

Achieve

Summer 2013

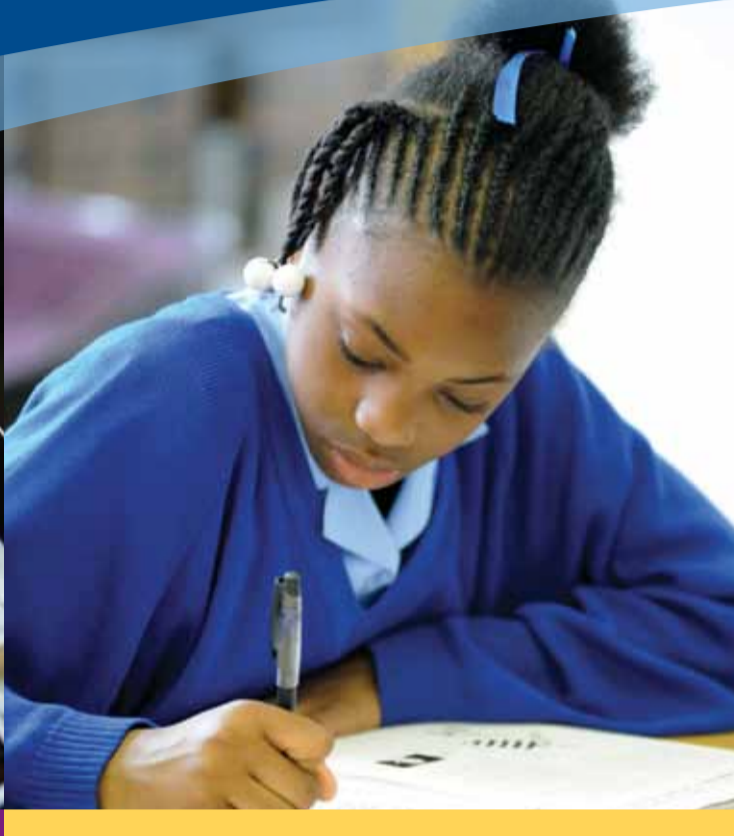


CAMBRIDGE ASSESSMENT



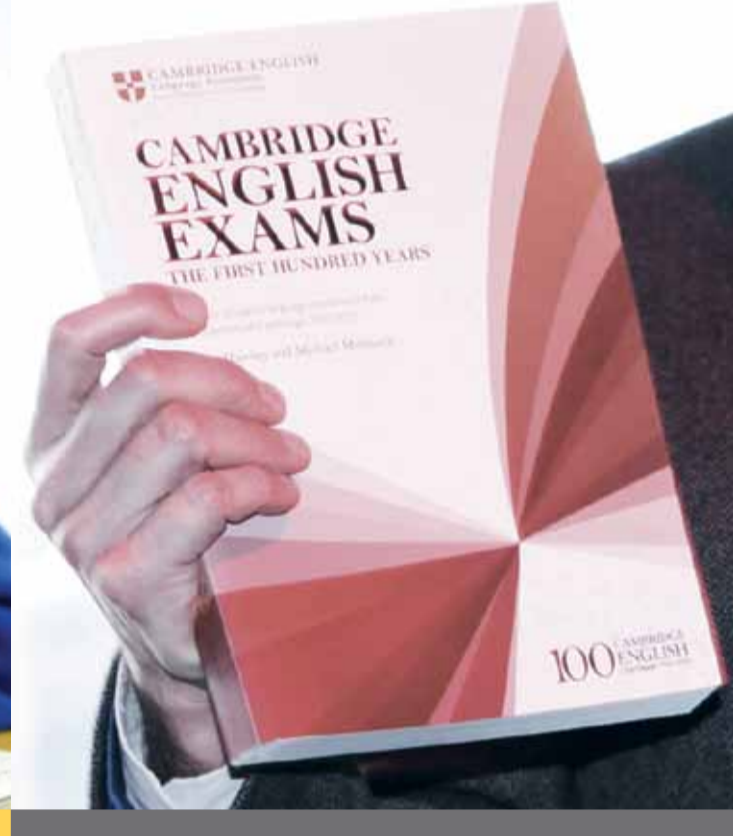
Welcome to *Achieve*

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



More UK schools turn to Cambridge IGCSE

Twenty-five years old, and proving more popular than ever. see page 3



A century of Cambridge English exams, charted

The history of the exams now taken by millions every year. see page 2

What's wrong with maths? The experts' verdict...

Every child can succeed at maths, but action is needed now to make the vision a reality, a Cambridge Assessment debate has concluded.

A panel of 10 top education experts attended 'It Doesn't Add Up: What's Wrong with Maths?', which considered how to construct a better maths curriculum for England.

The panel agreed that steps had to be taken now to make sure students in the UK could compete in an increasingly sophisticated world.

Lynn Churchman from charity National Numeracy said that for too long in the UK it had been acceptable to be bad at maths.

"Parents often ask me: 'How can I help my child with maths?', she said. "I always say to them: 'Stop saying it's OK not to be good at maths!'"

Charlie Stripp, Chief Executive of maths charity MEI, said the good news was that A Level maths take-up in the UK had been growing strongly over the past few years, but forthcoming reform needed to be handled

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What's wrong with maths? The panel takes questions at Cambridge Assessment's debate in London



Kate Green MP

Learning the language

I'm proud to be the MP who represents Old Trafford, a diverse, multicultural community, home to families from many different backgrounds and ethnicities – some of which are recent arrivals, others which are third generation.

Despite high levels of deprivation and disadvantage, the community is vibrant, welcoming and strong. Yet it's still a frequent experience for me to knock on a door in my constituency and find myself faced with someone who can't speak English. Often it's a woman. Some have been here for years.

I try to imagine the isolation and the anxiety that they must experience, trapped in a country where they can't communicate.

It's right that when people want to migrate to the UK we should include English language proficiency as one of the criteria that's considered. But there will always be people who are legitimately admitted without English language – asylum seekers, for example.

So, despite widespread political consensus about English language requirements for new migrants, the need for ESOL training hasn't gone away.

Parents are increasingly expected to actively engage in their children's education. Home-school agreements which ask parents to support their children's learning are the norm.

Work expectations are being tightened for those on benefits, or on housing lists. Meanwhile, spending pressures mean councils are cutting translation services.

Those who can't demonstrate proficiency in English will become entirely marginalised.

There is scope for a dynamic and imaginative response from the ESOL sector, not merely vanilla classes, but linking and integrating ESOL teaching into training that meets people's wider obligations and social needs.

Our FE colleges have a long track record of offering both vocational and ESOL courses. Many schools and community organisations already conduct learning sessions for parents – whether it's cooking with children or developing parenting skills. There's an opportunity, therefore, to integrate ESOL teaching into wider learning.

Such ideas require an imaginative approach to funding, but perhaps the timing's right to try radical new ideas. It means different government departments and sectors need to work together, not in silos. But value for money for the taxpayer, and quality of life for some of our most isolated neighbours, could be greatly enhanced.

Cambridge Schools Conference 2013

Cambridge International Examinations will host its annual schools conference on 16 and 17 October 2013 in Singapore. 'Educating today's learners for tomorrow's world' is the theme, and participants will explore how best to prepare learners for life beyond school, looking at the skills we will need in the future and how to embrace technology effectively in classrooms. Heads and principals from about 250 Cambridge schools worldwide will attend the event. For more details, go to www.cie.org.uk/events



Call for papers

Europe's leading association of language assessment bodies is inviting researchers and practitioners to contribute to a major international conference on how language testing can support the learning of a wide range of languages. Language Assessment for Multilingualism: promoting linguistic diversity and intercultural communication will take place in Paris on 10 and 11 April 2014. It is organised by the Association of Language Testers in Europe (ALTE), a

non-governmental organisation that brings together 33 bodies responsible for the assessment of 26 languages. Cambridge English Language Assessment is one of the founding members of ALTE and hosts the ALTE Secretariat.

For more information on the conference and how to submit a proposal, please visit <http://events.cambridgeenglish.org/alte-2014/>

A century of Cambridge English exams, charted

A new illustrated history of Cambridge English exams and the people behind them has been published.

Cambridge English Exams – the first hundred years, by Roger Hawkey and Michael Milanovic, charts the incredible growth in demand for Cambridge English exams, from three candidates in 1913 to almost four million in 2013. Readers are taken on a journey which goes right back to the formation of Cambridge University in 1209 and ends with a look at the future of English language learning. The focus is on the history of Cambridge English exams throughout their first hundred years, setting them in the context of wider educational and academic developments. Dr Milanovic, Chief Executive of Cambridge English Language Assessment, said:

"Cambridge English exams continue to deliver educational and social benefits to millions of students around the world. This illustrated history tells the story of how the exams have grown from humble beginnings to being taken by over four million candidates last year. Our story shows how we have constantly applied independent research to our decision-making. This has helped to ensure Cambridge English exams continue to meet the changing needs of millions of test takers around the world."



Dr Michael Milanovic and *Cambridge English Exams – the first hundred years*

What's wrong with maths? The experts' verdict...

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carefully so that the figures would continue to rise. And he warned that part of the problem was that "the stakes are so high".

"If you are a 14 to 16-year-old, what maths is for is to get a grade C or above at GCSE and that is a serious problem for the image of the subject," he said.

Tim Oates, Cambridge Assessment's Director of Assessment Research and Development, said evidence showed that students in the highest-performing jurisdictions studied fewer things in greater depth, and had more time to practise and problem-solve.

But he warned against a belief that the UK is incapable of teaching and assessing maths effectively.

"I don't believe the UK education system is in crisis – but it's not improving fast enough," he said.

Jennie Golding, from the Advisory Committee on Mathematics Education, said all young people could succeed with maths, but that they needed creative and enjoyable teaching.

It was a view echoed by Mark McCourt from the Teacher Development Trust, who said teachers needed to be careful that students were not left behind by the juggernaut of the English national curriculum.

"I talk about maths as a giant Jenga game, with GCSE at the top. Kids aren't failing GCSE because of the top blocks, they're failing because the blocks at the bottom are loose, wobbly or completely missing, so the whole tower just tumbles," he said.

For more details on the seminar, and for the chance to watch it online, go to www.cambridgeassessment.org.uk



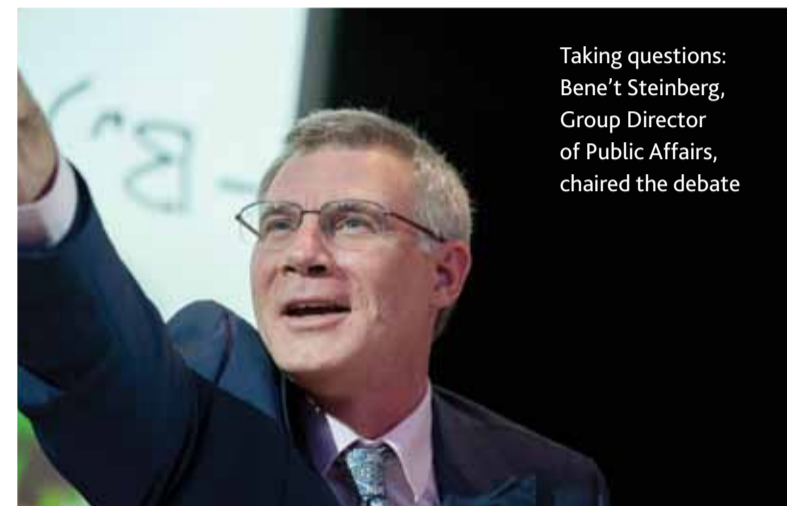
"Calculation is a crucial part of maths education" – maths expert Tony Gardiner



Taking questions: Ben't Steinberg, Group Director of Public Affairs, chaired the debate



Dr Christine Binns, Mathematics Mastery Curriculum Development Lead, ARK Schools



More UK schools turn to Cambridge IGCSE

The number of entries for Cambridge IGCSE in English (Literature and Language), and sciences (Chemistry, Biology and Physics) in the UK has almost tripled in just one year, with exam entries leaping from 34,800 for June 2012 to 93,300 for June 2013. The total number of entries for all Cambridge IGCSE subjects has doubled over this period, with over 115,000 entries made by UK schools this year.

This increase in popularity, which coincides with the 25th anniversary of the first Cambridge IGCSE exam, has been driven by a growing appetite among teachers and school leaders for a linear approach that prioritises learning time over assessment.

Michael O'Sullivan, Chief Executive, Cambridge International Examinations, said: "Cambridge IGCSE has grown significantly in popularity in the UK over the past few years. Schools recognise that its linear structure offers rigour and effective preparation for the next stage of their students' education. For sure, they are also mindful of planned educational reforms in England such as the recently proposed changes to GCSEs and A Levels."

The UK growth of Cambridge IGCSE reflects a global trend. The number of schools worldwide teaching Cambridge IGCSE has grown to 3,700, with total entries in June 2013 up 27 per cent on June 2012.



Man versus machine – the fight for students' minds

If you're learning to drive a car, you don't learn to machine the pistons. Why then does most maths teaching in the UK involve learning to calculate by hand, when computers can do the job far better, mathematician Conrad Wolfram argued in a controversial afternoon debate.

Most students in English schools are effectively studying the "history of hand calculating" Wolfram argued, saying maths education needed to be computer-based instead.

But maths expert Tony Gardiner said children needed to learn the basics.

"It's like somebody struggling to play the violin, where contrary to common belief, the goal is not to produce the perfect performance but to train the brain to acquire an astonishingly complex set of skills without which there could be no music-making," he said.

"The calculation is a crucial part, maybe *the* crucial part of mathematics education, because mathematics ideas get wired into the brain through engaging with, and mastering, carefully-designed sequences of calculation."

Watch Conrad and Tony's debate in full at www.cambridgeassessment.org.uk

Where to for school-based assessment in Asia?

School-based assessment (SBA) and the prospects and realities in an Asian context was the subject of a Cambridge Horizons seminar held in Malaysia on June 3.

SBA is a particularly hot topic in Asia, with a cultural inheritance which places great importance on examinations and pressure on teachers and students to get good outcomes.

Around 150 education experts from across Asia attended the seminar, which was opened by YBhg Tan Sri Abd Ghafar bin Mahmud, Director General at Malaysia's Ministry of Education. The seminar delegates brought a wide range of experience and perspectives – as policy-makers, academics, assessment professionals and school leaders.

Commenting on the seminar, Ramya Vivekanandan Rodrigues who works in UNESCO Asia Pacific Regional Bureau for Education as a programme specialist, said: "We are very interested to learn how different countries in Asia Pacific address the issue of school-based assessment."

"Today's seminar had a really interesting format. Cambridge brought a couple of experts from two very different contexts – sharing the experiences of school-based assessment in Hong Kong and Queensland in Australia.

"Hosting this seminar in Malaysia made it also very interesting as the Ministry of Education here has been

undertaking a major reform around school-based assessment. Having the benefits of participants from other countries in the region also enriches the discussion."

Keynote speeches were made by Professor Kerry Kennedy, Dean of the Faculty of Education and Human Development at the Hong Kong Institute of Education and Professor Val Klenowski, from the School of Cultural and Professional Learning at Queensland University of Technology in Australia. Prof Kennedy's presentation, entitled High Stakes School-Based Assessment and Cultural Values: Beyond Issues of Validity, explored current thinking about school-based assessment, its various purposes, and highlighted the experience of Hong Kong in using SBA in its Diploma. He concluded that to succeed, SBA had to "win the hearts and minds of students, teachers and the community".

After the keynote speeches, Hajah Norzila Mohd Yusof from Malaysia's Ministry of Education shared with the audience developments in the use of school-based assessment in Malaysia.

To read the papers in full, please go to www.cambridgeassessment.org.uk



Professor Kerry Kennedy, Dean of the Faculty of Education and Human Development at the Hong Kong Institute of Education, presented a paper entitled: High Stakes School Based-Assessment and Cultural Values: Beyond Issues of Validity

All the fun of the fair

A new mobile phone game to help children practise their reading and listening skills in English has been launched by Cambridge English Language Assessment. Funland invites players to take part in a range of classic fairground games, control the ferris wheel, splash the clowns and collect virtual prizes along the way. Tasks are specially designed to cover levels A1-B1 of the Common European Framework of Reference for Languages (CEFR).

The game has been developed in collaboration with matmi, an award-winning digital production studio. Lorna Pedersen, Digital Manager at Cambridge English Language Assessment, says the game is a way for children to work towards level B1 of the CEFR – which is increasingly becoming the level for students around the world to reach when leaving school.

"Funland is a really engaging and fun way for children to increase their confidence in reading and listening skills in English," said Lorna.

"The tasks go up to level B1 of CEFR so children playing the game can work towards gaining a solid level of English everyday use."

A new kind of graduate

Students who took the first Cambridge Pre-U exams in June 2010 are graduating from university this year. It marks another milestone for the qualification that is now taught in over 150 UK schools.



Ahead of the game: student Damiya Aloysius Yogaratanm, who took Cambridge Pre-U Business and Management

Cambridge International Examinations developed Cambridge Pre-U, in consultation with schools, for students who are working towards university. The emphasis on self-directed learning and critical thinking helps close the gap between school and university so that students feel prepared when they arrive on campus.

Damiya Aloysius Yogaratanm took Cambridge Pre-U Business and Management at Coloma Convent Girls School in Surrey and is in the final year of a degree in Economics and Accountancy at City University London. She said: "Cambridge Pre-U prepares you like no other qualification, not only for your dissertation at university but later for work. I learnt how to support an answer with primary and secondary research and how to analyse the strengths and weaknesses of my own opinions. I even mastered referencing which is an extremely important skill for university."

Charterhouse is one of the schools that helped develop Cambridge Pre-U, and now has several years' experience of teaching the qualification in almost all subjects. Assistant Headmaster, Matthew Armstrong, says Cambridge Pre-U has had "a hugely positive effect on students' intellectual development".



Raising the game – new 14–16 qualifications in England

Qualification reform in England, based on the current 14–16 GCSE, is well underway. The Government has stated its aim is “to ensure young people have access to qualifications that match and exceed those in the highest performing jurisdictions (HPJs)”.

Cambridge Assessment, which works in over 160 jurisdictions (including the highest performing), has a wealth of expertise and evidence in this area. In collaboration with its exam boards, it has produced models of what it believes to be the best possible education and assessment experience for English students, mapped against HPJs.

The research found that in HPJs, students are expected to know more, understand more and, perhaps contrary to English popular opinion, apply that knowledge more than those systems that perform less well.

The study also discovered that there are many complex factors driving the educational successes of HPJs, but almost all have a commitment to developing the teaching profession.

The research concluded that tougher examinations which force students to take the same trajectory as their overseas equivalents could be the answer. However, efforts to enhance teacher status and quality – all underpinned by rigorous exams – provided the best direction.

The study comes at an important point in the debate, with the English regulator Ofqual expected to have published its criteria for the new exams as Achieve went to press.

For more information about Cambridge Assessment’s HPJ research, including its views on English, Maths and Science visit: www.cambridgeassessment.org

A separate paper on Tiering at GCSE in England calls for the introduction of a Level 1/Level 2 model like the one used in Singapore.

“In Mathematics and English, where there is a particularly strong impetus towards effecting a genuine increase in standards of attainment, we feel that the development of a Level 1/Level 2 has considerable merit,” Tim Oates said.

The UK Secretary of State for Education has indicated that tiering has problems that he would like to see dealt with.

“The current GCSE is both a Level 1 and Level 2 qualification and as such presents major challenges to delivering on both,” Tim added.

“Far better to have a Level 1 qualification with real worth to which students can aspire, and then build upon, than the current situation of receiving what is perceived to be a fail the first time the student attempts it.”

“It also serves as a stepping stone to the next level. The Level 2 would provide a clear route for a much larger group than currently attains A-C – essentially the more challenging exam that the Secretary of State is looking for.”*

According to the research the advantages of the Level 1 and Level 2 model are:

- Each qualification can be finely tuned to address the needs of particular students.
- Students would take the qualification most suited to their attainment at age 16.
- There would be no ‘cap on aspiration’ – if pupils only achieve Level 1 by the age of 16, they would be expected to work to attain Level 2 following this.
- The achievement of Level 1 would act as an important motivator for students to move on to higher levels of qualification.

To read the report in full, visit www.cambridgeassessment.org.uk



Tim Oates, Group Director of Assessment Research and Development

Scrap grades and use scale scores

English 14–16 exams (GCSEs) should report results on a numerical scale score instead of using the existing grade scale, a report by Cambridge Assessment suggests.

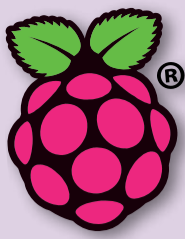
“Grades are arbitrary categories imposed on an underlying continuum of achievement”, said Tim Oates, Group Director of Assessment Research and Development. “We need to make a clean break with the past. Scale scores might encourage the use of different accountability measures, which could reduce some of

the undesirable effects in schools of extra effort being concentrated on pupils around the grade C boundary. This would lead to better teaching and learning.”

According to Cambridge Assessment’s research the main advantages of scale scores are:

- A fairer system – it would avoid the situation where two people can have different scores but the same overall grade
- Future proof – no need to add extra grades (A*, A** etc.).

To read the report in full, visit: www.cambridgeassessment.org.uk



The rise and rise of computing

Schools across the country have taken delivery of thousands of free Raspberry Pi computers.

The Raspberry Pi is a cheap, credit card-sized programmable computer which was developed to inspire a generation of learners. OCR volunteered to distribute them on behalf of all the partners in the Google project: Coderdojo, Codeclub, Computing At School, Generating Genius and Teach First, who identified schools and organisations who would benefit the most.

The first free Raspberry Pi computers began to arrive in schools in June. Our Lady's Catholic High School in Preston, which follows OCR's GCSE in Computing, was one of the lucky recipients. Alan O'Donohoe, Principal Teacher in Computing, said: "I'm delighted... we are organising a number of free summer code camp activities at the local university for students, parents and teachers. Our plan is to use the Raspberry Pi as a platform."

Climbing the qualifications ladder

Proof of the growing significance of computing as an academic subject is its possible inclusion in the first wave of new A Levels to be taught in schools in September 2015.



Phill Bryant, Group Manager for ICT and Computing, OCR

As part of the English Education Secretary's planned reform of A Levels, OCR will be redeveloping its existing A Level in Computing.

OCR is the only exam board to offer a ladder of qualifications, from entry level to GCSE and up to A Level, which enables students to make real progress in the subject and prepares them for further study at university or employment.

Phill Bryant, OCR's Group Manager for ICT and Computing, said: "This programme of reform will provide both an opportunity and challenge for us. Computing is important for many reasons. It has an immense impact on modern life, while the job prospects are excellent and the field is rigorous, intellectually vibrant and multi-faceted."

A computing first

The first ever online GCSE Computing course is to be developed as a result of a Cambridge-based partnership between OCR, the Raspberry Pi Foundation and Cambridge University Press.

Cambridge GCSE Computing Online is based on the OCR qualification and will be made up of a series of 10 to 15-minute videos, written and presented by computing experts. Designed to support and complement teaching, not replace it, the course could be used with students in the classroom, as revision or self-teaching resources, or



to build the confidence of ICT teachers who may not have a background in computing.

A taster of the course was unveiled by OCR Chief Executive Mark Dawe at the Sunday Times Festival of Education in June and the first videos will be rolled out from September 2013.

New eLearning platform will support global thinking

A new eLearning platform is being developed by Cambridge International Examinations to support teaching and learning of its Global Perspectives qualifications.

The platform will provide a secure space for teachers and learners to share resources and store research. It will support forums and groups, providing a network for teachers and learners to collaborate on projects with their peers in other countries.

The cross-curricular Cambridge Global Perspectives qualifications develop critical thinking and

research skills by asking learners to explore global issues from different viewpoints. Assessment is varied; it includes a presentation at Cambridge International AS Level whilst at Cambridge Pre-U level there is an extended project. Interaction between schools internationally is encouraged to help learners develop cultural understanding.

Initially, the new platform will support Cambridge IGCSE Global Perspectives. A class at Caistor Yarborough Academy in England is trialling it with great success. Jackie Burton, Global Perspectives Coordinator, said: "My students are using it with growing confidence and sense of purpose. It has already proven to be an invaluable tool when making contact with other Cambridge IGCSE Global Perspectives students and colleagues."

The eLearning platform will launch in late 2013 and will be used by Cambridge schools worldwide.



Cambridge to launch new institute for high-tech language teaching and testing

A new institute to develop the next generation of computer-based tools for language teaching and assessment has been announced.

Drawing together teams from computing, engineering, linguistics and language assessment, the Cambridge University Institute for Automated Language Teaching and Assessment (ALTA) will investigate new ways of using technology to enhance language learning and will develop cutting-edge approaches to assessment which will benefit learners and teachers worldwide.

In recent years Cambridge English Language Assessment has developed computer-based tools to support the development and administration of its tests and examinations, taken by over four million learners worldwide. It is now funding this virtual institute to carry the work forward as part of the Cambridge English concept. Set to launch in October 2013, it will form part of the University's interdisciplinary Language Sciences Initiative.



Dr Nick Saville, Director of Research and Validation at Cambridge English Language Assessment (left) with Professor Ted Briscoe, from the University's Computer Laboratory, who will be the first Director of the Institute and will coordinate the academic programme

Hong Kong children are pioneers

A group of children from Hong Kong, who sat the first ever computer-based Cambridge English: Young Learners test, have been awarded a certificate recognising their achievements.

At the end of March, 48 children sat the test, which uses the latest computer-based technology to measure English language skills in listening, reading, writing and even speaking, as students have to interact with a computer-generated animated character. To celebrate their success, the children were invited to a ceremony at the British Consulate in Hong Kong.

"The children all did really well, thanks to the support from their parents and teachers," said Deshini Chetty, Assistant Director of Business Development at Cambridge English Language Assessment.

"They showed a high level of commitment to English language learning and a good grasp of technology. The computer-based Young Learners test is ideal for the hi-tech generation and provides really great structure for effective learning. The children found the test to be a fun experience which is really encouraging to hear."

ESF Educational Services – a well-established provider of quality extra-curricular language and sports courses in Hong Kong – hosted the first test on 24 March. The test was developed in collaboration with Chinese testing services and technologies specialists ATA.



Proud pioneers: children display their certificates of achievement



Traineeships – getting a head start

A pilot traineeship project running from May to July will help OCR's students to be ahead of the game when Traineeships officially start in August 2013.

At the beginning of May, Skills Minister Matthew Hancock confirmed the framework for delivery for new Traineeship programmes for 16 to 19-year-olds.

A Traineeship will combine work placements and skills training, with a focus on English and maths for those who did not achieve a C grade or above at GCSE. Alongside additional flexible training and support such as vocational qualifications, mentoring and careers guidance, traineeships aim to bridge the gap between school or college and an apprenticeship.

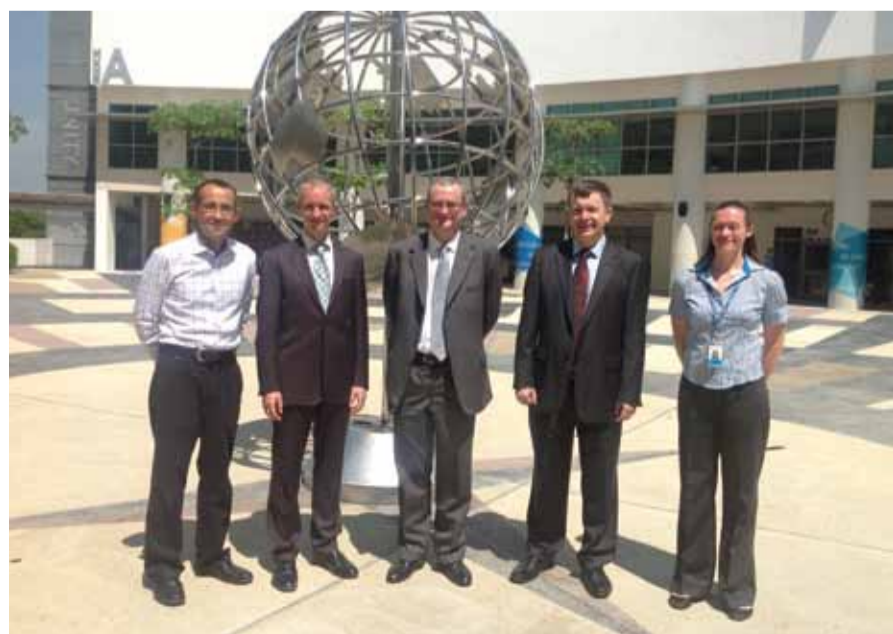
OCR qualifications fit the bill: new Cambridge Progression qualifications for core English and maths skills, and Functional Skills and Employability Skills qualifications that focus on the skills, knowledge and confidence required to succeed in the workplace.

A group of 35 young people in Kent will take part in the three-month pilot, which will offer a mixture of work experience, a focus on core English and maths skills, and work preparation in the form of vocational skills courses and interview practice.

"The experience and knowledge gained from the pilot will give us an invaluable head start and ensure our traineeships are robust and rigorous," Mark Dawe, OCR Chief Executive, said.

Asia rendezvous for Cambridge International Examinations' new Chief Executive

Michael O'Sullivan, who was appointed as Chief Executive of Cambridge International Examinations in April, has made his first visit to Asia Pacific. Michael was accompanied on the visit to Malaysia and Singapore by Cambridge Assessment's Chief Executive Simon Lebus. During the visit Michael and Simon met ministry of education partners and principals from Cambridge schools. They are pictured below on their tour of the United World College of South East Asia's campuses in Singapore.



Simon, Michael and Ben met students in the classroom as part of their tour of the UWCSEA campuses in Singapore. The East campus will host the annual Cambridge Schools Conference in October 2013.

Pictured left to right: Nicholas Alchin, High School Principal, UWCSEA (East Campus); Ben Schmidt, Regional Director Asia Pacific, Cambridge International Examinations; Simon Lebus, Group Chief Executive, Cambridge Assessment; Michael O'Sullivan, Chief Executive, Cambridge International Examinations and Caroline Meek, Director of the Centre for International Education, UWCSEA

Cambridge Assessment at this year's party conferences

Cambridge Assessment will be holding roundtable fringe events at this year's party conferences in Autumn 2013. As part of our mission to provide research-led analysis of key policy issues, we will be holding events at both the Labour and the Conservative party conferences. Partnered with the Association of Colleges and the UK think tank, Reform, we will be hosting an event on vocational learning and personal pathways at the Labour Party conference, and UK education exports at the Conservative conference.



Mark Dawe, OCR Chief Executive and Nick Gibb MP at last year's Conservative conference

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Examining the examiners

When more than 5,000 examiners took part in a survey conducted earlier this year, the dedication and experience needed to perform the job shone through.

OCR's 'army' of nearly 14,000 examiners mark over three million GCSE and A Level papers a year. But they verify and moderate as well, across a range of subjects and qualifications, both academic and vocational. The devising and writing of question papers is another element.

Of those who responded to the survey, over 90 per cent were either teachers or retired teachers, drawn from a wide spectrum of educational backgrounds. More than half work exclusively for OCR, although nearly 20 per cent also work for the other exam boards in the Cambridge Assessment Group.

Overall, what came through was the commitment and dedication of people who carry out all the elements involved in assessment.

One of the key findings of the survey was the years of experience OCR examiners have. The majority have worked for OCR for at least six years, many for over 20 years.

During intense periods of work, examiners need to be able to juggle the demands of a day job with the pressure to create or mark papers to a strict timetable.

"As a result of feedback, we have set in train over 30 projects, including training and communication, to ensure that those performing assessment tasks on behalf of OCR are able to do so to the highest standard," Mark Dawe, OCR Chief Executive, said.

Welcome to Miami

Students in the one of the largest school districts in the US are to get access to an international education from Cambridge.

Miami-Dade County Public Schools in Florida has entered into an agreement with Cambridge International Examinations which will see Cambridge programmes and qualifications rolled out in 70 schools.

Cambridge Primary will be used in elementary schools, with Cambridge Secondary 1 in middle schools and Cambridge IGCSE and the Cambridge AICE Diploma in senior high schools. To achieve the Diploma, learners study Cambridge International AS and A Level subjects drawn from three curriculum areas.

Michael O'Sullivan, Chief Executive, Cambridge International Examinations, said: "We know that schools in the US and around the world want to provide their students with the best preparation for the next



New collaboration; Alberto Carvalho, Superintendent, Miami-Dade County Public Schools (left) and Michael O'Sullivan, Chief Executive, Cambridge International Examinations (right) announcing the agreement.

stage of their education, university and beyond. I'm therefore delighted that we have established this agreement which I'm confident will benefit students and teachers in schools across the district."

As part of the agreement, Miami-Dade will offer face-to-face professional development for teachers at elementary, middle, and high school levels over the next three years, in addition to online teacher training and curriculum support.

Cambridge English Language Assessment part of high level mission to South America

Sean Hayde, Director of Business Development for Cambridge English Language Assessment, accompanied Higher Education Minister David Willetts on a recent high level mission to Mexico and Colombia. Meeting senior officials from both countries, participants explored the education priorities in both countries. Cambridge English Language Assessment has previously helped both Mexico and Colombia raise the standard of English language proficiency amongst their populations. Sean is pictured standing second from right.

