

CAMBRIDGE outlook

Issue 14, 2013

Celebrating 25 years of Cambridge IGCSE

**New research: How Cambridge
International A Level develops
'college readiness'**

**Implementing the curriculum
with Cambridge**



CAMBRIDGE
International Examinations

Excellence in education

Cambridge Schools Conference 2013

Educating today's learners for tomorrow's world



Wednesday 16 to Thursday 17 October 2013

United World College Southeast Asia (East Campus)
Singapore

Join us at this year's conference where we will be exploring the development of confident, responsible, reflective, innovative and engaged learners. The conference will also cover the development of learning through the effective use of technology.

The Cambridge Schools Conference is the highlight of our calendar and offers excellent value. You can expect keynote addresses and interactive workshops where you will collaborate with Cambridge teachers and principals from around the world.

For more details about this event, including how to book your place, go to
www.cie.org.uk/events

“The 2012 conference was a great opportunity to meet people from all over the world teaching the same courses. I had a great time and am now reflecting on what was learnt.”

Josephine Tan Hwee Hwee, Bina Persada School, Indonesia

Issue 14, 2013

www.cie.org.uk

Editor Caroline Gavine

Cambridge Outlook is an important way of communicating with Cambridge schools and readers around the world. We welcome suggestions for inclusion in the magazine. Please contact:

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Welcome to *Cambridge Outlook*

Ann Puntis stepped down as Chief Executive of Cambridge International Examinations at the end of March 2013. We begin this issue with her reflections on eight years at the helm:



“ Being Chief Executive of Cambridge International Examinations has been one of the most interesting professional experiences I have been fortunate to have.

I was an internal appointment to the role in 2005. This meant that I came to the job with many fantastic colleagues already in place and a pretty good understanding of the organisation's strengths. I had already met many of our most important customers who had helped me to understand how we were perceived.

Too often we were seen to be distant and not renowned for our responsiveness. I do hope we've changed that and created an organisation that sets out to work collaboratively with those who use our services. We've listened – and learned from schools all over the world.

The support we provide for teachers, the training we offer, the subjects we provide assessments for, and even the range of qualifications we offer have all stemmed from comments and suggestions from schools themselves. We've taken openness and accountability as two core values in our relationship with schools.

We've invested heavily in technology and I'm pleased to see us revising our online training courses into a stronger offer for schools alongside our capacity to operate online marking with greater quality control. When e-assessment makes sense, we use it; when it adds to the validity or reliability of what we do, we adopt it. Technology enables us to embrace complexity in ways not previously accessible to us; offering e-portfolio assessment when appropriate to learners, using computer-based tests alongside traditional forms of assessment – and venturing out into using mobile phones, tablets and mobile devices to capture authentic assessment whenever possible.

We've seen demand for Cambridge qualifications grow all over the world. Around 9000 schools follow a Cambridge curriculum for some part of their provision and this number is growing faster than at any time previously. When I see teachers coming together at conferences, training courses or online to share their expertise, it gives me a real buzz. This Cambridge community creates a real force for good in international education and I am extremely proud to have been part of it. ”

Ann Puntis

Michael O'Sullivan succeeds Ann Puntis as Chief Executive of Cambridge International Examinations. Find out more on page 22.

Celebrating 25 years of Cambridge IGCSE®

This year we are celebrating the 25th anniversary of the first Cambridge IGCSE exam. Now taught in over 140 countries, it is tried, tested and trusted by schools worldwide. We asked leaders in Cambridge schools why Cambridge IGCSE is the right choice for their learners.

USA

"We have observed a marked increase in the use of **higher order thinking** in our classrooms since adopting the Cambridge IGCSE curriculum across all schools in all core area classes in ninth grade during 2011–2012."

Toni Badone, Superintendent,
Yuma Union High School District, USA

UK

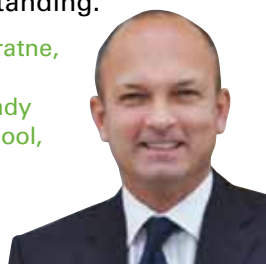
"Cambridge IGCSE's emphasis on conceptual knowledge and accuracy, as well as more **rigorous** testing, has proved to be a far better basis for the next stage of students' education."

David Hempstead,
Head of French,
St Paul's School, London, UK

Spain

"We have been impressed by the way Cambridge IGCSE requires learners to best utilize the material they have been taught, and combine this with their **own initiative** to produce evidence of their knowledge and understanding."

Richard Wijeratne,
Principal,
Laude The Lady
Elizabeth School,
Spain



Cyprus

"Our students benefit enormously from the enriched curriculum, and the fact that Cambridge IGCSE is also part of the prestigious University of Cambridge reassures parents of the all-round **high quality** of education that our school aims to offer."

Dr Kypros Kouris,
Director and
Secondary School
Headteacher,
The Heritage Private
School, Cyprus



Egypt

"Taking pupils through their Cambridge IGCSEs and Cambridge International A Levels successfully has always brought me a sense of **immense achievement**."

Omneya Kassabgy,
Managing Director,
The British School
of Egypt, Egypt

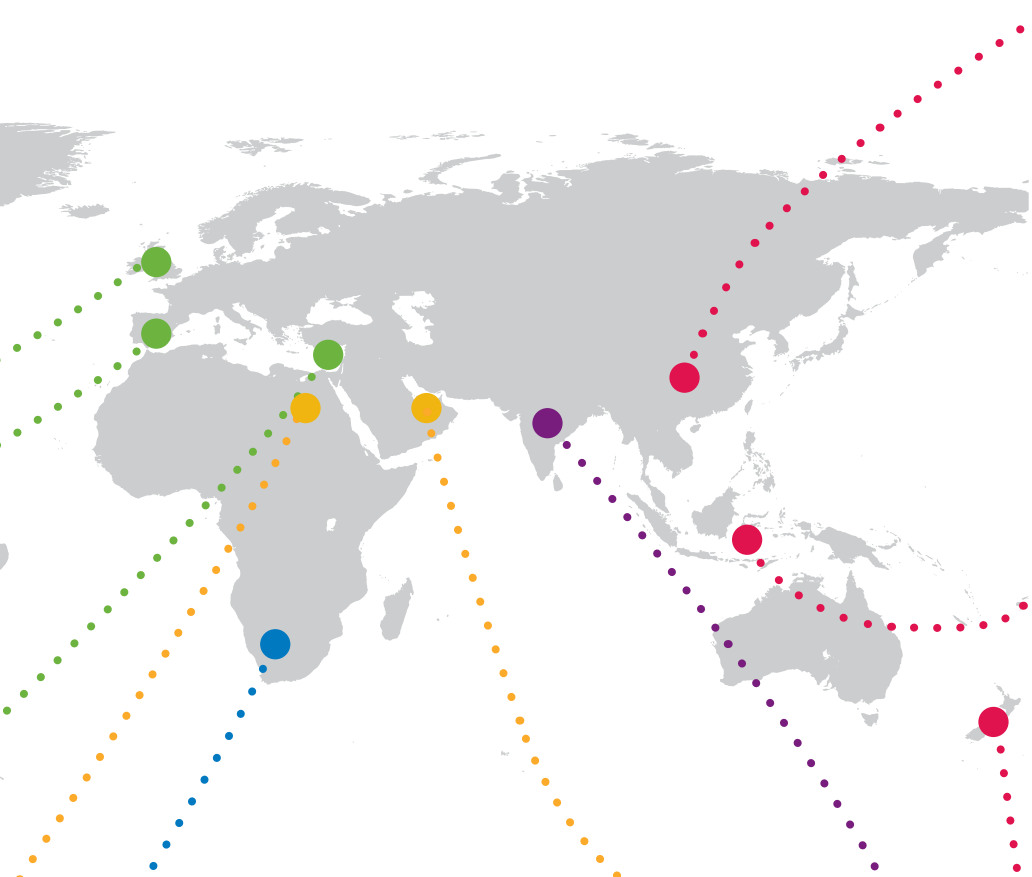


South Africa

"We chose Cambridge IGCSE because of the **wide range of syllabuses** available, which enables us to individualise the curricula of our students who come from a variety of cultural and educational backgrounds."

Margaret Oshry,
Dean, British
International
College,
Bryanston,
Johannesburg,
South Africa





China

“The broad-based Cambridge IGCSE curriculum equips students with a **total skill set** to embark on their Cambridge International A Levels.”

Dr Kai On Li,
Principal, Beijing
New Talent
Academy, China



Indonesia

“The strength of Cambridge IGCSE qualifications is **internationally recognised** and has provided an international pathway for all our students.”

Gary Tan, Head of
Schools and CEO,
Raffles
International
Group of
Schools, Jakarta,
Indonesia



New Zealand

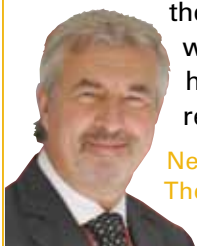
“Cambridge IGCSE provides **critical thinking skills**, content knowledge and academic rigour, contributing greatly to the overall personal growth of the student.”

Kathy Parker, Principal, ACG
Senior College,
Academic Colleges
Group, New Zealand



UAE

“Cambridge IGCSE provides a diverse curriculum catering to **21st century learning**. It helps develop the all-round personality of students, which in turn enables them to achieve high academic success in internationally renowned examinations.”



Neville Sherman, Principal,
The Westminster School, Dubai, UAE

India

“Cambridge IGCSE is well tailored for a more **multicultural** and more **multilingual** experience. These are vital skill sets which every student needs.”

Pramod Sharma, Director and Principal,
Genesis Global School and former
Principal of Mayo College, Ajmer, India



Cambridge International A Level develops ‘college-ready’ students

The positive impact of Cambridge International A Levels on teaching and learning is backed up by a growing body of research.

Thousands of students get into university each year using Cambridge qualifications. The United States is a top study destination for Cambridge learners with more than 450 universities accepting Cambridge International AS and A Levels, including all Ivy League and Ivy Plus universities.

Our qualifications can help students get ahead in higher education, and this is backed up by a growing body of research on the Cambridge International AS and A Level programme (and its group award, the Cambridge AICE Diploma) in the US.

For our latest study, we explored the impact of Cambridge International AS and A Level on ‘college readiness’ – in other words, how the qualification helps

prepare students for university. Career and college readiness is receiving ever greater focus in US high schools, as aspirations rise and government legislation promotes college readiness for all.

Having reviewed the literature on this topic, we identified a number of high school to college transition criteria necessary to measure a student’s readiness for college (see below). We then mapped these criteria to the attributes of Cambridge International AS and A Level learners, drawing on the data from previous impact research studies¹, to measure the degree to which the Cambridge International AS and A Level (Cambridge AICE Diploma) programme promotes US college readiness.



What does it take to be college ready?

Our review of the literature on college readiness suggests a number of key factors that help learners make a successful transition to college. There is fairly broad professional agreement that learners need to:

- 1 be ready for an increase in the volume of content and pace of instruction
- 2 be prepared to move from memorisation and mechanical retrieval of factual information to thinking and responding more critically
- 3 have well-developed reading and writing skills
- 4 demonstrate a range of academic skills including research, critical thinking and numeracy skills
- 5 have a range of non-academic skills, including self-management behaviours
- 6 be able to study independently and in diverse groups
- 7 be able to interact successfully with a wide range of faculty, support staff and peers
- 8 be ‘college aware’ (understanding college values, norms and ways of thinking)
- 9 be able to present, participate in debate and positively engage with critical feedback

Research data

The data used in the study was collected from eight case study high schools in Florida and Virginia, and two universities in Florida and Minnesota.

Findings

The research shows that Cambridge International AS and A Level is distinct from other acceleration programmes (geared towards preparing US learners for college) because:

- it emphasises skills, especially critical thinking and advanced comprehension, more than content
- it develops knowledge of a narrow spread of material in greater depth
- it promotes advanced writing skills, particularly the ability to structure and defend an argument, rather than large amounts of detailed recall.

The research shows that Cambridge International AS and A Level is distinct from regular high school classes because:

- there is a higher reading load – students are expected to read more
- the academic expectations are closer to those experienced in college
- there is a greater degree of independent learning.

These characteristics of Cambridge International A Level have a positive impact on college readiness.

Our research² has also shown that Cambridge exams have a ‘washback effect’ on classroom practice – in other words, they impact on teaching and learning. Teachers emphasise argumentation skills, both written and verbal, and require their students to write more than in other classes. This helps learners get ready for the type of study required of them at university³.

Further reading

1 Shaw, S. D. & Bailey, C. (2011a). Success in the US: Are Cambridge International Assessments Good Preparation for University Study? *Journal of College Admission*, No.213, pp.6–16, Fall. Shaw, S. D. & Bailey, C. (2011b). An American university case study approach to predictive validity: Exploring the issues. *Research Matters*, Issue 12, June 2011, pp. 18–26.

2 Shaw, S. (2011). Investigating the Impact of Cambridge International Assessments on U.S. Stakeholders: Student and Teacher Perceptions. *College and University*, Vol.87 No.2, pp. 12–23, Fall.

3 Shaw, S. D. & Hudson, P. (in submission). The impact of the Cambridge International AS and A Level (AICE) Acceleration Program on US College Readiness.

“[The Cambridge programme] provides a rigorous lesson every time and moves through the curriculum at a **quick pace**.”

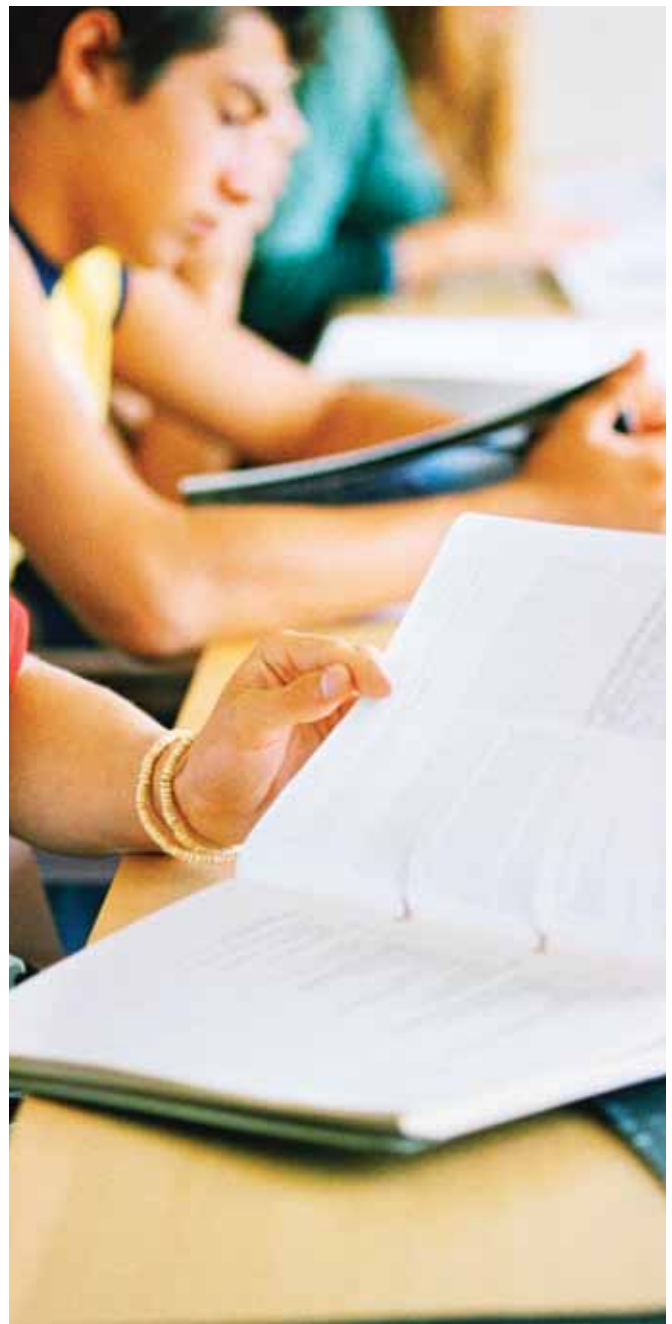
Cambridge teacher, US (impact study participant)

“The Cambridge AICE Diploma wants you to think. **Classes focus on your thinking**.”

Cambridge learner, US (impact study participant)

“Cambridge programmes allowed us **opportunities to communicate** and contribute.”

Cambridge learner, US (impact study participant)



Find out more about university recognition of Cambridge programmes and qualifications at www.cie.org.uk/recognition

New initiatives in Asia Pacific

Our new charitable education organisation in Singapore is a hub for schools in the region.

Cambridge schools and teachers in Asia Pacific can look forward to a wider programme of events and activities following the launch of Cambridge Assessment Singapore, our new charitable education organisation.

Cambridge Assessment Singapore was opened on 9 November 2012 by the Vice-Chancellor of the University of Cambridge, Sir Leszek Borysiewicz. Together with our parent organisation, Cambridge Assessment, our vision is to contribute to the development of effective teaching and successful learning in the Asia Pacific region.

Cambridge has been a trusted education partner in Asia Pacific for over 130 years. We already work with over 2000 schools in the region who offer our internationally recognised qualifications. We also work in partnership with governments – for example, since 1982 we have helped to shape Singapore's education system.

Cambridge Assessment Singapore will not only help to increase communication and co-operation between schools in Asia Pacific, it will also help those schools to share their knowledge and experience with the wider Cambridge community. A UK principal, Stephen Spurr from Westminster School, attended an Educational Leadership Seminar hosted by Cambridge Assessment Singapore in November 2012. He said: "We want to find out more about the innovative teaching methods that are being used in the Asia Pacific area."



Above: Educational Leadership Seminar, Singapore, November 2012
Left to right: Tan Chee Siong, Principal, Temasek Secondary School, Singapore; Brent Lewis, Principal, Avondale College, New Zealand; Stephen Spurr, Principal, Westminster School, UK.



Above: The Vice-Chancellor of the University of Cambridge, Sir Leszek Borysiewicz (right), opened Cambridge Assessment Singapore on 9 November 2012.

Cambridge Horizons

One of the ways Cambridge Assessment Singapore is supporting local educators is through the Cambridge Horizons series. These seminars bring policy-makers, curriculum developers and educators together to explore educational issues affecting the Asia Pacific region. The first event in November 2012 focused on the benefits of bilingual education, and the second – held in China in March 2013 – examined the most powerful influences on student learning.

Download resources from Cambridge Horizons at www.cambridgeassessment.org.uk/singapore

What's coming up

Here's a preview of events in the region. Learn more at www.cie.org.uk/events

Cambridge Horizons

Malaysia, 3 June 2013: Implementing school-based assessment: perspectives from the Asia Pacific region

Educational Leadership Seminars

Singapore, September 2013: Educating the global learner

Thailand, March 2014: Leading successful schools

Plus we'll be holding [Cambridge Principals Forums](#), [Implementing the Cambridge Curriculum seminars](#), [Learn More! events](#) and training courses. And our annual conference – the Cambridge Schools Conference – will take place in Singapore in October 2013.



Above: Professor Amy Tsui, Pro-Vice-Chancellor and Vice President (Teaching and Learning) from the University of Hong Kong, at the first Cambridge Horizons seminar in Singapore.

Supporting bilingual education in Cambridge schools

Thinking of introducing a bilingual education programme? We can support you.

Many schools worldwide are having success with integrating Cambridge programmes and qualifications alongside their national curriculum to educate learners bilingually. This is working effectively in schools in Italy, Spain, the Netherlands, Turkey – and many other countries – because:

- our programmes, like Cambridge IGCSE, are flexible and can be integrated into other curricula
- schools can draw on support from Cambridge and our global school network
- we offer schools a way of certifying students' achievement in studying in English.

New resources for schools

We have developed some new resources to support schools where content subjects – such as geography and history – are taught through the medium of English in a bilingual education context. Our new guide – *Implementing the Curriculum with Cambridge* – also includes examples of how to offer Cambridge programmes within a bilingual curriculum (see page 12).

1. New video series

Dr Conrad Hughes, Director of Education, International School of Geneva, has interviewed Dr Peeter Mehisto, author and bilingual education consultant, for a new series of Cambridge videos called 'Excellence in Bilingual Education: A Guide for School Principals'. In the videos, Peeter discusses his ideas on bilingual education and his book, *Excellence in Bilingual Education* (a Cambridge International Examinations–Cambridge University Press collaboration). Find the videos at www.cie.org.uk/bilingualeducation



Dr Peeter Mehisto (right) is interviewed by Dr Conrad Hughes for a new video series on excellence in bilingual education.



2. Language Awareness in Teaching – online training course

Our new online course, Language Awareness in Teaching, helps teachers build language support into lessons. It is for teachers who teach content subjects (such as maths) through English in a

bilingual context, and is based on a book by Timothy Chadwick (a Cambridge International Examinations–Cambridge University Press collaboration). Find our training calendar at www.cie.org.uk/events

“ This course has provided me with great insight into language issues and made me aware of tools and methods I can use to help all my students engage fully in lessons. ”

A course participant

Case study: Using Cambridge Checkpoint in a bilingual programme

Stedelijk College in Eindhoven belongs to the TTO (Tweetalig Onderwijs) network of state-funded national bilingual schools in the Netherlands. TTO schools teach subjects through Dutch and English.

Stedelijk College is one of 35 TTO schools delivering the Cambridge Secondary 1 programme and using Cambridge Checkpoint tests to assess progress in English, maths and science. The school uses the Content and Language Integrated Learning (CLIL) approach, with teachers helping learners master the subject content and acquire English language skills.

Senior Teacher Andre Piketh said: “What learners get from a bilingual programme is much more than a grade, it's also the cultural aspect. People often forget that when you learn another language you come into contact with another culture.”

Watch a video case study of Stedelijk College at www.cie.org.uk/bilingualeducation

UK education reform: Cambridge qualifications lead the way

UK A Levels and GCSEs will move closer to the structure of Cambridge qualifications if reforms proposed by the UK government go ahead.

The proposals aim to improve secondary education in England and reduce the amount of testing. For GCSE this would mean the introduction of more in-depth questions and an end to the assessment of bite-sized modules. For A Level, the changes mean that students will only sit exams at the end of the course in June – rather than in January also. The UK government is also proposing to make AS Levels standalone qualifications that do not contribute to A Level outcomes.

The proposed reforms do not affect Cambridge qualifications. Cambridge IGCSE, Cambridge O Level, Cambridge International A Level and Cambridge Pre-U already have a linear structure. They are designed to be taught holistically – rather than in modules – to allow longer term development of ideas and knowledge. Learners take all their exams at the end of the course, which gives more time for teaching and learning.

We will continue to offer exam series in November and June to meet the needs of our schools worldwide, and a choice of assessment routes for Cambridge International AS and A Level.



UK schools are switching to Cambridge qualifications in record numbers. UK entries for Cambridge IGCSE in June 2013 are up 115 per cent on last year, and more than 150 schools teach our new Cambridge Pre-U qualification rather than UK A Level.

Cambridge IGCSE English recognised for UK immigration purposes

The UK Border Agency (UKBA) has confirmed Cambridge International Examinations' status as an 'Approved English Language test provider'. This means that Cambridge IGCSE English – First Language (syllabus 0500 and 0522) and Cambridge IGCSE English – Second Language (syllabus 0510 and 0511) are now included on the UKBA's approved list of Secure English Language Tests, or SELTs.

We are offering a new, optional service for candidates who have taken these qualifications and need to provide a SELT as part of their English language visa application. These candidates are required to provide evidence of their English language proficiency in

all four language skills (speaking, listening, writing and reading) according to the Common European Framework of Reference for Languages (CEFR).

To fulfil this requirement, candidates must apply to us for an additional document entitled *Supplementary Certifying Statement for CEFR*. To find out more about this service, go to www.cie.org.uk/help

Some UK universities require students to provide a SELT from the UKBA's approved list as part of their English language requirements policy. We strongly advise students to check which English language tests their selected higher education institutions accept before applying to the UKBA.

2013 Commonwealth Essay Competition open for entries

Are your learners interested in writing, development and competing with their peers on an international level? Then they should consider entering the Commonwealth Essay Competition.

Run by the Royal Commonwealth Society since 1883, the Commonwealth Essay Competition is the world's oldest and largest schools' international writing competition. Past winners include the Prime Minister of Singapore Mr Lee Hsien Loong and author and journalist Elspeth Huxley.

For 2013 the competition is being run in partnership with Cambridge University Press and takes the theme 'Opportunity through Enterprise'. Students are invited to explore all manner of enterprise in their submissions,

with topics tailored to junior students (under 14 years old) and senior students (14 to 18 years old). Creativity is encouraged and answers can be submitted in a number of formats, whether that is an essay, a letter or a poem.

The competition is open to nationals or residents of all Commonwealth countries and territories. Prizes include resources for schools, flights to London and certificates.

The closing date is 1 May 2013. For more information go to www.thercs.org/youth/essay



THE ROYAL COMMONWEALTH SOCIETY

Cambridge Assessment Scholarships available for postgraduates

Applications open on 1 September 2013 for international students who want to apply for a postgraduate scholarship to the University of Cambridge funded by our parent organisation, Cambridge Assessment.

The Cambridge Assessment Scholarships are offered to Master's students in Education, Linguistics or Advanced Computer Science. Since the programme began in 2010 it has supported 34 students from 19 countries.

The 2012/13 Cambridge Assessment Scholars took up their places at the University of Cambridge last October, and come from countries including Canada, Hong Kong, Pakistan and New Zealand. The Cambridge Commonwealth Trust and the Cambridge Overseas Trust, who manage nearly 100 scholarship programmes at the University, welcomed them at a reception at King's College, Cambridge (pictured).

Applicants for the Cambridge Assessment Scholarships should hold, or be about to gain, a first-class degree (or equivalent) from a recognised university. Applications for study in 2014-15 will open on 1 September 2013 and close in early December 2013. There is no separate application form. The only requirement is completion of all sections of the postgraduate application form at www.admin.cam.ac.uk/students/gradadmissions/prospec/apply/

The scholarship is available to students of any country outside the European Union and Switzerland. It pays both the tuition fee and College fee at Cambridge. Successful applicants for 2014-15 will be notified by June 2014.



Cambridge Assessment Scholar from Singapore, Hao Li, with Director, Cambridge International Examinations, Janet Morris, and The Trusts' Deputy Director, Sue Osterfield (right).



Cambridge Assessment Scholar from China, Manyun Li, with Director, Cambridge International Examinations, Janet Morris.

Implementing the curriculum with Cambridge

How can schools develop a curriculum that supports their educational vision? Our new guide can help.

A well-designed and supported curriculum is essential if a school is to achieve its educational vision. Cambridge school leaders have many factors to consider when designing a curriculum. Some base their whole curriculum on Cambridge programmes and qualifications, while others combine Cambridge with other national and international programmes.

To help school leaders design, implement and evaluate the use of Cambridge programmes in their curricula, we have developed a new guide. It's called *Implementing the Curriculum with Cambridge* and draws on our experiences with schools and research-based best practice.

The guide balances theory with practical advice, and is suitable for schools that offer Cambridge at primary and secondary level – or just at specific stages. Its focus is on the curriculum as a whole, and covers:

- **curriculum planning** – identifies principles that we believe schools need to engage with while they design, implement and evaluate their curriculum, and considers practices that support these principles.
- **developing the Cambridge learner attributes** – suggests ways schools can support the development of learners who are confident, responsible, reflective, innovative and engaged by implementing activities across the curriculum.

- **designing a curriculum** – looks at how schools can implement Cambridge programmes, for example, which Cambridge International AS and A Level assessment pathway is best for your learners, and how you want to include the English language component in your curriculum. It also presents curriculum models for bilingual and multilingual schools.
- **leadership, curriculum evaluation and building school capacity** – discusses key issues school leaders need to consider, such as managing change,

implementing quality assurance policies and involving the local community in your school activities.

- **working with us** – explains our programmes and the support we offer in detail.

Tristian Stobie, Director, Education said: "Each school is responsible for designing its own curriculum, and our role at Cambridge is to help schools achieve their educational aims. There are many ways to implement the Cambridge curriculum, and we hope schools will find this guide useful – whether they are new to Cambridge, or reviewing their provision."

1. Curriculum planning: An overview

Table 1: Curriculum planning within a school context. Some critical questions

School vision and strategic planning – achieving the desired learning outcomes	
Building school capacity	Structural and content
Learners Which attributes are desired for learners and how will these be promoted in the curriculum? What are the required academic, personal and social outcomes? Which skills and competencies should they acquire through the curriculum? How will the curriculum motivate, engage and challenge learners? Is the curriculum relevant to the needs of learners – now and in the future?	Designing a curriculum Which Cambridge programmes will be included in the curriculum? How do we align the curriculum to match the learners? Which subjects (and options) will be included? How will learning within local or national context help all the school support learners who do not (in bilingual schools) which subjects will be in English?
Teachers Which pedagogy and assessment practices should be at the centre of teaching and learning? What teacher professional development is required to ensure effective planning and delivery of the curriculum? How will teachers be encouraged to self-reflect on their current teaching practices and the learning achievement of their students based on meaningful evidence? Is there provision for teachers to undertake relevant professional qualification courses to enhance their professional learning and the quality of student learning experiences?	Qualifications Will the school offer national as well as Cambridge progression from one level to the next one? Will there be any scheduling or organisational constraints? Will there be any constraints of quality to higher education (in secondary schools)?
Leadership What role do school administrators have in the delivery of the curriculum and in supporting teachers? How do leaders know that effective teaching and real learning are taking place in classrooms? What are the quality assurance and system review needs for operating a new curriculum? An effective collegial and collaborative team structures and dynamics comprising schoolwide and whole school leadership team? Are there school networking opportunities available for teachers and school leaders to support the implementation and development of the curriculum?	Timetabling How will subjects be studied and for how long? How will subjects be best compulsory or P subject choice? Will the curriculum be delivered in parallel and/or staggered provision? Facilities What facilities will be required to accommodate students? Does the school provide appropriate learning resources?
School community Which involvement will school support groups and other community groups have? What contributions can these groups make in the development of the curriculum? How can the resources of the local community be linked into the curriculum?	Reviewing What financial provision is available for delivery of the curriculum? How will the curriculum be reviewed and updated?

4. Leadership, curriculum evaluation and building school capacity

Larger scale school-wide evaluations, if they are to be done thoroughly, are very time consuming. For this reason they are conducted only occasionally. It is important that smaller evaluation cycles are built into the regular operations of the school so that evaluation and development are seen as a cyclical and ongoing process. Figure 1 provides one example of a basic process model that focuses on the area of the evaluation and development of assessment and pedagogical practices linking these to professional development.

Figure 1: A process model for pedagogy and assessment development

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    graph TD
      1[1 Research and familiarisation with best practice (use of local, Cambridge and international resources)] --> 2[2 Collective agreement on what are the appropriate pedagogy and assessment practices]
      2 --> 3[3 Review current pedagogy and assessment policies and practices including evidence about what is happening in teaching as well as what is prescribed]
      3 --> 4[4 Identify and decide upon professional development needs]
      4 --> 5[5 Identify appropriate professional development support (provided by Cambridge or another source)]
      5 --> 6[6 Formulate new 'best practice' policies and methodologies]
      6 --> 7[7 Implement pedagogy and assessment strategies and practices]
      7 --> 8[8 Monitoring of practice and review of impact on learner achievement]
      8 --> 1
  
```

Instructional leadership

In a school the primary role of leadership involves maintaining a clear focus on learning as an activity. This includes creating favourable conditions and encouraging a dialogue about learning to develop a shared sense of leadership throughout the school, and a shared sense of accountability. This helps to create a consistent, accepted and professionalised approach to learning.

It is a school's primary role of leadership to create the conditions necessary for teachers' potential to be fully realised. It is important that some of the senior administrators in the school should be actively involved with teachers, observing teaching and learning, and engaging in a professional discussion with teachers about what is happening in the classroom. This professional link can become a very important part of the school's leadership.

Implementing the curriculum with Cambridge: A guide for school leaders

Customer satisfaction rises

Listening to schools is a top priority – your feedback helps us improve.

Customer satisfaction with Cambridge remains high, and we will continue working hard to keep it that way. We check satisfaction levels throughout the year, collecting feedback from specific audiences to help us improve.

For our latest survey, we contacted teachers and exams officers who make the majority of their entries in the June series. We compared the results with the same survey last year.

Teachers

We surveyed 313 teachers from 32 countries.

What did they say?

90% say they are likely to recommend Cambridge qualifications to other teachers – up from 86% last year

90% find Cambridge qualifications and programmes rewarding to teach

86% agree that the exam papers match the syllabus well

Satisfaction with our support services has also improved on last year:

80% of respondents are satisfied with regional support – up from 76% last year

91% are satisfied with face-to-face training – up from 87% last year

82% are satisfied with responses to email enquiries – up from 76% last year



Teachers told us about areas to improve, and we will keep working on these. For example, you want more communication about syllabus updates and so we have added a 'what's changed' summary at the front of all our 2015 syllabuses. Our new public website – which will launch soon – will have a 'syllabus update' page for every syllabus too.

We have also upgraded our telephone system and employed more Customer Services staff to improve the speed of responses, and we direct queries to the most appropriately skilled member of the team.

Some teachers asked for more communication about new qualifications. We include regular updates in our monthly newsletter, *Cambridge Outlook eNews*. Are you receiving it? If not, sign up at www.cie.org.uk/newsletters

Exams officers

We surveyed 368 exams officers from 72 countries.

What did they say?

Overall satisfaction among exams officers across the world is **85%**

87% would recommend Cambridge to other exams officers

Satisfaction among exams officers is higher outside the UK. The volume of entries for Cambridge IGCSE from UK schools has grown rapidly and we are listening to the feedback and working hard to make our processes more familiar to UK schools. Some of our administrative processes are slightly different from the other awarding bodies that UK schools are used to working with.

Our new exams officer training (see page 17) and video tutorials will help exams officers in all regions become more familiar with our exams cycle and processes.

Considering a new qualification?

Draw support from the Cambridge community.

Observing lessons in another school might help you decide if a new qualification is right for your learners.

The RSG Enkhuizen bilingual school in the Netherlands wanted an internationally recognised English language qualification based on developing business skills. New Cambridge IGCSE Enterprise seemed to be a perfect fit, as it gives learners a clear insight into what it means to think like an entrepreneur.

To find out more, a group of senior teachers from RSG Enkhuizen visited The Sultan's School in Oman where they observed Cambridge IGCSE Enterprise classes in session, and discussed course details and delivery methods with school staff.

Graeme Garrett, Principal at The Sultan's School, said: "Cambridge IGCSE Enterprise has been seamlessly integrated into our curriculum, in which students experience what it is to be an entrepreneur with their very own company, applying classroom learning to a real business environment. It also helps develop their knowledge and skills in financial planning, creativity and problem solving among other abilities."

"Our thanks to The Sultan's School for allowing us such a rich experience in such a great educational environment."

Trevor Lewis, the dual language co-ordinator from RSG Enkhuizen, said: "Oman is a country which is so different to our own, where economics is described not in terms of the cost of oil, but the cost of bottled water. Whilst this is a stark contrast, the teaching of Cambridge IGCSE Enterprise fits well in this environment and offers scope to budding entrepreneurs, reinforcing our confidence in introducing this course in September 2013."

NEW Cambridge IGCSE Enterprise

- Combines practice with theory.
- Learners set up and run an enterprise.
- Develops skills in planning, organisation, communication and financial management.
- Funded for teaching in UK state schools.

Other ways to connect



If you would like to connect with other Cambridge schools, there are a number of ways you can do this:

- Ask us to put you in touch with a school that teaches the subject you are interested in.
- Join the discussion forums on our Teacher Support site to make links with other teachers.
- Network with other Cambridge teachers on LinkedIn at <http://linkd.in/cambridgeteacher>
- Attend a training course – some of our courses are suitable for teachers not yet teaching the qualification. Find out more at www.cie.org.uk/events

What else is new?

For first examination in 2014 and 2015:

Cambridge IGCSE

Chinese as a Second Language
Italian – Foreign Language
Urdu as a Second Language
World Literature

Cambridge International AS and A Level

English Language
Media Studies

Cambridge Pre-U*

Drama and Theatre

Read *Syllabus Updates for Cambridge Schools 2013* to find out about changes to our syllabuses. Find it on Teacher Support and on our website at www.cie.org.uk/teachers

*Schools outside the UK need our approval before teaching Cambridge Pre-U.



Cambridge Global Perspectives

Today's learners live in a rapidly changing world, confronted by competing ideas, arguments and information. **Cambridge Global Perspectives** (for learners aged 14 to 19 years) helps develop the critical thinking and analysis skills learners need to manage life in the 21st century. Here, Cambridge Global Perspectives teachers talk about their experiences of the course.

Cambridge IGCSE Global Perspectives

“ Cambridge IGCSE Global Perspectives has become a popular choice for our students. Poverty, terrorism, economic turmoil, social conflict and cross-cultural understandings are just a few topics that students can choose to explore with their peers in Global Perspectives classes around the globe.

Our students attend an annual Student Leadership Conference focused on a topic relevant to the Global Perspectives curriculum. This year, our students travelled to Dallas to meet their Global Perspectives peers from Argentina, UK, Germany, China, and USA and began a dialogue that examines the economic crisis facing the free world today.

The opportunities to engage in dialogues and collaborate on projects with students from various countries and backgrounds provides ABA students with the necessary skills to develop their cultural agility and the confidence needed to work in the global community. ”

Mona Nashman-Smith, CEO/Superintendent,
American-British Academy (ABA), Oman



Learners from ABA Oman attend an annual Student Leadership Conference with other Global Perspectives schools.

Cambridge International AS Level Global Perspectives

“ Eighteen months ago we started Cambridge International AS Level Global Perspectives, offering students class sessions and small group or individual sessions at students' request. The course emphasis was on learning to think critically and outside the box, and on students having full responsibility regarding personal time management. Although students initially found it hard to adapt to a new way of teaching and thinking, they soon adjusted.

Feedback shows that the students thought the course challenging, at times time consuming, but in the end very rewarding. They have come to consider Global Perspectives' 'Critical Path' thinking a valuable asset for their academic future and liked being in control of their own learning process. As their teacher, I share their view. Cambridge International AS Level Global Perspectives is everything we thought it would be: an innovative, challenging and valuable course, for both students and teacher. ”

Simone Reimes, Global Perspectives
Coordinator, Charlemagne College,
the Netherlands

Cambridge Pre-U Global Perspectives and Research (GPR)

“ In my opinion students benefit a great deal from following this course. They develop skills of research and analysis which inevitably strengthen the quality of their essay writing in their other A Level subjects. The course enhances their independent learning abilities and increases their motivation to 'read around' their subjects – something we all know is notoriously difficult to get students to embrace. ”

Bridget Page, Head of Sixth Form,
Brentwood County High School, UK

Coming in 2013: A new Global Perspectives online platform to support teaching and learning.

Cambridge IGCSE World Literature

Marcus Turver, Acting Learning Director of English, King George V School, Hong Kong, answers our questions about new Cambridge IGCSE World Literature.

How are your learners finding the course?

They are engaged, and find the course both challenging and eye-opening. The biggest plus so far has been the students' exposure to different times and places across the globe, thus broadening their perspectives.

What skills are they developing?

The varying nature of the assessment tasks is a strength. Asking students to adapt their style from the empathy task to the critical essay to the oral discussion serves to build their confidence in expressing themselves in a range of ways.

Which books are your learners studying?

Our whole department covers Yukio Mishima's *The Sound of Waves*. Two plays are studied in preparation for Paper 3 – Ibsen's *An Enemy of the People* and Fugard's *Master Harold and the Boys*. The whole department teaches *A Raisin in the Sun* by Lorraine Hansberry for the empathic response. A variety of poetry is studied from the anthologies, with some teachers preferring to teach individual poets such as Anna Akhmatova and Rabindranath Tagore.



Cambridge IGCSE World Literature students at King George V School, Hong Kong.

You prepare learners for the IB Diploma. How does the course support this?

The course develops students' skills of independent criticism, assisting them in future analysis of texts without teacher input. The Paper 2 unseen commentary prepares students for the IB Paper 1 in both English A Literature, and English A Language and Literature courses. The empathic response, where students must adapt a voice and role yet still show understanding of the text, foreshadows somewhat the written tasks of the new English A Language and Literature course. The recorded conversation is a precursor to IB's 30 per cent oral component.



Marcus Turver (right) records a conversation with one of his World Literature students about a text.

Cambridge IGCSE World Literature is available for first exam in 2014, following pilot exams in 2012 and 2013. Learn more at www.cie.org.uk/igcse



Global expansion of teacher training

More than 13 000 teachers took part in Cambridge training events in 2011/12.

In 2011/12 we delivered more training events than ever before. 13 000 Cambridge teachers took part in more than 530 face-to-face events, and 200 online courses.

As the community of Cambridge teachers continues to grow, we are investing more time and resources in making sure that the people who deliver and administer our qualifications have the support and training they need. In 2012 we increased the number of training events by 20 per cent on 2011 to offer more training, on more topics, to more people.

Bringing the Cambridge community together online

We have recently increased our online training options. By using webinars we can bring together Cambridge teachers to share ideas and good practice, without the need to travel.

To join a webinar, all you need is a computer and an internet connection. Delegates can take part from wherever suits them best – whether that is school or home. It offers teachers a convenient way to update their skills.

We also run country-specific webinars so teachers can attend a training session tailored to their local context. At the end of last year we ran webinars for teachers in Pakistan, focusing on Cambridge O Level. There was a separate webinar for each component so teachers could choose the combination of sessions that was right for them. Delegates logged in from different schools around the country, giving teachers the chance to 'meet' colleagues from other schools.




A seminar for Cambridge science teachers in Bangladesh.

New training course for exams officers

We launched new online training for exams officers in January 2013, and it has been very popular – over 300 exams officers took the training in the first two months after launch.

The training is easy to use and ideal for exams officers new to Cambridge. It can also be used as a refresher for those who have been

working with us for some time. Each module focuses on a phase of the Cambridge Exams Cycle. The course is designed to be as flexible as possible, so delegates can work through the material at a pace and time to suit them. A certificate can be downloaded for each module completed.



Getting to know the Cambridge Exams Cycle


How to submit final entries

Final entries should be submitted at least two weeks before the closing date so that you have time to make any amendments before the final deadline, thereby avoiding any late fees. There are a few different ways this can be done.

Click the headings to find out more.

- CIE Direct online
- CIE Direct desktop
- CIE Final Entry forms

CIE Direct online is the best option for most schools. Schools can bulk upload all their candidate details using a spreadsheet and then add their entries by syllabus or candidate.



Help Resources
◀ Back Next ▶

Progress

Our online training for exams officers can be used as an induction for staff who are new to the role, or as a refresher course.

Find our training calendar at
www.cie.org.uk/events

Cambridge around the world

We operate in 160 countries and there is always something going on. Here is a snapshot of just some of the events we have hosted or been involved in.

Spain

Vietnamese educators learn from Spanish example

Educators and policy-makers from Vietnam visited Spain in January 2013 to see how Spanish state schools are adopting the Cambridge curriculum alongside the national curriculum. The Vietnamese government is interested in taking a similar approach, with the aim of developing bilingualism and preparing learners for success in the global economy. Some Vietnamese state schools have already begun teaching Cambridge programmes.

Mr Nguyen Hoai Chuong, Deputy Director, Department of Education and Training of Ho Chi Minh City, said the exchanges from the trip would prove very valuable.



Italy

Italian state schools share experiences of Cambridge

Liceo Luigi Galvani, a Cambridge school in Italy, hosted a Cambridge Principals Forum in December 2012 to help share expertise on using Cambridge IGCSE to educate learners bilingually.



Representatives from 22 state schools attended, keen to exchange ideas and build links.

Valeria Vaccaro, Cambridge IGCSE Coordinator, Liceo Scientifico "Enrico Fermi" Cosenza said: "Meeting Cambridge representatives and teachers from more experienced Cambridge schools and sharing experiences and ideas with all those wonderful colleagues was perfect, and we feel very enthusiastic to be starting Cambridge programmes in our school."

Saudi Arabia

Teachers develop their skills at Cambridge Learner Seminars

Dr Mark Winterbottom, a leading science specialist at the University of Cambridge Faculty of Education, led three Cambridge Learner Seminars for teachers in Saudi Arabia in December 2012. Over 125 teachers attended the events, which focus on techniques for activity-based learning. "The lecturer was very entertaining, encouraging and fun; his way of teaching can be followed in classrooms," said Rania El Abbasi from Saudi International School in Riyadh.

Look out for Cambridge Learner Seminars in your region – go to www.cie.org.uk/events



Zimbabwe

University recognition top of agenda



Recognition of Cambridge qualifications in South Africa was a key topic at a Cambridge Principals Forum we held in Zimbabwe in February 2013. Over 80 representatives from Cambridge schools attended to hear an update from our Recognition Consultant in South Africa, Patti Borman, on progression pathways to South African institutions. Our Senior Schools Development Manager, Mark Barber, also presented at the forum.

We work closely with Higher Education South Africa (HESA) to support Cambridge learners who want to go to university in South Africa. To find out which universities accept Cambridge qualifications, search our database at www.cie.org.uk/recognition

Indonesia

International and national education – a conflict?

Many countries place great importance on 'national education', but they also want learners to be more aware of global issues, learn foreign languages and develop as 'global citizens'. Is there a conflict between these trends? We held a seminar at Gandhi Memorial International School in Jakarta in February 2013 to discuss this issue in the context of Indonesia. Over 140 representatives from Cambridge schools attended the event. Aisha Bibi, Academic Head of SIS Group of Schools, said: "The symposium was a great opportunity for participants to look at the issue from two different perspectives. I believe it was a great experience for all of us."



Pakistan

Karachi Grammar School celebrates 100 years with Cambridge

In 1912, Karachi Grammar School in Pakistan entered Bernard Tobin for the School Certificate Exam held by the University of Cambridge. One hundred years later, the school is still entering students for Cambridge exams and achieving success.

At an event to celebrate 100 years of Cambridge examinations in October 2012, Mrs D.F.C. Mujahid, Headmistress – College section, said: "We are proud of our bright and motivated learners, our dedicated teachers and a special thanks to the supportive and caring parents who have played a major role in the development of our students."



USA

Training for AP® | Cambridge Capstone teachers

Teachers and learners in the US are getting ready for the first AP® | Cambridge Capstone Program exam series in June 2013, a pilot initiative designed to prepare high school students for university.

Some components of the programme, devised from our Global Perspectives and Research course, are teacher assessed and so we delivered a three-day training course in Miami in January 2013 to help teachers prepare for the tasks ahead. Fifteen US schools are piloting the programme until 2015.

Online community – what’s happening in our forums?

You can use our social networks to get in touch with Cambridge schools worldwide, to share experiences and get advice. Make the most of being part of our global community.

What you’re doing on **Twitter**



Following us to get the latest news

@cie_education UK govt proposals won’t affect Cambridge International AS & A Level. We will continue to offer exam series in Jun/Nov.

Networking with teachers

@icpjones Trying to chat to more teachers who offer Cambridge IGCSE for French/Spanish...Do you offer it or know anybody who does?

Getting help from our subject experts

@danielharvey9 Do you have a subject officer for sciences? Would like to ask about science exams.

Follow us on Twitter @cie_education, @igcse and @cambridgepreu

What you’re doing on **Linked In**



Contributing to debate

21st century skills: a 21st century problem?

“The ‘21st century’ label distracts from the key issue of considering what skills should be taught to prepare students for the future... ”

“Technology is a tool and nothing more unless we deliberately plan for its use and assess its effectiveness... ”

Sharing experiences

Who is most suitable to teach Environmental Management – a teacher specialised in social sciences, or a scientist?

“...We are offering Environmental Management at our school. Both teachers are Environmental Geographers...”

Join these discussions – and more – at <http://linkd.in/cambridgeteacher>

What you’re doing on **Teacher Support**



Collaborating with schools

Forum: Global Perspectives

Discussion: Cross-cultural links request

Q: “I’ve recently started teaching Global Perspectives to a group of Cambridge IGCSE students at our institution in Islamabad, Pakistan. I’m looking for an international school for collaboration.”

A: “I am in Florida in the US. My class would be glad to work with your students.”

Getting help from our subject experts

Forum: Enterprise

Discussion: Questions about coursework

Q: Do students have to submit a separate project each?

A: It is very important that each student writes their coursework in their own words and submits an entirely individual piece of work. There is no group project.



Cambridge teachers can join secure discussion forums at <http://teachers.cie.org.uk>

Facebook



Cambridge learners use our Facebook page to get news on exam results, share successes and challenges.

Find us at www.facebook.com/cie.org.uk

Build the right skills for Cambridge IGCSE English



Knowing the success criteria at Cambridge IGCSE gives learners the confidence to perform well. Mark Pedroz, an examiner and Head of English at St Albans School, UK, explains how a new resource can help teachers support student potential.

As a Head of English and examiner, teachers regularly ask me how to develop student potential. While focused learning and study will always be central to exam success, there are certain key skills and techniques that you should focus on to support student success and help immerse them in the subject. While I would never advocate teaching to the test, developing the right skills can give students the confidence to perform well.

1 Create dialogue

Start by facilitating dialogue around exams and past student responses. Oxford University Press and Cambridge International Examinations have published a new set of resources called *Cambridge IGCSE Exam Skills Builders*. These digital teaching packs provide indispensable support for understanding the examinations.

Containing authentic examiner-graded responses from past Cambridge IGCSE English examinations, they also include crucial skills work to build confidence. Ask your students to compare the low, medium and high-level student answers and work out which answers are stronger or weaker, and why. Then relate your students' findings to the examiner-graded responses and commentaries for each question. This will facilitate critical thinking and help students understand the skills that they are required to demonstrate, building their confidence and understanding. This also helps with motivation.

2 Know the success criteria inside out

Make sure your students truly understand the marking criteria, as these are written for teachers, not students. At first glance it might seem challenging for students to decipher the meaning behind the criteria such as 'Makes a reasonably developed personal response'. But by comparing these criteria with past student exam responses, and with their own, it will help students to contextualise the requirements and understand how to address them successfully.

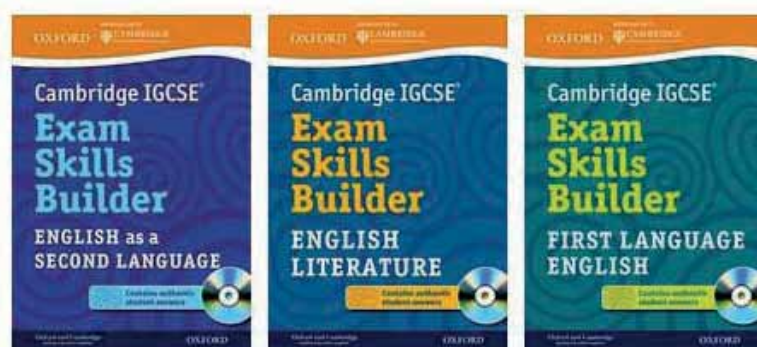
The *Cambridge IGCSE Exam Skills Builders* contain examiner commentaries which set out the key skills that candidates are expected to demonstrate, and include tasks and classroom activities to reinforce crucial skills and build confidence.

3 Critical thinking is crucial

Critical thinking is the key to stronger results in Cambridge IGCSE English: it encourages analysis of the question set and a structured response to it. The students who can think critically will engage better with the exam questions; they will more clearly understand the question and better demonstrate insight, clarity and creativity in their answers. Activities that develop independent thought are essential to building the key English skills that are so central to confidence and achievement. The *Exam Skills Builders* contain tasks, activities and worksheets that hone critical thinking for Cambridge IGCSE English, enabling students to tackle questions more confidently.

Working with examiner-graded student responses also gives practical support here. Not only must students determine whether a particular response has actually answered the question, they must think critically about whether it has addressed all the necessary success criteria in the best order of priority.

Learn more at www.oxfordsecondary.co.uk/igcse



Introducing...

We welcome a new Chief Executive, and bring you an update on changes to our Schools Development team.

Michael O'Sullivan Chief Executive



Michael O'Sullivan has been appointed as our new Chief Executive, taking over the role on 2 April 2013. He was previously Director of the Cambridge Commonwealth Trust and Cambridge Overseas Trust, and prior to that he was Secretary General of

the EU Chamber of Commerce in China.

Michael spent most of his earlier career with the British Council; most recently as Director, British Council, China. Other roles with the British Council have included Head of Corporate Planning, and East Asia and Pacific Policy Director.

Commenting on the announcement, Simon Lebus, Group Chief Executive of Cambridge Assessment,

said: "We are delighted to appoint Michael, with his wealth of experience in international relations. We are sure he will continue the strong leadership tradition of Cambridge International Examinations as he implements its next phase of development."

Michael has a BA in French and German from Brasenose College, Oxford, an MPhil in Linguistics from Wolfson College, Cambridge, and is a fluent Mandarin speaker. In 2008, he was created a Companion of the Order of St Michael and St George for his services to the British Council. He is a fellow of Wolfson College, Cambridge.

He said: "It is an enormous privilege to be joining one of the world's leading international awarding bodies at such an exciting time in education and assessment. I am looking forward to working with an outstanding team to build upon Cambridge's impressive work helping education reform worldwide and to expanding the Cambridge schools network."

Schools Development team – movers and joiners

Asia Pacific

Roger Franklin-Smith has joined us as Senior Schools Development Manager, New Zealand. Roger already has experience of working with Cambridge schools in New Zealand, and as a consultant on our education reform projects.



Suzanne Bartlett has joined as University Liaison Manager in our Singapore office. This is a new role to develop our links with universities in the Asia Pacific region and extend recognition of Cambridge qualifications.



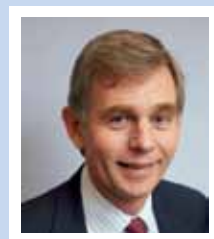
Middle East and North Africa

Simon Higgins has moved to our Dubai office to take on the role of Regional Manager, Middle East and North Africa. He was previously Senior Schools Development Manager, New Zealand.



South Asia

William Bickerdike is now Regional Manager, South Asia and Pakistan – a post he has held previously. He was most recently based in Dubai as Regional Manager, Middle East North Africa and Pakistan.



Cambridge professional development for teachers

Forthcoming courses

Cambridge
Professional
Development

Mid-April 2013 onwards

Location: Islamabad, Karachi and Lahore – Pakistan

Component-specific video conference
Cambridge O Level Pakistan Studies (Paper 2) (2059)

Date: 17 April 2013

Details: Open only to Cambridge teachers in Pakistan.

Location: Johannesburg, South Africa

Stage 2 Intermediate

Cambridge International AS and A Level English Language (8693),
Economics (9708), **Biology** (9700)

Cambridge IGCSE Geography (0460)

Dates: 17–18 April 2013

Details: Open to all Cambridge teachers. These two-day courses are available in each of the subjects listed.

Location: Online, Pakistan

Component-specific webinar
Cambridge International AS and A Level Physics (Paper 3) (9702)

Date: 18 April 2013

Details: Open only to Cambridge teachers in Pakistan.

Location: Auckland, New Zealand

Stage 2 Assessment

Cambridge International AS and A Level
Art and Design (9704)

Dates: 18–19 April 2013

Details: Open to all Cambridge teachers.

Location: Online, Pakistan

Component-specific webinars

Cambridge O Level Physics (Paper 2 Theory and Paper 3 Practical) (5054)

Date: 23 April 2013

Details: Open only to Cambridge teachers in Pakistan.

Location: Online, Pakistan

Component-specific webinars

Cambridge O Level Chemistry (Paper 2 Theory and Paper 3 Practical) (5070)

Date: 25 April 2013

Details: Open only to Cambridge teachers in Pakistan.

Location: Online

Cambridge IGCSE French (0520/0685)

Date: 25 April 2013

Details: Open to all Cambridge schools on our Teacher Support website.

Location: Online

Component-specific webinars

Cambridge IGCSE Art and Design (0400). Topic: What is first-hand study? And how to teach to the Assessment Objectives in Cambridge IGCSE Art and Design.

Date: 25 April 2013, 16.00–18.00 GMT

Details: Open to all Cambridge schools on our Teacher Support website.

Location: Online, Pakistan

Component-specific webinars

Cambridge O Level Biology (Paper 2 Theory and Paper 3 Practical) (5090)

Date: 30 April 2013

Details: Open only to Cambridge teachers in Pakistan.

Location: Online

Stage 2 Intermediate, Component 3 webinar

Cambridge IGCSE French (0520/0685). Topic: The role of the teacher/examiner in the speaking test – how to get the best from candidates.

Date: 24 April 2013, 14.00–16.00 GMT

Details: Open to all Cambridge schools on our Teacher Support website.

May 2013

Location: Online, New Zealand

Component-specific webinar
Stage 2 Assessment

Cambridge International AS and A Level Applied ICT (9713), **Classical Studies** (9274)

Dates: TBC May 2013

Details: Open to all Cambridge teachers.

Location: Phoenix, Arizona, USA

Stage 1 and 2 combined

Cambridge IGCSE First Language English (0524), **Biology** (0438), **Mathematics** (0444), **American History** (0409)

Dates: 1–3 May 2013

Details: Open to all schools in the Excellence for All (BES) pilot.

Location: Phoenix, Arizona, USA

Stage 1 and 2 combined

Cambridge IGCSE Chemistry (0439), **Literature in English** (0427), **Additional Mathematics** (0459)

Dates: 6–8 May 2013

Details: Open to all schools in the Excellence for All (BES) pilot.

Location: Nashville, Tennessee, USA

Stage 1 and 2 combined

Cambridge IGCSE First Language English (0500/0524), **Biology** (0610/0438), **Mathematics** (0580/0444)

Dates: 6–8 May 2013

Details: First two days of training are open to all Cambridge teachers. The third day is open to all schools in the Excellence for All (BES) pilot.

June 2013

Location: Online

Stage 1 self-study courses

Online courses for Cambridge IGCSE and Cambridge International A Level subjects

Dates: 3 June–25 August 2013

Details: Open to all Cambridge teachers.



This is an extract from our training calendar and more events will be added. For further details go to www.cie.org.uk/events

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