

Appendices

School years and age ranges

In this guide we refer to school years. The table below gives you an idea of how these school years correspond to learner ages from a sample of school systems in different countries.

Age	UK school year system	Malaysia school year system	New Zealand school year system	Pakistan grade system	US grade system
0–4	Nursery/Pre-school	Pre-school playgroup	Early childhood education	Pre-school	Pre-kindergarten 3-4
4–5	Reception	Kindergarten	Early childhood education	Pre-school	Pre-kindergarten 4-5
5–6	Year 1	Kindergarten	Year 1	Grade 1	Kindergarten
6–7	Year 2	Standard 1	Year 2	Grade 2	Grade 1
7–8	Year 3	Standard 2	Year 3	Grade 3	Grade 2
8–9	Year 4	Standard 3	Year 4	Grade 4	Grade 3
9–10	Year 5	Standard 4	Year 5	Grade 5	Grade 4
10–11	Year 6	Standard 5	Year 6	Grade 6	Grade 5
11–12	Year 7	Standard 6	Year 7	Grade 7	Grade 6
12–13	Year 8	Form 1	Year 8	Grade 8	Grade 7
13–14	Year 9	Form 2	Year 9	Grade 8	Grade 8
14–15	Year 10	Form 3	Year 10	Grade 9	Grade 9
15–16	Year 11	Form 4	Year 11	Grade 10	Grade 10
16–17	Year 12	Form 5	Year 12	Grade 11	Grade 11
17–18	Year 13	Form 6	Year 13	Grade 12	Grade 12

Cambridge IGCSE subjects with alternative courses

The list below details the subjects we offer with a number of alternative courses. For example, in mathematics we offer a Cambridge IGCSE with an investigation paper and one without. This flexibility means you can select the course that best meets your learners' needs. Some of our alternative subject courses have particular restrictions (barred combinations) when it comes to the exams.

Cambridge IGCSE science courses
Cambridge IGCSE Combined Science
Cambridge IGCSE Co-ordinated Sciences (Double award)
Cambridge IGCSE Biology
Cambridge IGCSE Chemistry
Cambridge IGCSE Physics
Cambridge IGCSE Physical Science
Cambridge IGCSE Agriculture
Cambridge IGCSE Environmental Management
Cambridge IGCSE Food & Nutrition
Cambridge O Level science courses
Cambridge O Level Physics
Cambridge O Level Chemistry
Cambridge O Level Biology
Cambridge O Level Combined Science
Cambridge O Level Agriculture
Cambridge O Level Food & Nutrition

Cambridge IGCSE mathematics courses
Cambridge IGCSE Mathematics
Cambridge IGCSE Mathematics – Additional
Cambridge IGCSE International Mathematics
Cambridge O Level mathematics courses
Cambridge O Level Mathematics
Cambridge O Level Mathematics – Additional
Cambridge IGCSE computing courses
Cambridge IGCSE Computer Science
Cambridge IGCSE Information & Communication Technology
Cambridge O Level computing courses
Cambridge O Level Computer Science

For a full list of the subjects we offer across our programmes and qualifications, including different language options, please see the latest Cambridge prospectus available at www.cambridgeinternational.org

Student Self-Efficacy Questionnaire

Read the statements below and circle the response that best describes you. Be honest. There are no right or wrong answers. Please keep for reference at a later date.

Student name: Class: Date:

	0 = Not like me at all 1 = A little like me		2 = Like me 3 = A lot like me	
1. I can learn what is taught in the class.	0	1	2	3
2. I can succeed at anything if I try hard enough.	0	1	2	3
3. If I practised every day, I could develop any skill.	0	1	2	3
4. Once I have decided to accomplish something that is important to me, I keep trying, even if it is harder than I originally thought.	0	1	2	3
5. I am confident that I will achieve the goals that I set for myself.	0	1	2	3
6. When I am struggling and taking longer to complete something that I find difficult, I focus on my learning and change approach, instead of feeling discouraged.	0	1	2	3
7. I will succeed in whatever career path I choose.	0	1	2	3
8. I will succeed in whichever college/university course I choose.	0	1	2	3
9. I believe hard work always pays off in the end.	0	1	2	3
10. My ability/capacity grows with effort and hard work I am prepared to put in.	0	1	2	3
11. I believe that the brain can be developed, just like a muscle.	0	1	2	3
12. I think that, no matter who you are, you can significantly improve your level of capability.	0	1	2	3
				Total =

Glossary

- i. Ability: talent, skill, or proficiency in a particular area.
- ii. Goal: the object of a person's ambition or effort; an aim or desired result.
- iii. Skill: the ability to do something well; expertise.
- iv. Capability: the power or ability to do something.

Teacher Self-Efficacy Questionnaire

Read the statements below and circle the response that best describes you. The statements have been phrased to encourage you to think about your current approach or attitude towards them. Be honest, therefore, and remember, there are no right or wrong answers. Please retain for reference at a later date.

Teacher name:

Date:

0 = Nothing
1 = Some influence
2 = A lot of influence

1. How much, in your current practice, do you feel you can support the students in your class that are having the most difficulty?	0	1	2
2. How much, in your current practice, do you feel you can help your students think critically?	0	1	2
3. How much, in your current practice, do you feel you can motivate students who show little or no interest in school work?	0	1	2
4. How much, in your current practice, do you feel you can help students believe they can do well in school work?	0	1	2
5. How well, in your current practice, do you feel you respond to difficult questions from your students?	0	1	2
6. How much, in your current practice, do you feel you can help your students value learning?	0	1	2
7. How much, in your current practice, do you feel you can gauge/measure student understanding of what you have taught?	0	1	2
8. To what extent, in your current practice, do you feel you can craft effective questions for your students?	0	1	2
9. How much, in your current practice, do you feel you can do to foster student creativity?	0	1	2
10. How much, in your current practice, do you feel you can do to improve the understanding of a student who is struggling?	0	1	2
11. How much, in your current practice, do you feel you can do to adjust your lessons to the appropriate level for individual students?	0	1	2
12. To what extent, in your current practice, do you feel you can use a variety of assessment strategies?	0	1	2
13. To what extent, in your current practice, do you feel you can provide an alternative explanation when students are confused?	0	1	2
14. How much, in your current practice, do you feel you can assist families in helping their children do well in school?	0	1	2
15. How well, in your current practice, do you feel you can implement a variety of active learning strategies?	0	1	2
16. How well, in your current practice, do you feel you can provide appropriate challenges for high-achieving students?	0	1	2

Total =