Looking at Cambridge AICE Diploma (ADIP) student pathways now and for the future

Creating an environment for academic success in the ADIP programme

Carolyn Tiller  Jeff Brewer
Cambridge International

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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

- 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?
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 point/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?
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?
Thank you
Any questions?
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or telephone +44 1223 553554