IN FOCUS

A deeper understanding

How knowledge, understanding and skills are at the heart of the Cambridge philosophy

CONFERENCE UPDATE
Join us in Dubai or Cambridge

PREPARING FOR EXAMS
Top tips for you and your students

DIGITAL LEADERS
Meet the learners who are supporting their teachers
Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our programmes and qualifications

**Cambridge Primary**
Cambridge Primary develops learners’ skills and understanding through the primary years in English, mathematics and science. Many schools use Cambridge Primary Checkpoint tests to measure learners’ performance at the end of primary education.

**Cambridge Secondary 1**
Cambridge Secondary 1 builds skills, knowledge and understanding in English, mathematics and science. Cambridge Secondary 1 Checkpoint tests can be used at the end of this stage to identify learners’ strengths and weaknesses in key curriculum areas.

**Cambridge Secondary 2**
Cambridge Secondary 2 develops skills in enquiry, creative thinking and problem solving, giving learners excellent preparation for the next stage of education. There are two assessment options: Cambridge IGCSE or Cambridge O Level. Both are globally recognised qualifications.

**Cambridge Advanced**
Cambridge Advanced is for learners who need advanced study to prepare for university and higher education. This stage includes Cambridge International AS & A Level and Cambridge Pre-U qualifications, providing learners with a passport to success at university and in employment.

We also offer a suite of **Cambridge Professional Development Qualifications** for teachers. These qualifications develop thinking and practice, and are taken by Cambridge teachers around the world.

Learn more! For more details about Cambridge programmes and qualifications at every stage of education, go to www.cie.org.uk/education
There is a lot to be said and done about getting the breadth and content of a school curriculum right. Rather than engage in a sterile debate about whether ‘knowledge’ or ‘skills’ are more important, we at Cambridge International Examinations create programmes that allow students the time to master subjects in depth, as well as developing analytical and thinking skills that will serve them well at university and in life beyond. How we do this is the theme of the ‘In Focus’ section of this issue of Cambridge Outlook. Elsewhere in the magazine you will find out about a new education leadership scheme we shall be offering to all Cambridge schools, tips on readying your learners for the exam season and how teachers are learning digital skills from their students. If you have comments on the magazine or want to tell us what’s happening at your school, please email outlook@cie.org.uk

About Cambridge International Examinations
Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our international qualifications are recognised by the world’s best universities and employers, giving students better options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock students’ potential.

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Follow our code
Look out for these colours throughout this magazine – they will help you to easily identify the Cambridge education stages that you want to read about.

Michael O’Sullivan
Chief Executive
Cambridge International Examinations

MICHAEL O’SULLIVAN
CHIEF EXECUTIVE,
CAMBRIDGE INTERNATIONAL EXAMINATIONS

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Cambridge Outlook is an important way of communicating with Cambridge schools and readers around the world. Please give us your feedback on this issue and tell us what you would like to read about in the next one. Contact: Cambridge Outlook magazine, Caroline Gavine/Graeme Curry Communications Managers, Cambridge International Examinations, 1 Hills Road, Cambridge CB1 2EU, UK t: +44 1223 553261  f: +44 1223 553558 e: outlook@cie.org.uk

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For John Brown: Group Editor: Sarah Kovandzich
Mathematical perfection
Call for educators to help refine international strategy for maths teaching
Cambridge International Examinations is part of a Cambridge University-wide mission to secure a world-class, worldwide mathematics education for all students aged 5–18, based on evidence from research and practice. And Cambridge schools are being encouraged to share their experience and knowledge to help make this happen.

The five-year project, called Cambridge Mathematics, is a collaboration between the Faculty of Maths, Cambridge University Press, the Faculty of Education and Cambridge Assessment. Several Cambridge schools are already involved, and Cambridge International Examinations hosted the launch events in London, South Africa and Egypt. “The first draft of the framework has already been created by a team headed by renowned maths educator Lynne McClure. Now the ambition is for the maths community worldwide to contribute to subsequent drafts and help perfect the framework,” Lynne said: “This is an amazing opportunity. We want the name of Cambridge Mathematics to be associated with a guarantee of an evidence-based curriculum and assessment. It would be fantastic if you would come along on the journey with us.”

We want to hear your views. Take part in our consultation at www.cambridgemaths.org/consultation

ADMISSIONS CHECKS MADE EASIER
Examination results are now more readily available to universities.

Universities now have improved access to the examination results of prospective students through the CIE Direct website (https://direct.cie.org.uk). Cambridge has updated the facility in response to the need for admissions staff to view and verify examination results as quickly as possible. The enhanced service should speed up the admissions process for Cambridge learners.

Universities can now search online for up to 20 sets of examination results at any one time. They can also run much larger searches by uploading a file containing up to 1200 sets of student data. Results can be displayed on screen or be exported to a file. Other improvements have been made to CIE Direct, including better information on examination entry deadliens, and more user-friendly search criteria.

The site’s primary function is for examinations officers to submit entry aims, view results and exchange information with Cambridge securely.

Global round-up
What’s happening elsewhere in the world of education

The number of children around the world who do not attend school decreased between 2000 and 2012 by 42 per cent, according to a new UNESCO report, which analyses data up to 2012 in 15 of the Millennium Development Goal of universal primary education by 2015. However, progress stalled from 2007 with 58 million (8 per cent) of all 6-11 year olds and 83 million (17 per cent of 12-15 year olds not in education in 2012. The region with the highest out-of-school rate is West and Central Africa, where 27 per cent of primary school age and 40 per cent of secondary school age children are not in education.

The International Olympic Committee (IOC) has issued new guidelines aimed at improving standards of physical education worldwide, in partnership with Unesco. According to the IOC, physical inactivity contributes to 3.2 million premature deaths annually and accounts for six per cent of global mortality. Download the guidelines at bit.ly/1zZeEfv

US universities have reported a total decrease in enrolments on language courses – but a sharp increase in the popularity of Korean. A report by the Modern Language Association of America says that language enrolments on US college campuses decreased by 6.7 per cent between 2009 and 2013, but Korean increased by almost 46 per cent. Spanish remains the most popular language, with almost 791,000 enrolments, although this is 8.2 per cent down on 2009, the first drop since the survey began in 1968.

Girls perform better at school than boys even in countries where women’s liberties are severely restricted. Research by psychologists at the universities of Glasgow and Missouri, and published in the journal Intelligence, found that girls lead boys in educational achievement in 75 per cent of countries examined, regardless of levels of national gender equality. The study looked at the educational achievement levels of 15 million 15 year olds using Programme for International Student Assessment (PISA) data taken between 2000 and 2010.

Applications to UK universities from other countries are on the rise, according to data from the UK’s Universities and Colleges Admissions Service. Have shown. Between 2014 and 2015, there was a seven per cent increase in applicants from the EU and a three per cent increase from outside the E.U. In other numbers, China leads with the most applications recorded (9031) followed by Hong Kong (5209) and Ireland (6175). By percentage change, countries posting a substantial rise in applications included Angola (+118 per cent), Botswana (+49 per cent) and Croatia (+54 per cent).

This is a fantastic development for the future of our collaboration” – Janet Morris, Director, International Network, Cambridge International Examinations

Cambridge signs up to bright future with British Council Organisations formise an already successful relationship
Cambridge has signed a new global contract with the British Council, formalising the close relationship the two organisations already enjoy and laying the foundations for future growth together.

“The British Council administers Cambridge exams around the world. The contract brings together many of the shared processes which shape how the two organisations work together. The contract sets out shared responsibilities for areas such as joint business planning, training and marketing,” Janet Morris, Director, International Network, Cambridge International Examinations, said: “This is a fantastic development for the future of our collaboration with the British Council, and I am incredibly proud of the way our two organisations have worked together on this. It’s been a real team effort. I’m really looking forward to continuing to work closely with the British Council on developing our work with schools around the world.”

Dr Linda Duevel to be recognised at White House
The director of a Cambridge school in Norway has been named International Superintendent of the Year by the American Association for the Advancement of International Education (AAIE).

Dr Linda Duevel, head of the International School of Stavanger (ISS), will be formally recognised for her achievement at the White House in November. She received the award during AAIE’s 49th annual conference in San Francisco (pictured). She said: “I truly see this award as a shared honour with the entire ISS community. Together, we have all worked hard to create a remarkable place of learning that is seen throughout the world as a place of value and respect.”

AAIE deputy director Gareth Jones added: “This award is an outstanding achievement for Linda at the ISS, under her leadership, especially as the school heads into its 50th anniversary next year.”

The award comes towards the end of a distinguished career for Linda at the ISS, and her colleagues prefer to say) at the end of this academic year.

Top US honour for Norwegian school director
Dr Linda Duevel to be recognised at White House
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This year’s conference, taking place in Cambridge and Dubai, will tackle the theme of ‘Education fit for the future: planning for a changing world’. Delegates will focus on how teaching, assessment, learning spaces (real and virtual) and leadership will need to evolve to enhance student learning.

As with all Cambridge Schools Conferences, experts will provide their input but the greatest value will come from the Cambridge teachers themselves. Something powerful and worthwhile occurs when teachers from so many different countries and contexts reflect on professional practice.

In addition to focusing on the main conference theme, participants are encouraged to share ideas with Cambridge staff and we greatly value the opportunity to listen to your suggestions.

“Be inspired, challenged and encouraged by colleagues from around the world at the Cambridge Schools Conference 2015

It’s important to step out of the classroom and get a broader overview. I enjoyed meeting people teaching similar subjects in different parts of the world” – Lani du Plessis, Rotterdam International Secondary School

Cambridge, UK:
Sunday 13 to Tuesday 15 September 2015
Dubai, UAE:
Thursday 10 to Saturday 12 December 2015

Find out more:
www.cie.org.uk/csc-2015
Join the discussion on Twitter: #csconf15
UNIVERSITIES AROUND THE WORLD CONSISTENTLY TELL US THAT THEY WANT STUDENTS WHO HAVE A DEEP UNDERSTANDING OF THE ACADEMIC DISCIPLINE THEY ARE GOING TO STUDY. THIS IMPLIES THEY ARE BOTH KNOWLEDGEABLE AND SKILFUL IN THE APPLICATION OF THEIR KNOWLEDGE TO UNFAMILIAR CONTEXTS AND QUESTIONS.

GUY CLAXTON, WHO PRESENTED AT OUR CAMBRIDGE SCHOOLS CONFERENCE IN SEPTEMBER 2014, HAS A WONDERFUL PHRASE FOR THIS: ‘THE ABILITY TO FLounder INTELLIGENTLY’. PRESENTED WITH DIFFICULT QUESTIONS THAT THEY HAVE NEVER ENCOUNTERED, REALLY GOOD STUDENTS ARE able TO TRANSFER WHAT THEY HAVE LEARNED AND THINK CRITICALLY THROUGH THE PROBLEM. THEY ARE NOT FRIGHTENED OF GETTING THE ANSWER WRONG (OFTEN THERE IS NO ONE CORRECT ANSWER), AND THEY ARE CONFIDENT ENOUGH TO HAVE A GO. IT IS FOR THIS REASON THAT THE UNIVERSITY OF CAMBRIDGE RELIES SO HEAVILY IN THEIR ADMISSIONS PROCESS ON INTERVIEWS BASED ON CHALLENGING QUESTIONS.

IN ORDER TO ‘FLounder INTELLIGENTLY’, STUDENTS NEED TO UNDERSTAND THE DEEP STRUCTURE OF A DISCIPLINE SO THEY CAN MAKE CONNECTIONS. IT IS ALSO ESSENTIAL TO DEVELOP CONFIDENCE, RESPONSIBILITY, REFLECTION, INNOVATION AND ENGAGEMENT IN THE CLASSROOM. TEACHING MUST CONSTANTLY STRETCH STUDENTS JUST BEYOND THEIR COMFORT ZONE, WITH THE TEACHER ACTING AS A MENTOR AND GUIDE, ENCOURAGING THE STUDENT TO RAISE THE LEVEL OF THEIR ANSWERS. ABOVE ALL THIS MAKES LEARNING AND TEACHING ENJOYABLE AND REWARDING.

THis ABILITY IS IMPORTANT NOT ONLY FOR GETTING INTO UNIVERSITY BUT FOR GETTING ON IN LIFE. STUDENTS WILL NEED TO BE ADAPTABLE IN SOLVING PROBLEMS THAT TRANSCEND ACADEMIC DISCIPLINES. WHILE A FIRM DISCIPLINARY FOUNDATION IS ESSENTIAL FOR THIS, SCHOOLS SHOULD ALSO HELP STUDENTS CONNECT THEIR LEARNING ACROSS THE CURRICULUM. OUR CAMBRIDGE GLOBAL PERSPECTIVES™ QUALIFICATIONS ARE DESIGNED WITH PRECISELY THIS IN MIND.
Balancing act

Anne Smith, Cambridge’s Deputy Director, Qualifications Development and Support, explains how Cambridge qualifications are designed to balance knowledge, understanding and skills – and to prepare learners for the future.

Why is deep subject understanding so important?
“`We believe in the intrinsic value of studying a subject in depth. Deep subject understanding is important in order to develop the ability to solve problems, to apply understanding to new situations and to enable learners to progress to the next stage. It is especially important at Cambridge International A Level because most learners aspire to go to university, where deep subject understanding is so vital.”

How do Cambridge syllabuses support this?
“A really good example is the introduction of key concepts to the Cambridge International A Level syllabuses we revised for examination in 2016 (see panel). These key concepts are essential ideas, theories, principles or mental tools that help learners to develop a deep understanding of their subject through making links between the different topics. We have clearly set out the key concepts in the syllabus and support materials so that teachers can refer to them again and again and build them into their teaching.”

How do you redevelop a syllabus?
“We begin by gathering information about our current syllabus, talking to schools, to learned societies and to our subject and assessment experts, including examiners. For Cambridge International A Levels, we also consult universities around the world to get opinions from admissions and faculty staff. As we look towards syllabus development for 2018 and beyond, we have had recent meetings with faculty staff at Yale and the University of Michigan, and these have reinforced our commitment to key concepts. They were very positive about how we have used them.”

What skills does Cambridge help develop and why?
“We help students develop transferable skills, such as the ability to think critically, work independently and solve problems. We give them great preparation in the Cambridge International A Level subjects they study, but when they go to university they may choose a subject that doesn’t immediately lead on from their school course, such as medicine or engineering. So we have a responsibility to equip our learners with the skills needed to make this transition.”

How do you help develop these skills?
“In all our syllabuses, we set out assessment objectives (AOs). Students will need to demonstrate knowledge but we also assess higher order skills. For example, in history we assess analysis and evaluation. By including skills in the AOs we make clear that we will assess them and also implicitly set out an expectation that they will be developed in the classroom. We set out in our support materials different ways to help develop these skills. We also endorse textbooks that support our syllabuses, and work with the publisher to make sure these books provide the appropriate depth of learning and emphasis on skills development.”

How important are these skills compared to content knowledge?
“Content remains hugely important. Our AOs each have a weighting. In Cambridge International AS & A Level Economics, for instance, knowledge and understanding count for 50 per cent of the marks. The other half is about analysis and evaluation and other higher level skills. It varies from subject to subject. Some subjects, such as the sciences, have a higher emphasis on skills. This reflects the importance of developing scientific skills such as handling information, problem solving, practical experiments and investigation.”

What next?
“We have always assessed skills and they are explicit in the syllabus. However, we want to identify and set out more clearly those skills which are more implicit. We plan to signpost these skills in new support materials to encourage teachers to draw them out through their teaching. We also want to use this audit to identify gaps in a subject in terms of skills development. Our overarching aim is to balance knowledge, understanding and skills. We take care to build into our qualifications attributes that will prepare learners for the future.”

Key concepts: an example
We are introducing key concepts to our Cambridge International AS & A Level syllabuses to help learners develop a deep subject understanding.

“In Cambridge International AS & A Level Physics, for example, we have identified a set of five key concepts,” says Anne Smith. “One of these is ‘Matter, energy and waves’. We are underlining to students that, when you come across these concepts, remember that they are very, very important to grasp as they are crucial to physics.”

To explore our revised syllabuses and get access to our support packages, visit www.cie.org.uk/as-and-a-level-redevelopment/support.
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Students realise the topics of Cambridge IGCSE Global Perspectives are not in a box,” says Gary Bell, who teaches History and Global Perspectives at Leipzig International School. “In order to think about something in depth, students take skills they have learnt from a variety of subject disciplines and bring them to bear on a global issue and how it affects people in society.”

As a topic-based course, Global Perspectives gives students the opportunity to connect the skills and knowledge they are developing in different subjects, says Gary: “Mathematical skills, especially statistics, are used in several topics and the Conflict & Peace topic brings in a lot of history.”

Ian Mills, who also teaches the course, adds: “Tradition, Culture & Identity, and Urbanisation are both popular. I’ve got a group that’s also studying Cambridge IGCSE Geography and they bring a lot of learning from that into the study of world issues through Global Perspectives. Climate Change has also been popular – students bring a lot of Biology thinking into that.

“Students are developing the idea that this classroom doesn’t just teach one subject but that there’s an overlap, and as they move around the school they can take this learning with them. That’s an important skill to have learnt before higher education.”

Gary adds: “It’s a dynamic course that is not based on content but on skills. It teaches students how to research, write and reference properly – it is setting them up for life beyond school – at university and in the workplace. Employers are looking for people to be flexible, to be able to work in collaboration and to master technology.

“Students come out having learned that they can use the internet as a tool that can help them in work, as well as for social media and entertainment.”

Students work in groups in the first year then complete their two individual research reports in the second, an approach that the school finds works best for its students. Ian says: “Looking at the subjects in which they have written these research reports, the vast majority of students have chosen to research from a ‘world studies’ context, which suggests that this interdisciplinary approach is welcomed – not only by us as teachers but by the students themselves. They can see a benefit of looking at subjects from a variety of disciplines.”

KEY FACTS
Cambridge Global Perspectives is a topic-based course that develops skills in research, thinking, reasoning and communication. There are 20 topics to choose from, such as Belief Systems, Disease & Health, Law & Criminality, and Employment. Students are assessed on their ability to think critically on topics where there is always more than one point of view. There are three compulsory components: individual research (students submit reports on two topics), a group project and a written paper. Students have access to Cambridge’s Global Perspectives online learning area.

Visit www.cie.org.uk/globalperspectives to find out more.
Permata Bangsa is also a teacher training and learning centre. The Cambridge learner attributes tie in so closely with the transferable learner skills of our 'Leadership for a better world' school mission: communication, collaboration, creativity, critical thinking, organisation, independence and resilience. They complement each other fully,” says Kathryn Gavin.

“If you ask our students what Harrow Bangkok is trying to be, they would know these attributes because they are completely embedded in what we do. We do a lot of feedback in class and we steer students towards the areas they need to develop. Then students are given the autonomy to put targets in place to achieve those goals, so the emphasis is on students being responsible and reflective about their learning.

“In geography, we use a lot of Assessment for Learning techniques. Students undertake a wide range of activities including debating, hot-seating, using iPads, as well as printed resources and Google Earth. All these feed into exam questions – so they go into the exam with confidence.

“With our extra-curricular programme called Leadership in Action. There are hundreds of activities, many of them community- and charity-based, such as projects with local schools and orphanages, and there is always a rush to sign up. They also have to reflect on the activity and what it means to them.

“To stretch our more talented students, we run ‘critical lunches’. These have looked at subjects such as the gender of...
Cambridge learner attributes are embedded in our syllabuses and support materials. We talked to one school to see how these work in practice.

The Cambridge learner attributes – confident, responsible, reflective, innovative and engaged – tie in so closely with the transferable learner skills of our ‘Leadership for a better world’ school mission: communication, collaboration, creativity, critical thinking, organisation, independence and resilience. They complement each other fully,” says Kathryn Gavin, Head of Humanities at Harrow International School in Bangkok, Thailand.

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“To stretch our more talented students, we run ‘critical lunches’. These have looked at subjects such as the gender of decision-makers in the workplace, the impact separatist groups could have on globalisation, and alternative energy matters.

“Students have a number of resources in front of them and have the opportunity to talk to teachers as well as other students, so they are well evidenced. Being confident and innovative in terms of decision-making, having the ability to reason and negotiate and reach just conclusions are really important for the future.

“We are always looking at ways students can be actively involved rather than just learning from a textbook. Our geography fieldwork programme offers huge opportunities for active enquiry-based learning and reflects the Cambridge learner attributes. Our Year 9s went out to investigate whether migrants have had an impact on the local environment. When they came back, they had to reflect on the results, how they achieved them and whether the method was suitable.

“Last year, the Year 12 Travel and Tourism students arranged a Christmas excursion. They had to be engaged to get it up and running, have the confidence to sell the trip to the other students and then be responsible during the trip. When they came back, they reflected on what they did.

“The Cambridge learner attributes support these trips and the students are getting so many opportunities to demonstrate and improve on them. They really underpin what makes a good student and they are gearing them with the skills they need to be successful in future life.”

For more about the Cambridge learner attributes see page 14 of Implementing the Curriculum with Cambridge. Visit www.cie.org.uk/curriculumguide
Ready for the next challenge

Two universities tell us how Cambridge students’ depth of knowledge prepares them well for higher education

YALE UNIVERSITY, USA

“Cambridge students come with a real depth of understanding,” says Rebekah Westphal, Associate Director, Director of International Admissions, Yale University, which was one of the universities Cambridge consulted in the process of redeveloping its Cambridge International A Levels.

“It is a much more focused path of education. Students who have taken Further Maths and some other science subjects, for example, often come in with a high level of knowledge. Students who have completed Cambridge International A Level exams may be given credits which could accelerate them through Yale by half to a full year. The university also allows students who have completed Cambridge International A Level scores to substitute those for SAT Subject Tests at the time of application.”

Some 11 per cent of Yale’s students are non-US citizens from overseas, says Rebekah. “Cambridge students come to Yale from the UK, Singapore, Pakistan and all over Africa, as well as China, India, Brazil, Argentina and Mexico. And 42 per cent of incoming students are choosing science subjects.”

What immediately comes to mind about Cambridge students is strong, rigorous preparation, she says. “We know the grades actually represent the level of work being done. The students also have a strong ability to work independently because of the way that Cambridge International A Levels are structured, and writing skills are usually very good. We want our students to write well no matter which major they choose and Cambridge students know how to handle intense exam-taking periods and the preparation that takes.”

One thing students can be surprised by is that everything at Yale counts towards the final grade ‘from participation, attendance and weekly quizzes to mid-terms and homework all year long’, Rebekah also points out. “Like most US liberal arts colleges and universities, we require all students to take science classes. They also take classes in quantitative reasoning. So my advice is, if students are thinking about coming to a US university, keep a really balanced group of A Level subjects.”

But, she adds, “students shouldn’t worry too much as the USA is very flexible in terms of higher education.”

Rebekah sees immense value in Cambridge Global Perspectives: “I think it is excellent. It prepares students in terms of writing, working independently, taking the initiative, understanding how research works and how to make the most of resources in a library – these are all skills that have to be learnt.”

UNIVERSITY OF QUEENSLAND, AUSTRALIA

“Students from international schools are so world-savvy,” says Corinne Francken, Regional Manager, Marketing, for the University of Queensland. “They are extremely well prepared because they have done an international curriculum.”

Corinne’s role involves giving presentations, interviewing students and talking to parents, as well as to Cambridge schools and partner institutions. “We have close to 10,500 international students – that’s about 23 per cent of the total student cohort – and they come from over 140 different countries. These students are very knowledgeable and self-assured. The Cambridge students have a confidence that I think comes with the programme and the subjects.”

Corinne does a lot of work with Cambridge schools in Malaysia, India, Indonesia, Vietnam and Singapore, to name but a few countries. “Most of the students I have spoken to are looking at high-level programmes such as medicine, dentistry and engineering,” she says.

Corinne says that once students arrive at the university, they tend to be very proactive. “They get involved in any opportunities we have on campus, such as leadership programmes, study abroad or even research programmes. Most of them also join one or more of the many clubs and societies.”

Cambridge students have a confidence that comes with the programme and the subjects” – Corinne Francken, University of Queensland
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Exam preparation

Helping your students to feel confident and ready as they go into their exams will give them the best chance of success. Here, principals and teachers share their tips and experiences for that crucial preparation time.

**TIP**
Make sure students master the topics they like most
While it is obviously important to cover the entire exam syllabus when revising, help make sure students get the best marks they can in their favourite topics.

**TIP**
Simulate examination conditions in the classroom
Try doing this two or three times at school before students take their actual exams, to help them with anxiety and timing issues. Encourage them to do this at home as well.

**TIP**
Try the ‘lift music replacement’ challenge
Give students the challenge of summarising a topic in the time it takes for a lift to ascend from the ground floor to the top of the building. Do this in the classroom by showing a YouTube video of a lift.

**TIP**
Before examination revision sessions begin, give each student an envelope containing items of encouragement
This could be words of wisdom, a herbal tea bag to aid relaxation or chocolate to help with nerves. The students will appreciate the thought.

**TIP**
Remind students to use a relevant, original idea of their own in directed writing questions
This will show independent thought in addition to the themes and ideas already present in the passage they are analysing.

**TIP**
Ensure that students understand keywords
Being familiar with words such as ‘describe’, ‘discuss’, ‘compare’ and ‘summarise’ is essential.

**TIP**
Discuss any unpleasant past exam experiences students may have had
Analysing these can prevent their motivation being affected.

**TIP**
Fully brief students on the examination format
Make sure they are clear on the number of papers and questions, the duration of each paper and, if applicable, the difference between ‘core’ and ‘extended’.

*Thanks to: Al Waha International School, Saudi Arabia; NGG International School, Denmark; Leipzig International School, Germany; Roots Garden Schools, Pakistan; and The Westminster School, Dubai*

In my experience, the key to students’ success in exams is belief in their abilities and taking responsibility for their own learning. Encourage students to review and reflect on their personal understanding and to devise their own learning plans. Then, they need to set appropriate strategies for implementation and do self-appraisals to overcome learning barriers.”

– Asifa Shahid, head of Roots International Montessori Programme, Roots Garden Schools, Pakistan

If your school has any further advice to offer, please email your tips to outlook@cie.org.uk
Where students become the teachers

Young people are responsible for their own learning at The Westminster School in Dubai, and Cambridge is integral to this ethos.

He Westminster School in Dubai, a GEMS International School, has more than 5000 students aged between 4 and 18 from 68 countries, 2500 more students on the waiting list, some 300 teachers, 180 support staff... and 58 buses.

Over and above managing this educational village, the leadership provides training to Cambridge examiners from across the Middle East and North Africa. And in spite of economic challenges and a recent rollercoaster of changes, it has been rated ‘good with outstanding features’ by the Dubai Schools Inspection Bureau.

Its principal and CEO, Kingston Gilbert, has been in post since 2013 and puts the school’s upward trajectory down to a ‘one team, one vision, one mission’ formula. And he won’t rest until the school achieves his vision of greatness as a hub for educational innovation and skills development.

“An ‘outstanding’ rating will be a byproduct of being a great school,” he says. “And that’s not only about having a lot of infrastructure and resources; it’s about being engaged with people.”

For Kingston, this means collaborative leadership, most obviously evidenced by the school’s yearly ‘takeover’ by students.

“One day in October they take charge of the educational administration of the school, from the role of principal onwards. They create the lessons in consultation with their tutors. The teachers observe and then teachers and students swap feedback. It’s a collaborative experience in creating learning communities,” he says.

In addition, every class from Year 3 to Year 13 has its own Class Council, which feeds into Year Councils and School Councils, which form the student leadership vertically and horizontally across the school. Kingston adds: “The design of the Class Councils is so intricately woven that every student finds the opportunity to demonstrate leadership skills.”

Students here are offered Cambridge IGCSEs and Cambridge International AS & A Levels, with Cambridge Primary and Secondary 1 Checkpoint.

The design of our Class Councils is so intricately woven that every student finds the opportunity to demonstrate leadership skills”
– Kingston Gilbert, Principal
A lot of schools have realised that students have more technological know-how than many of their teachers. So they’re taking advantage of that and using them as ‘digital leaders’ to help train staff in the use of computers and other digital devices.

“But it goes further than that – it’s often better to think of them as student ambassadors who help with technology. They feed through into whole-school policy, including e-safety for instance.

“Some students work one to one with adults and you’d be amazed at how patient they are! But for students who don’t feel confident doing this, you can involve them in creating how-to guides or elements of the website. You might hold an event where some are happy to stand up on stage and talk about digital leaders or great apps for learning, but others might do the ticketing or the sound and lighting.

“When I was working as a secondary school teacher, our digital leaders spent an afternoon at a local primary school training the digital leaders there in how to use a variety of apps on their new iPads. The primary digital leaders then went away and organised training for their staff.

“The role of student digital leader can attract students who never put their hand up – the ones who are learning to code at home but don’t tell you about it. It’s about developing their confidence.”

**USING STUDENT DIGITAL LEADERS**

- Have an application process so students take it seriously. Ask them to show something creative.
- Aim for at least one digital leader in every class, but if yours is a big school, grow this slowly.
- Have a probationary period in which students have to involve themselves in different ways over six weeks to show their commitment.

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**Student digital leaders at Roots IVY International School, Rawalpindi, Pakistan**

**Meer Omair Khan**

“I am active in our school administration – I’ve held training workshops for new teachers.”

**Ibrahim Saleem**

“I showed my teacher how to store data on a removable device and I help others download apps. I want to be a mechanical engineer.”

**Shaham Ghani**

“I’ve helped students who are afraid of using technology. The experience motivated me.”

**Humna Abid**

“I’ve assisted others in making presentations. The digital leaders programme is creating enthusiasm for learning about technology.”

**Kashmala Faisal**

“I showed students how to download videos using an app. I want to design a homework app.”

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**Top: Meer Omair Khan of Roots IVY International School helps his English class with movie-making**

**Above: Using iPads at Beijing Royal School**

“My Grade 10 students help each other by sharing their experiences in using new apps. They take it in turns to be digital leaders – some are good at graphing apps, some at vocabulary apps, some at editor apps. I feel lucky to have these lovely students. I learn a lot from them.”

– Yi Zhang, Economics Teacher, Beijing Royal School, China
Endorsed resources
Here is a selection of the latest teaching and learning materials developed by publishers to help you deliver Cambridge education programmes.

CAMBRIDGE IGCSE BUSINESS STUDIES
SUBJECT: Business Studies
RESOURCE: Coursebook with CD-ROM (third edition); Teacher’s Resource CD-ROM; Revision Guide
PUBLISHED BY: Cambridge University Press
With the Coursebook and Revision Guide, students develop a robust and rounded understanding of business studies. Supplemented by teaching ideas, classroom resources and assessment and syllabus guidance on the CD-ROM, this series gives students a deep knowledge of the subject.
Visit: http://education.cambridge.org/igcsebusiness

CAMBRIDGE IGCSE ICT
SUBJECT: ICT
RESOURCE: Student Book and Teacher Guide
PUBLISHED BY: Hodder Education
This Cambridge-endorsed textbook is divided into separate sections for AS and A Level and provides practice throughout the course, with carefully selected questions at the end of each chapter and a free Revision and Practice CD.
Visit: www.hoddereducation.co.uk/alevelchem

ECONOMICS, BUSINESS AND ACCOUNTING FOR CAMBRIDGE INTERNATIONAL AS & A LEVEL
SUBJECT: Economics, Business and Accounting
RESOURCE: Print Student Books with CD-ROMs
PUBLISHED BY: Oxford University Press
Build Cambridge International A Level exam potential and support progression to further study. These up-to-date resources are written to match the latest Cambridge syllabus for first examination in 2016. Plus, they include coverage of the new key concepts, to develop the deep subject knowledge required by universities.
Visit: www.oxfordsecondary.com/
cambridge-alevatorics

SUPPORT FOR SCHOOLS
The latest tools and developments to help you and your learners get the most out of Cambridge

Our learner guides are going digital
We are producing 20 interactive learner guides across a range of Cambridge International O Level and IGCSE subjects. These are to replace existing documents on our website.

The first batch has just been launched and the remaining guides will follow in June and September.
The guides address topics such as ‘why you should study the subject’, ‘what you will study’, ‘how you will be tested’ and ‘what will be tested’. In the interactive presentation, learners can click through to find out more so that they can see exactly what interests them.
The guides are located on our main website.
We believe they will be a great resource for schools and individuals to look at our syllabuses and what they contain – and we would really value your feedback.
To let us know what you think, please email outlook@cie.org.uk

Now it’s easier to find out where Cambridge can take you
The number of universities around the world that recognise Cambridge qualifications is growing. So we’ve created a series of new demonstration films for schools considering joining Cambridge or adding new programmes to their curriculum.

Find out all you need to know about the following support sites in just a few minutes:
• Teacher Support
• CIE Direct
• Cambridge Primary
• Cambridge Secondary 1

Watch this!
Short online videos are the easiest way to explain the huge range of online support we offer to all our schools.
So we’ve created a series of new demonstration films for schools considering joining Cambridge or adding new programmes to their curriculum.

Watch the videos at www.cie.org.uk/identovideos

RESOURCES ROUND-UP
Leadership for Learning

Between 2012 and 2014, we ran an extraordinary pilot programme to find out the effect of leadership on learning outcomes. It was so successful that we are now developing a Leadership for Learning network for Cambridge schools.

Tristan Stobie, Director, Education, Cambridge International Examinations, explains:

At Cambridge International Examinations, we have been exploring ways in which we can help schools improve their professional practice.

One initiative was a pilot project involving seven Cambridge schools led by the Faculty of Education at the University of Cambridge from December 2012 to June 2014.

The project aimed to support the development of professional practice and enhance student learning in Cambridge schools using the framework developed by the Leadership for Learning (LfL) network at the Faculty of Education. This network is concerned with leadership, learning and their inter-connection.

The central ideas of LfL are represented by a set of principles that can be translated into practical strategies at school and classroom level:

- maintaining a focus on learning as an activity
- creating conditions favourable to learning as an activity
- creating a dialogue about Leadership for Learning
- the sharing of leadership
- a shared sense of accountability.

The pilot programme

Sue Swaffield, Senior Lecturer in Educational Leadership and School Improvement at the University of Cambridge, supported by her team at the Faculty of Education, introduced the LfL principles to pilot schools and provided support materials as well as ongoing guidance and support.

The project was managed in schools by two link teachers who became project leaders. A number of activities followed with the aim of helping schools develop a better understanding of themselves and identifying the priorities they needed to focus on.

These activities included completion of questionnaires in schools by teachers and students. The data was analysed in Cambridge and schools by two link teachers who received support, professional development, and collaborative tools and resources to enable them to critically evaluate and implement change in an area identified by them.

This phase finishes in June 2017 and the learning from it will help Cambridge to develop a model for wider participation in the future.


What next?

The next phase of development is now under way, with 20 schools already forming the first wave of the pioneering LfL community. These schools will receive support, professional development, and collaborative tools and resources to enable them to critically evaluate and implement change in an area identified by them.

This phase finishes in June 2017 and the learning from it will help Cambridge to develop a model for wider participation in the future.

The most important thing we learnt is that students are more eager and capable to share in the responsibility for making decisions than we thought.

In one of the classes lower down the school the pilot of self and peer assessment was a huge success. Teachers were now more confident they can delegate marking to the students.

Karen Bøttger, Vice-Head of International Department, Nord International School, Denmark

“We embarked on a teacher competency standards framework, which employed assessment and feedback, and classroom leadership as cornerstones in the development of student learning. This was a huge transformation in our learning landscape and is an ongoing process.”

S.G. Murali, Principal, Cambridge International A Levels, Taylor’s College Subang Jaya, Malaysia

“Our initial survey indicated that students and staff believed that the school was highly successful, but there was not a shared understanding of what actually meant. This type of opportunity always prompts us to be willing to learn while focusing on what matters most.”

Lam Edmades, Principal, ACG Parnell College, New Zealand

“Our focus is always to get all staff to work together, so shared leadership was chosen as our top principle to work on. An example of a project as part of this was learning to use iPad; we had a chain of learning among students and teachers. I hope the sharing and empowerment of knowledge among the teachers and students will continue.”

Wan Aini Zah Ariefin, Principal, MRSM Alor Gajah, Malaysia

Further reading

Training and events
Helping you ensure your learners get the most out of the Cambridge programmes

Online training: something for everyone
Examiner feedback
Our new online examiner feedback training sessions, hosted on the Teacher Support site, are free of charge and open to all Cambridge teachers, with no registration required. The sessions consist of pre-recorded presentations, followed by the opportunity to ask our examiners questions via the forum. The presentations and FAQs are available permanently – even if you didn’t join in at the time.

Training for the June 2015 exam series is now taking place. For more information and to book your place, explore our online events calendar at www.cie.org.uk/events/online

Online tutor-led courses
Our tutor-led courses give experienced Cambridge teachers the chance to learn new teaching strategies and put them into action. Participants can practise and discuss skills, share views and ideas with other Cambridge teachers and will receive feedback from an experienced Cambridge tutor. The courses run for seven weeks, with a one-week introduction followed by three two-week assignments focusing on teaching methods, strategies and curriculum resources.

All our courses are based around the belief that real learning takes place when teachers try out new skills in the classroom, and our range of online tutor-led courses allows them to do just that. The next series of online tutor-led training will start in September 2015.

Online self-study
The self-study courses we run are designed for teachers who are new to, or are considering teaching, a Cambridge syllabus. These courses are not supported by a tutor, so the pace of study can be dictated by each teacher according to their own learning needs. They usually involve 15 hours of study over six weeks. The courses are available all year and cover all aspects of the syllabus. There are no deadlines and participation can take place at times to suit the participant. Teachers participating in our self-study courses are encouraged to use the Cambridge discussion forum on Teacher Support to exchange ideas with a community of peers.

Find a course
To find out more about the types of training available, visit the Professional Development pages of our website at www.cie.org.uk/cambridge-professional-development

You can search for and book any of our courses through the Cambridge Events and Training Calendar at www.cie.org.uk/events

Any questions?
Visit our help portal at http://ask.cie.org.uk or email info@cie.org.uk

International training: Miami Dade
Our Training Services department works with the School Board of Miami Dade – the fourth largest school district in the USA – to develop and deliver a flagship training programme for Cambridge Primary and Secondary 3 syllabuses. The training is designed to help teachers integrate the Cambridge curriculum into their classrooms, and is divided into three stages: introductory, intermediate and advanced.

More than 800 teachers have attended the training since June 2013. In February 2015, we held a hugely successful intermediate event, and will be holding an introductory training event from 10 to 11 June, with more than 300 teachers in attendance.

To learn more about Cambridge in the USA, visit www.cie.org.uk/usa

Inside the warehouse
Distribution Supervisor Sam Plumb is part of the team at our DC10 warehouse making sure the right exam papers get to you at the right time

DC10 in numbers
9 km of racking inside DC10
2 million postal items sent out each year
350 000 tonnes of freight dispatched overseas each year
500 million exam-related items produced each year
7 minutes: the time it takes Sam to walk all the way round the warehouse, depending on traffic
Tony Hines (left), Principal of Rockledge High School (RHS) in Florida, USA, was interviewed by Sherry Reach (right), Deputy Regional Director for Cambridge International Examinations in North America.

What Cambridge programmes do you offer?
We offer Cambridge IGCSE to our 9th and 10th Graders and the Cambridge Advanced International Certificate of Education (AICE) Diploma to students in Grades 10–12. We offer Cambridge International AS & A Levels in every academic discipline.

Why are you a Cambridge school?
We were experiencing a ‘brain drain’: students who should have come here were going to other schools with higher academic results. We knew we had to do something to compete. Cambridge seemed to be the ticket and it turned out to be the best thing we have ever done for our students. However, we had to ask our families who pioneered to take a leap of faith. To reassure them as well as ourselves, we had our best Advanced Placement (AP) students take the Cambridge AICE Diploma exams and AP exams. They did well on all efforts.

How does Cambridge prepare your students for onward study and work?
Students develop a deep understanding of subjects and independent thinking skills. They are able to analyse, synthesise and apply information they have acquired. Schools that are considering adopting the rigorous Cambridge curriculum visit our school and use our implementation model.

What support have you had from your Cambridge regional team?
The regional team provides excellent professional development for the teachers. They work to ensure that Cambridge credits are recognised by colleges and universities worldwide.

What’s your school’s latest news?
We have been nationally ranked by the Washington Post newspaper, we have several National Merit Scholarship Program finalists, and now over half of students take at least one class through Cambridge International Examinations.

What makes you proud about your school?
We used to be the next-to-last school in test scores for our district. Now we can compete with any school in or outside our district. More than 250 of our students come here from outside our area for the Cambridge programme.

What makes your school and its students different or special?
Our students accept everyone who comes to RHS. No matter their background or experiences, students quickly fit in to our culture. We have a Tourism Academy, a Law Academy, a nursing programme, a robotics programme, and next year we will roll out our Maritime Academy tied to careers at Port Canaveral.
Developing in-depth subject knowledge in Cambridge International A Level Economics, Business and Accounting

To help students gain a deeper understanding of Economics, Business and Accounting, examiner Terry Cook shares ideas for incorporating the new Cambridge Key Concepts into your teaching.

HOW DO THE KEY CONCEPTS BENEFIT STUDENTS?

There are seven concepts in Economics, Business and Accounting that run through and underpin the entire syllabus. To help students understand the links between them, Cambridge has introduced Key Concepts into the latest international A Level syllabuses for first examination in 2016.

These Key Concepts will help students build a deeper and broader understanding of their subjects, which supports their assessment potential. This deeper knowledge also helps to prepare students for further study, and better equips them to answer questions about a subject in a university or job interview.

I have examined the Key Concepts in the new Economics for Cambridge International AS & A Level book, and you will also find support in the new Business and Accounting for Cambridge International AS & A Level resources from Oxford University Press.

LESSON IDEAS FOR KEY CONCEPTS IN ECONOMICS

To support your Economics teaching, I have put together some lesson ideas for the Key Concept of marginal and change.

For example, I have included guidance on helping students understand how taxation can lead to a more equal distribution of income, using the Key Concept of the marginal rate of taxation.

Visit www.oxfordsecondary.com/cambridge-a-level-economics to read these lesson ideas. There is also further advice on using the Key Concepts to strengthen your students' subject knowledge, and support progression to further study.

For more information, or advice on ordering inspection copies, visit www.oxfordsecondary.com/cambridge-a-level-economics or email EducationAdvisor@oup.com.

The Economics and Business 606 are endorsed by Cambridge International Examinations. We are working towards endorsement of the Accounting 606.
Cambridge Schools Conferences 2015
Education fit for the future: planning for a changing world.

We are pleased to announce that the two Cambridge Schools Conferences in 2015 will be:

**Cambridge, UK**
Sunday 13 September to Tuesday 15 September

**Dubai, United Arab Emirates**
Thursday 10 December to Saturday 12 December

This conference will focus on how teaching, assessment, learning spaces (real and virtual) and leadership will need to evolve in order to enhance student learning in the future. Our programme is designed to support professional learning by offering a range of perspectives on the conference theme, discuss and debate these in our panel sessions and explore their implications in group discussions and workshops. Each conference will address the same educational themes through similar sessions.

For more details, including how to book your place, go to [www.cie.org.uk/csc-2015](http://www.cie.org.uk/csc-2015)

Follow @CIE_Education for all the news, information and live updates from the conference. Use the hashtag #csconf15 to join the conversation.