



Cambridge Assessment
International Education

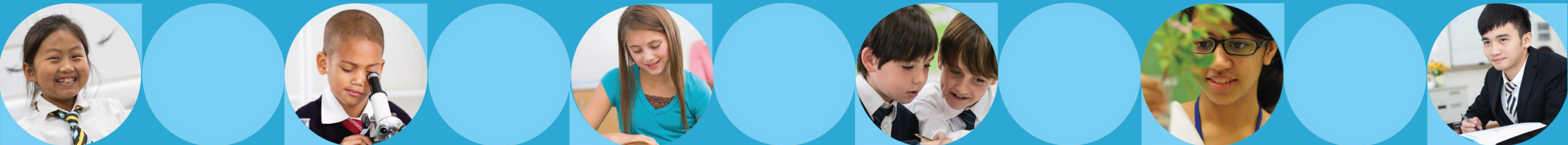
Cambridge Schools Conference, Orlando
23-24 June 2023
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Looking at Cambridge AICE Diploma (ADIP) student pathways now and for the future

Creating an environment for academic success in the ADIP
programme

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Cambridge International

June 2023



The Advanced International Certificate of Education - ADIP

This session will cover

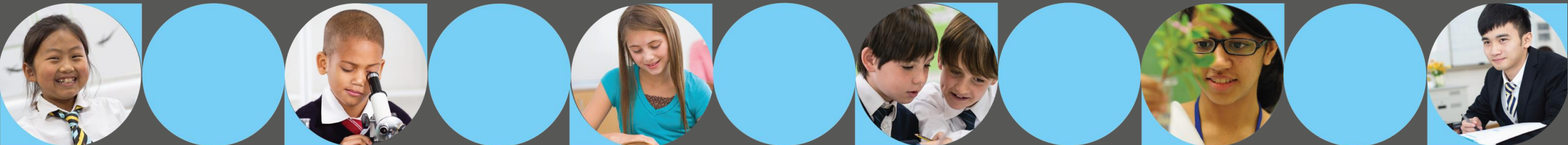
- ▶ The purpose of the ADIP
- ▶ Opportunities for schools
- ▶ Different credit pathways
- ▶ Opportunities for the future with ADIP

What does your current ADIP Pathway look like?

- ▶ Do you use particular courses as a foundation?
- ▶ Are students offered all potential options?
- ▶ Is there crossover with other credit routes that you offer?



Purpose of the ADIP



Background

- ▶ The Cambridge AICE Diploma was first awarded in 1997
- ▶ It encompasses the 'gold standard' Cambridge International AS & A Level qualifications
- ▶ Offers students the opportunity to tailor their studies to their individual interests, abilities and future plans within an international curriculum framework.

Curriculum offer

The Cambridge AICE Diploma offers breadth across the curriculum and depth in selected subjects, with a balance of maths and sciences, languages, and arts and humanities.

Core

To achieve the Diploma, all learners will need to study and pass the revised [Cambridge International AS Level Global Perspectives & Research \(9239\)](#).

This skills-based course challenges learners to think critically, analyse evidence and compare perspectives. The learning is assessed through a team project and presentation as well as a written examination.

Putting Global Perspectives at the core of the ADIP demonstrates our commitment to education as a process of students developing a wider world view than that more traditional courses may have given them.

Creativity is engendered through interpretation, innovation and self expression in every Cambridge course.

Building skills for self expression and analysis

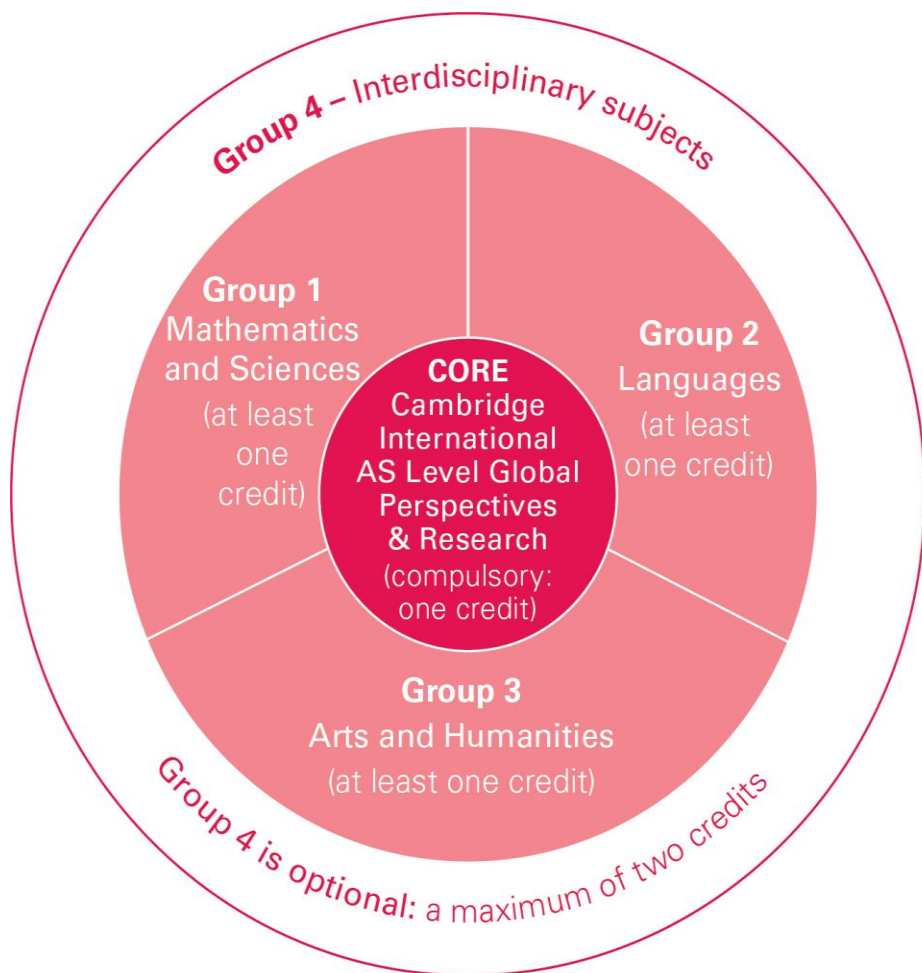
▶ English General Paper

- ▶ This syllabus builds learners' ability to understand and write in English through the study of a broad range of contemporary topics. They will analyse opinions and ideas and learn how to construct an argument. This syllabus develops highly transferrable skills including:
 - how to develop arguments and present reasoned explanations
 - a wider awareness and knowledge of current issues
 - independent reasoning, interpretation and persuasion skills
 - the ability to present a point of view clearly and reflect upon those of others

▶ Thinking Skills

- ▶ Develops a set of transferable skills, including critical thinking, reasoning and problem solving, that students can apply across a wide range of subjects and complex real world issues.
 - ▶ The syllabus enables students to develop their ability to
 - ▶ analyse unfamiliar problems,
 - ▶ devise problem solving strategies,
 - ▶ evaluate the diverse ways a problem may be solved.
 - ▶ construct evidence-based arguments.
- ▶ These independent thinking skills build confidence and equip students with a toolkit for tackling complex and unfamiliar subjects, essential for successful progression to higher education or into professional employment.

The balance of choice within the programme



Total of seven credits required for Diploma

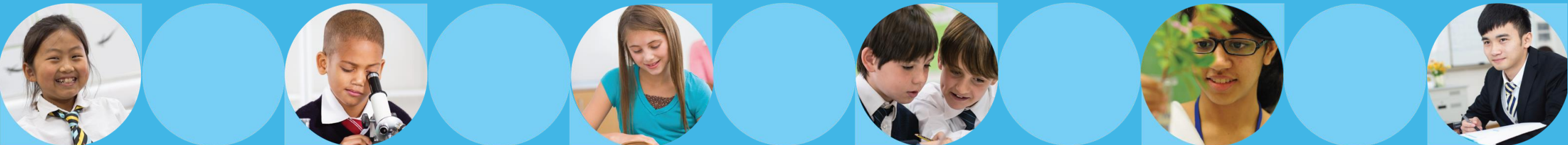
Cambridge International AS Level = one credit

Cambridge International A Level = two credits

Learners can accumulate credits for the Diploma over a 25-month period.

- ▶ We offer a choice of 55 [subjects](#) and schools can offer them in almost any combination.
- ▶ This flexibility means schools can build an individualised curriculum, and learners can choose to specialise in a particular subject area or study a range of subjects.
- ▶ A list of AS and A Level courses and their subject groups can be found here:
- ▶ [Cambridge ADIP Curriculum](#)

Opportunities for schools



AS levels or A levels?

- ▶ The majority of centres use an AS profile to build a diploma programme
- ▶ Centres with good pass rates at AS can consider moving to a mixed diploma pathway
- ▶ Those students with particular interests and skills can also consider A levels as a route for success

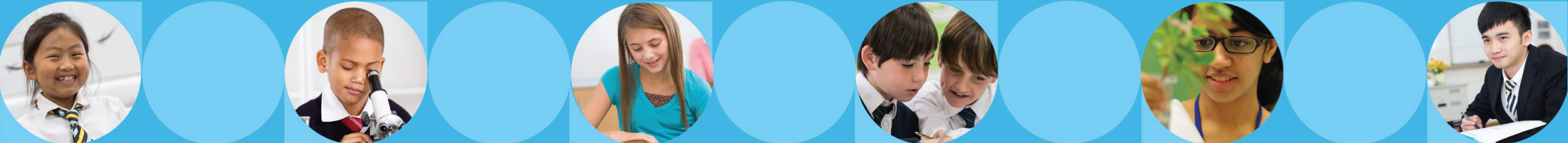


Discussion – a mixed ADIP pathway

- ▶ What experience do you have of using A levels?
- ▶ Are there barriers to using A levels?
- ▶ What support would help teachers?



Credit pathways



Let's Test Your Knowledge

Would these students earn the AICE Diploma?

Explain why or why not the student would qualify for the AICE diploma?

If the student does NOT qualify for the AICE diploma, what courses would the student need to take to qualify for the ADIP?

HIGH SCHOOL TRANSCRIPT
(Grades 9-12)
Graduation Date: 6/15/2012

School of Record
666 Oak Drive
Atlanta, GA 30307
770-555-5555
east@easths.net

Student Information
Name: M. Morales
Gender: F
Date of Birth: 05/15/98
666 Oak Drive
Atlanta, GA 30307
770-555-5555
east@easths.net

Course Study - Grade 9

Course	Grade	Credits
English Composition	A	1
Math: Algebra I	A	1
History: American Government	B	1
Science: Biology	A	1
Foreign Lang: Latin	A	5
Physical Ed	A	6
Piano	A	1

GPA = 3.28

Course Study - Grade 11

Course	Grade	Credits
English: British Literature	A	1
Geometry	C	1
History: American	A	1
Science: Physics	A	1
AP: Latin	A	6
Photography	A	1

GPA = 3.77

Summary By Year

Year	2010	2011	2012
GPA	3.68	3.68	3.75
Earn	6	6.5	6

Grading Scale

Grade	90-100	80-89	70-79	60-69	59 & below
Letter	A	B	C	D	F

Signature: (Office of the Registrar)

Commentary: Student has won multiple awards for piano competitions. Awards and commentary are available upon request.

East High School
Official Transcript

123 Mountain Road, Dead River, Maine 04000
Phone: _____ Website: _____

Student Personal Information
Date of Enrollment: _____ Date of Graduation: _____
Address: _____ Contact Info: _____
Date of Birth: _____ Parent/Guardian: _____

Learning Experience

Year	Course	Proficiency Level	Duration	Type
2009-2010	English 9	3.5	Year	Honors
	History 9	3.0	Year	Course
	Geometry	3.0	Year	Course
	Spanish I	3.5	Year	Course
	Earth Science	3.0	Year	Course
2010-2011	Art I	3.0	Year	Course
	English 10	3.5	Year	Honors
	Algebra II	3.0	Year	Course
	Spanish II	3.0	Year	Course
	Chemistry	3.0	Year	Course
2011-2012	Drama	3.5	Year	Course
	English Language and Composition (AP)	4.0	Year	Honors
	US History	4.0	Year	Course
	Calculus	4.0	Year	Honors
	Spanish III	4.0	Year	Course
2012-2013	Software Development, Inc.	3.5	Year	Honors
	English 101	3.0	Year	Independent
	Physical Education	3.5	Year	Course
	Statistics (AP)	3.5	Year	Course
	Health	3.5	Year	Course
2013-2014	Psychology (AP)	4.0	Year	Course
	Health	3.5	Year	Course
	Statistics (AP)	4.0	Year	Course
	Health	3.5	Year	Course
	Psychology (AP)	4.0	Year	Course

Graduation Standards: Cross-Curricular Skills

Standard	Proficiency Level
Clear and effective communicator	3.0
Self-directed and lifelong learner	3.25
Creative and practical problem solver	3.50
Responsible and involved citizen	3.75
Integrative and informed thinker	4.0

Main Learning Results Guiding Principles

The achievement of graduation standards is verified and verified through multiple assessments, projects, portfolios, and portfolios.

Additional Graduation Requirements

Capstone Project
Service Learning Requirement

Academic Summary

GPA: 3.75
Magna Cum Laude

SAT/ACT Scores
Academic Awards
Title of Capstone Project

Grading System

3.6-4.0: Exceeds Proficiency
3.0-3.5: Proficient
2.0-2.9: Partially Proficient
1.0-1.9: Insufficient Evidence

Demonstrated Proficiency

Main Guiding Principles
English Language Arts
Mathematics
Science and Technology
Social Studies
Health Education and Physical Education
World Languages
Visual and Performing Arts
Career Education and Development

Example 1: Student currently has passing grades of E/e or higher for:

- ▶ •A Level History
- IGCSE Biology
- IGCSE Math
- AS Global Perspectives
- AS Thinking Skills
- AS General Paper
- AS Psychology
- A Level English Literature

- ▶ **THINK:** Will this student be eligible for the AICE Diploma?
Can you explain why or why not?

Example 2

Student currently has the following points for the ADIP:

- A Level History – 2 points in *Group 3: Arts and Humanities*
- IGCSE Biology – 0 points
- IGCSE Math – 0 points
- AS Global Perspectives – 1 point in the *CORE/Required course*
- AS Thinking Skills – 1 point in *Group 4: Interdisciplinary Skills*
- AS English General Paper – 1 point in *Group 4: Interdisciplinary Skills*
- AS Psychology – 1 point in *Group 1: Mathematics and Sciences**
- A Level English Literature – 2 points in *Group 3: Arts and Humanities*

TOTAL: 8 points, BUT...what is missing?

NOTE: AS/A Level Psychology, Environmental Management and Physical Education can be valuable options for ADIP candidates...why?

Example 3

- ▶ Student currently has passing grades of E/e or higher for:
 - A Level Art and Design
 - A Level English Language
 - A Level Marine Science
 - A Level Global Perspectives and Research
- ▶ THINK: Will this student be eligible for the AICE Diploma?
Can you explain why or why not?

Example 4

Student currently has the following points/credits for the ADIP:

A Level English Language – 2 points/credits in *Group 2: Languages*
A Level Global Perspectives – 1 points/credits in the *CORE/Required course*

A Level Art and Design – 2 points/credits in *Group 3: Arts and Humanities*

A Level Marine Science – 2 points/credits in *Group 1: Mathematics and Sciences**

TOTAL: 8 points – Congrats, this student has earned the AICE Diploma

NOTE: Is there anything we should be paying attention to in a unique progression such as this? Consider the timing.

Example 5

- ▶ Student currently has passing grades of E/e or higher for:
 - AS Level English General Paper
 - A Level Thinking Skills
 - AS Level English Language
 - AS Global Perspectives
 - AS Level Media Studies
 - AS Psychology
- ▶ THINK: Will this student be eligible for the AICE Diploma?
Can you explain why or why not?

Example 6

Student currently has the following points/credits for the ADIP:

AS English General Paper – 1 point in *Group 4: Interdisciplinary Skills*

A Level Thinking Skills – 2 point in *Group 4: Interdisciplinary Skills*

AS English Language – 1 Point in *Group 2: Languages*

AS Global Perspectives – 1 point in the *CORE/Required course*

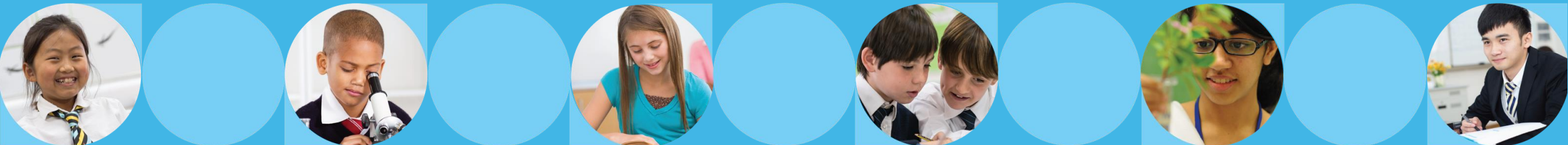
AS Media Studies – 1 Point in *Group 3: Arts and Humanities*

AS Psychology – 1 point in *Group 1: Mathematics and Sciences**

TOTAL: 7 points, BUT...what is the issue?

NOTE: Students can only use a TOTAL of 2 points/credits from Group 4 – here the student has 3 points/credits from that group for the total of 7

Opportunities for the future



US History

The draft syllabus aims are:

- ▶ develop an understanding of the factors leading to the creation of the US as a nation
- ▶ develop knowledge and understanding of the chronology and order of events in the history of the US from the 1400s to 1991.
- ▶ We are planning for Paper 1 Historical sources to be based on content on **The American Civil War and Reconstruction, 1850–1877**. The historical sources for this period are more suitable to the Paper 1 assessment, with more abundant sources representing the views of a wider group of people and perspectives. The English language in these 19th century sources is also more accessible than the English in some of the earlier sources from the earlier centuries' topics.

US Government and Politics

- ▶ Keeping close to other US based Civics courses
- ▶ The US Government and Politics syllabus will for instance include content on the American Independence from Britain and the founding documents, but the focus will be more on the content of the Declaration of Independence textual material and the implications on civil rights rather than the (historical) causes for the Independence movement and the economic and social consequences.
- ▶ Maintaining the Cambridge approach – knowledge and skills development

How can we support you in creating a positive environment for academic success with the ADIP?

- ▶ Support in course provision?
- ▶ Support for teachers?
- ▶ Support for learners
- ▶ Examples of good practice?
- ▶ Building links with schools and communities?
- ▶ Global thinking – links to Global Perspectives?



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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





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