Learning for all
Creating an environment where students with diverse learning needs can thrive
Cambridge Schools Conference
Creating the conditions for success

Our next conference is in Cape Town, South Africa on Friday 29 to Saturday 30 March 2019

At this conference we continue to explore how school leaders and teachers can create the right conditions for success – starting in the classroom and achieving impact across the whole school.

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

“As the headteacher I am definitely going to implement practices to improve staff and student wellbeing – enabling all to thrive.”

Conference delegate, 2018
Welcome
ISSUE 30, JANUARY 2019

Be willing to be surprised!” says Dr Sarah McElwee in her article in this issue’s In Focus section, which is themed around ‘learning for all’. She asks us to challenge our assumptions and expectations, and reminds us that every interaction is an opportunity to shape and direct future learning.

What a great piece of advice to me personally as I take up my new role as Chief Executive at Cambridge International. As such, it’s an absolute pleasure to welcome you to our latest edition of Cambridge Outlook, an issue in which our contributing learners and educators ask us to consider learners’ strengths and successes in a wide variety of contexts.

In line with the inclusive theme of this issue, it’s wonderful to see so much diversity inside: ideas for teachers from our student panel, teaching tips from one of our subject specialists, and views from Cambridge schools. The results of our first-ever Global Education Census also help us understand the differing perspectives of students and teachers in classrooms around the world.

We’ve got lots more support for schools too, including a new way of helping students thrive at university as we launch the Cambridge International Project Qualification, and a new framework to help schools improve their effectiveness: the Cambridge Teacher and School Leader Standards.

Thank you to all the schools that have contributed to this issue. I hope you enjoy reading it.

Please email outlook@cambridgeinternational.org if you have any questions for us.

Christine Özden
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 UCAS research shows success for Cambridge students

New research from UCAS (the UK Universities and Colleges Admissions Service) shows that Cambridge International A Levels are preparing greater numbers of students to enter some of the UK’s best universities.

During a three-year period from 2014 to 2017, 95 per cent of Cambridge International A Level students who applied to UK higher education institutions were offered places – some 67,700 offers in total.

More than half (62 per cent) were accepted into ‘higher tariff’ universities, including all of the Russell Group universities – these are the 24 most sought-after and reputable universities in the UK and include the Universities of Oxford, Cambridge, Edinburgh, Durham and the London School of Economics.

As a comparison, only 28 per cent of all applicants to UK universities get into these prestigious institutions.

A further 25 per cent of Cambridge International A Level students were accepted at ‘medium tariff’ universities, and 13 per cent at ‘lower tariff’ institutions.

The figures also show that over the same period, the number of Cambridge International A Level students applying to study in the UK almost doubled, as did the number of students who were offered places.

The data provides a rich resource for further research.

Schools in Pakistan welcome UK delegation

At the end of last year, school leaders, teachers and students from five schools in Karachi and Lahore welcomed a delegation from Cambridge including Saul Nassé, Chief Executive of the Cambridge Assessment Group, and Peter Phillips, Chief Executive of Cambridge University Press.

Saul and Peter travelled to Pakistan with our Director of International Network, Andrew Coombe, to connect with some 200 school leaders and more than 100 teachers from Cambridge schools, and meet with representatives of the British Council.

Saul met a number of Cambridge students during his visit, including at an awards ceremony for high-achieving students at Lahore Grammar School.

Cambridge International has a long history of working with the British Council and with schools in Pakistan, where more than 600 schools currently offer our programmes and qualifications.

Speaking at a special event at The City School in Karachi, Saul revealed that one of his top priorities on becoming Group Chief Executive last April was to visit Pakistan.

“Our goal is to shape our educational programmes in the best way to prepare your students for the opportunities and challenges they will face,” he explained. “And we can only do that with your input.”

Get to know the Cambridge Exams Cycle

Why not complete our ‘Getting to know the Cambridge Exams Cycle’ online training course for both new and experienced exams officers? More than 80 per cent of participants tell us the course is ‘excellent’. All Cambridge exams officers can access it for free through learning.cambridgeinternational.org
Global insight
Stories from the world of international education

- Using artificial intelligence to identify complex learning difficulties
  A study\(^1\) from the Medical Research Council (MRC) Cognition and Brain Sciences Unit at the University of Cambridge has employed machine learning – a type of artificial intelligence (AI) – to identify learning difficulties in children that did not necessarily match their previous medical diagnoses. When provided with cognitive testing data from 550 ‘struggling learners’, a computer algorithm fitted the children into four ‘clusters’ of difficulties. While these clusters reflected known data on the children, such as parent anecdotes, they did not align with previous diagnoses. Interestingly, by checking the clusters against MRI scans from 184 of the children, researchers found the machine learning was identifying differences that partly reflected the underlying biology. So, in future, AI could be used to more accurately identify specific learning challenges, and help develop better support for children.

- Thinking local in global education
  The latest strand of UNESCO’s Education 2030 Agenda and Global Citizenship Education (GCED) initiative is the launch of a new advocacy report\(^2\) called Global Citizenship Education: Taking it Local. Taking the reader on a ‘tour of the world’, the report shows how GCED’s three key principles – respect for diversity, solidarity and a shared sense of humanity – translate into local concepts. Another report still available from UNESCO (and also part of the Education 2030 Agenda) is Issues and Trends in Education for Sustainable Development\(^3\). Both reports provide useful food for thought when delivering the Cambridge Global Perspectives\(^\text{TM}\) programme, which encourages critical thinking about a range of global issues.

South African school wins national challenge

Congratulations to students and staff at Generation Schools’ Hermanus campus, one of our Cambridge schools in South Africa, for taking top honours in the 2018 Allan Gray Entrepreneurship Challenge (AGEC). Aimed at all Grade 8 to 12 learners in South Africa, the Challenge turns learning about entrepreneurship into an absorbing ‘game’. Each week, participants logged onto the AGEC website or mobile app and completed a series of micro-challenges, earning points for each one. Completing easier tasks unlocked the more difficult, high-value challenges. More than 600 schools participated in the Challenge last year, with prizes also awarded to the top-performing students and teachers. Well done to everyone who took part.

In brief

- **We’re now on Instagram**
  You can now follow Cambridge International on Instagram and share photos of your students’ success, classroom projects or community activities. We’d love to hear from you and discover more about what you and your students are achieving.
  [www.instagram.com/cambridgeint](http://www.instagram.com/cambridgeint)

- **School reapproval visits introduced**
  To become a Cambridge school, every school has to meet our registration quality standards. As a reminder, these cover five key areas: the school’s mission and educational values; the school’s management and leadership; the quality of teaching and learning; the physical environment of the school; and legal requirements.
  We have now introduced school reapproval visits, conducted by our experienced regional teams, to make sure Cambridge schools continue to meet our high standards. The regional teams will focus on supporting schools who may not be meeting these standards. We will contact schools to discuss the reapproval visit in advance.
  Find our registration quality standards at [www.cambridgeinternational.org/startcambridge](http://www.cambridgeinternational.org/startcambridge)

- **Join us in Cape Town**
  The last Cambridge Schools Conference in the 2018/19 series will take place in Cape Town, South Africa, from 29 to 30 March 2019. As always, the conference is an opportunity for teachers and school leaders from different countries and contexts to apply new concepts, share knowledge and discuss the common challenges faced in education. The theme will be ‘Creating the conditions for success’. Book your place now at [www.cambridgeinternational.org/conference](http://www.cambridgeinternational.org/conference)

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\(^{2}\) [http://unesdoc.unesco.org/images/0026/002654/265456e.pdf](http://unesdoc.unesco.org/images/0026/002654/265456e.pdf)

\(^{3}\) [http://unesdoc.unesco.org/images/0026/002614/261445e.pdf](http://unesdoc.unesco.org/images/0026/002614/261445e.pdf)
Learning for all

Paul Ellis, Cambridge International’s Head of Teaching and Learning Strategy, introduces this issue's ‘In Focus’, which examines how schools can create a learning environment in which all students have the opportunity to reach their potential.

In this issue’s ‘In Focus’ section we’ve deliberately chosen to cover similar ground to this year’s Cambridge Schools Conference, which takes the theme ‘Creating the conditions for success’.

So far, more than 500 school leaders and teachers from over 50 countries have taken part in the conferences – with another event still to take place in South Africa in March – and the reaction to the theme has been fantastic.

We have invited some of the conference speakers to contribute to this issue of Cambridge Outlook so we can share their ideas with our wider school community.

One of the ways that schools try to cater for students’ different learning needs is to group students into categories. However, both Professor Amanda Kirby (page 8) and Dr Sarah McElwee (page 12) warn that giving labels to students can create artificial barriers for teachers. Professor Kirby’s expertise in neurodiversity is both personal and professional. As the mother of a son with a neurodiverse condition, she’s seen first-hand how labelling a child can limit their opportunities.

“Support is about defining young people in terms of what they can do, not just what they can’t do,” she says.

Similarly, Dr McElwee asks schools to think about how they label very able students. Telling a student they have exceptional ability brings pressure that can be counterproductive, while at the same time demotivating those students who are not deemed ‘exceptional’.

Both experts recommend a ‘whole-school’ approach, which means training teachers to feel confident in working with students of different abilities, and connecting with families and the
In this section

8 Professor Amanda Kirby on meeting the needs of neurodiverse students
10 Students from The Perse School in Cambridge, UK, share their views on what success means to them
12 Dr Sarah McElwee explores the issues involved in labelling students as exceptionally able
What is neurodiversity?

Amanda Kirby: The term neurodiversity, or neurodivergence, can be used to encompass people with a range of cognitive skills and profiles. Unfortunately, words that are often used around neurodivergent groups include disorder, difference, difficulty, impairment, disability, condition, spectrum and syndrome – terms that separate people rather than bringing them together. The outcomes for some students who are neurodiverse can be very negative if we don’t support them, and can include feelings of shame, loneliness and low self-esteem.

Why can labelling children be misleading?

AK: A child could arrive in your class with a label of attention deficit hyperactivity disorder (ADHD). They might then visit a psychiatrist who gives them a diagnosis of autism spectrum disorder (ASD), before talking to a speech and language therapist who applies a diagnosis of developmental language disorder (DLD). Unless they attend a neurodevelopmental clinic where there are interdisciplinary teams, the same child is therefore likely to be given several different labels. There is also, for example, extensive evidence

A show of STRENGTH

Professor Amanda Kirby, who has a professional and personal interest in neurodiversity, talks about terminology and the important role schools have to play in focusing on students’ strengths

Why can teachers support neurodiverse learners?

AK: Support is about defining young people in terms of what they can do, not just what they can’t. The range of terms used to describe learners can create artificial barriers for teachers. For example, we think we have to be an expert to support a child with autism, rather than simply seeing this child as a learner who needs extra help. If a child has difficulties with social interaction, or reading and spelling, or using technology, then we need to tackle that – we don’t have to wait for a diagnosis before we intervene. The diagnosis might not come or be helpful.

Amanda Kirby shares her research and thinking with delegates at the Cambridge Schools Conference

Professor Amanda Kirby

A general practitioner (GP), researcher, clinician and lecturer, Professor Kirby has a neurodiverse (adult) son with dyslexia, developmental coordination disorder (DCD) – also known as dyspraxia – and ADHD. Twenty years ago, Amanda set up The Dyscovery Centre in response to her son’s challenges, and her work there gained her a chair at the University of South Wales. Today, she is also chair of Movement Matters, she has been an advisor to the UK’s Department for Work and Pensions on neurodiversity, and is adviser to the Dyspraxia Foundation and the British Dyslexia Association. Her other roles include CEO of Do-IT Solutions, and she has consulted on dyslexia-friendly versions of JK Rowling’s Harry Potter novels.
from the last 25 years showing the overlap of dyslexia and other neurodevelopmental disorders. So, when you see any child with a label, you have to remind yourself that other traits might also be impacting on their ability to learn, to a greater or lesser degree. Awareness of the challenges, as well as seeking out strengths, leads to better support.

What else needs to be considered when supporting learners?
AK: We need to think holistically about psychological and physical factors. For any neurodiverse profile, we have to fully understand the context of that child’s life – their family, culture, school, the environment – and think about a person-centred approach, at a particular time and in a particular context. We also need to review what’s working, and what’s not, as these children grow up.

Why can a diagnosis sometimes happen ‘late’?
AK: Sometimes a child’s neurodiversity only becomes apparent when they move to secondary school. The environment is more dynamic, putting increasing demands on students’ organisational skills and usually with less support. Organisational difficulties are often common among young people who are neurodiverse. We need to embed skills like planning and time management early on because these are skills we all need in every aspect of our lives.

Can there be a gender or socio-economic bias?
AK: Early research around neurodevelopmental disorders tended to focus on boys because they were easier to spot. Girls are more likely to be inattentive and dreamy than disruptive. But in the last few years there has been greater interest in autism spectrum disorder, particularly in women and girls. Girls are very good at echolalia (echoing in a socially appropriate manner) so their difficulties can be masked. We also know that identification of disorders can have a socio-economic bias. To get help for your child, you may need to be articulate, literate and persistent.

How can a whole-school approach help?
AK: A whole-school approach means training teachers to feel confident in working developmentally with each student. It means connecting with parents and the community, and recognising that all learners can learn when the right conditions are provided. These conditions don’t need to be costly.

Finally, how can technology help?
AK: Technology will let us screen, assess and identify strengths as well as challenges, and it will enable us to personalise teaching and learning in a much more effective way. The 21st century offers us the opportunity to create meaningful, contextualised learning so that individuals can learn effectively and feel connected to the other young people in our schools. The way we deliver education is changing rapidly, and the exciting thing for neurodiverse learners is that this will create opportunities they’ve never been given before.
Creating conditions for success

Last September, we invited seven students from The Perse School in Cambridge, UK, to tell us what teachers can do to create the ideal conditions for learning success. Here are their views.

Matthew
Studying Maths, Further Maths, Economics and Geography (Lower Sixth)

"I think it’s really important that a teacher is clear in the way he or she explains something, and is passionate about their subject. They need to love what they’re teaching because when that passion exists, the students will respond in the same way. I think extra-curricular activities should always be encouraged too – my music-based activities are how I make a lot of my friends. We bond through our shared love of music. I hope that if I engage with lots of different experiences, that will lead me towards a career I’ll enjoy because that’s the most important thing. At this stage, unless you know exactly what you want to do, it’s better to keep your options open.”

Riley
Studying Ancient History, English, Politics and History (Lower Sixth)

“Exams challenge me because I find time-limited tasks difficult, so I appreciate the teachers who help me with effective exam techniques. I’ve always lived by the phrase ‘work smarter, not harder’ and I think the most important thing school can teach you is how to learn effectively. I also believe it’s essential for schools to invest in student wellbeing, even if the students themselves don’t seem to appreciate it. If students are smart and succeeding academically, but are emotionally unhappy, that is not a successful school. There always needs to be someone there to help.”

Hari
Studying Maths, Further Maths, Physics and Chemistry (Lower Sixth)

“I understand the importance of building a foundation of knowledge but I think it should be used to explore new ideas – that’s what distinguishes us from computers. Teachers should ask ‘What if…’ rather than just ‘What is…’ If a teacher encourages you to go beyond the curriculum, and to think outside the box, that’s when you can truly blossom. Teachers should also emphasise the importance of teamwork and cooperation because that’s essential in the workplace. One man alone didn’t send Neil Armstrong to the moon – it was a whole team of people.”

Shruthi
Studying Maths, Additional Maths, triple Science, English, French, Religious Studies, Geography and Computer Science (Year 11)

“When I was growing up, I was known as the ‘why child’ because I like to ask questions. I still believe you shouldn’t just learn something if you don’t understand it because then there’s no point. So, a great teacher is someone who goes above and beyond to make sure a student fully ‘gets it’. I appreciate the fact that our teachers promote the value of balance. You should try to excel but health and wellbeing should always be a priority. You also shouldn’t compare yourself to others – improvements should be personal, and that’s an ethos teachers should follow too.”

Founded in 1615, The Perse School offers UK GCSEs and A Levels, as well as access to qualifications from the suite of Cambridge IGCSEs and Pre-U qualifications.
**In brief: the agenda-setting ideas from our student panel**

**Passionate teachers**

“It’s really important that a teacher is passionate about their subject. When that passion exists, the students will respond in the same way,” says Matthew. “A great teacher is someone who goes above and beyond to make sure a student fully ‘gets it,’” adds Shruthi.

**Adaptable learning**

“Provide alternative ways for us to learn and absorb information,” says Jonathan, with Vikram suggesting, “In school, you’re often forced to do things you don’t enjoy, and I find that challenging. If teachers start by allowing students to find something they particularly enjoy within each subject area, that can change a student’s whole attitude. Building a toolbox of skills to adapt your knowledge and learning in the future is also important. That way you can find passions beyond the things that school teaches you. Exploring what you’re passionate about should always be encouraged.”

**Look to the future**

“Show students where their hard work can take them,” says Flora. “School is your opportunity to develop skills like communication, teamwork and leadership – they are stepping stones to the workplace,” adds Jonathan.

**The importance of wellbeing**

“It’s essential for schools to invest in student wellbeing. If students are smart and succeeding academically, but are emotionally unhappy, that is not a successful school. There always needs to be someone there to help,” says Riley.

**Beyond the classroom**

“Extra-curricular activities should always be encouraged – my music-based activities are how I make a lot of my friends. I hope that if I engage with lots of different experiences, that will lead me towards a career I’ll enjoy because that’s the most important thing,” says Matthew.
Exceptional ability
Challenging your school’s definition

Dr Sarah McElwee, Principal Research Manager at our sister organisation Cambridge Assessment English, explores ways of thinking about exceptional ability and what that means in different school contexts.

In a recent workshop, Sarah McElwee asked teachers and school leaders to write down keywords about how ‘exceptional ability’ is defined in their schools – or, if it wasn’t defined, how they thought it should be. The exercise produced a huge range of responses including: IQ level, academic achievement, the ability to articulate, skill in abstract thinking, personality traits like humour, and sports awards.

“It is important to think about the purpose of the definition for the school, teacher or student,” Sarah says. “For example, in my academic research I explored metacognition and problem solving in able children, and I needed to define high ability quite narrowly in terms of particular reasoning skills. However, in practice for the inclusive classroom, the definition can be much broader.

“We all develop individually in response to our environments and activities. Even day to day, our interest, motivation and performance can vary. The best definitions recognise this and incorporate ideas of potential and capability rather than focusing on current ability and performance.”

Sarah believes that the variety of terminology used to describe ‘exceptional ability’ can be confusing and unhelpful. “Excessive focus on the exceptional ability label, particularly where the learner is aware of it and can feel pressure associated with it, can be counter-productive.”

Equally, students who are not perceived to have exceptional ability can feel demotivated, she says: “I think teachers can worry about these definitions, and whether a student meets certain criteria. However, the ultimate aim is to provide appropriate stretch and challenge to meet the needs of the learner in your classroom. Where possible, assignments and activities should be differentiated. Otherwise, if very capable learners consistently score high marks with little effort, they can come to believe that schoolwork and learning should always come easily to them; then later on, when they encounter more challenging situations, it can feel quite threatening and they may choose not to engage if they feel they won’t succeed.”

Sarah advises teachers to be open to having their assumptions challenged: “Be willing to be surprised! Some learners may fit your expectation, and your school’s definition, of a highly able student and be easily identified. But learners’ home lives, opportunities and past experiences shape who they are in the classroom – some able learners may be disengaged, or lack confidence in their abilities for a whole range of complex reasons. There may also be some very capable learners whom you haven’t spotted yet but who will bloom in the right conditions.

“Every interaction with a learner has the potential to provide useful information and informal assessment of current performance, skills and interests, which can be used to shape and direct future learning.”
In 2018, Cambridge International conducted the first-ever Global Education Census, which attracted almost 20 000 responses from teachers and students in more than 100 countries. Here are some of the key insights.

The task of preparing students for their future is a huge challenge. Through our programmes and qualifications, Cambridge International readies students for the demands of tomorrow’s world. But such a rapid pace of change is raising new questions for governments and education providers, and we must be confident that our schools and classrooms are preparing them well.

Our Global Education Census, an online survey which took place between March and May last year, aimed to find out what’s happening in schools worldwide. The responses from almost 20 000 teachers and students across the world gave us a detailed snapshot of life inside and outside the classroom. From the use of technology to learner aspirations, we were able to see the national differences and universal similarities of today’s educational experience.

While some of the findings were in line with our expectations – the amount of homework given and how schools measure success – others provided food for thought. For example, why are so many students seeking extra tuition, and is it affecting their ability to become independent learners? The impact of technology is another area of interest. While it undoubtedly adds value to teaching and learning, technology is not an end in itself and should be used in collaboration with other tools.

Finally, we were pleased to discover that students have high career aspirations: they want to become doctors, dentists, lawyers and engineers, and the foundations are being laid with the popularity of STEM (science, technology, engineering and mathematics) subjects in the classroom. Of course, to equip students for these ambitious futures, syllabuses must open up new ways of understanding and interpreting information, so that students can become flexible and adaptable.

The report focuses on 10 countries in detail (Argentina, China, India, Indonesia, Malaysia, Pakistan, Saudi Arabia, South Africa, Spain and the USA). Findings are reported in five key areas (see next page) and will help inform our future policy and programme development. Thank you to everyone who took part.
In the classroom

STEM subjects are still the most commonly studied subjects across the world, with mathematics ranking highest (88%), but English language ranked second (84%). The average global classroom size is 21–30 students, but classes of 41–50 students were reported, particularly in India. Computers, tablets and smartboards are an established feature in many countries. Almost half (48%) of students globally use a desktop computer during lessons, 41% use a smartphone, a third (33%) use smartboards and one in five (20%) use a tablet (one in two in China). But 90% of students also still use pen and paper, and 73% say a whiteboard (used with marker pens) is used in their lessons.

Beyond the classroom

Invaluable learning takes place through sports and extra-curricular activities so it’s a concern to discover that almost 4 in 10 students don’t play any sport at school, and almost a quarter say their school offers no extra-curricular activities. In the US, 60% of students do not play sport at school compared to only 21% of students in Argentina. Private tuition outside school is now prevalent the world over. Homework is another common factor, with an average of two hours per school day, and four hours every weekend in China and Spain. Career aspirations remain high across the globe: almost a quarter (23%) of students want to be a doctor or dentist, and almost one in five (18%) an engineer.
Supporting students
Pastoral care can take many forms and our Census found the most commonly offered support service to be careers counselling or advice, which was provided in more than half of all schools (55%). This was highest in India (72%) and lowest in Argentina (30%). Other forms of student support include university and college advice, vocational training, healthcare and mental wellbeing support, and relationship or sex education. Surprisingly, almost one in five teachers (18%) say that their school does not provide any of the support services mentioned above.

Being a teacher
Asked what motivated them most, 71% of teachers view teaching as a rewarding career, while 67% enjoy working with young people. Just over a third (34%) say they have a good work-life balance but only 11% think they are well paid. Globally, teachers spend an average of five hours a day teaching lessons, and another three hours a day on work-related tasks such as lesson planning and marking. A total of 76% of our respondents were women. Teaching was the first career for three-quarters (76%) of teachers surveyed. Career-switchers included former journalists, bankers and civil engineers.

Measuring success
Teachers across the world measure their own professional performance in a variety of ways, including exam results (68%) and the proportion of students who go into higher education (37%) or employment (15%). One in five teachers (21%) say they measure their own success by other, broader factors – including student happiness. Teachers also take great satisfaction in celebrating their students’ achievements, often with trophies, prizes and special assemblies.
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In a digital age of short reads and instant communication, writing a dissertation can be daunting for students, particularly when coping with the demands of university life. That’s why it’s a good idea to give students experience of extended learning before they leave school, especially on a topic that interests them.

The Cambridge International Project Qualification (Cambridge IPQ) fits that description. This research-based qualification allows learners to engage with their chosen topic beyond preparation for an exam, and is part of the Cambridge Advanced programme of study.

As you would expect, the most prestigious universities look for students with the potential to shine. The Cambridge IPQ can help students demonstrate their passion for a subject and their study skills. Learners undertake independent research on a topic of their choice, analyse then evaluate and synthesise their findings into a 5000-word report. This encourages intellectual curiosity, develops analytical investigation techniques and requires students to reflect carefully on their conclusions before communicating them.

Adding value to university life

By analysing the degree outcomes of students and the type of qualification they undertook before entering university, our research team has shown that there is a small but significant link between sixth form students in England taking the Extended Project Qualification (EPQ) and potential for university success. Researcher Tim Gill wrote that his results “suggest that the skills learned in undertaking a significant project over a long period of time may prepare students better for university than subject-based courses only”. The study also suggested that taking a project-based qualification (the EPQ) – like Cambridge IPQ – had a positive influence on A Level grades.

In earlier research with Carmen Vidal Rodeiro in 2014, Gill similarly found: “For two students with the same A Level performance, the one with the EPQ had a higher probability of achieving a good degree.”

Benefits of independent learning

Having the freedom to choose your own topic means the Cambridge IPQ is likely to appeal to a wide audience of learners, while the subsequent tasks – devising and developing a research question, conducting research to answer this question, recording progress in a research log and writing an extended essay-style report – help students develop a skill set that will prove invaluable in the long term, and help them make a more successful transition into learning at university.

Find out more

Cambridge IPQ is a single-component qualification that can be taken alongside Cambridge International AS & A Levels. All projects are marked by Cambridge examiners.

First teaching is from June 2019, and the first exam series will be in June 2020. Full training for teachers will be available soon.

Visit www.cambridgeinternational.org/ipq

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Help shape our resources

Join our online community to collaborate with teachers around the world and influence our publishing through ideas, research and discussion.

[cambridge.org/education/thecambridgepanel]
Top tips for teaching art & design


1. Creativity has many definitions
Look for ways to teach collaborative creative projects with other subjects. For example, a history project or a food festival can be exciting sources of cross-curricular projects.

2. Instigate visual research
Pinterest and Instagram are quick ways of gathering lots of visual imagery online, but they are often missing a creditable source. Why not set your own class research projects instead, where students have to respond visually to a different hashtag? This encourages students to observe and record their surroundings, instead of simply drawing on secondary sources.

3. Embrace lucky mistakes
Students may feel disheartened when their work hasn't turned out as expected, but this is often when the most creative results happen. Suggest that your students problem-solve their way out of a stale project by introducing new materials, or by changing the scale or scope.

4. Time management is key
Bundle together tasks or projects across year groups to save yourself preparation time. For example, a still life of flowers for a drawing or photography task can become a lesson on complementary colours for another group of students or a starting point for a project about collage.

5. Encourage peer feedback
Giving and receiving feedback is a valuable part of learning, and demonstrating how design ideas have evolved is part of the creative journey. Print off the appropriate assessment criteria on large sheets of paper and encourage your students to give each other interim feedback.

6. Top up your own creativity bank
A day away from the classroom, learning a new creative skill, can help you remember why you chose to teach art & design in the first place!

7. Download the app
Look out for our forthcoming art & design app, which is full of inspiring artwork from Cambridge IGCSE students from around the world: you can filter the artwork by level or assessment objectives.

8. Share expectations
Use our Example Candidate Responses booklets to share what the expectations of the syllabus are, and as part of your own interim assessment. That way, students will understand the different levels of achievement expected.

9. Use our free resources
Past papers can be used to inspire short projects or longer pieces of coursework. You’ll find them, plus a wealth of visual support material, on the School Support Hub – including a learner guide, course handbook and a new video about the creative process in art & design. Go to www.cambridgeinternational.org/support

Rachel Logan is author of Approaches to Learning and Teaching: Art & Design. This series of practical, subject-specific guides is the result of a collaboration between Cambridge International and Cambridge University Press. Learn more at www.cambridge.org/approachesstolearning
Improving student learning relies on effective teaching – and effective teaching relies on support from school leaders. The Cambridge Standards support schools in meeting their goals.

Classroom teaching has the largest impact on the quality of educational outcomes, and teachers cannot achieve and sustain high-quality outcomes without effective leadership. The development of the Cambridge Teacher Standards and School Leader Standards recognises this.

Together, these two sets of Standards provide guidance and a clear definition of what Cambridge International believes are the key characteristics and practices that are needed to lead a Cambridge school.

“We want these Standards to be benchmarks for evaluation, rather than a tool for performance appraisal,” explains Paul Beedle, Head of Professional Development Qualifications at Cambridge International. “They are based on international research and good practice. As such, they are designed to help professionals to develop, and for the schools in which they teach to plan that development effectively. In simple terms, they provide us all with a shared vocabulary to improve teaching quality.”

There are eight Cambridge Teacher Standards and eight Cambridge School Leader Standards. Each Standard contains a number of statements – the Teacher statements outline what a teacher should know and be able to do, or demonstrate, in terms of their practical knowledge, practice and engagement. The School Leader statements outline the characteristics and practices that are needed to lead a Cambridge school. All are designed to ensure the teacher or school leader understands how to show they have met a particular Standard. And while the Standards are numbered, they are not weighted.

“We’re definitely not suggesting that any one Standard is more important than another,” says Sarah Turner, Education Manager at Cambridge International.

“The teachers and leaders in Cambridge schools are coming from different teaching environments, and different contexts, so of course those Standards will probably look different to every class they teach. The

**Using the Standards**

**Cambridge Teacher Standards** can be used by teachers to:
- evaluate current teaching practice
- help determine and guide areas for professional development
- understand the teaching requirements for Cambridge programmes, in order to achieve the desired student outcomes.

**Cambridge School Leader Standards** can be used by school leaders to:
- evaluate current leadership practice
- help determine and guide areas for professional development
- review and identify the development needs of your senior team
- help illustrate a leadership framework and expectations to school boards, governing bodies and parent communities.
“We want these Standards to be benchmarks for evaluation, rather than a tool for performance appraisal.”

Standards simply make explicit what is expected to guide us all forward,” she explains. Paul Beedle adds: “Certainly, we’re guardians of the Standards, but we won’t be policing them. It’s not about inspection and accountability; it’s about giving teachers and school leaders the tools to identify areas of strength, as well as opportunities for effective professional growth.”

Teacher feedback is already positive: at a workshop last September, Adrian Scarlett, Academic Coordinator at Yew Wah International Education School in Shanghai, China, described them as “user-friendly, open-ended and focused on developing effective teaching and learning.”

“School leaders and teachers play a key role in the ongoing improvement and progress of a school, so the Cambridge Standards form an invaluable framework of the expectations of effective teaching and leadership. The Standards help teachers and leaders identify their strengths and weaknesses, leading to holistic improvement of the school.”

“I joined a webinar led by Sarah Turner, Education Manager at Cambridge International, and it was an excellent way to discuss the Standards and the importance of implementing them in schools. She clarified each and every point, which helped us get a clear picture of them.”

“Currently, four schools we support are using the Standards. The first one I approached – Advanced Generations School, Jeddah, said it was exactly what they were looking for. This kind of global benchmarking enables schools to fill any gaps in professional development with appropriate training and workshops.

“Our first step was to conduct coaching sessions for teachers and leaders, where we outlined what was expected from them for the constant development and growth of the learners. So far, the response has been very positive – all the teachers and school leaders appreciated the coaching and were keen to have monthly Standards sessions to evaluate teachers’ and leaders’ performance. I would like to thank Cambridge International for developing the Standards – they can really help schools with continuous improvement and development.”

You can download the new Cambridge Teacher Standards and Cambridge School Leader Standards, as well as a useful factsheet and some frequently asked questions, at: www.cambridgeinternational.org/schoolstandards
Syllabus revisions to Cambridge International AS & A Level English

As part of our rolling syllabus review process, we have worked with teachers, subject expert panels and universities around the world to update our Cambridge International AS & A Level English subject group. This has led to some revisions to the syllabuses for examination from 2021.

Many teachers told us that they offer more than one English syllabus and so we have made some changes to allow the syllabuses to work together more effectively, regardless of whether a student is studying one or more subjects from this group. We have separated each syllabus into individual documents, to make it clearer for teachers, and we have also added a list of command words and their meanings to help learners know what is expected of them in the exam.

You can find more details about the changes in the syllabus documents and on the individual syllabuses pages on our website at www.cambridgeinternational.org/alevel

How Test Maker can help you

Test Maker is our new online service that makes it easy for teachers to create high-quality, customised question papers for their learners, using questions from Cambridge past papers. It is currently available for five Cambridge IGCSE syllabuses – Biology, Chemistry, Physics, Mathematics and Additional Mathematics. More will be added in the future. It can help you:

• **Create question papers easily**
  The clear design makes it easy to find the questions you need and to build your paper. You can choose from 500 past paper questions for each syllabus.

• **Check your learners’ knowledge and understanding**
  Search for questions by topic, in order to test specific areas of syllabus content.

• **Tailor tests to your learners’ needs**
  You can design a test for your whole class or create individual tests for each learner. You can also select questions according to the level of difficulty and to meet specific assessment objectives.

• **Share tests with your learners**
  You can download tests in PDF or Microsoft Word document format, or save them to use later.

• **Save time on your marking**
  Test Maker produces a customised marking scheme for each test you build.

Learn more at www.cambridgeinternational.org/testmaker
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 INTERNATIONAL AS & A LEVEL THINKING SKILLS
RESOURCE: Student’s Book, Student eTextbook and Whiteboard eTextbook
PUBLISHED BY: Hodder Education
A comprehensive guide to syllabus 9694 that includes exercises and examination-style questions. Encourages students to improve creative problem-solving and critical thinking skills for studies and life beyond the classroom, by analysing, evaluating and constructing arguments and forming well-reasoned judgments.
Website: www.hoddereducation.com
Email: international.team@hoddereducation.co.uk

NEW
Guide to delivering Cambridge IGCSE speaking tests (Second Languages)
For current syllabuses for examination in 2019. It applies to the following Cambridge IGCSE syllabuses:
• Chinese as a Second Language 0523
• Hindi as a Second Language 0549
• Urdu as a Second Language 0539

Guide to delivering Cambridge IGCSE speaking tests (English as a Second Language)
For examination from 2019.

UPDATED
Guide to delivering Cambridge IGCSE speaking tests (Foreign Languages)
For current syllabuses for assessment until 2020. It applies to the following Cambridge IGCSE syllabuses*:
• Arabic
• Dutch
• French
• German
• Greek
• Indonesian
• Italian
• Japanese
• Malay
• Mandarin Chinese
• Portuguese
• Spanish

*Also applies to French 3015 (Cambridge O Level)

ENGLISH LANGUAGE FOR CAMBRIDGE INTERNATIONAL AS & A LEVEL
RESOURCE: Print/Digital Coursebook and Teacher’s Resource
PUBLISHED BY: Cambridge University Press
This series helps students gain an understanding of how language works for different audiences and purposes. Use it to improve your students’ reading skills through analysis of different text types – from blogs to letters – and help them create their own imaginative and critical writing. Written for syllabus 9093, for examination from 2021.
Website: www.cambridge.org/9781108455824
Email: educs@cambridge.org

CAMBRIDGE LOWER SECONDARY MATHS
RESOURCE: Student’s Book, Workbook and Teacher’s Guide
PUBLISHED BY: Collins
With clear and detailed explanations of concepts presented through worked examples, this three-level series builds on the foundations laid down in primary maths and prepares students for embarking on Cambridge IGCSE Maths.
Website: www.collins.co.uk/cambridge
Email: collins.international@harpercollins.co.uk

New support for Cambridge IGCSE speaking tests

We’ve developed some new and updated online guides to help teachers prepare, conduct and deliver Cambridge IGCSE speaking tests. These include videos and animations to take teachers through the process, step by step. If you’re a teacher-examiner, this is the perfect opportunity to engage with these resources, all of which are available on the School Support Hub.

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*Also applies to French 3015 (Cambridge O Level)
Teaching & learning

News and resources to support your continued professional learning

Many educators read widely to improve their understanding of teaching and learning. If you lead your school’s professional development programme or if someone asks you regularly to lead workshops, it’s not always easy to find new ideas. To help you, we have produced a set of free online resources, outlined below, which explore different aspects of educational practice – from designing a new curriculum to improving the quality of your classroom activity.

If you’re a school leader, are new to Cambridge International, or you are a teacher with lots of experience, you’re sure to find something useful in the resources featured on this page.

**Cambridge guides**
Comprehensive resources for school leaders and teachers to help you deliver Cambridge programmes successfully. The series comprises three complementary guides:

1. **Implementing the Curriculum with Cambridge, 2nd edition**
   Newly revised, this guide sets out some of the principles that underpin an effective curriculum and highlights considerations for school leaders, drawing on case studies and examples.

2. **Developing your School with Cambridge**
   This guide focuses on classroom-level activity, providing support and guidance to improve the quality of teaching and learning.

3. **Developing the Cambridge Learner Attributes**
   We hope this resource will help schools think about how they might use the Cambridge learner attributes to develop teaching practice and shape a curriculum which belongs uniquely to their school.

**Education briefs**
These explore important themes in education, such as active learning and metacognition, and how they’re relevant to the learning in your school.

Each education brief includes:
- the educational theory behind the theme and the benefits of making it part of your teaching and learning
- the challenges involved
- practical tips
- how Cambridge International is supporting schools in relation to the specific theme
- a list of useful resources.

**Getting started with...**
These interactive resources introduce and develop key areas of teaching and learning practice, such as language awareness and mentoring. They link research to what happens in the classroom and provide new ideas to help you get started. In each resource, we explore the theory, discuss the benefits and consider some practical examples. Teachers and researchers share their experiences, and reflective questions will help you to think about how you can apply what is being discussed in your lessons.

The series includes: Key Concepts, Active Learning, Assessment for Learning, Language Awareness, Mentoring, Metacognition and Reflective Practice. More titles will follow soon.

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 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](http://www.cambridgeinternational.org/events)

Find all these resources at [www.cambridgeinternational.org/teaching-and-learning](http://www.cambridgeinternational.org/teaching-and-learning)
The social networker

As Cambridge International’s Social Media Manager, Tom Kennedy helps ensure our online communities continue to be inspiring, engaging and inclusive.

We use social media to engage with our schools, promote products and events, support our existing customers and reach new ones. It’s also a way to encourage Cambridge teachers and students to share ideas.

Facebook is still our biggest channel, and it’s interesting to see the popularity of closed groups growing again. Content in closed Facebook groups is far more visible to members. The content in our ‘Keep up to date with Cambridge International’ closed group enables us to give our most engaged users regular updates on new developments.

LinkedIn is also growing rapidly, especially in South Asia, where many teachers use it to access professional development opportunities. These days, the platform is so much more than an online CV. In future, I would like to feature more content from Cambridge schools in our social media channels, including student success stories.

Of course, there are downsides to social media, too. I work closely with our Compliance team to monitor suspicious online activity, especially around exam time. Having special arrangements in place to ensure exam security across time zones is vital. Although it can be easier to focus blame on social media rather than user behaviour.

It’s always exciting to see new trends in social content coming through. Automated messaging is being widely used and there are many ways in which chatbots can be used in an educational context. For teachers, this could mean faster support for simple queries, or it could involve incorporating ‘teaching bots’ into lessons.

To get the best from social media, fill your social feeds with things that inspire you, and tap into collective wisdom. Forge new connections with other Cambridge schools, follow other teachers and find subject specialists from around the world to collaborate with. And if your school has a social media account, use it to engage with us – comment on our posts, and we’ll follow you back!

On Instagram, why not use the hashtag #cambridgelearners to share student success stories? Seeing schools respond to what we post is the very best part of my job.

CAMBRIDGEINTERNATIONAL.ORG
Trust 25 years of partnership with Cambridge Assessment International Education

Sail through the revised syllabuses with our new resources for 2021.

CAMBRIDGE IGCSE™
FOREIGN LANGUAGES

CAMBRIDGE INTERNATIONAL AS & A LEVEL

We are working with Cambridge Assessment International Education to gain endorsement for these forthcoming series. The Revision Guides have not been through the Cambridge International endorsement process.

IGCSE™ is a registered trademark

View the full textbook free for 30 days with eInspection copies: www.hoddereducation.com/Cambridge2019
Maxine Lu (left), General Principal of Xiehe Education Group in Shanghai, talks to Yvonne Huang, Cambridge International’s Senior Manager for East China and Taiwan

Cross-cultural learning is at the heart of Xiehe’s educational philosophy

Yvonne Huang: When did your organisation join the Cambridge network?
Maxine Lu: Xiehe established its first ever Cambridge school in 2009 and since then, growth has been constant. In 2017–2018, there were nearly 2000 exam entries from seven different Xiehe Cambridge campuses, covering a variety of subjects and different age groups.

YH: Which programmes do you offer in the Cambridge Pathway?

YH: How do you integrate different cultures?
ML: We teach more than 30 nationalities, with bilingual team teaching, so it’s important to successfully integrate both Eastern and Western cultures. The Chinese curriculum is based on a solid knowledge foundation, high expectations for all students and a well-planned teaching pace. Meanwhile, the Western curriculum encourages enquiry-led learning, problem-solving and linking learned knowledge to real life. We believe we combine the very best of both cultures.

YH: How does the Cambridge curriculum support cross-cultural learning?
ML: The Cambridge programme is very ‘local curriculum-friendly’: it offers clear standards and requirements but it also allows flexibility for individual school development. The result is a holistic learning environment that meets our students’ individual needs.

YH: You’ve introduced a philosophy programme for students. Tell us more.
ML: We subscribe to Philosophy for Children (P4C) because it’s a great tool for introducing philosophy into the curriculum and one we had been eager to find. P4C is a good example of curriculum innovation because it encourages stronger questioning, deeper thinking and better reasoning in our learners.

YH: What is special about Xiehe schools?
ML: Under our motto of ‘East meets West’, we have developed lots of innovative teaching practices – from bilingual team teaching and co-leadership to dual stream curriculum setting. Hopefully, the outcome of these innovations is to allow our students to develop what we describe as ‘Chinese roots and global wings’.

Maxine Lu first joined Xiehe in 1995 as an intern, after graduating from East China Normal University. She rejoined Xiehe in 2003 teaching Chinese as a second language, moving up through the organisation to become General Principal. She is also Vice Chairman of the Shanghai Association of Private Schools. Maxine loves travelling and has visited the UK some 20 times in the last eight years to meet up with life-long friends and colleagues.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19.

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