Updates from Cambridge International

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Southern U.S. Regional Manager, Higher Education
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Introduction

Cambridge Assessment International Education will share new strategies it has developed to support our students and schools around the globe.

In this session you will:

➢ Learn about new courses and new revisions to our curriculum and assessment offerings for A and AS levels.

➢ Learn how Cambridge International students outperformed their peers in a Florida State University subsequent course performance study.

➢ Explore our new webpages for U.S. colleges and universities

➢ Learn how your college or university can sign up for online transcript services.

➢ Learn about new and updated state and system policies for Cambridge International A and AS levels.
Cambridge Assessment International Education

A non-teaching department of the University of Cambridge

➢ World’s largest provider of global education programs, with over a million students in over 10,000 Cambridge schools in over 160 countries.

➢ Over 150+ years of experience developing and delivering curriculum, assessment, and pedagogy to students across the globe.

➢ Work in partnership with educators worldwide, including 40 national governments and education reform projects. (longest standing partnership: Ministry of Singapore.)

➢ Programs are especially successful at serving a diverse student population with varying abilities, ELL, socio-economic and cultural backgrounds.
The Cambridge Pathway: Our core global offer

A clear path for educational success from age 5 to 19

Grades K-5
- Cambridge Primary
  - 5 to 11 years old*
  - English (1st and 2nd language)
  - Mathematics
  - Science
  - ICT
  - Cambridge Global Perspectives

Grades 6-8
- Cambridge Lower Secondary
  - 11 to 14 years old*
  - English (1st and 2nd language)
  - Mathematics
  - Science
  - ICT
  - Cambridge Global Perspectives

- Cambridge Upper Secondary
  - 14 to 16 years old*
  - A wide choice of subjects at:
    - Cambridge IGCSE® (70+ subjects)
    - Cambridge O Level (40+ subjects)
    - Cambridge ICE Certificate

Grades 9-12
- Cambridge Advanced
  - 16 to 19 years old*
  - A wide choice of subjects at:
    - Cambridge International AS & A Level (55+ subjects)
    - Cambridge Pre-U (20+ subjects)
    - Cambridge AICE Diploma

Cambridge Professional Development for teachers and school leaders

Learn • Discover • Achieve

*Age ranges are for guidance only
Curriculum Changes: What’s New?

We provide advance notice of changes to syllabi at least a year before first teaching.


- **Download** our Syllabus Changes guide for full details of updated syllabuses.

- **Sign** up for e-Updates to keep up to date with the syllabuses you teach.

Syllabi developed in conjunction with higher education faculty worldwide: US, UK, Canada, Singapore, Australia, South Africa.
The Cambridge Advanced Program
(i.e. “The Cambridge AICE Program”) AS and A Level Qualifications

• AS Level: represents 1 college level course requiring total of 180 guided learning hours typically receiving 1 semester of credit

• A Level: represents 2 college level courses requiring total of 360 guided hours which typically receives 2 semesters of credit

• Allows learners, in 55 subject areas, the opportunity to achieve breadth of study with real depth of content and skills developing highly engaged, independent learners

• Application of skills in the sciences with a focus on Lab practical

• Grading: a total of 6 passing grades A*-E, plus (U) Ungraded

Recommended Credit

<table>
<thead>
<tr>
<th></th>
<th>Humanities &amp; Others</th>
<th>Sciences with Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS Level</td>
<td>3 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>A Level</td>
<td>6 credits</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

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“Cambridge students are strong in critical thinking and writing...”

United States

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Cambridge Assessment International Education
## Cambridge Exam Grade Equivalencies

### Equivalency Chart

<table>
<thead>
<tr>
<th>USA</th>
<th>AS Level</th>
<th>A Level</th>
<th>IB</th>
<th>AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>a</td>
<td>A*</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>A</td>
<td>a</td>
<td>A</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>B+</td>
<td>b</td>
<td>B</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>c</td>
<td>C</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C+</td>
<td>d</td>
<td>D</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>e</td>
<td>E</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>D+</td>
<td>(U)ngraded</td>
<td>(U)ngraded</td>
<td>3</td>
<td>1-2</td>
</tr>
<tr>
<td>D</td>
<td>(U)ngraded</td>
<td>(U)ngraded</td>
<td>1-2</td>
<td>1-2</td>
</tr>
<tr>
<td>F</td>
<td>(U)ngraded</td>
<td>(U)ngraded</td>
<td>0</td>
<td>1-2</td>
</tr>
</tbody>
</table>

### Source:
- College Board’s comparability studies of AP Exam scores associated with college course grades at [https://aphighered.collegeboard.org/courses-exams/scoring](https://aphighered.collegeboard.org/courses-exams/scoring).
- World Education Services (WES) 2014, [https://wenr.wes.org/2014/02/a-guide-to-the-gce-a-level](https://wenr.wes.org/2014/02/a-guide-to-the-gce-a-level)
Purpose of study was to examine the subsequent course performance of Cambridge International (AICE) students awarded credit for a prerequisite course for a grade of E on the AS or A Level examination in key subject areas at Florida State University.

➢ Biology
➢ Business
➢ English
➢ History
➢ Mathematics
➢ Psychology
Overview of research questions we looked to answer …

➢ How do **Cambridge students** do in subsequent courses at university?

➢ How do **Cambridge students** compare to **non-Cambridge students** in terms of academic performance in subsequent courses at university?

➢ How do Cambridge students do overall and in comparison to non-Cambridge students, by **sub-groups of interest** (e.g. by gender)?

➢ Is there a **relationship** between **performance in Cambridge qualifications** and performance in **subsequent courses** at university?
Context & Definitions

- **Cambridge International students**: enrolled at FSU from Fall 2016 to Fall 2019 and who were given credit for an E or higher on their AS or A Level exams.

- **Control students**: all students enrolled at FSU in the same courses in which Cambridge students enrolled from Fall 2016 to Fall 2019.

- **A subsequent course**: an FSU course in which Cambridge students could enroll after having been awarded credit for an introductory course based on their Cambridge AS or A Level exam grades.

- **A passing grade or pass** is defined as a GPA of 2 or higher or their letter equivalent (C or higher). **Note**: because of this definition of passing grades, C- (GPA 1.75) was considered a D grade rather than a C grade for this analysis. This was done to maintain the GPA way of classifying passing grades, i.e. pass >= 2 GPA.
Prerequisite Course(s): Biology & Math

Cambridge International students were awarded credit for the following introductory courses:

➢ General Biology for Nonmajors (and Lab) OR
➢ Biological Science I (and Lab)
➢ Biological Science II (and Lab)

➢ Analytic Trigonometry OR
➢ Precalculus Algebra OR
➢ Calculus w/Analytic Geometry I
Prerequisite Course(s): Business & Psychology & English

Cambridge International students were awarded credit for the following courses:

- Intro to Business
- General Psychology
- English Composition OR
- Freshman Writing, Reading, & Research OR
- Introduction to Literature
Cambridge International students were awarded credit for the following introductory courses:

- History of the United States to 1877 OR
- History of the United State since 1877 OR
- European History OR
- Ancient & Medieval Civilizations OR
- Modern World to 1815
Grade Distribution by Subject Group*

*Preliminary Findings
Grade Distribution in Key Courses*

*Preliminary Findings
Overall Passing Rate: Cambridge vs Control*

- Cambridge grades: 98% passed subsequent course at C or higher
- Control group grades: 91% passed subsequent course at C or higher

*Preliminary Findings
## Closing the Achievement Gap

### Cambridge Students

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>N of Cambridge students</th>
<th>Percentage of Cambridge students</th>
<th>Mean GPA in FSU subsequent courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>40</td>
<td>3</td>
<td>3.57</td>
</tr>
<tr>
<td>Black/African American</td>
<td>109</td>
<td>7</td>
<td>3.61</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>398</td>
<td>25</td>
<td>3.67</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander, American Indian/Alaska Native</td>
<td>4</td>
<td>3</td>
<td>3.81</td>
</tr>
<tr>
<td>Non-Resident alien</td>
<td>5</td>
<td>3</td>
<td>3.73</td>
</tr>
<tr>
<td>Not Specified</td>
<td>15</td>
<td>1</td>
<td>3.57</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>63</td>
<td>4</td>
<td>3.73</td>
</tr>
<tr>
<td>White</td>
<td>966</td>
<td>60</td>
<td>3.69</td>
</tr>
</tbody>
</table>

### FSU Undergrad Students

<table>
<thead>
<tr>
<th>FSU Race/Ethnicity--Undergrad</th>
<th>N of FSU students</th>
<th>Percentage of FSU students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>871</td>
<td>3</td>
</tr>
<tr>
<td>Black</td>
<td>2890</td>
<td>9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7139</td>
<td>22</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander, American Indian/Alaska Native</td>
<td>79</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>623</td>
<td>2</td>
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<tr>
<td>Not reported</td>
<td>354</td>
<td>1</td>
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<tr>
<td>Two or More Races</td>
<td>1383</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>19661</td>
<td>60</td>
</tr>
</tbody>
</table>
Cambridge International students earning E or higher on AS Level examinations have excellent passing rates in subsequent courses, across a range of subject areas.

- **98% percent** of Cambridge students granted credit passed subsequent course at C or higher compared with 91% from control group (took entry level FSU course first)
- Cambridge International students tend to achieve higher grades in their subsequent courses with **95% achieving a B or above**

Source: University of Cambridge Assessment Research Program (Dr. Carla Pastorino, Dr. Katherine Chi)

Note: See additional Cambridge impact studies in appendix
Our landing page for U.S. higher education

Cambridge International for US colleges and universities

As the world’s largest provider of international education programs and exams for 5- to 19- year-olds, grades K-12, Cambridge International serves over 160 countries in over 10,000 schools. We give students of all backgrounds and interests a clear path for educational success.

Hear from US colleges and universities on the value of Cambridge students and curriculum:

Why should US institutions seek Cambridge students - what do they bring to the institution?

YOULONDA COPELAND-MORGAN
Vice Provost Enrollment Management
UCLA, CA

https://www.cambridgeinternational.org/usa/higher-ed/
## Verify Students’ Results Online

To search for candidate results, complete the fields below - all the fields are mandatory. You can add up to a maximum of 20 rows.

<table>
<thead>
<tr>
<th>Centre Number</th>
<th>Candidate Number</th>
<th>Date of Birth</th>
<th>Series</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB123</td>
<td>1234</td>
<td>01/Jan/1992</td>
<td>June 2013</td>
</tr>
<tr>
<td>ZZ123</td>
<td>0001</td>
<td></td>
<td>Select</td>
</tr>
</tbody>
</table>

Add row

Display results: 
- On screen
- Export to file (CSV)

I am missing the results for a candidate or some candidates. [Why is this?](#)

## Results

<table>
<thead>
<tr>
<th>Candidate Name</th>
<th>Candidate Number</th>
<th>Date Of Birth</th>
<th>Gender</th>
<th>Centre</th>
<th>Country</th>
<th>Series</th>
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<td>ZZ123</td>
<td></td>
<td>June 2013</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Online Electronic Transcript Service

1) If you ALREADY have a CI Direct account, please email us at ushighered@cambridgeinternational.org and indicate that you want to sign up for the online electronic transcript service.

2) If you do not have a CIE Direct account, please sign up at www.cambridgeinternational.org/exam-administration/results/verification-of-students-results/ and indicate YES to both questions around electronic receipt.
Create a Cambridge International policy for US colleges and universities

Establishing a policy for Cambridge International AS & A Level courses and exams can help strengthen an institution’s recruitment of new populations of students, provide more options for advanced coursework recognition, and help to establish parity with peer institutions.

AS & A Level resources for establishing a policy

- Syllabuses and support materials for AS & A Level subjects
- Guide to Cambridge International courses and exams—including British/US grading chart comparisons and recommended college credit by subject area
- Cambridge International’s Policy Recognition Search
- US state policies for Cambridge assessments
- Course Credit Policy Checklist and Considerations (PDF, 214KB)

Exemplar US policies for Cambridge International AS & A Levels

Below are links to credit and placement policies of several US colleges and universities for Cambridge International courses and exams.

Public 4-year institution policies

- Appalachian State University, North Carolina
- Central Washington University, Washington
- Eastern Washington University, Washington

Register your college or university’s admission policy at:

Mississippi: All 2- and 4-year public colleges and universities, A and AS levels, standardized e/E, course matrix. Three-year review process.

Washington: All 2- and 4-year public colleges and universities recognize A and AS levels at the e/E covering general education/transfer courses.

Virginia: All 2- and 4-year public colleges and universities must have a policy at least at the e/E for A- and AS-levels. Three-year review process. Note: effective 10/28/20, Virginia changed their policy from a c/C to the e/E.

University of North Carolina system: All 17 campuses must grant credit at least at the c/C for A and AS levels. Three-year review process.

Arizona Board of Regents: All 4-year public colleges and universities must align their scores and the amount of credit awarded across all three universities requiring evidence-based.

https://www.cambridgeinternational.org/usa/higher-ed/us-state-policies/
Questions?

Contact:
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