



UNIVERSITY *of* CAMBRIDGE
International Examinations

Assessing language or content?

Comparing performance on Cambridge IGCSE syllabuses.

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UNIVERSITY of CAMBRIDGE
International Examinations

About Cambridge International Examinations



UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate



Cambridge Assessment



UNIVERSITY of CAMBRIDGE
ESOL Examinations
English for Speakers of Other Languages



UNIVERSITY of CAMBRIDGE
International Examinations



PART OF THE
CAMBRIDGE ASSESSMENT
GROUP



The Cambridge International Curriculum

Age 18

Cambridge Pre-University

AS/A Level

40+ subjects

Age 16

Cambridge Secondary

IGCSE

70+ subjects

Age 14

Checkpoint

Cambridge Lower Secondary

English/Mathematics/Science

Age 11

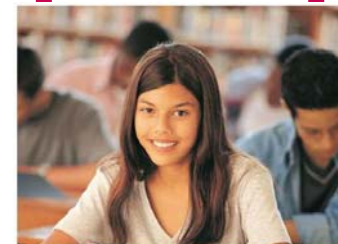
Achievement Test

Cambridge Primary

English/Mathematics/Science

Age 5

Increasing breadth
and choice



Building a world-class
curriculum



Using the Cambridge International Curriculum

- Schools
 - International
 - National
- Programmes
 - English-medium
 - CLIL
- Curriculum
 - International
 - Integrated
- English
 - First language
 - Second language



Research questions

- Does the candidate's level of English impact on standards achieved?
 - How does the performance of candidates taking different English qualifications compare with their **overall** performance on other syllabuses?
 - Are there subjects in which candidates taking each English qualification consistently perform **better** than others?
 - Are there subjects in which candidates taking each English qualification consistently perform **worse** than others?
 - How does the performance of candidates taking the different English qualifications compare on **key syllabuses**?



Data

- Syllabus pairs analysis
- Compare % of same candidates at or above certain grades
- Cambridge IGCSE English First and Second Language
- 70 non-English syllabuses
- November and June 2006-8
- 662072 syllabus pairs



History – input and output

Study Sources D, E and F.

Which of these three sources agree the most? Explain your answer using details of the sources and your knowledge. [8]

SOURCE E

During the 1850s Cavour considered unification of Italy neither possible nor desirable; he therefore differed from Garibaldi who argued that a 'single Italy must be our first goal'. Cavour wanted only an enlarged Piedmont. Between 1859 and 1860, however, Cavour was pushed along by events. He was seriously concerned about the activities of Garibaldi and the 'Thousand' in Sicily and Naples and their threat to the Papal States. He realised that to oppose Garibaldi would incur the hatred of Italian patriots everywhere. To take no action would enable Garibaldi to establish a rival state in the south or give him credit for the unification of Italy. Cavour found this prospect dreadful and was determined that 'the King cannot accept the crown of Italy at the hand of Garibaldi'. The only solution was to take direct action and outmanoeuvre Garibaldi. The overall result would have to be a kingdom covering the whole of Italy.

From a book published in 1982.

Taken from Cambridge IGCSE History Paper 2 November 2007 (0470/02)



History - assessment

Study Sources A and B. Compare the impressions these sources give of Garibaldi and Cavour. Explain your answer using details of the sources.

Level 1 Describes the sources – no inferences about impressions. [1]

Level 2 Makes valid inferences but no comparison. [2–4]

Level 3 Compares valid impressions – no support from sources. [5]

Level 4 Compares valid impressions – supported from sources. [6–7]



Maths: content obligatory and compatible language

Factorise completely $4xy - 2x$.

On a winter's day in Vienna the maximum temperature was -2°C .

The minimum temperature was 11°C lower than this.

Write down the minimum temperature.



Next steps

- Refine data
- Input:
 - Language load
 - Reading skills
- Output:
 - Linguistic demand
 - Writing skills
- Assessment:
 - Examiners' response