



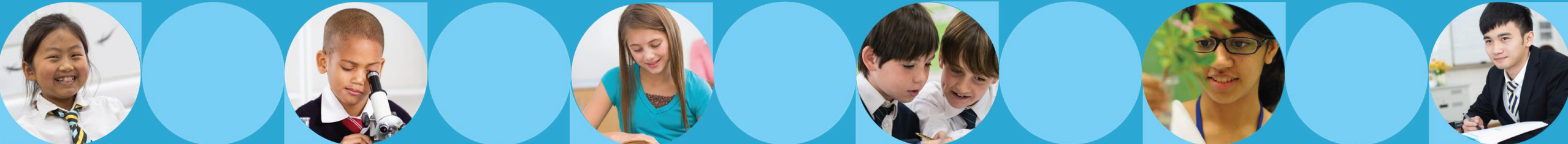
Cambridge Assessment
International Education

Cambridge Schools Conference, Orlando
23-24 June 2023
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Learn more about our Cambridge Primary and Lower Secondary programme (ages 5 to 14)

Dr Fiona Jackson
Head of Primary and Lower Secondary

Dr Matthew Kaye
School Implementation Manager – North America

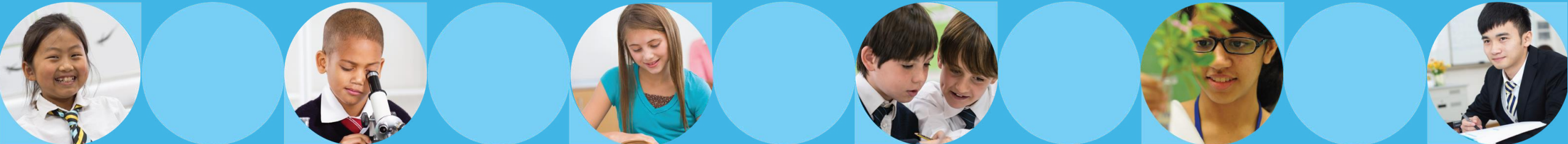


What we will cover in today's session

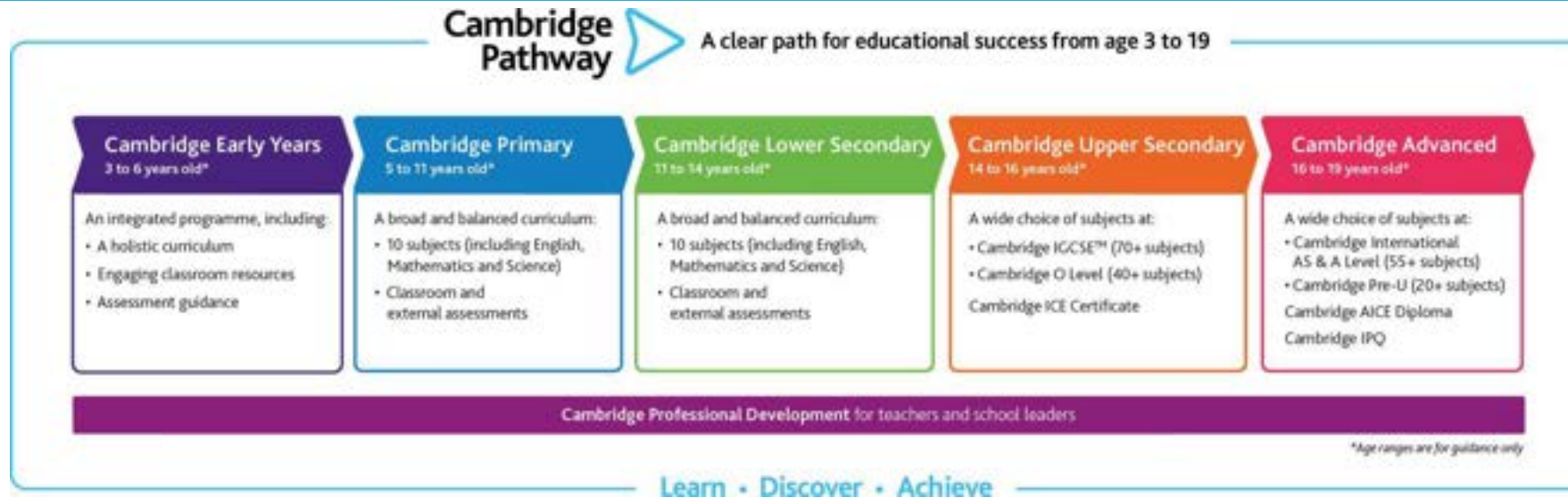
- ▶ Cambridge curriculum
- ▶ Cambridge pedagogical approach
- ▶ Cambridge assessments
- ▶ Sharing ideas for future development plans

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Cambridge curriculum



The Cambridge Pathway 2023



Current Cambridge Primary and Lower Secondary subjects

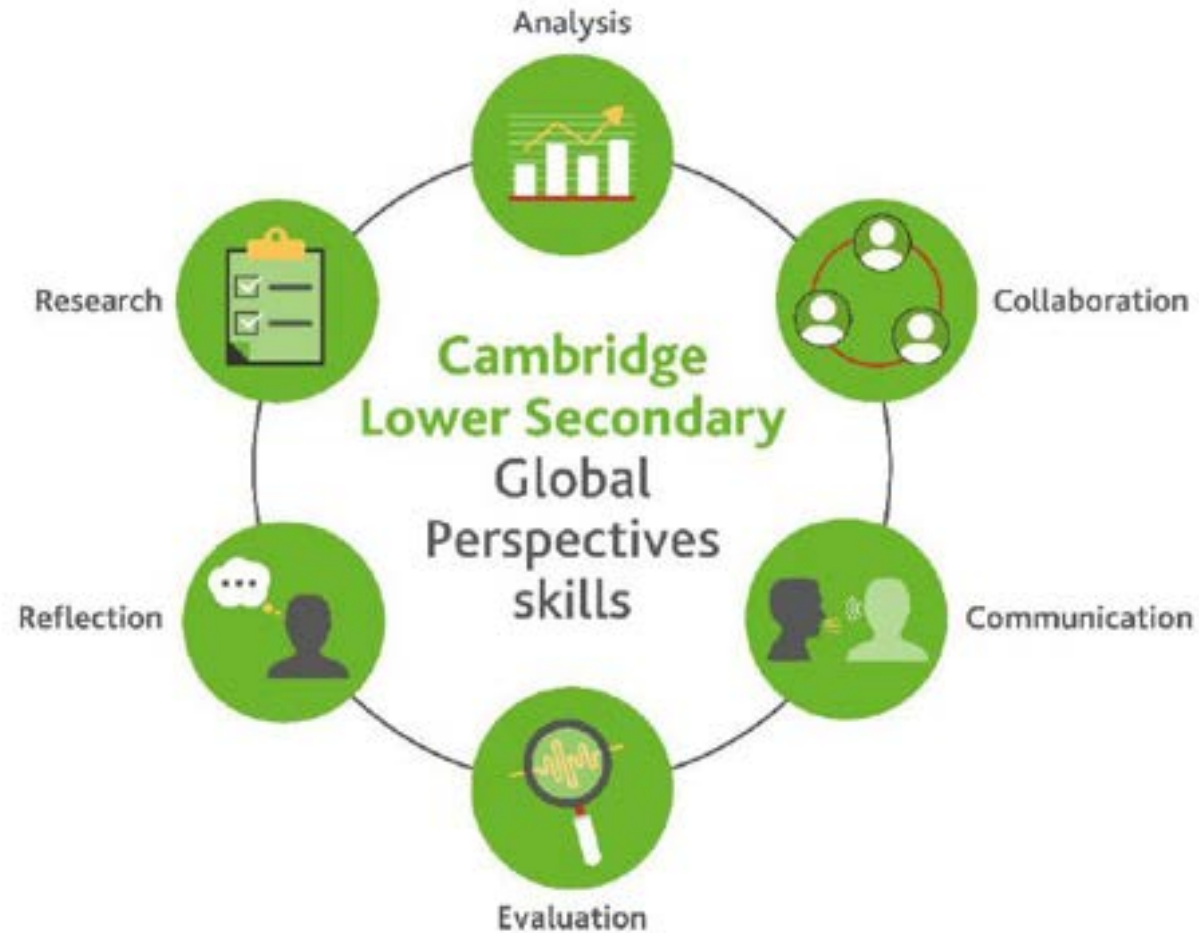
- ▶ English as a first language
- ▶ English as a second language
- ▶ Global Perspectives
- ▶ Mathematics
- ▶ Science
- ▶ Art & Design
- ▶ Computing
- ▶ Digital Literacy
- ▶ Music
- ▶ Physical Education

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Cambridge Global Perspectives – six skills



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Curriculum

▶ How many stages (grades) is Global Perspectives available to learners across the Cambridge Pathway?

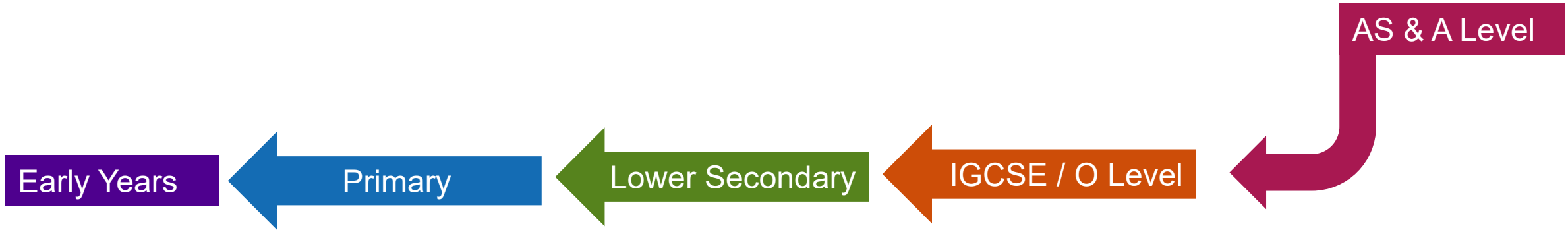
- ▶ 2
- ▶ 4
- ▶ 10
- ▶ 12
- ▶ 13



Primary	Lower Secondary	O Level / IGCSE	AS & A Level
(0838)	(1129)	(2069) O Level (0457) IGCSE	(9239)
6 Years	3 Years	2 Years	2 Years

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-global-perspectives/>

Curriculum Design



<https://blog.cambridgeinternational.org/developing-curriculum-progression-forwards-backwards-up-down-and-across/>

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Curriculum Design – Cambridge Global Perspectives

AS & A Level



Strand: Communication

Stage 1	Stage 2	Stage 3-4	Stage 5-6	Stage 7-8	Stage 9	IGCSE	AS & A Level
Answer questions with relevant information about a given issue.	Talk about a given issue, giving relevant information.	Present information about a given issue clearly and with an appropriate structure.	Present information clearly with an appropriate structure and with some reference to sources where appropriate.	Present information and arguments clearly with some reasoning, referencing sources where appropriate.	Present coherent, well-reasoned and clearly structured arguments, including in-text citations and detailed referencing where appropriate.	Select and present relevant arguments, <u>evidence</u> and perspectives clearly and with structure. Present <u>research, and</u> include citations and references.	Produce structured, written arguments using appropriate terms and referencing where applicable. Produce a structured presentation using language appropriate for the audience (AS Level only). Communicate information visually <u>in order to engage an audience</u> (AS Level only).

Cambridge Global Perspectives: assessments

Primary Checkpoint	Lower Secondary Checkpoint	O Level / IGCSE	AS & A Level
<p>Team Report 300-500 words</p> <p>Personal reflection 350-450 words</p>	<p>Research report 800-1000 words</p> <p>Student's first experience of writing a research report</p>	<p>Component 1 Written exam 4 questions</p> <p>Component 2 Individual report 1500-2000 words</p> <p>Component 3 Team project</p> <p>Team element 300-400 words Personal element 750 -1000 words</p>	<p>Component 1 Written exam 3 questions</p> <p>Component 2 Essay 1750-2000 words</p> <p>Component 3 Team project</p> <p>Personal Presentation 10 minutes Personal element 800 words</p> <p>Component 4 Cambridge Research Report 5000 words</p>

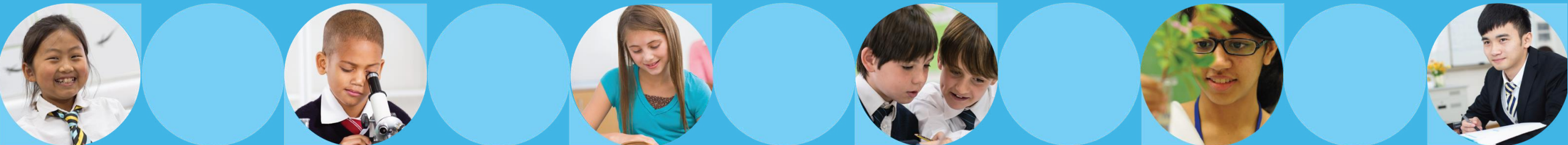
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Cambridge pedagogical approach



Cambridge Learner Attributes

We help schools encourage learners to become:



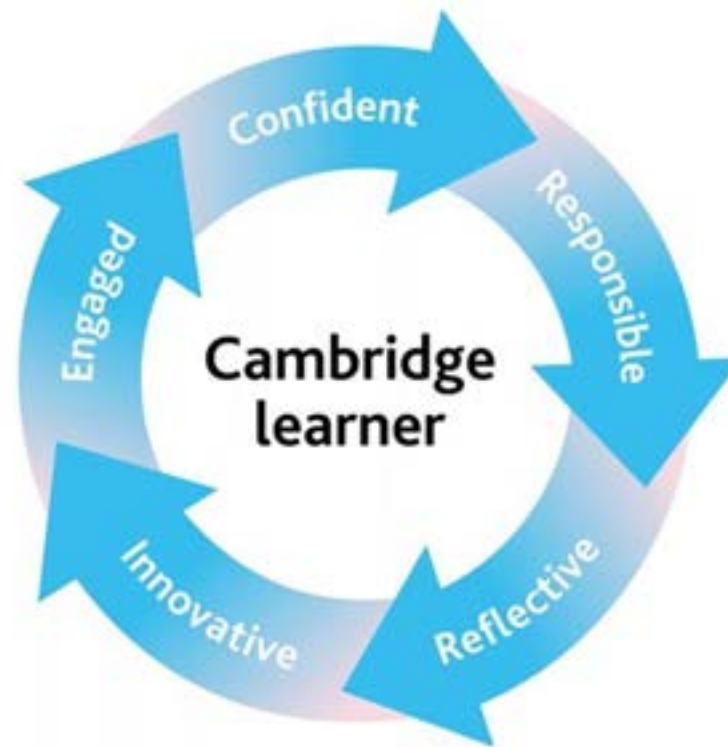
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Pedagogy

- ▶ How do the emphasis of the five Learner Attributes (confident, responsible, reflective, innovative and engaged) complement teaching and learning in your school/district?



Cambridge Learner Attributes

	Cambridge learners	Cambridge teachers
Confident	<p>Confident in working with information and ideas – their own and those of others.</p> <p>Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.</p>	<p>Confident in teaching their subject and engaging each student in learning.</p> <p>Cambridge teachers know their subject well and know how to teach it. They seek to understand their students and their educational needs. They strive to communicate a love of learning and to encourage students to engage actively in their own learning.</p>
Responsible	<p>Responsible for themselves, responsive to and respectful of others.</p> <p>Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.</p>	<p>Responsible for themselves, responsive to and respectful of others.</p> <p>Cambridge teachers are highly professional in their approach to teaching and they are collaborative and supportive. They understand their actions will help shape future generations and they are concerned about the holistic development of every individual they teach.</p>
Reflective	<p>Reflective as learners, developing their ability to learn.</p> <p>Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be life-long learners.</p>	<p>Reflective as learners themselves, developing their practice.</p> <p>Cambridge teachers are themselves learners, seeking to build on and develop their knowledge and skills through a virtuous circle of reflection on practice – involving research, evaluation and adaptation. They support students to become independent and reflective learners.</p>
Innovative	<p>Innovative and equipped for new and future challenges.</p> <p>Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.</p>	<p>Innovative and equipped for new and future challenges.</p> <p>Cambridge teachers are creative, experimenting with new ideas and pursuing an enquiring approach in their teaching. They are open to new challenges, being resourceful, imaginative and flexible. They are always ready to learn and apply new skills and techniques.</p>
Engaged	<p>Engaged intellectually and socially, ready to make a difference.</p> <p>Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.</p>	<p>Engaged intellectually, professionally and socially, ready to make a difference.</p> <p>Cambridge teachers are passionate about learning within and beyond the classroom, sharing their knowledge and skills with teachers in the wider educational community.</p>

Cambridge Learner Attributes

Active Learning

<https://www.cambridge-community.org.uk/professional-development/gswal/index.html>

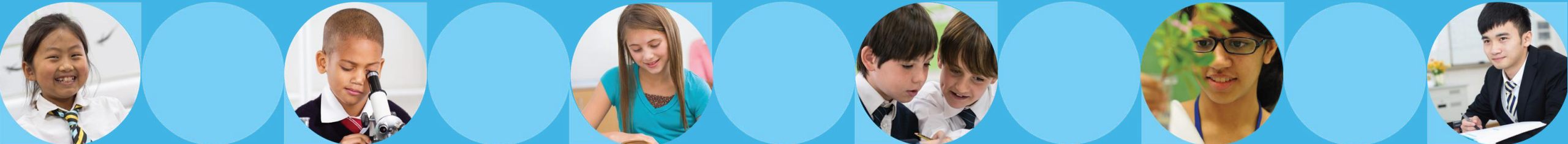
Cambridge Learner Attributes

<https://www.cambridgeinternational.org/why-choose-us/parents-and-students/in-class/the-cambridge-learner-attributes/>

<https://www.cambridgeinternational.org/Images/417069-developing-the-cambridge-learner-attributes-guide.pdf>

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Cambridge assessments



Assessment

- ▶ How many layers of assessment are available within the Cambridge Primary and Lower Secondary Programme?

Assessment options

CEM

measure potential

**Classroom
Assessment
Guidance**

provide feedback

**Progression
Tests**

monitor progress





Checkpoint

*check
achievement*

Comparing our assessment options

Monitor progress

Cambridge Primary Progression Tests help you to assess knowledge, skills and understanding. Use them to check learners' progress at any time of year, as many times as needed, throughout Stages 3, 4, 5 and 6 of Cambridge Primary.

-  **Measure**
Learners' skills and understanding in English as a First or Second Language, Maths and Science.
-  **Marking**
Marked by teachers.
-  **Frequency**
At any time in the year, as many times as needed.
-  **Benefits**
 - Get detailed information about learner performance.
 - Compare strengths and weaknesses of individuals and groups.
 - Use our clear guidance, standards and mark schemes.
 - Give structured feedback to learners and parents.





Check achievement

Use Cambridge Primary Checkpoint to monitor individual and group performance at the end of the primary programme. As the tests are internationally benchmarked, you can have extra confidence in the feedback you receive and share with parents.

-  **Measure**
Learners' skills and understanding in English as a First or Second Language, Maths, Science and Cambridge Global Perspectives.
-  **Marking**
Marked by Cambridge International.
-  **Frequency**
At the end of Cambridge Primary.
-  **Benefits**
 - See how your learners are performing against an international benchmark, and in comparison to the rest of their class.
 - Easily monitor group and individual performance.
 - Learners receive a statement of achievement and a diagnostic feedback report.





Measure potential

Cambridge CEM's computer-based assessments for 5 to 11-year-olds help you identify and diagnose learning needs, and measure and benchmark learners' potential. The baseline and diagnostic assessments adapt to each student's level, quickly and accurately identifying their abilities in core academic skills.

-  **Measure**
Track learners' aptitude in core skills.
-  **Marking**
Computer-based assessment, with results provided automatically.
-  **Frequency**
Usually at the beginning or the end of the academic year.
-  **Benefits**
 - Understand students' potential and what they are learning.
 - Benchmark performance against students of a similar age.
 - Plan your interventions to help students improve on areas of weakness and reach their potential in strength areas.

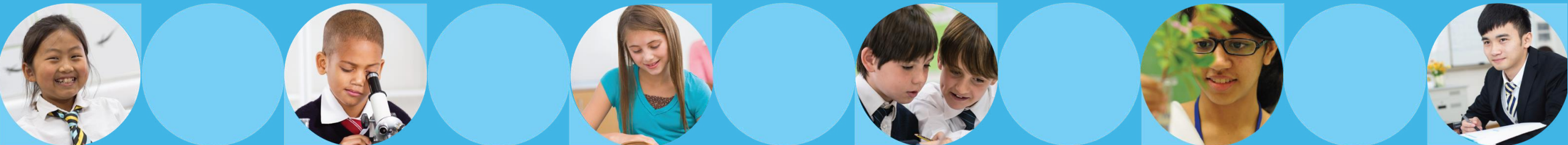
Provide feedback

We encourage you to assess our creative subjects in the classroom through discussion, observation and lesson outputs as opposed to asking learners to sit a test. We provide assessment guidance to help you give formative feedback on the skills you want learners to develop so that they can reflect on, and improve, their performance. Cambridge resources also provide a range of formative assessment opportunities and full support to implement them.

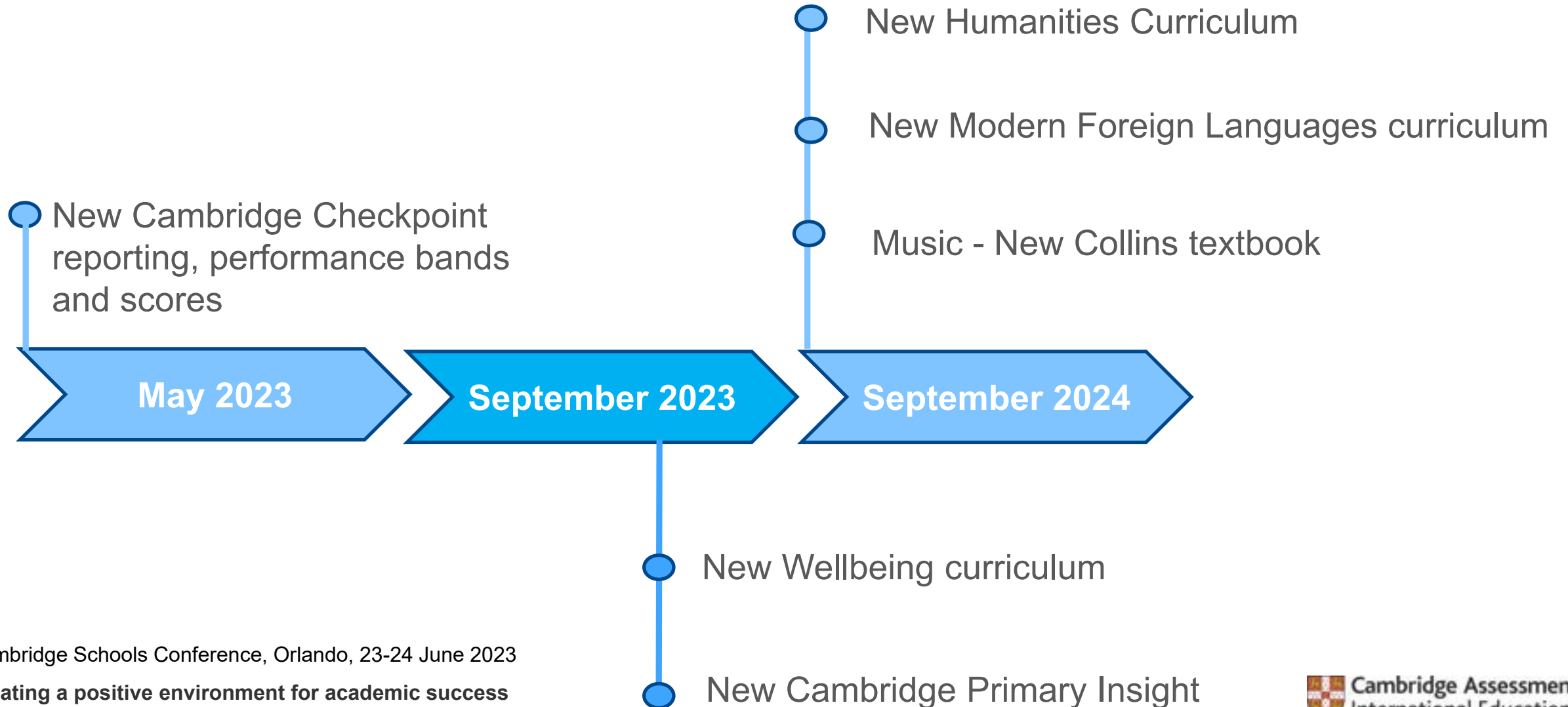
-  **Measure**
Skill development.
-  **Marking**
By teachers.
-  **Frequency**
Throughout the academic year.
-  **Benefits**
 - Give feedback on 'what went well' with students, and how they can improve further.
 - Students can reflect on and improve their performance.

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Future Developments



What's next for Cambridge Primary and Lower Secondary



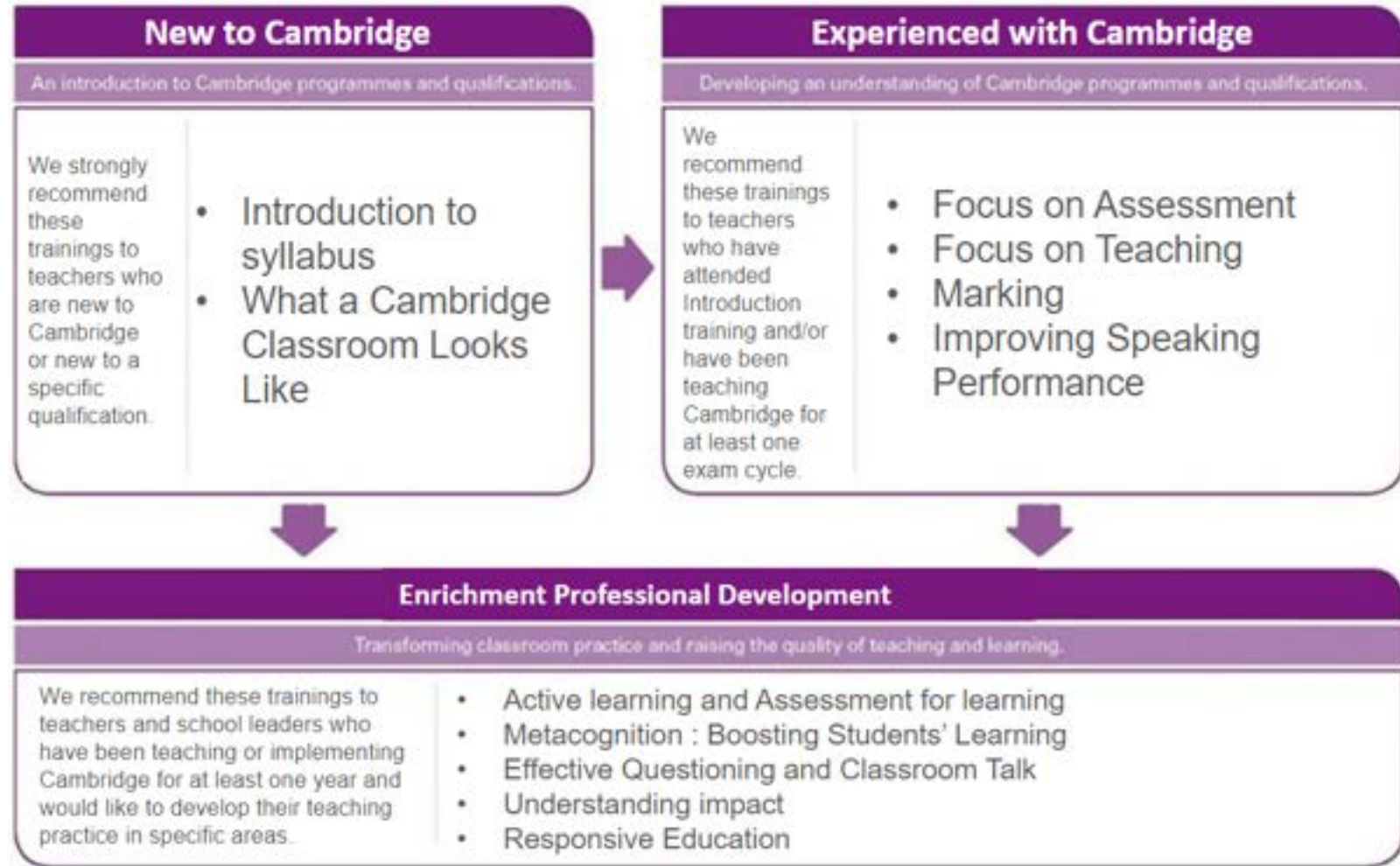
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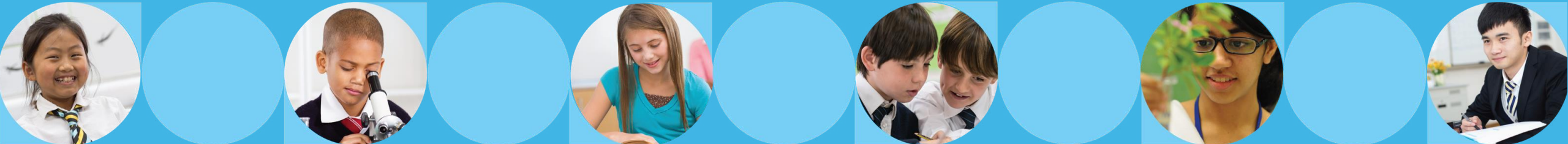
What else would you like from Cambridge?

- ▶ Curriculum
- ▶ Pedagogical Approach
- ▶ Assessments
- ▶ Professional Development
- ▶ Support materials
- ▶ Something else?



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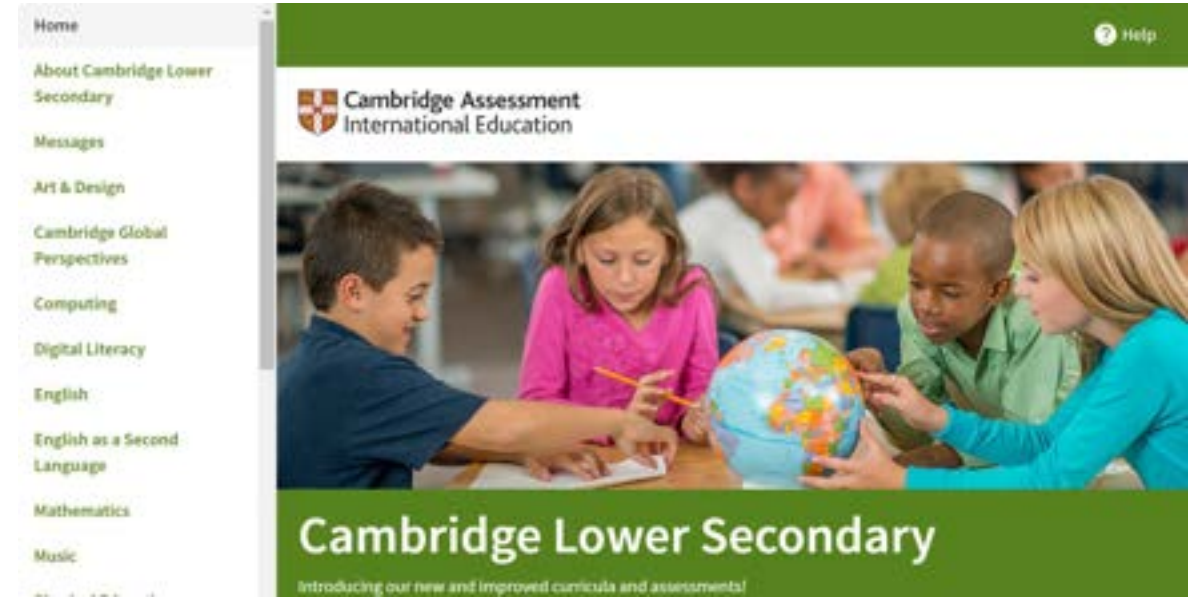
Learn more about our Primary and Lower Secondary Programme



Registered Cambridge Schools – support sites



<https://primary.cambridgeinternational.org/>



<https://lowersecondary.cambridgeinternational.org/>

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Cambridge Primary and Lower Secondary public website

Home > Programmes and qualifications > Cambridge Primary

Cambridge Primary

Cambridge Primary starts learners on an exciting educational journey. Typically for 5 to 11 year olds, it provides a strong foundation for students at the beginning of their schooling before progressing through the Cambridge Pathway in an age-appropriate way.



Curriculum

With a choice of ten subjects, there's plenty to help you deliver core subjects as well as develop creativity, expression and wellbeing.

[Read more >](#)

Assessment

We offer a range of optional assessments to help you accurately measure students' potential and progress.

[Read more >](#)



Classroom support

We provide high-quality resources to help you plan and deliver the programme.

[Read more >](#)

Cambridge Primary resources

We work with a range of publishers to produce high-quality textbooks and resources to support our core subjects.



[Read more >](#)

▶ <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/>

Home > Programmes and qualifications > Cambridge Lower Secondary

Cambridge Lower Secondary

Cambridge Lower Secondary is typically for learners aged 11 to 14 years. It helps you prepare students for the next step of their education, providing a clear path as they progress through the Cambridge Pathway in an age-appropriate way.



Curriculum



With a choice of ten subjects, there's plenty to help you deliver core subjects as well as develop creativity, expression and wellbeing.

[Read more >](#)

Assessment

We offer a range of optional assessments to help you accurately measure students' potential and progress.

[Read more >](#)



Classroom support

We provide high-quality resources to help you plan and deliver the programme.

[Read more >](#)

Cambridge Lower Secondary resources

We work with a range of publishers to produce high-quality textbooks and resources to support our core subjects.

[Read more >](#)

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-lower-secondary/>

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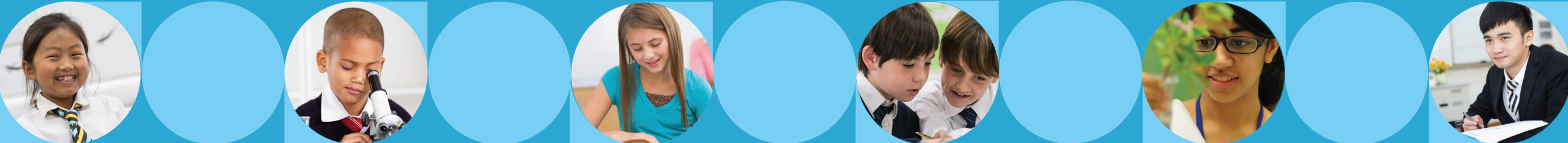
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Thank you
Any questions?



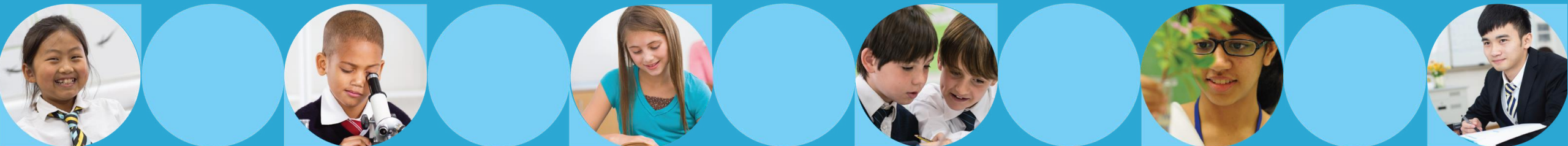
Your feedback

- ▶ Please let us know your views on this session
- ▶ Scan the QR code and share your feedback with us



Learn more!
Getting in touch with Cambridge is easy

Email info@cambridgeinternational.org
or telephone +44 1223 553554



Curriculum – English as a Second Language

- ▶ How can our English as a Second Language curriculum provide a layer of support for students at your school/district?

Comparing English as a first and second language

English	English as a Second Language
What prior experience of English do learners need?	
<p>Cambridge Primary English is designed for learners who speak English as a first language: those who either speak English at home or have other significant experience of communicating in English (e.g. at an English-speaking kindergarten).</p> <p>It is expected that when learners start Stage 1 of Cambridge Primary English, they will already have:</p> <ul style="list-style-type: none">• well-developed English speaking and listening skills• some experience of reading and writing in English.	<p>Cambridge Primary English as a Second Language is designed for learners who speak a language other than English at home.</p> <p>There is no expectation that learners will have prior experience of English before starting Stage 1 of Cambridge Primary English as a Second Language.</p>

Comparing English as a first and second language

English	English as a Second Language
What knowledge, skills and understanding does the subject develop?	
<p>Cambridge Primary English develops:</p> <ul style="list-style-type: none">• skilled communicators for a range of different purposes and audiences• competent readers who appreciate a wide range of different texts, including those from different periods and cultures• skills in evaluating and analysing written and spoken language• a solid foundation for the further study of English (as a first language).	<p>Cambridge Primary English as a Second Language develops:</p> <ul style="list-style-type: none">• effective use of English for the purposes of practical communication• confidence in reading a range of texts• an awareness of the nature of language and language-learning skills• a solid foundation for the further study of English as a Second Language, and for study through the medium of English. <p>Learning objectives are informed by the Common European Framework of Reference for Languages (CEFR).</p>

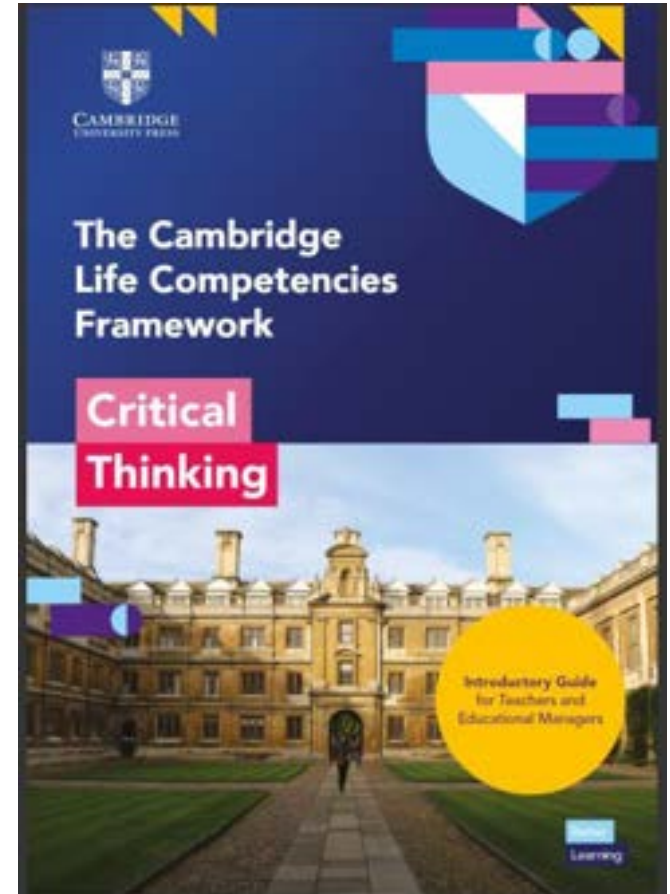
Comparing English as a first and second language

English	English as a Second Language
How is the curriculum content organised?	
<p>Cambridge Primary English learning objectives are organised into three strands:</p> <ul style="list-style-type: none">• Reading• Writing• Speaking and Listening <p>Grammar is embedded within the Reading and Writing strands.</p>	<p>Cambridge Primary English as a Second Language learning objectives are organised into five strands:</p> <ul style="list-style-type: none">• Reading• Writing• Speaking• Listening• Use of English
What is assessed in the Cambridge Primary Checkpoint and Progression Tests?	
<p>Cambridge Primary English:</p> <ul style="list-style-type: none">• Paper 1 Reading and Writing (non-fiction)• Paper 2 Reading and Writing (fiction) <p>Grammar is assessed within both papers.</p>	<p>Cambridge Primary English as a Second Language:</p> <ul style="list-style-type: none">• Paper 1 Reading and Usage• Paper 2 Writing• Paper 3 Listening

Cambridge Life Competencies

- ▶ Collaboration
- ▶ Communication
- ▶ Creative Thinking
- ▶ Critical Thinking
- ▶ Digital Literacy
- ▶ Emotional Development
- ▶ Learning to Learn
- ▶ Social Responsibilities

<https://www.cambridge.org/gb/cambridgeenglish/better-learning-insights/cambridgelifecompetenciesframework>



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