

Cambridge Outlook

THE MAGAZINE FOR CAMBRIDGE SCHOOLS WORLDWIDE

Issue 29, September 2018

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What education needs to offer students to prepare them for a transforming world



Cambridge Assessment International Education

Cambridge Schools Conference

Creating the conditions for success



Our next schools conference is in Colombo, Sri Lanka
Tuesday 27 to Wednesday 28 November 2018

“I left the conference with a plethora of ideas that I will be implementing in the 2018–2019 school year and newly acquired knowledge for my professional growth.”

Conference delegate, Miami 2018

To book your place, go to cambridgeinternational.org/conference

Welcome

ISSUE 29, SEPTEMBER 2018



What do you want to do when you leave school?"

This is a question familiar to students, but not because it is on an exam paper. It's a question they may be asked by friends, family or even by people they have only just met. Some students will have an answer, although that answer may change over time as their aspirations change or as they discover new interests.

A key part of our role at Cambridge International is to ensure that students are provided with a solid education that is also flexible – not least because the world is ever-changing as new jobs are being invented and others disappear.

In this issue of *Cambridge Outlook*, our 'In focus' section explores some of the ways in which we help prepare students for that transforming world. We look at how Cambridge International lays the foundations for each new stage of education ahead through teaching key concepts, and we look at other skills students develop so that they understand and care about the wider world they live in.

It is this approach to education that I know our new Chief Executive, Christine Özden, will continue to foster when I officially leave my role at the end of this year. I feel certain that, together with each and every one of you, our global community of schools will continue to prepare our students for whatever path they choose.

I hope you enjoy the issue – thank you to all the schools around the world that contributed to it.

If you have any questions for us, please email outlook@cambridgeinternational.org



Michael O'Sullivan

Chief Executive,
Cambridge Assessment
International Education

About us

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

Any feedback on this issue? Anything you would like to read about in the next issue? Contact us at:

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New CEO for Cambridge International

We are delighted to announce that Christine Özden has been appointed as Cambridge International's new Chief Executive from January 2019.

Christine joins us from Oxford International AQA Examinations, where she is Managing Director.

Michael O'Sullivan will continue as Chief Executive until December. He leaves after five successful years in the role, during which time Cambridge International has grown its education services worldwide.

"Christine has an unwavering belief in education's ability to change lives and support families," said Saul Nassé, Group Chief Executive of Cambridge Assessment. "Couple that with her deep international experience – she's lived in four countries and worked across four continents – and she's a perfect fit for Cambridge International."

Christine said: "I am delighted to be

joining Cambridge International at such an exciting time in worldwide education. Its programmes and qualifications set the global standard for international education and it is an honour to be chosen to work with the Cambridge team, whose commitment to educators, students and their communities I share."



We also welcome Juliet Wilson as our new Director of Assessment. Juliet joined us in August from our sister organisation Cambridge English,

where she was Director of Assessment. Previously she was Director of Customer Services at Cambridge English with responsibility for the management and quality assurance of its network of exam centres and preparation centres worldwide.

Science competition for Cambridge Upper Secondary students

We have launched a competition to give our global community of science students an opportunity to develop their passion for science through investigating topics of interest, practical work and using the scientific method. The Cambridge Upper Secondary Science Competition is an extra-curricular activity for 14 to 16 year olds to complement Cambridge IGCSE™ and Cambridge O Level Science.

The competition also supports teachers in taking innovative approaches to teaching practical science skills, and encouraging the 'free thinking' upon which science depends.

There are two submission dates, in November and April, to fit around different school year timetables. Regional winners and the overall winner will be announced once a year in May.

Support resources including teacher and learner guides, and marked exemplars, are available to download from the School Support Hub. We look forward to receiving your entries. Go to: www.cambridgeinternational.org/science-competition



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What's new September 2018

The 'What's new' section of our website is updated in September and February with information on new products and support services. Go to cambridgeinternational.org/new

Global insight

Stories from the world of international education

Common traits in effective teacher policies

A report has identified that high-performing countries tend to have three common elements in their professional development policies for teachers. The OECD report *Effective Teacher Policies – Insights from PISA*¹ is based on analysis of the PISA global education survey and other related data sources. It includes analysis of the first PISA survey of teachers, who provided information about their jobs, careers and school leaders. The common elements the countries shared were: 1) a mandatory and extended period of practical classroom training as part of pre-service teacher education or as part of the induction period; 2) opportunities for in-service professional development; and 3) teacher-appraisal mechanisms with

a strong focus on teachers' continuous development. Other analysis showed that giving schools more autonomy to hire teachers appears to lead to improvements in student achievement.

More students from outside the EU applying to UK universities

A record number of students from outside the European Union have applied to study in the UK, according to figures² from the Universities and Colleges Admissions Service (UCAS) based on full-time UCAS undergraduate applications made by 30 June 2018. The application of 75 380 students from outside the EU out of a total of 636 960 marks an increase of 6 per cent. The number of EU applicants has also risen – by 2 per cent – to 50 130 despite an overall decrease in applicants from 2017 by 2 per cent.

In brief

International Education Advisory Board assembled

We have appointed principals from each of our nine regions to sit on our new International Education Advisory Board. The Advisory Board will meet annually and will keep Cambridge International up to date on the issues Cambridge schools are facing. The board will also give us invaluable feedback on the best ways for us to support Cambridge schools across the world.

To find out more about the role of the International Education Advisory Board, who sits on it and how it works, go to www.cambridgeinternational.org/advisoryboard

Students petition for Cambridge

Two self-motivated students in the US – Yamila Sami-Geng and Elizabeth Andrews of Independence High School in Mint Hill, North Carolina – have launched a petition calling for the Cambridge Pathway to be introduced at their school. In an interview with *The Mint Hill Times*, Sami-Geng said: "The programme allows students to work towards an International Diploma [Cambridge AICE], which is a big deal. This would benefit our futures, but we are mostly doing it for the following generations." Independence High School is part of the Charlotte-Mecklenburg School District, where some schools have already introduced Cambridge programmes.

Are you using the correct logo?

Please make sure your school website and other digital channels, as well as any printed materials, include the new version of our Cambridge International School logo. We changed our logo in September 2017, when we changed our organisation name. To download the logo – and a wide range of marketing support resources such as videos and posters – go to www.cambridgeinternational.org/toolkit

 Cambridge Assessment
International Education

Cambridge International School



Creating the conditions for success

The last Cambridge Schools Conference of the 2017/18 series, which was held in Miami in June, was our largest to date, attracting over 400 delegates. At the 2018/19 conferences you can explore the theme of 'Creating the conditions for success' through keynote presentations and workshops. As usual, the conferences also include plenty of opportunities for Cambridge teachers from around the world to share their experiences and knowledge and discuss common challenges.

The dates are:

- **Cambridge, UK:** Tuesday 18 to Wednesday 19 September 2018
- **Colombo, Sri Lanka:** Tuesday 27 to Wednesday 28 November 2018
- **Cape Town, South Africa:** March 2019

Ninety-five per cent of attendees tell us they have learnt something they can implement in the classroom within the next six months.

Please book a place or register your interest at:

www.cambridgeinternational.org/conference

IN FOCUS



Ready for the world

Ian Harris, Cambridge International's Assistant Director, International Network, introduces this issue's 'In focus', which examines how education can help students to thrive in a transforming world

We live in a fast-paced, ever-changing world. Every moment, technology is changing the way we work, the way we think and the way we live. It changes so quickly that we don't know what challenges students will face in the future.

How, then, do we create Cambridge programmes that will prepare the students of today for the world of tomorrow? We do this by embracing an innovative and progressive approach to learning. Our programmes emphasise the mastery of subjects in depth, and the development of valuable transferable skills.

Deep subject knowledge, valued so highly by universities, develops students' ability to solve problems and apply their understanding to new situations. Our syllabuses encourage students to develop their conceptual understanding – a grasp of the key concepts that enable students to make links between different aspects of a subject.

Considerations about Cambridge students' futures were also at the heart of the development

of the Cambridge learner attributes, introduced in 2011. These habits of learning – being confident, responsible, reflective, innovative and engaged – determine how students approach different situations and challenges. They nurture students who love learning, and who will continue to learn throughout their lives, whatever they are doing.

It is this love of learning that is so valuable in a constantly changing world. That's why the Cambridge learner attributes are an important part of our approach. They help us design Cambridge qualifications that are challenging and relevant, so that Cambridge students can continue to apply what they learnt at school to their lives.

This issue of *Cambridge Outlook* explores the different ways in which education can prepare students for a changing world.

Our interview with Dr Liz Taylor on page 8 explores in depth the idea of key concepts in a subject. She gives examples of these and explains how they work, saying that “they help us make sense of all of the factual detail in a subject and to communicate what we know”. She describes a grasp of a subject's key concepts as “powerful knowledge” and discusses



“It is this love of learning that is so valuable in a constantly changing world”





Cambridge students can apply what they learnt at school to their lives

how to use key concepts in the classroom. Liz is also author of the guide *Getting Started with Key Concepts*. The guide, available free on our website, is an ideal introduction to the topic.

On page 12 we talk to Valerie Hannon about the ideas in her book *Thrive: Schools Reinvented for the Real Challenges We Face*. Valerie, who will be speaking at our Cambridge Schools Conferences in 2018/19, discusses the purpose of education, and suggests that schools should not only get their students ready to thrive in the future but also to shape the future. She sets out four

learning goals – thriving in a global society, building thriving communities, building thriving relationships and growing the thriving self.

We also talk to two Cambridge schools about how they take on the challenge of addressing one of the Cambridge learner attributes – taking responsibility. At Colegio Monte VI in Uruguay, students take part in various community projects such as visiting a state children’s hospital to entertain children with games and books. In India, the Sholai School uses solar panels and a micro-hydro plant to produce its own electricity – the school has no connection to the electricity grid. The school’s emphasis is for its students to grow into sensitive and responsible human beings.

These are just two examples of how Cambridge schools across the world are embracing the challenge of getting their students ready for the world. 🌍

In this section

- 8 Education expert Dr Liz Taylor explains key concepts and why they are so important
- 10 Two Cambridge schools help their students take responsibility for the world around them
- 12 Cambridge Schools Conference speaker Valerie Hannon proposes a new learning framework to prepare students for a changing world



The *keys* to mastering a *subject*



Dr Liz Taylor, an experienced trainer and speaker in teaching and learning research, tells us how key concepts help equip students with the powerful subject knowledge they need for the world ahead

How would you sum up key concepts?

A concept is a mental representation of a thing or class of things. For example – table, dog, energy, light, mountain, love. In education, key concepts are those judged to be important within a particular subject education framework. There will be different sets of key concepts chosen in different subjects and often for different age groups.

Why are key concepts so important for teachers and students?

Concepts are the building blocks of subject knowledge. They organise the way we think about the world. Each subject draws on many different concepts, from ones referring to simple and concrete things (for example – tree, test tube, river) to those referring to complex and abstract things (for example – power, globalisation, tragedy). They help us make sense of all the factual detail in a subject and to communicate what we know. Teachers need to be aware of the key concepts in their subject and the challenges students face when learning about them.



How do key concepts help students develop their understanding to prepare them for university and the world beyond?

Depending on the pathways we take, our understanding of concepts within certain disciplines will become deeper and richer, drawing on a broader range of factual instances and examples. This ‘powerful knowledge’ of a subject or discipline enables progression to higher education and employment. Conceptual knowledge enables us to make sense of new situations and fit what we learn into existing



“Concepts organise the way we think about the world”



Dr Liz Taylor

After beginning her career as a geography teacher, Dr Liz Taylor lectured in initial teacher education at the Faculty of Education, University of Cambridge, for 17 years. During this time, she designed, taught and managed secondary initial teacher education courses, and also taught at undergraduate, Master's and PhD level. Her research interests include key concepts in geography education, children's literature and the role of textbooks in representing the world. She now works internationally as an education consultant.

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frameworks, developing more specialist categories or even new ones, as the need arises.

Are key concepts more important in some subjects than others?

They are important in all subjects. All subjects have a combination of conceptual, factual and procedural (or skill) knowledge, but in some subjects there may be more emphasis on conceptual knowledge than in others – for example, it may be more obvious in history than in physical education.

Is it important for key concepts to be part of students' learning from a young age?

Conceptual knowledge forms an important part of young children's learning – that's why we spend time with picture books that differentiate colours or types of animals. Key concepts then come with formal education, as teachers decide that certain ideas are particularly important for learning at that time. These would not necessarily be identified as 'key concepts' to children, though.

How aware of key concepts are students who follow Cambridge programmes?

Concepts will naturally form an important part of young people's learning at all levels. Many Cambridge International AS & A Level syllabuses are now highlighting key concepts to help guide the teacher and students as to significant ideas.



“This powerful knowledge of a subject or discipline enables progression to higher education and employment”

Has the notion of key concepts changed?

Over time, education systems tend to veer between emphasising factual/conceptual knowledge and more generic procedural or skill knowledge. However, good teachers always maintain a suitable balance between these, as appropriate for their subject(s) and age group taught. There are also changes in how explicit teachers are in identifying certain concepts as 'key' and which they choose. School subjects and academic disciplines are continually evolving, and there are often a number of 'takes' on the subject at any one time.

But conceptual knowledge continues to be important for young people, as does a good grounding in factual knowledge and skills.

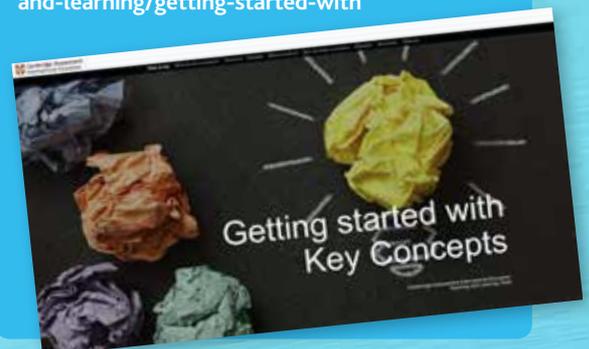
Aside from key concepts, what else is essential for helping ensure students are ready for the world?

Cambridge programmes have a broad and balanced approach to subject education, valuing all aspects of the development of understanding. There is also concern for the development of the young person as an active and independent learner, as described in the Cambridge learner attributes. These help prepare young people to take an active role in shaping their futures and the future of the context in which they live. ▀



Getting started with...

Getting Started with Key Concepts is one of a series of interactive resources produced to develop key areas of teaching and learning practice. It was created by Dr Liz Taylor in conjunction with Cambridge International's Education Manager Anna Smith and Education Officer Sarah Talbot. Visit www.cambridgeinternational.org/teaching-and-learning/getting-started-with



Taking responsibility

Two Cambridge schools explain how developing students' understanding of the ways in which our actions affect the wider world is at the heart of their education.



 **"ALL OUR ENERGY** comes directly from nature," says Brian Jenkins, Founder and Principal of Sholai School at Kodaikanal in the Palani Hills of South India. "We have no connection to the electricity grid."

The school campus is set in the grounds of the Centre for Learning, Organic Agriculture and Appropriate Technology (CLOAAT). It has more than 50 acres of trees as well as an organic farm.

"Because our concern is to live in harmony with nature, we use 85 solar photovoltaic panels and a micro-hydro plant for the production of electricity, and eight biogas plants along with nine efficient smokeless wood-fired 'rocket' stoves in the kitchens and for the students' bathing."

The school is inspired by the teachings of the philosopher J Krishnamurti. Brian was one of the staff at Brockwood Park Educational Centre in the UK for 14 years (also a Cambridge school) where along with Krishnamurti, they explored a completely new and non-ideological approach

Above: the Sholai School campus. Below right: part of Sholai's 'learning family'



"Our concern is to live in harmony with nature"
Brian Jenkins

to education. At Sholai there are no rewards or punishments: "We are more like a learning family, aware that each of us has our hurts and our kinks. We are learning together, both teachers and students, not in a conditioned way, with 'dos and don'ts', but in an atmosphere of freedom, affection and enquiry.

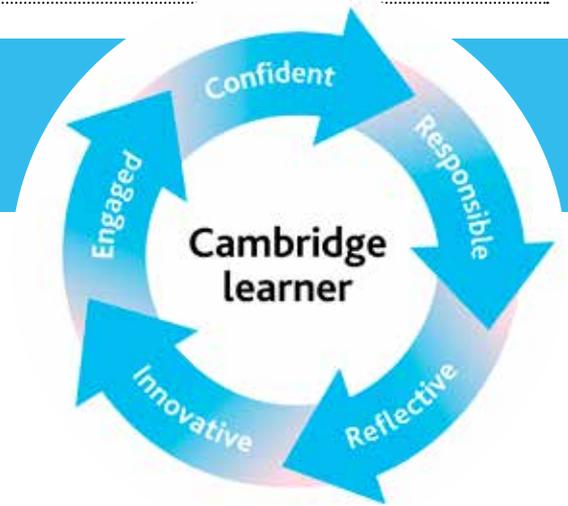
"By giving non-judgemental attention to the social behaviour we see around us, students can see for themselves how human beings can lose themselves in their psychological attachments, denying the capacity to be compassionate towards others, or being aware and concerned about the terrible destruction that is increasingly occurring towards our planet Earth.

"The staff have also understood that only by intelligently putting aside the normal human desires towards consumption, money, power and pleasure, can we give full attention towards understanding ourselves, guiding the children in our care to grow into sensitive and responsible human beings."

Brian declares that the school offers Cambridge IGCSE and Cambridge International AS & A Levels as they support the notion of learning for its own sake:

"We feel students can bravely deal with the challenge of the well-researched and thoughtful Cambridge exams, not by learning tricks and being clever, but by intelligently applying themselves to the questions presented." ■





AT COLEGIO MONTE VI, the only all-boys' school in Uruguay, education starts with family. "We work closely with the families to help them raise their children. We believe it is in the family where the basic life principles are acquired," says Deputy Head Juan Rachetti.

If family is the foundation of these boys' ethical standards, then school is where those standards are developed – through the curriculum, community engagement and environmental projects. "We intend to give our students an education that will help them live their lives with liberty, as well as responsibly and showing empathy to others," Juan explains.

Last year, Colegio Monte VI took part in the Cambridge Global Perspectives™ pilot for Primary and Lower Secondary. Juan believes that the Global Perspectives programme has lessons not only for students but also for teachers.

"It has made us think beyond ourselves and our neighbourhood," he says.

"We know that local actions can have a global impact. But it is when you are really working with your students and when the whole group is thinking about a problem and the solution to it that you realise how important it is to develop 21st century skills in a systematic way in the classroom, as Global Perspectives does."

The teachers also have to work together to find ways of approaching the topics, Juan adds. Students have the opportunity to develop their interpersonal skills through various community projects. One of these is a weekly visit to a state children's hospital. Four students from the secondary school go with two teachers, taking games and books to entertain the children in the waiting room.

"Our students try to have fun with them while

Colegio Monte VI encourages students to show empathy towards others

they wait," Juan says. The school also encourages its students to be conscious of their impact on the environment, and this environmental responsibility extends to the school building itself: "This year, we had a very old roof of an indoor yard removed and replaced with one made of glass cells. They use solar energy to produce electricity which is fed back to the national grid."

The school has also recently developed an app for teachers to do the roll call and lunch registration without the need for a single piece of paper.

Juan concludes that the overall aim is to help students turn into responsible, caring adults: "We expect them to be competent, and develop into men who care about others and can take action to improve the lives of those around them from a material point of view but mainly from a human and spiritual point of view." 🇺🇷



"It is when the whole group is thinking about a problem and the solution that you realise how important it is to develop 21st century skills"

Juan Rachetti





Learning to thrive

Valerie Hannon, the opening speaker at our next three Cambridge Schools Conferences from September 2018, is an expert adviser in forecasting what we should consider when planning for the future. She spoke to Cambridge International's Paul Ellis, Head of Teaching & Learning, about how we should prepare the next generation.

In 1789, the American polymath and Founding Father Benjamin Franklin remarked that: "In this world nothing can be said to be certain except death and taxes."

Over two centuries later, the statement remains true. However, even if today we still cannot predict or directly shape the future, we can at least prepare better for what might happen. And as educators, it is one of our duties to create

the best possible conditions for our learners – and teachers – to succeed.

"Schools in diverse settings and conditions are already innovating their methods to help their learners, not just to pass tests – or even get a job – but to thrive," says Valerie Hannon in her latest book *Thrive: Schools Reinvented for the Real Challenges We Face*. The objective of the book is to explore these 'pathfinders', re-examine what

Learning to thrive in harmony with our global community is a key learning goal for students, Valerie believes

education is for, and encourage a deep debate about what needs reforming to make us more future-ready.

A fundamental theme that runs through *Thrive* is that we cannot keep doing more of the same in our schools. Valerie says that politicians and school reformers have tended to focus on the ‘how’ and only to some degree on the ‘what’ of teaching and learning; and very rarely the ‘why’. They have put forward concepts that, for the most part, “have remained within the old paradigm of schooling”, dating back to the 19th century when mass education was invented to support the industrial age, not individuality.

What is the purpose of education today?

Valerie argues that education has to be about “learning to thrive in a transforming world”. Schools should be about more than the next stage or even the stage after that: their purpose is to help students be ready for the world, whatever the future holds.

“The future of education is not just about lists of what students need to learn or the competencies they require in order to ‘succeed’ in the future,” she says. “It’s about allowing children



Valerie Hannon

Valerie Hannon is based in London but works worldwide, with a broad perspective on international approaches to education. She is an expert adviser to the OECD, including on their current Future of Education and Skills 2030 project, and she has contributed to the

World Innovation Summit for Education (WISE). Most recently, she has worked with the newly elected New Zealand government to assist them in their three-year education work programme ‘to develop an education system that meets the needs of the 21st century’. She has participated in, or examined, a stream of initiatives. They include: Virgin Unite’s social change projects for young people; and the expansion of the Big Picture Learning (BPL) project to the UK. BPL designs and assists schools that are interested in finding ways to put students at the centre of their own learning.



to gain experiences, to learn to live in new and better ways, to take charge of their future, to shape it and deal with its challenges. Learning needs to relate in an authentic way to our new realities.”

What does it mean to thrive?

Valerie proposes that education should prepare students to thrive on four interdependent levels:

1. **Planetary/global:** How can we learn to thrive in harmony with our home planet and within the global community of which we are all now part? 
2. **Society:** How can we learn to build thriving communities and nations? 
3. **Interpersonal:** How do we learn to build thriving relationships? 
4. **Intrapersonal:** How can we learn to grow the thriving self? 

Within this learning framework, Valerie suggests we should also consider the purpose and nature of assessment, so that “academic achievement is evidenced both by appropriate testing and also by the application of knowledge and skills in real situations”. She cites the examples of the Mastery Transcript Consortium in the US, which is developing alternative models of



evaluating students' performance, and the University of Melbourne's work in Australia on 'micro-credentialing' to certify the attainment of smaller and more specific elements of learning.

One crucial aspect of creating the conditions for success that Valerie wishes to underline is mental and physical health. "We need to equip young people to be positively aware of their body and mind; to learn how to take care of themselves across a lifetime; and know the indicators for when something needs to change."

There may be no way of knowing what will happen in the future, but there are some elements in our preparations that are more vital and sustainable than others. Just over two decades ago, the 1996 UNESCO report, *Learning: The treasure within* set out four pillars of education:

- Learning to know
- Learning to do
- Learning to be
- Learning to live together.

Simply put, to provide a focus and be ready for the world today and in the future, we also need to learn to thrive. ■

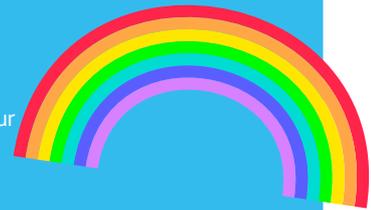


How to thrive at work

Jo Byrne is Group Head of Talent & Organisational Development at Cambridge Assessment, which employs over 2500 people in the UK and internationally. She offers tips that teachers may find valuable in their own careers or may want to use with students to start discussion about how to succeed in their future workplace.

1. Learn from failure

If you don't succeed, don't give up. Find space to reflect – on paper (by writing or drawing) or out loud – and challenge your mindset. Work out what you could do differently and share your thoughts with others on how to improve.



2. Celebrate when things go well

Don't deflect success – for yourself or others. Don't see others as competitors – celebrate that others may have done better than you and seek allies. Evaluate effort as well as achievement.



3. Make a contract with yourself

Think about five things you need to thrive. Keep a gratitude journal to note three things each day that made you happy. Think how your energy levels feel after you have eaten or completed a project. Your students might also think about how they feel after they have played or done homework. Ask students too how they felt in a lesson or how it connected with the world or with others – what did they learn about themselves?



4. Live your values

Check in with yourself to see how things are going. Think about what conflicts with what you believe in and what you are going to do about it. How do you know when you are not getting what you need? Who or what gets the best out of you?



5. Define success, goals and measurements properly

Think about ambition, rather than vision. Work out in this order what needs to be done: purpose – objectives – strategy – tactics.



Take responsibility: learning is in your hands.



DEDICATED TEACHER AWARDS



Who is your dedicated teacher?

Everyone has a story about a teacher who has inspired them and made a difference to their lives. And we want to hear yours!

Tell us about your dedicated teacher and help us say thank you. In 2019, we'll be showcasing winning stories and expressing our appreciation by dedicating new books to the world's most dedicated teachers.

#MyDedicatedTeacher

Open to students, teachers and anyone with a special teacher story to tell. Make your nomination today by visiting:

dedicatedteacher.cambridge.org



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Brighter Thinking

Better Learning

Top tips for engaging students in business and economics



Andrew Gillespie, Director of Studies and Head of Business at d'Overbroeck's school in Oxford, UK, shares his advice

1. It's about learning not teaching. Plan and review your lessons, focusing on what students will learn and how you will help them to do this. It is not about you demonstrating what you know – it's about helping students acquire and apply their knowledge and understanding.

2. Don't forget the wow! Show students an item, give them a fact or a story, or show them a picture that makes them go wow! There is no better way to get them thinking about a topic. *More than 1.9 billion Coca-Cola drinks are sold in more than 200 countries every day. Wow! How is this demand achieved?*



3. Questioning is an art. Use questions to assess and build students' skills. Avoid questions with only 'yes/no' answers. Make sure the question is clear. Used well, questioning develops understanding. Used poorly, it fails to assess understanding and limits discussion.

4. Wrong answers are interesting answers. It is too easy to focus on who got a question right. If a student says something that is wrong, explore what led them to the answer they gave. Only then will you know what they do or do not understand.



5. Huh? Aim for puzzled moments when students scratch their heads. These will get them thinking of a solution. *Sometimes when companies announce low profits, their share price rises. Huh? How does that happen?*



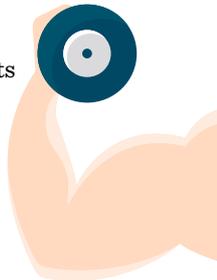
6. Give them time to think and work.

Design tasks where students talk, share, calculate, think or construct. You want them to share ideas, learn by doing, working through something and being active, not just listening.



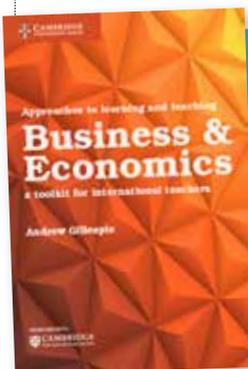
7. Everyone needs to learn. It is very easy to ask a question to someone you know will get the answer right. You feel good and you happily move on. But what about the others in the class? Don't keep asking the same people questions.

8. Never underestimate students. Whatever you know, there will be something your students know that you don't. If they are wrong it may actually be because they have over-thought it, not that they have no idea. If there is one thing they struggle with there'll be another where they will excel. Find each student's strengths, build on them, support his or her weaker areas and always seek to stretch.



9. Assess. How do you know if the students have learnt anything in a lesson? Assume nothing – always assess with purpose!

10. Reflect. Think what has worked well. Think what could be improved. The best teachers want to keep learning however long they have been teaching.



Andrew Gillespie is author of *Approaches to Learning and Teaching Business & Economics*, one of a series of subject-specific guides for international teachers to supplement teacher learning and provide practical resources for lesson planning. For the complete list of titles visit www.cambridge.org/approachestolearning



How to be an entrepreneur



Students opting for Cambridge IGCSE Enterprise have discovered that the skills they develop are not just relevant to a career in business but to everyday adult life



Ready for business: above right – students at Maranatha Christian High School; left and below – students at Colegio El Torreón

them self-confidence and autonomy as they realise that the success of the project depends on them.”

At Maranatha Christian High School in Harare, Zimbabwe, entrepreneurship is one of the key values, says its Principal, Gordon Mafara: “We offer Cambridge IGCSE Enterprise because it exposes learners to the practical aspects of running a business. The students enjoy putting theory into practice – they find it adventurous.”

Some of the most important skills that his students learn through Cambridge IGCSE Enterprise are linked to planning and preparation. Gordon puts creating a business proposal and doing feasibility studies at the top of the list. “Looking at problems that could affect the launch of a new business helps them to develop their critical thinking,” he says.

Students recently put their skills into practice by conducting market research into the feasibility of selling items at school and church.

“It exposes students to real business issues in an economic environment at both macro and micro levels,” he says. ■



“Looking at problems helps them to develop their critical thinking”

Colegio El Torreón in Villa Allende was the first school in Argentina to offer Cambridge IGCSE Enterprise. The subject was an obvious choice, says Maria Ines Romero Ferrer, Head of English. “It reflects how students will have to work and act in the future, not only in their professional life but also in private matters,” she says. The course provides valuable experience in the planning and evaluation of projects, and is particularly useful in teaching students about collaboration.

“Collaborative work and higher order thinking skills are urgently needed in our educational system,” Maria says. “Cambridge IGCSE Enterprise challenges students to work in groups, assign roles, divide tasks and assume responsibility.”

Another important skill the course develops is creativity, Maria says. “Students need to believe that they can find the answers to the future problems of a changing world. It is amazing to see how creative students are, as we give them total freedom with their projects. It gives



i Cambridge IGCSE Enterprise gives students insight into what it means to think like an entrepreneur by asking them to set up their own business. It equips learners with a range of vital life skills such as planning and organisation, communication and financial management. Find the syllabus at www.cambridgeinternational.org/igcse

ISTOCK

The road to school improvement



Jevron Epstein, Managing Director of Generation Schools, South Africa, explains what Cambridge International's School Self-Evaluation service has taught his team

All good schools are self-critical and the best way for them to make decisions on which areas of performance to focus on is through looking at data. That means asking the right questions of students, teachers and parents, analysing the answers and choosing the actions to take based on that analysis.

Jevron Epstein, Managing Director of Generation Schools in South Africa, heard about Cambridge International's School Self-Evaluation service in early 2017 while visiting Cambridge.

"We knew that this would be a fundamental



How does School Self-Evaluation work?

- The school chooses from a range of online surveys to gather feedback from parents, students and teachers.
- After the surveys have been completed, Cambridge International compiles a report.
- Cambridge International schedules a video conference or a face-to-face meeting with the school to discuss the findings of the report, decide on any areas for further analysis, and identify the next steps.

tool that we could use to our benefit. A tool that could help measure understanding of our offer among parents and stakeholders."

Two Generation Schools campuses went through the process. "Our management team sat with the Cambridge team to discuss the list of questions to be asked," Jevron says.

The school team was able to add questions specific to their campus and the campus heads told staff, parents and students what was going on.

"Everyone was encouraged to answer the questions openly and honestly as we wanted the results to be a true reflection of all stakeholders' opinions," Jevron adds. "The only way we can better ourselves is with the commitment and happiness of our stakeholders."

Jevron says that the Cambridge team walked



Jevron Epstein (above) and students at Generation Schools' campuses (top, left and right)



"We learnt new information we may never have known otherwise"

him and his team through the process. “Cambridge International also thoroughly covered the feedback received. They asked us questions about it and helped us to think more in depth about the results,” he says. Those results highlighted an area that the schools already knew they needed to work on – communication – and gave focus to what they needed to do. “Our parents felt that we could be clearer with our communication of what the students are covering in class and what they are achieving,” Jevron says. “We were also notified that we may need to be clearer in our communication and driving home of the Generation Schools philosophies, ethos, vision and mission. These need to be communicated to our team regularly to ensure that we speak with one voice.”

Jevron says that the schools have adapted their report templates to tell parents what is covered in class. They’re also introducing two new conferences to communicate the school’s ethos to all staff. Jevron adds: “In all, we learnt new information on how we can improve our campuses, which we may never have known otherwise. The feedback received was fundamental to improve the way in which we communicate and operate.”



School consultancy

Cambridge International offers schools the opportunity to work with Cambridge-accredited consultants, who can advise on specific areas for school improvement. Schools may engage a consultant following self-evaluation, but can also use this service independently. Visit www.cambridgeinternational.org/school-improvement



GETTY IMAGES



Taking steps towards the future of assessment

At Cambridge International, we have been trialling on-screen assessments for some time. Our work with pilot schools not only gives us valuable insight into the technology, but also into how candidates respond to the tests and different styles of questions.

We are now offering Cambridge schools the option of on-screen tests for our Cambridge Lower Secondary Progression Tests in English, maths and science. The Progression Tests enable teachers to give structured feedback to students and parents, and compare strengths and weaknesses of individuals and groups.

There are a range of practical benefits for teachers in offering on-screen tests and students find the tests engaging.

The tests include features that are not available in paper tests – such as a range of interactive questions, and the ability to track progress, change text size and bookmark questions to come back to them later.

By choosing the on-screen version of the tests, schools can also evaluate their own readiness for on-screen testing and offer digitally literate students a test that they are comfortable with.

WHY CHOOSE ON-SCREEN PROGRESSION TESTS?

Engaging for students

Technology helps make the tests more stimulating for users, while still using the same rigorous content as the paper-based alternative.

Save time Tests are partially automated so fewer questions need to be marked manually.

Simplify marking Marking guidance appears next to students’ answers, making the task easier for teachers.

Require less administration

Teachers can transfer results with the click of a button, so they can focus on analysing performance and progress instead of data entry.

Easy to administer The tests are browser-based and do not require schools to install new software. Schools purchase on-screen test tokens to administer the tests.

PREFER PAPER?

On-screen Cambridge Lower Secondary Progression Tests are not replacing the paper-based versions so you can choose whichever test format suits your school and students.



Learn more at
www.cambridgeinternational.org/onscreenprogression



Trust 25 years of partnership with Cambridge Assessment International Education

Try before you buy with eInspection copies of our new Student's Books – free for 30 days.



Student's Books



Student eTextbooks



Workbooks



Revision Resources



Digital Teaching Resources

Published in 2018

Cambridge IGCSE® and O Levels



Cambridge International AS & A Levels



Student's Books for all subjects except Thinking Skills are endorsed by Cambridge Assessment International Education to support the full syllabuses for examination from 2020. We are working with Cambridge International towards endorsement of the forthcoming Student's Book for Thinking Skills, as well as all Workbooks and Online Teacher's Guides. The Revision Guides have not been through the Cambridge International endorsement process.

Publishing in 2019



9781510447554

9781510447578

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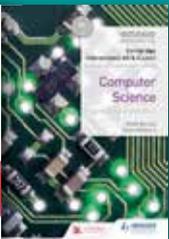
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We are working with Cambridge Assessment International Education to gain endorsement for these forthcoming titles.

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View the full textbook free for 30 days with eInspection copies:
www.hoddereducation.com/CambridgeAssessmentInternationalEducation1



Support for schools

The latest resources and developments
to support you and your learners



Notes from the recognition team

We celebrated the tenth anniversary of our US Higher Education Advisory Council (HEAC) in Cambridge in July 2018. The group, made up of admissions officers from a wide range of universities in the US, gives us invaluable advice on the development of our programmes so that they continue to meet the needs of higher education in the US. Over 600 US universities accept Cambridge qualifications. It was the last meeting of HEAC to be hosted by Head of Recognitions Val Sismey, who set up the group in 2008. Val is leaving Cambridge

International at the end of the year, after playing a huge part in increasing the recognition of our qualifications around the world. Val will be succeeded by Kevin Ebenezer, who already works in the team.

We have gathered everything you need to know about recognition in a new, dedicated area of our website – this includes the recognition database, which has the latest information about entrance requirements in higher education institutions across the world. Go to www.cambridgeinternational.org/recognition



New qualification in Malay

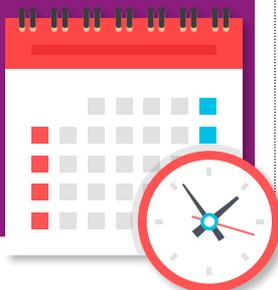
Cambridge IGCSE First Language Malay (0696) is now available for first examination in June 2021. The qualification is for students whose first or native language is Malay. Students will read a variety of texts, developing their ability to understand and respond to what they read and to communicate effectively in their writing.

We already have a qualification – Cambridge IGCSE Malay Foreign Language (0546) – for students who are learning Malay as a second or foreign language.

Planning for the year ahead?

You'll find plenty of resources for your subject area on the School Support Hub (see page 23) including schemes of work, specimen paper answers, teacher guides and learner guides. We regularly review our syllabuses, and when we do we provide support materials for the revised versions. These include newly added resources for Cambridge IGCSE Mathematics, Cambridge IGCSE First Language English and Cambridge International AS & A Level Information Technology.

We've also endorsed publishers' resources for qualifications you're teaching in the new school year. Visit the individual syllabus pages of our website.



Approaches to learning and teaching

We've added more titles to the successful series of subject-specific guides for teachers working with international programmes and qualifications. The guides, put together with Cambridge University Press, are full of practical ideas for activities in the classroom. They look at active learning, assessment for learning and reflective practice, giving examples to help teachers put theory into practice. Each guide is accompanied by online tools for lesson planning.

The new guides are in: Art & Design, History, Literature in English, Modern Foreign Languages, and Primary.

For more information and to look inside one of the guides, visit www.cambridgeinternational.org/approchestolearning



NEW

Cambridge International Project Qualification

We've just launched a new Cambridge International Project Qualification (Cambridge IPQ) for students who are typically aged 16 to 19 years. This stand-alone, project-based qualification can be taken in addition to Cambridge International AS & A Levels.

In the Cambridge IPQ, students complete a 5000-word research project on a topic of their choice. They can choose a topic that complements one of their Cambridge International AS or A Levels, or one that they are passionate about. They devise and develop a research question, conduct research to answer this question, record their progress in a research log and write a research report. The qualification is assessed by Cambridge International.

Studying for the Cambridge IPQ gives students the chance to demonstrate, through an extended piece of writing, a deep engagement with their chosen topic. The skills they develop leave Cambridge IPQ students well placed to move on to higher education and the world of work.

What support is available?

Find the syllabus in the 'Cambridge Advanced' section of our website from September 2018. Go to www.cambridgeinternational.org/advanced

We'll publish a teacher guide and learner guide on our School Support Hub in September too.

Stay up to date

For regular updates on support resources join the mailing list for our monthly newsletter, *Cambridge Outlook eNews*, at www.cambridgeinternational.org/newsletters

You can also sign up to receive email alerts about new and revised qualifications in your subject area. Subscribe at www.cambridgeinternational.org/syllabusupdates



Update on resources for exams officers

Exams officers play a vital role in the administration of our exams. We are constantly working to update and improve our support materials. Here are our latest updates:

Cambridge Exams Officer eNewsletter

Cambridge Exams Officer eNews is sent to the exams officer's inbox in the first working week of every month and is a vital resource for all our latest information and training events. Exams officers should be automatically receiving this eNewsletter. If you are not receiving it, please email info@cambridgeinternational.org



Cambridge Handbook 2019

Exams officers should expect to receive their hard copy of the new *Cambridge Handbook* by the end of October 2018. The 2019 *Cambridge Handbook* is for all exam series taking place in 2019. It will also be available in the 'Exams administration' section of our website with a list of all the major updates for the year. Go to www.cambridgeinternational.org/examsOfficers

Exams officer training

All our exams officer training is available on the updated Online Learning Area, formerly known as the Professional Development Learning Community. You can access self-study courses, interactive webinars and ask questions in the dedicated exams officer forum. Set up your own account and self-enrol at <https://learning.cambridgeinternational.org/professionaldevelopment>



New exams officer support videos

We have updated our Phase 3 – Teacher Assessment videos and our *Packing and despatching scripts* video. These are now animated so they are clearer to follow. View the support videos at www.cambridgeinternational.org/examsOfficerssupportandtraining



School Support Hub live!

Our new School Support Hub has now replaced Teacher Support. Its clean design and simple navigation make it easier for you to find and download the high-quality assessment and teaching support materials you need to deliver Cambridge programmes. You can still access the same wealth of resources that were on Teacher Support, including schemes of work, past papers, mark schemes and examiner reports.

The hub includes online forums, which you can use to ask questions about your syllabus and get help from other teachers and subject experts. The 'Community Resources' area allows you to upload your own resources to share with other Cambridge teachers, or download materials others have uploaded.

You can access the new hub from any connected device. To log on, you will need a unique email address that is linked to your account. You will be asked to confirm your email address the first time you log in. If you have any issues, the support coordinator at your school should be able to help. Visit www.cambridgeinternational.org/support

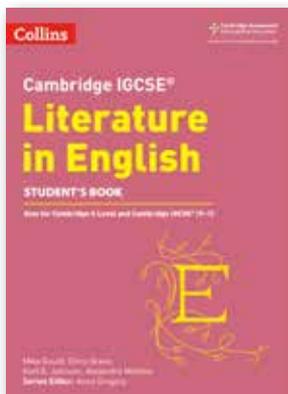
Look out for Test Maker

A digital service currently in development will soon be available to all Cambridge schools. Test Maker will make it easy for Cambridge teachers to create high-quality, customised test papers to suit learners' needs. With hundreds of past paper questions to choose from, sorted by topic and difficulty level, teachers can accurately assess students' learning. The first release of Test Maker will include questions for five of our most popular Cambridge IGCSE syllabuses: Biology, Chemistry, Physics, Mathematics and Additional Mathematics.

Coming soon

Endorsed resources

We work with publishers to endorse resources to support your teaching. Our subject experts thoroughly evaluate each of these titles to make sure that they are highly appropriate for Cambridge programmes.



CAMBRIDGE IGCSE LITERATURE IN ENGLISH

RESOURCE: Student's Book and Teacher's Guide

PUBLISHED BY: Collins

Introduce students to the fundamental skills and concepts of literary study and support students in applying them to poetry, prose and drama. This resource also supports Cambridge IGCSE World Literature, Cambridge O Level and Cambridge IGCSE (9-1) Literature in English.

Visit: www.collins.co.uk/cambridge

Email: collins.international@harpercollins.co.uk

CAMBRIDGE INTERNATIONAL AS & A LEVEL PURE MATHEMATICS 1 (9709)

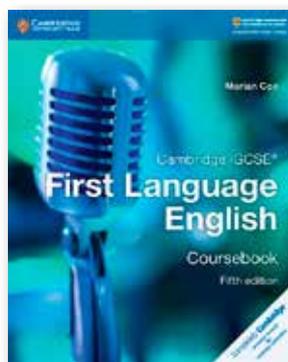
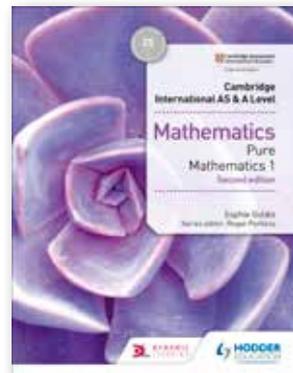
RESOURCE: Student's Book, Student eTextbook and Whiteboard eTextbook

PUBLISHED BY: Hodder Education

Improve mathematical confidence and take mathematical understanding to the next level with an accessible series providing clear explanations, worked examples, diverse activities and engaging discussion points.

Visit: www.hoddereducation.com

Email: international.team@hoddereducation.co.uk



CAMBRIDGE IGCSE FIRST LANGUAGE ENGLISH

RESOURCE: Print/Digital Coursebook, Digital Teacher's Resource, Language and Skills Practice Book

PUBLISHED BY: Cambridge University Press

With this fully revised coursebook, teacher's resource and practice book, you can tailor the course according to the particular needs of your class. Marian Cox's series continues to support students to reach their full potential and as such, the series meets the demands of the non-tiered revised syllabus.

Visit: www.cambridge.org/9781108438889

Email: educs@cambridge.org

Training *and* events

News and resources to support your continued professional learning

New qualification for teachers

The Cambridge International Award in Teaching and Learning is a new addition to our suite of Cambridge Professional Development Qualifications (PDQs). It has been developed to meet demand from schools for an entry-level qualification for novice teachers, or teachers who may need preparation to teach in a Cambridge school.

The Award programme has three phases, supported by an in-school mentor who guides the teacher and prompts their reflective practice:

- 1. Explore:** teachers begin to think about what it means to be a teacher and to look around them at experienced professionals to learn from their practice.
- 2. Engage:** teachers start to develop their own teaching skills, drawing on current research and applying it to their growing understanding and experience. This phase is always face to face, so teachers have the opportunity to learn from one another and share best practice, creating communities of learning to support them as they grow as professionals.
- 3. Experience:** teachers begin to put what they have learnt into practice in the classroom. During this phase, they compile a Professional Development Portfolio which is assessed by Cambridge examiners and is the basis on which the qualification is awarded.

We piloted the Award in China and Pakistan in 2017. Candidates told us the programme had made a “huge difference” to their practice and had made them more “confident” in ways in which they could make their



ISTOCK

students active in the classroom. They also valued the opportunity to meet new professional colleagues and share best practice.

How to take the Award

Teachers can take the Award either through a Cambridge-led programme where Cambridge trainers design and deliver it, or through a programme offered by an approved Cambridge Professional Development Centre – a Cambridge trainer works with the centre’s professional development team to contextualise the programme to the needs of their teachers.

“

Candidates told us the programme had made a huge difference to their practice and made them more confident”

Find training

We offer a large programme of online and face-to-face professional development. Our syllabus-specific workshops cover a wide range of subjects at all levels, and our Enrichment Workshops further support the development of teachers and leaders. For details on upcoming training or to book a course, visit our training calendar at www.cambridgeinternational.org/events

We will advertise Cambridge-led programmes in advance so that school leaders can decide on which teachers will most benefit from the programme, and manage their budgets. The first centre-based programme began recently with HELP International School in Malaysia. We are planning to run a number of programmes with centres in South East Asia and elsewhere in the coming year, and will run Cambridge-led programmes in China (‘Engage workshop’ in 2019) and Pakistan (‘Engage workshop’ in July 2019). We hope to increase availability in future years.

The introduction of the Award means that Cambridge PDQs – taught in 50 countries worldwide – are now available at three levels for teachers at all stages of their careers.



To learn more about the Award, go to www.cambridgeinternational.org/awardteachingandlearning

Working together

Teaching staff from Vinschool in Vietnam recently visited Westlake International School in Malaysia to share experiences and to find out how Westlake became a Cambridge Professional Development Centre.

Phan Ha Thuy, CEO of Vinschool (pictured 5th from left below):

“We are committed to bringing quality educational experiences to students and we also want to prepare them well for the future. To facilitate this, it is our desire to provide a sustained professional development programme for our teachers. Westlake was able to share valuable information and resources. We have also developed an ongoing partnership in continuing professional development for our teachers and we are hoping to develop a student exchange programme between the two schools. This is a remarkable outcome of the trip. We recommend new centres contact the Cambridge PDQ team and learn from experienced centres with similar contexts.”



Sherry Ann Daniel, Principal, Westlake (pictured 4th from right above):

“We began delivering Cambridge PDQs in 2015. We found the concepts embedded in the qualifications, like spiral learning, were those we wanted our teachers to model in the classroom. We were able to share the successes – and challenges – of our Cambridge PDQ journey with the team from Vinschool. They observed lessons and interviewed teachers who have completed the Cambridge PDQ. We also conducted a sample workshop that modelled active learning. Vinschool shared their service learning and 21st century skills programme with us and we hope to learn more when we visit them in the near future.”

The conference organiser

Cambridge International Events Manager, James Furness, (pictured below with the rest of the events team) reflects on the challenges and excitement of organising a conference



In recent years we’ve worked hard to make our conferences more accessible to our global school community. So we now run three Cambridge Schools Conferences a year: the first in September in Cambridge, then two more in international locations. The educational theme is the same for all three and we try to have the same keynote speakers so delegates get a similar experience no matter which event they go to. We plan each conference series about two years in advance, choosing locations and the theme. We work closely with colleagues in our education team to select speakers and design a programme that each delegate can tailor to their needs.

Because we’re part of the University of Cambridge, we hold the Cambridge conference in one of the colleges. They’re great educational venues. We choose international travel hubs for the overseas conferences, again to make it easier for delegates to attend. Planning for individual conferences starts nine to 12 months in advance. We find venues first and for international conferences we choose either a Cambridge school or a hotel. Each have pros and cons: schools are excellent, proud hosts with great

facilities, but sometimes less experienced in hosting big events; hotels have the staff and caterers but might not have the breakout spaces we need. Catering is one of the biggest challenges. With such a diverse international audience, we need to respect a variety of dietary requirements. It’s challenging narrowing it down to a few options.

I don’t attend every international conference but when I do I’m there for about a week. It’s exhausting and I’m not able to see all the keynote speeches because we’re usually setting up for the next session, but the best thing about it is meeting our customers and watching them share ideas across nations.

We really get to see the benefit of our wider work. ♥

OVER **1000**
DELEGATES ATTENDED
THE 2017/18 CONFERENCE
SERIES, REPRESENTING
400 CAMBRIDGE
SCHOOLS FROM
78 COUNTRIES

A view from... Botswana



Kay Didimalang (left), Headteacher of Legae English Medium School, spoke to **Khanyi Mamba**, Cambridge International's Marketing Communications Manager, Sub-Saharan Africa



Legae English Medium School
Combining country values with an international outlook

KM: How long have you been a Cambridge school?

KD: We started teaching Cambridge Primary in 2016. We will complete full roll-out by 2020 when our first Cambridge Primary Checkpoint tests will be held. We offer English First Language, Mathematics, Science and ICT. From 2019 we will also offer Cambridge Global Perspectives.

Kay Didimalang

has been a school principal (twice), teacher, author, lecturer, writer and a director of a non-profit organisation for psychological support services. She took up her current role in January 2016. She loves theatre, music, drama, watching movies and reading. She is driven by wanting to make a difference to someone's life – through knowledge, skills and application.

KM: Why did you decide to offer the Cambridge curriculum?

KD: Legae has a good track record of results in the Botswana National Examinations but there was a need to ensure that our students have a globally recognised certificate. It also reflects the international reality of our students and staff. In most cases, the syllabuses overlap or share similar objectives. The big difference comes with the level at which Cambridge subjects are assessed, the rigorous

assessment methodology and the ease at which educators can continually track student progress. It takes skill on the part of the educator to blend and deliver the curriculums but it is so worth it.

KM: What do you think is unique about Legae?

KD: Legae offers a world-class education in a culturally centred and sensitive context, at an affordable fee for parents. We are situated on the edge of the city so we are lucky to have retained certain values and traditions from our country, which is very important. At the same time our students are educated so that they can operate anywhere in the world with ease.

KM: What kinds of challenges do you face?

KD: There are operational challenges such as electricity failure, power outages, water restrictions and internet interruption. It is also extremely hot, dry and dusty.

We have a lack of adequate teacher training in the country so we need to run constant training in-house. However, our young graduate Batswana staff are proving that local teachers are absolutely capable of delivering an international curriculum. I am proud of my wonderful staff who work tirelessly for the students.

KM: How does Cambridge International support you?

KD: The regional team keeps us informed of changes to the website, updated curriculum information and training opportunities. Thanks to Juan Visser and Mark Barber for all the local support they have given us and for being so patient with all my email enquiries! We feel connected and part of the bigger Cambridge family. 🇧🇼

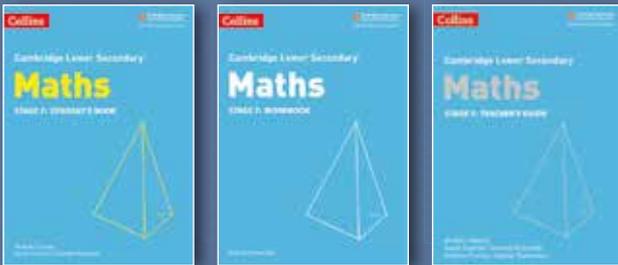
Would you like to be featured in this article? Talk to your local Cambridge representative, then email us at outlook@cambridgeinternational.org

Collins resources for Cambridge Lower Secondary

Our endorsed resources support all core subjects at Cambridge Lower Secondary, including two new courses in Science and Mathematics complementing the already available courses in English and English as a Second Language.

Cambridge Lower Secondary Maths

NEW



We are working with Cambridge Assessment International Education towards endorsement of these resources.

Cambridge Lower Secondary Science

NEW



These resources are endorsed by Cambridge Assessment International Education to support the full curriculum framework from 2011.

Cambridge Lower Secondary English*



The Student Books are endorsed by Cambridge Assessment International Education to support the full curriculum framework from 2018.

*The English Teacher's Guides and Workbooks have not been through the Cambridge endorsement process.

Cambridge Lower Secondary English as a Second Language

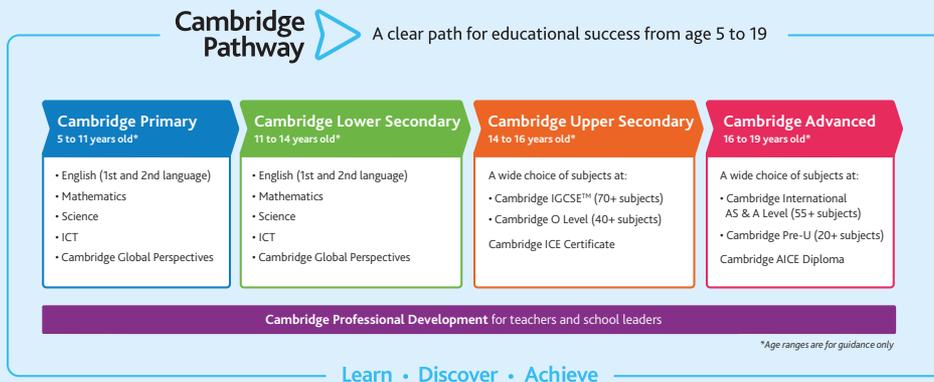


These resources are endorsed by Cambridge Assessment International Education to support the full curriculum framework from 2011.

Learn more about our Cambridge endorsed resources at: www.collins.co.uk/cambridge
To order or request free sample copies email collins.international@harpercollins.co.uk



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



Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the transferable skills they need for life, so they can achieve at school, university and work.

Learn more!

For more details about the Cambridge Pathway go to www.cambridgeinternational.org

