridging the gap in a developing society

Developing societies need highly qualified professionals and technicians if they are to succeed in the global community.

There is no doubt that English is the predominant means of communication in science and technology. In this context, it is evident that literacy in English is an essential component of the resources available to societies.

How do we help citizens achieve this literacy successfully? In my opinion, teachers have a big responsibility in this matter since motivation to learn is a key issue.

Students need to develop comprehension and production skills – both in their first and foreign languages – to participate in their disciplines’ discourse communities. In the case of English, a qualified professional should be capable of using the language to learn about the latest scientific developments in his or her field. As students become aware of these needs they become fully motivated and, thus, learning becomes a more pleasant experience.

Motivation, again, is a central issue for the development of self-confident successful language users. By immersing learners in a meaningful real life interaction with authentic materials, teachers of English have the chance to explore, expose and use the language in a way that is attractive and, at the same time, effective for the development of academic and professional literacy. A way of providing students with the chance to explore other fields and apply their knowledge to new contexts is by using genre-based tasks in language teaching and assessment.

The notion of genre constitutes an authentic and representative starting point for curriculum development of English for specific purposes because it provides a dynamic and recognisable text form, with established communicative purposes recognised by the members of an academic or professional community.

I consider that planning a language course from the genre perspective guides the selection of contents both thematic and linguistic and allows connections between generic characteristics and lexico-grammatical realisations. Consequently, students become more skilful in understanding academic and professional genres as they are aware of the functional dimension of the genres’ distinctive lexico-grammatical realisations.

NEWS IN BRIEF

### A meeting of minds

Experts from Cambridge joined more than 350 delegates from Europe, North and South America, Asia and Africa at the Association of Language Testers in Europe’s fifth international conference.

Presentations at the event in Paris covered a range of topics including diversity, fairness and quality, intercultural communication and

mobility. Cambridge English staff and consultants presented some of the latest thinking in these areas and there was a contribution from language specialists from America’s Federal Bureau of Investigation (FBI). The event also hosted a lively discussion on language testing for migration from the members of the Language Assessment for Migration and Integration (LAMI) Forum.

### Cambridge English in the millionaire’s club



The official YouTube channel of Cambridge English Language Assessment has now registered a million views. Cambridge English TV, which has more than 17,000 subscribers, regularly broadcasts videos on learning and teaching English language, its exams and people. The figures represent an 874 per cent increase in total views since January 2013.

Cambridge English TV has now had more than a million views.

### Chief Executive climbs every mountain

If it wasn’t challenging enough running one of the UK’s biggest exam boards, OCR’s Chief Executive has set himself a new test.

This month Mark Dawe will be cycling the Marmotte, a ride in the French Alps of 174km (110 miles) with more than 5,000m (16,500 ft) of climbing in one day. In preparing for the challenge Mark has had to lose three stone in weight. He will be raising money for the Blue Smile project, a UK charity that provides counselling and therapy for pupils in schools aged between three and 13. “This is a great way of getting fit for the summer exam season in England,” Mark Dawe commented, “and hopefully I will raise a lot of money for charity along the way”.

This year the Tour de France begins in the UK, spending two days in Yorkshire before coming to Cambridge on 7 July.



In the saddle: OCR Chief Executive Mark Dawe is taking part in a gruelling cycle challenge.

## The future of language learning?

**Forty per cent of Cambridge schools around the world teach the curriculum through two or more languages, according to a recent survey.**

Bilingual education is widely acknowledged as being the future direction of language learning in schools. The term ‘bilingual education’ generally means using two or more languages to teach non-language ‘content’ subjects, such as physics or maths.

Cambridge International Examinations recently carried out research with Cambridge schools to gather information about language use in the classroom. Its online questionnaire received responses from schools across the world.

Forty per cent of schools who responded to the survey teach the school curriculum through two or more languages. Of these, over 50 per cent use only one language during a single lesson and over 40 per cent sometimes use different languages during a single lesson. Whether lessons use more than one language or not is often dependent on

the subject being taught and the English language proficiency of learners.

According to one coordinator in the Netherlands, bilingual education “...broadens the mind and helps students to be aware of a wider world and the knowledge needed to work or study abroad.”





## Answers to the challenge that every parent faces

*continued from page 1*

"I think there is potential for a much more multi-dimensional set of measures which are less easily distorted, give a better sense of how things are going at a school, and are generally much more user-friendly."

The guide launched on The Guardian newspaper's website in September last year and had 20,000 users on the first day alone. It uses publicly available results data from key stage exams and GCSEs as well as pupil and school characteristics from the National Pupil Database and Ofsted inspection reports.

Importantly, it enables parents to judge a school in areas other than the standard 5 GCSEs at A\* to C measure. Parents can see what the rates of uptake of different subjects at GCSE are, the number of A grades by subject, as well as where differences in performance are significant and consistent. In the future, other areas such as schools' extra-curricular or sports provision could be compared.



Roger Taylor (standing far right), chair of the OPSN, demonstrated how the guide currently works.

The parliamentary seminar was chaired by Graham Stuart MP, Chairman of the Commons Education Select Committee, who said it was a "hugely important" area.

"Readily available data lies at the heart of open government," he said. "The Coalition Government has been active when it comes to ensuring data is shared with the public, which is only appropriate given that

there are better ways and quicker ways of sharing it than ever before".

Those attending the debate included the chair of the schools inspectorate, Baroness Morgan, Editor-in-Chief of the Good Schools Guide Lord Lucas and Shadow Education Minister Kevin Brennan MP. The National Governors' Association and PTA-UK were also represented.

Roger Taylor, chair of the not-for-profit OPSN, demonstrated how the guide currently works. He showed how parents who were interested in computing, for instance, could find a school that offered a GCSE in the subject and performed well overall.

"This obviously is just a start," he added. "We do think there is a lot more that could be done to make education data more accessible to people and to help them use it to make decisions."

Bringing the event in April to a close, Mr Lebus said some "very compelling cases" had been made about how to take the guide forward, including a call for parents and governors to be closely involved. He said many of those who took part in the discussion would continue to be consulted in the months ahead.



"Undue weight can be attached to exam results" – Cambridge Assessment's Group Chief Executive Simon Lebus at the event in the UK Parliament.

## Meet Saul...

**Cambridge Assessment has appointed Saul Nassé as the new Chief Executive of its English language arm Cambridge English Language Assessment.**

Saul, who was previously Controller of BBC Learning, joined Cambridge Assessment on 31 March. He took over the role from Dr Michael Milanovic, who retired after 11 years at the helm.

As head of the BBC's education department Saul oversaw its move to a new base in Salford and the launch of its new knowledge and learning online product, iWonder. He was responsible for the BBC's education content, from the GCSE revision website Bitesize to programmes like Stargazing Live.

Before becoming Controller of BBC Learning Saul was based in Mumbai, as General Manager of BBC Worldwide Productions India, where he executive produced Jhalak Dikhhla Jaa, the Indian version of Strictly Come Dancing.

Saul, who has an MA in Natural Sciences from Cambridge University, began his career as a research scientist at Cranfield University before moving into the media as a producer on the science programme

Tomorrow's World. He became the programme's youngest editor, overseeing the launch of its website, one of the first on the BBC.

Simon Lebus, Group Chief Executive of Cambridge Assessment, said: "We are delighted to appoint Saul, who has a strong background in education and digital innovation.

"Saul brings a fresh perspective to the Group and I am confident he will help Cambridge English Language Assessment make the new digital world its own".

Saul, who is also a governor of the University of Sunderland and a trustee of the Teaching Awards, said: "I am delighted to have joined an organisation which is renowned worldwide for its expertise and experience.

"I am a passionate believer in education. Digital is transforming the way people learn, making it a really exciting time to lead Cambridge English."



Saul Nassé, new Chief Executive of Cambridge English Language Assessment.



## Old language, new horizons

It is one of the most widely spoken languages in the world and its origins can be traced back over centuries.

Now a new Cambridge IGCSE® Bahasa Indonesia has been developed in response to a call from schools for an internationally recognised qualification that would better develop the skills of those learners for whom it is a language of everyday use.

More than 80 principals and senior teachers from Indonesian schools attended the launch in Jakarta, which included a workshop on how to implement the qualification. Rebecca Razavi, Deputy Head of Mission and Consul General from the British Embassy in Jakarta, made a speech welcoming the qualification.

Sofia Sinaga, Indonesian Language Teacher, Sekolah Pelita Harapan International Lippo Cikarang, and



Cambridge schools celebrate the launch of Cambridge IGCSE Bahasa Indonesia.

a member of the Cambridge IGCSE Bahasa Indonesia Advisory Panel, said: "The curriculum will enable many Indonesian students to value their Indonesian culture, which is essential to defining the role they will play in our society in the future."

The number of schools offering Cambridge qualifications in Indonesia has risen significantly over the past year, with 169 schools now providing Cambridge programmes and qualifications, and entries to examinations increasing by 14 per cent.

## Skills versus knowledge – a debate that's become too polarised?

It is a debate that goes to the heart of education around the world, but can sharply divide opinion: the place of knowledge in curricula.

Indeed, the issue has become so polarised in England that a 'knowledge-based curriculum' has almost become a derogatory term. Skills have become opposed to knowledge; a concern with discipline knowledge has been labelled 'regressive'. The different schools of thought have exchanged salvos in both the academic and popular press.

One of the key figures in the debate, Professor Michael Young of the Institute of Education, University of London, put forward his views in a seminar hosted by the Cambridge Assessment Network.

An audience of more than 100 educationalists, teachers, assessment professionals and policy makers in Cambridge heard Professor Young's theory of 'powerful knowledge' and its relationship with the National Curriculum in England. He explained that his concept starts by making two assumptions: some forms of knowledge are superior, in every field; and that access to such knowledge is vital not only for the good of individuals but for the good of society as a whole.

"For education, the most basic distinction is between powerful knowledge and the everyday knowledge or experience that pupils bring to school," Professor Young argued.

"Curriculum knowledge is context-independent knowledge, unlike experience which is tied to the contexts in which people live."

Professor Young also called for a clear distinction between the concepts of curriculum and pedagogy saying: "The curriculum is a resource for charting the teacher's and the school's goals, whereas pedagogy refers to how the teacher engages with the pupil's prior

experience to enable her/him to access concepts of the curriculum and see his or her experience in a new way".

Before the launch of the National Curriculum in England in 1988, school exams effectively operated as a national curriculum, Professor Young said, arguing that "with a couple of exceptions – girls and science – they did a better job than any of our versions of a national curriculum". He welcomed, however, the latest iteration, saying that the Secretary of State for Education in England had "challenged two lynchpins

of political thought about education – 'knowledge' is right-wing and exclusive and 'learning' is progressive and left-wing".

Commenting on the talk, Russell Hobby, General Secretary of the National Association of Head Teachers (NAHT), supported Professor Young's argument for powerful knowledge: "We have lost track of the role of knowledge within our education system, and I welcome what Michael Young is saying about this," he said. "I support the notion of subject boundaries and I support the role of knowledge as being a key feature in a curriculum. The danger is that that hasn't been sold to the teaching profession."

Professor Young concluded his talk by quoting a head teacher of a large comprehensive school and her take on powerful knowledge: "Knowledge is worthwhile in itself. Tell children this: never apologise that they need to learn things."





# Apprenticeship power breakfast

They were first developed in mediaeval Europe, but now apprenticeships are undergoing rapid change to enable them to cater for the demands of the modern world.

As part of discussions around making apprenticeships work, exam board OCR held a breakfast meeting in the UK Parliament.

Chaired by Liam Byrne MP, Shadow Skills Minister, the meeting brought together employers from across a range of sectors, including banking, energy, vehicle manufacturing and construction. Parliamentarians and senior civil servants from the UK's Department for Business, Innovation and Skills also attended and the group shared experiences of implementing new apprenticeships and identified any areas of concern.

The meeting followed the recent announcement of the second phase of the Trailblazers project, an initiative designed to make apprenticeships more responsive to the needs of employers. Representatives from both phases were in attendance.

As well as helping to create exciting new apprenticeships that meet employer needs, OCR was particularly interested to hear feedback on specific issues such as improving standards of English and maths, the grading system and the assessment of competence at the end of an apprenticeship.

Among those attending, there was a consensus that well-informed careers advice about apprenticeships was key. All felt that the awareness of apprenticeships and the routes into them by schools and colleges in England needed to rise. Different sectors expressed different priorities but employers wanted to choose the type of training to suit their needs, not have it determined for them. Starting and running apprenticeship programmes was easier for large organisations but more support was needed to get small and medium-sized businesses to commit to the process. The latter expressed particular concern about making sure teaching is relevant to their trade, and the potential administrative burden they face around funding.

Charlotte Bosworth, OCR Director of Skills and Employment, said: "Thanks to a very stimulating discussion and a genuine sharing of knowledge by all those involved in implementing apprenticeships, this breakfast event produced lots of exciting ideas on making apprenticeships work. The issue of maths is key and, as a provider of a range of maths qualifications, OCR hopes to inform the debate about how to achieve the rise in standards that is required."

Liam Byrne MP said: "The OCR event was a brilliant opportunity to pool expertise and discuss the ways in which we can achieve this. This work is vital if we're to create accessible opportunities for young people and address the UK's skills gap."



Our UK exam board OCR held a wide-ranging discussion around how to make apprenticeships work.

## Proof of English increasingly demanded

A record number of organisations now use Cambridge exams as proof of English language ability.

Figures show that 15,000 organisations now recognise the tests, an increase of 36 per cent since 2010. Organisations that rely on Cambridge English exams include companies, education institutions and immigration bodies.

Recent names to join the list include the Ministry of Higher Education and Scientific Research in the United Arab Emirates, the Ministry of Defence in Italy, the

Health Service Executive in Ireland and the Red Cross Society in China.

So what is the secret of the exam board's success?

"We're seeing a huge rise in the number of the organisations relying on Cambridge English exams, which is really encouraging," said Nicola Johnson from Cambridge English Language Assessment.

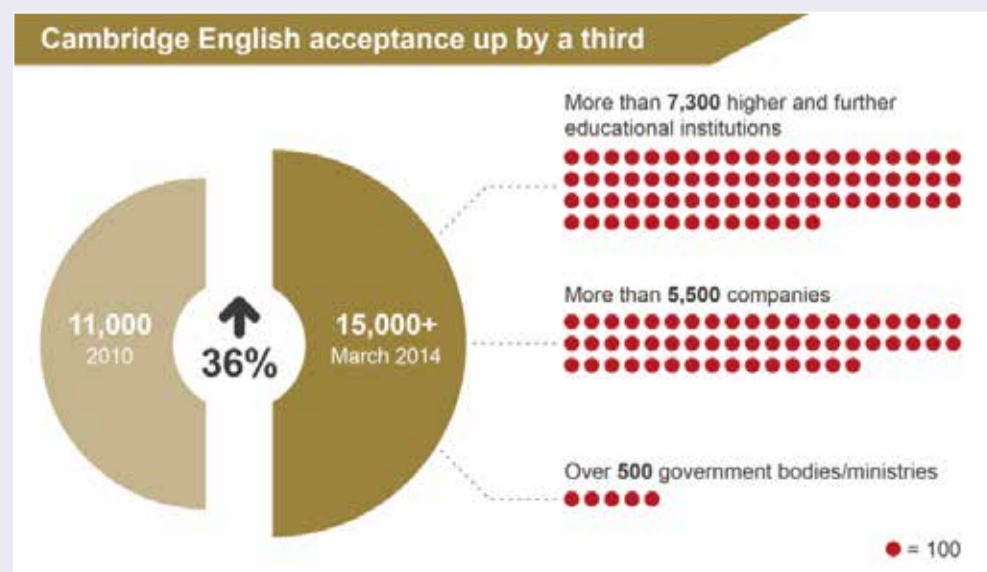


Demand for language testing is being fuelled by higher education – Nicola Johnson, Cambridge English Language Assessment.

"If we look at the higher education sector for example, we've seen international student numbers triple in the last two decades. This has created a demand for high quality language testing, a trend we're also seeing in the workplace and other sectors."

The exams are designed to test real-life communications skills in English and are available through a worldwide network of 2,800 test centres.

Cambridge English: Advanced – a high-level qualification – is now accepted by more than 4,000 institutions worldwide as proof of the English language skills needed for study or workplace performance.





## Calculators in the classroom: the evidence

Should calculators be banned from the classroom? Or should their use be positively encouraged, to the detriment of mental arithmetic? It is a debate that has been fuelled by the recent decision of the English government to ban calculators in school maths tests sat by 10 and 11-year-olds.

England's Schools Minister Elizabeth Truss argues children need to be confident with maths skills before they pick up a calculator. But mathematician Conrad Wolfram argues that the part of maths that we teach – calculation by hand – isn't just tedious, it's mostly irrelevant to real mathematics and the real world.

So what does the evidence show? Tim Oates, Group Director of Assessment Research and Development, comments:

"The evidence indicates the key to the impact of calculators in maths education is how they are used not *whether* they are used.

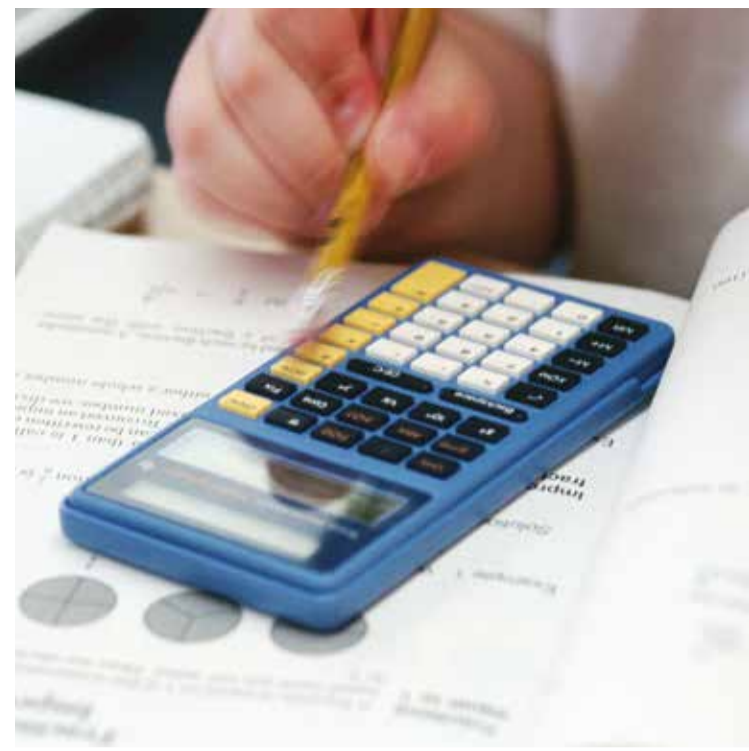
"Studies comparing countries – including those by Professor Jeremy Hodgen at King's College, London and Professor Dame Celia Hoyles and Professor Richard Noss at the Institute of Education, London – suggest those countries which ban calculators are not at the top of international rankings. But neither are those which don't put some constraints on their use. Top-ranking countries give calculators a carefully managed place in learning and assessment.

"Other research evidence also suggests maths education can be enriched through the use of calculators and technology, but again only if it is carefully managed.

"For example, there are good studies which have found technology is being used for rapid acquisition of mathematical ideas: pupils can do five calculations and compare the results rather than taking ages to do one; pupils can play with data on graphs and immediately see what happens when parameters are changed.



Tim Oates,  
Group Director  
of Assessment  
Research and  
Development.



Calculators – what role should they play in the classroom?

"All this is good maths education, but the research suggests, if used inappropriately – and without attending to the underlying development of technique and understanding – technology can inhibit rather than enhance maths learning.

"Not using calculators in the national tests in England is neither intrinsically a good thing or a bad thing, but it does mean it's difficult to compare simply the results from years in which they were allowed with years in which they weren't."

## A digital future

What will learning and assessment look like in 2030? That's the question UK exam board OCR has set out to answer.

The specialist agency Shaping Tomorrow helped survey more than 1,000 stakeholders and comb through literature to create a picture of the key influences driving change and the implications for learning and assessment in just over 15 years' time.

The project was designed not only to inform the exam board's strategic planning but also to add to the general pool of knowledge in this area.

The rise of digital technology emerged as perhaps the biggest single driver of change and the research has helped form key questions. These include:

- Whether in a world of greater online learning, teachers as 'partners in learning' will become the norm?
- If 'pick and mix' training and assessment will meet the needs for new workplace skills?
- Whether assessment will be truly paperless by 2030?

OCR will also be able to use the study to look at ways to take advantage of emerging trends such as more personalised learning, reductions in resource use, and the continuing growth of an international market.

## Vote of confidence for language qualification

Canada will continue to accept the International English Language Testing System (IELTS) General Training test as proof of English language ability.

The agreement between IELTS and Canada's Department of Citizenship and Immigration (CIC) will apply to a range of work-related visa categories. It means IELTS General Training can be used as evidence of English language ability for Canada's Federal Skilled Worker Program, Canadian Experience Class and Federal Skilled Trades Program. In addition, the test can be used for Canada's Provincial Nominee Program and Federal Business Programs – as well as for citizenship purposes.

IELTS has had to meet strict criteria regarding test security, reliability, validity and how it relates to the Canadian Language Benchmarks – a recognised system

for measuring language proficiency in Canada. CIC will use the Results Verification System, which is an online security measure that allows organisations to verify the identity and scores of candidates.

CIC is one of more than 9,000 organisations around the world who rely on IELTS as proof of English Language ability.

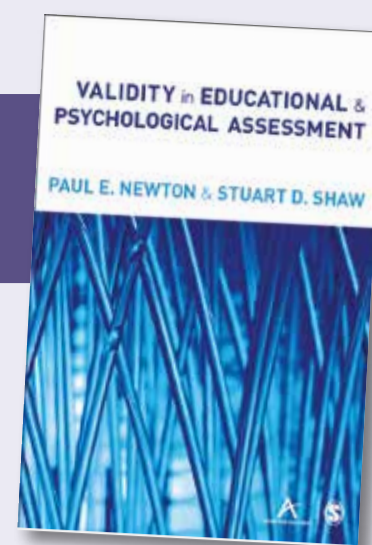
IELTS is jointly owned by the British Council, IDP: IELTS Australia, and Cambridge English Language Assessment. It is available through more than 900 test centres and locations in over 130 countries.

The screenshot shows the Government of Canada website with the following content:

- Government of Canada / Gouvernement du Canada
- Search Canada.ca
- Navigation: Jobs, Immigration, Travel, Business, Benefits, Health, Taxes, More services
- Home » All services » Immigration & citizenship
- Immigrate to Canada**
- Find out how you can immigrate to Canada, how to protect yourself from fraud and what to expect after you arrive in Canada.
- Determine your eligibility**: Includes immigration programs you can apply for and information about what makes you inadmissible to Canada.
- Apply to immigrate**: Includes applications for federal skilled workers, family sponsorship, start-up visas, live-in caregivers and refugees.
- Prepare to work and live in Canada**: Includes finding a job, getting your credentials assessed, learning English and French, and what to expect when you get to Canada, financially, socially and culturally.
- Learn about using a representative**: Includes how to hire a representative to help with your application, how to file a complaint about your representative or how to authorize an unpaid third party to help with your application.
- Protect yourself from fraud**: Includes how to avoid becoming a victim of immigration fraud, such as marriage fraud, document fraud, and email and internet scams.

Canada will continue to accept IELTS General Training.

# An assessment fundamental, explained



Stuart Shaw, Principal Research Officer at Cambridge International Examinations, has co-authored a new book on validity with Professor Paul Newton from the Institute of Education in London. We put them both in the hot seat and asked them about their book, *Validity in Educational and Psychological Assessment* (SAGE, 2014).



Professor Paul Newton from the Institute of Education in London.

## Can you explain what 'validity' means in straightforward terms?

**PN:** 'Validity' is a word that people use when describing the technical quality of an assessment. For many people, 'high quality' and 'high validity' are roughly synonymous. Some, but not all, believe that 'validity' ought also to convey the social value of an assessment.

**SS:** That's right. And as such, to claim that an assessment procedure is 'valid' is to claim, not just that it is (technically) possible to assess students, but that it is (socially) acceptable to do so too.

## Why did you feel it was important to write a book about validity?

**PN:** It's not hard to get the gist of validity, but it is quite hard to pinpoint the idea with precision. This is partly because it has evolved significantly over

the past century and partly because even today 'the experts' adopt somewhat different definitions.

**SS:** Surprisingly, very few textbooks deal in detail with the concept of validity. Most general textbooks on educational assessment tend to skim over the complexities of the concept.

**PN:** That's why we wrote the book. Ironically, in the course of writing it, at least three other books on validity were published... fortunately, they complement each other well!

## What questions does the book set out to answer?

**SS:** We set out to make the complexities of validity theory more understandable, exploring the answers to fundamental questions such as the meaning of validity, what it means to claim validity and how such a claim can be substantiated.

**PN:** We wanted to help our readers understand why this powerful idea remains so confusing. To do so, we realised that we would need to explain its evolution. So we investigated why the concept of validity emerged in the first place, what forces shaped its development, and why it is still contested nearly 100 years later.

## What did you find out in the process of researching and writing the book?

**PN:** We discovered that it pays to go back to the original literature! We were fascinated by the richness and sophistication of early thinking on validity and validation – of the 1920s in particular – which contrasts significantly with the picture that is normally painted of the period before the Second World War.

**SS:** We've tried to make the text as accessible as possible by addressing the philosophical issues in a

straightforward manner, and neither of us would claim to be philosophers! The sheer breadth of research reading was sometimes overwhelming, and as we read more we realised the need to read even more widely across other, different disciplines. Knowing when and where to stop was a problem.

## What impact would you like the book to have?

**PN:** We hope that this book may make a contribution to improving evaluation practice. In addition, we hope that the book will encourage readers to do their own reading around this elusive concept, and to form their own opinions on its meaning and significance.

**SS:** The book was originally intended for practitioners wishing to gain a deeper understanding of validity and validation. However, we hope that we have written a book that will benefit even a validity novice. We believe that the book is the first comprehensive historical account of the subject.

**PN:** We've been encouraged by the interest that people have expressed in our work internationally. We are not the only ones who want to get to the bottom of this thing called validity!



Stuart Shaw, Principal Research Officer at Cambridge International Examinations.

## A Levels in England: what students think

### Exam board OCR has for the first time asked students in the UK what they think about the reform of A Levels.

It is all change for A Levels and GCSEs in England, although the proposals do not affect the International A Level or Cambridge IGCSE.

A survey by the National Union of Students in collaboration with OCR found that many students expressed concerns about the changes, with 76 per cent opposed to A Levels consisting of exams which would only be taken at the end of two years. Under plans put forward by Secretary of State for Education in England Michael Gove,

AS Levels will be 'decoupled' from A Levels and become a free-standing qualification, with A Levels assessed solely at the end of a two-year study period.

The poll of nearly 1,900 students in England found that many were unsure about the new AS Level, with 73 per cent saying they would only pick an AS if universities included them in their offers.

Sally Brown, OCR's Head of Policy (Higher Education), said the survey provided useful feedback:

"Although we have been talking to teachers and university academics about the reforms, this is the first time that we have asked students directly," she said.

"We want to build successful new A Levels and make them work within the policy context set by the government.

"The results show us that students want to make rational, informed decisions about their subject choices at A Level and their future career paths. There is still time for exam boards like OCR to incorporate changes into the A Levels over the next three years of development, informed by the feedback we have received.

"For instance, we are looking at extra feedback sessions and mock exams for students experiencing linear qualifications for the first time, and exploring alternatives that enrich the curriculum."



## Don't miss this!

Booking is now open for the Cambridge Assessment Conference on 15 October.

More than 140 experts from across the globe will debate the role education should play in preparing young people for work and life in an increasingly interconnected and constantly changing world.

With international education rising up the agenda of governments the world over, *International Education: Interpretation, Importance and Impact* will feature contributions from leading experts on what an international education really is, how it can be understood in the context of global issues and its role in improving national systems.

Don't wait – book your place now on the Cambridge Assessment website at [www.cambridgeassessment.org.uk/conference2014](http://www.cambridgeassessment.org.uk/conference2014)



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## How to prepare students for the future

Schools around the world face significant challenges in preparing students for the future. Cambridge International Examinations held a conference in Pakistan to set out its approach to equipping learners for a successful life in the modern world.



Delegates from schools across Pakistan discussed how to equip learners for a successful life in the modern world.

Researchers have identified the 21st century skills that they believe learners will need for the modern world. Over 250 delegates from Cambridge schools discussed these findings and how they may require a shift in the way curricula are designed, lessons are taught and schools are led.

Keynote speakers at the conference included Rana Mashood Ahmad Khan, Minister for Education, Punjab and Peter Upton, Director of the British Council, Pakistan.

Michael O'Sullivan, Chief Executive of Cambridge International Examinations, said: "This is the

largest conference we have ever held for Cambridge schools in Pakistan. It provided a unique opportunity for our schools to discuss the challenges facing their learners in the modern world and the skills they will need to be successful in it."

Durenau Mujahid, Vice Principal, Karachi Grammar School, commented: "This conference has provided a great opportunity to learn about how Cambridge is helping to prepare our learners for the next stage of their education and life beyond. We love teaching Cambridge syllabuses and value Cambridge qualifications which support our learners in getting into top universities in Pakistan and around the world."

## New routes in Mauritius

A qualification which recognises both the academic and vocational achievements of 18-year-olds has been launched in Mauritius.

A new Higher School Certificate Professional qualification is the result of collaboration between the Mauritius Ministry of Education and Human Resources, Cambridge International Examinations and OCR. Teenagers in Mauritius will now have the opportunity to take OCR's Level 3 Cambridge Technical vocational qualifications alongside traditional academic A Levels from Cambridge International Examinations.

Cambridge International Examinations' Chief Executive Michael O'Sullivan (third from left) and OCR's Head of International Projects Dominique Slade (left), visited Mauritius in May to celebrate the new initiative with Mauritian Education Minister (right) Dr The Honourable Vasant K. Bunwaree and the head of the Mauritius Exams Syndicate (second left) Professor Lucien Finette.

