Expert interview
Peeter Mehisto explores the benefits of a bilingual education

Case study
From Argentina to Malaysia – the English language opens doors

Peer observation
Why you should embrace this two-way learning process

In Focus

Lift off with languages
Exploring the opportunities and challenges of learning in a second language
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“\nI left the conference with a plethora of ideas that I will be implementing in the 2018–19 school year, and newly acquired knowledge for my professional growth. “
Conference delegate, 2018
The popularity of bilingual education continues to grow worldwide, and English is a second language for an increasing number of Cambridge students. That's why our focus in this issue is on bilingual learning and the importance of being 'language aware' in the classroom. Our skilled teams at Cambridge International are dedicated to ensuring that all our question papers are written in a way that will assess the learner's knowledge of a subject rather than their grasp of the English language.

Bilingual education can offer a huge number of benefits. A couple of months ago we welcomed a group of bilingual Cambridge students to our new headquarters for its official opening (page 4), and they all talked about the global opportunities created by learning in English. As part of the Cambridge Assessment family, Cambridge International and Cambridge English are working more closely together to support schools in developing English language skills. This will widen access to Cambridge programmes, putting the Cambridge Pathway within reach of more students. You can read more about it in this issue.

We continue to extend the programmes and services we offer. This month we have launched four new subjects for both Cambridge Primary and Lower Secondary programmes and a new Cambridge International AS & A Level Drama. Turn to page 16 to find out more.

As always, a big thank you to all our contributors this issue. Happy reading!

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: Cambridge Outlook magazine, Cambridge Assessment International Education, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA, UK t: +44 1223 553261 f: +44 1223 553558 e: outlook@cambridgeinternational.org

Cambridge Outlook is published on behalf of Cambridge Assessment International Education by John Brown. www.johnbrownmedia.com info@johnbrownmedia.com

For John Brown: Sarah Kovandzich, Editor

Cover Illustration: Kiki Ljung

Cambridge Outlook is printed on paper that is certified by the Forest Stewardship Council (FSC), an organisation that works to promote the practice of sustainable forestry worldwide. The FSC certification label on this magazine guarantees that the trees that have been harvested to produce it are replaced or allowed to generate naturally.

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Keeping you up to date with news from Cambridge International and our schools around the world

The traditional English-speaking countries of the UK, US, Canada and Australia remain the most popular destinations for Cambridge students, according to our Student Destinations Survey 2018/19. The UK is still the most popular target for international students, followed by the US, Canada and Australia. The top university for Cambridge students is the University of Manchester, followed by the University of Toronto, University College London (UCL), King’s College London (KCL) and Florida State University.

It is estimated that in 2018, 53 per cent of Cambridge students went on to attend a top-500 ranked university compared to 44 per cent in 2017.

The US, Australia and Canada are the most desirable countries for future jobs and career prospects, while the UK is most attractive for university reputation. The most popular subjects were: engineering; business and management; medicine; and accounting and finance.

A total of 470 Cambridge schools took the survey. The responses help our recognition team understand the changing needs of students in terms of university admissions. You can read more about the survey on page 15.

Cambridge students from around the world – including Argentina, Malaysia, Mexico, Brazil and Spain – cut the ribbon to officially open Cambridge Assessment’s new global headquarters in June 2019.

Moving all staff into one building in Cambridge has helped increase collaboration across the Cambridge Assessment Group, as well as with Cambridge University Press and the University of Cambridge. Fittingly, learners from both Cambridge International and Cambridge English were guests of honour at the ceremony.

Updated logos and guidelines for schools

Cambridge International Schools now have a choice of logos for marketing materials, with updated logo guidelines, too.

As an alternative to the standard Cambridge International School logo, you can choose a version that includes the message: ‘We are proud to be part of the world’s largest international community of schools’.

We’ve also published clearer guidelines on how to use the logos or message on materials, including stationery, business cards and email signatures. The guidelines include text to describe your status as a Cambridge International School – all ready to add to your presentations or press releases. Please follow the rules carefully so as not to confuse your school’s identity with the identity of Cambridge International or the University of Cambridge. Find the logos and guidelines at www.cambridgeinternational.org/toolkit

We are proud to be part of the world’s largest international community of schools.
Research findings about US college success

Cambridge qualifications are an increasingly popular choice for US schools and are proving to be good preparation for university studies in the United States. Some of the hardest colleges to get into accept just five per cent of applicants, and figures from the US Department of Education indicate that more than three-quarters of Americans will enrol in college but only half will graduate with a four-year degree.

Stuart Shaw, Principal Research Officer, Cambridge International, has carried out research over the past seven years to assess how well students who took Cambridge qualifications at high school fared at college.

Cambridge International works with more than 400 schools in the US, providing Cambridge International AS or A Levels as well as the ‘accelerated’ full programme of study, the Cambridge Advanced International Certificate of Education (AICE) Diploma.

Information from the National Student Clearinghouse, covering 3600 colleges and universities, confirmed that Cambridge qualifications do help students get into college. Students with our qualifications enrolled immediately after school at a rate of over 75 per cent, compared with the US national rate of 68 per cent.

Stuart and his colleagues then looked at whether Cambridge students do better in their first year of college study than other students, measured by Grade Point Averages (GPAs).

Data from more than 8500 students at Florida State University showed that students who have taken the Cambridge accelerated programme have better first-year GPAs than those who have taken the International Baccalaureate and those who did not enrol in any accelerated programme (after taking into account SAT scores, gender and race).

Experts in formative assessment join the Cambridge family

Cambridge Assessment and Cambridge University Press have jointly acquired Durham University’s renowned Centre for Evaluation and Monitoring (CEM). A not-for-profit organisation, CEM is one of the largest and most established research groups. They work with schools and education professionals in 70 countries, providing formative assessments for children of all ages.

They already have a presence in many Cambridge International Schools, particularly in the Middle East, South East Asia and China, and the quality of their assessments is widely recognised, both in the UK and globally.

CEM’s assessments and monitoring systems help schools to identify and measure a child’s potential and progress, from early years to the end of secondary education, and respond to individual development needs with early educational interventions.

CEM offers assessments for students aged 3–18 which, together with their feedback and predictive reporting tools, are used by independent and state schools around the world.

The research also found that students with Cambridge qualifications were less likely to drop out of university. Students with the same number of credits from Cambridge and the US-based Advanced Placement (AP) programmes were equally likely to remain on their course, though Cambridge students were more likely than IB students to continue their studies.

Further data from the National Student Clearinghouse confirmed that students with Cambridge qualifications are more likely to graduate than students with other qualifications, and are more likely to finish their degrees on time. Sixty per cent of Cambridge students graduate within four years, compared to 55 per cent of AP students and 46 per cent of US students.

Finally, interviews with teachers and students at high schools in Florida and Virginia, as well as Florida State University and the University of Minnesota, revealed that Cambridge courses encourage good study habits, motivate students and prepare them well for post-secondary study programmes.
Language awareness

Paul Ellis, Cambridge International’s Head of Teaching and Learning, introduces this issue’s In Focus section, which explores some of the challenges that language presents to learning, and the importance of ‘language awareness’ in bilingual classrooms.

When we talk about ‘bilingual learners’ at Cambridge International, we mean students who use their first language at home or in the community, and learn through a second language at school. For Cambridge learners, this second language is English.

So what advantages does bilingualism bring? Some of the benefits are obvious, such as being able to access global opportunities more easily, but there are lesser known benefits too – as highlighted by Peeter Mehisto on page 8. These include enhanced problem-solving abilities, better concentration and even improved chances of recovery from strokes. Peeter is an expert in developing and managing bilingual education programmes, and so school leaders who might be considering setting up or sustaining such a programme will find his advice insightful.

Bilingual learning takes place in many different contexts, as illustrated by the
In this section
8 Peeter Mehisto stands up for the benefits of a bilingual education
11 How bilingual education is opening up global opportunities for two students
13 Classroom tips for listening and speaking
14 A joint venture between Cambridge English and Cambridge International

Bilingual learning takes place in many different contexts

Cambridge learners we spoke to for this issue (page 11). For some students, like Julieta Trinidad Barros, learning takes place in two languages – in her Argentine school, some subjects are taught in English and some in Spanish. For other students, such as Ng Jun Yuan in Malaysia, all subjects are taught through the medium of English.

Teaching ‘content’ subjects such as geography and history in English presents challenges for schools, and for Cambridge International as an education provider. What language support do students and teachers need? How do we make sure that students are being assessed for content knowledge rather than their English language skills? How can schools recruit teachers with the required experience to teach in English?

These are the kinds of questions that occupy our research team at Cambridge International. Their research into the accessibility of English used in question papers has fed into guidelines for question-paper setters, and also into the development of training courses such as our Language Awareness workshop, which helps teachers use accessible language in their teaching.

Language learning is a key feature of the Cambridge curriculum, with a wide choice of languages on offer. The Top Tips article (page 13) gives ideas on how to develop speaking and listening skills in the classroom – helpful for building confidence in language learners, but also for developing vital communication skills in all students.

We are also working closely with our sister organisation, Cambridge Assessment English, to support schools that want to offer our programmes in parallel to improve learner outcomes. The Vietnam-Australia School in Hanoi describes how this is working in their school on page 14.

As a fluent speaker of more than one language, I have a keen interest in bilingualism. Over the past decade I have worked with colleagues to support and develop teachers, through the resources you can find on our website, new training opportunities, and our Professional Development Qualification in Teaching Bilingual Learners.

We are always looking at ways to support our schools. If you have any ideas, we’d love to hear from you – please contact us at outlook@cambridgeinternational.org.
What does ‘bilingual education’ mean?
Peeter Mehisto: It means that at least two languages are used to teach different ‘content’ subjects – such as science or geography – ideally for years, including during the final years of schooling. Bilingual education supports students from diverse socio-economic backgrounds to become and remain bilingual.

How do schools decide if bilingual education is suitable for them?
PM: High-quality bilingual education is generally effective in helping students to achieve fluency in an additional language, while also supporting the ongoing development of their first language. That said, all education programmes operate within their local, regional and national contexts. That’s why it’s important to weigh up the suitability of bilingual education options in context. Common considerations include: sufficient community support for the idea; the availability of qualified teachers and trainers; and access to additional resources to plan and support the change.

How important is the continued development of a student’s mother tongue?
PM: It’s essential. Strong verbal and other literacy skills in a child’s first language support general cognitive development and the learning of an additional language. Successful bilingual education programmes encourage parents of pre-school and primary children to read to, and with, their children in their first language. Some seminal studies report that children from homes where parents regularly engage with them in extensive dialogue in their first language arrive at school with substantial linguistic and cognitive advantages. Moreover, by continuing with some of their studies through the mother tongue, students are more likely to acquire a wider range of the language (terminology, academic conventions) needed for further studies and employment in that language.

Peeter Mehisto (BA, BEd, MA, PhD)

Over 25 years, Peeter has sparked ideas and facilitated stakeholder cooperation that has led to the launch of substantial new public programmes. Primarily, he has supported the development and management of bilingual education programmes in Asia, Mexico and Europe – including in Estonia and Finland. He is also part of the OECD (Organisation for Economic Co-operation and Development) working group on the global Education and Skills 2030 initiative. Excellence in Bilingual Education: A Guide for School Principals, Building Bilingual Education Systems and CLIL Essentials for Secondary School Teachers – all by, or co-authored by, Peeter Mehisto, Cambridge University Press.
Aside from study and employment opportunities, what other benefits can bilingualism bring?

**PM:** A bilingual individual seeking to solve a problem in one language is thought to be able to draw on the other language to bring extra cognitive capacity to bear in solving that problem.

Further, bilinguals are thought to have greater control over their cognitive processes. Improved executive function—the capacity to manage one’s cognitive processes—has been shown to help bilinguals focus better on the goals at hand and ignore irrelevant information.

Learning is also dependent on memory. Some researchers have found bilinguals to have superior episodic and semantic memory when compared to monolinguals. Episodic memory is about episodes and includes information about time, place, feelings and activities. Semantic memory includes general knowledge about ideas, facts and problem-solving.

There is also evidence to suggest that bilingualism helps stave off the effects of dementia for approximately four years, and that bilinguals are more likely to recover completely from a stroke.

What kinds of obstacles have you found to bilingual education programmes in different countries?

**PM:** There is often fear of the unknown. Whereas many parents are attracted by the possibility of their child becoming bilingual, they worry this might only be suitable for the gifted. That is not the case. Bilingual education has been shown to be suitable for the ‘average’ student too.

Parents need to be able to ask questions of educators. In particular, parents seem to appreciate hearing from other parents about their experiences. They often want to know how they could support their child. For example, they can help their child build vocabulary in their first language; direct him or her to cartoons, videos and apps in the second language; and then speak to the child in their first language about those experiences. It’s also important to explain to parents not to re-teach everything taught in school in their home language.

A common obstacle to the expansion of bilingual education is a lack of qualified teachers. Here, mentoring for teachers new to the system is key. Teachers who do not feel supported by colleagues are most likely to leave bilingual education in the first few years of teaching. Having experienced teachers share learning materials and lesson plans helps make a new teacher’s workload more manageable, and allows him/her to concentrate on the classroom. Creating a culture where teachers can openly discuss problems, without fear of criticism, is vital, and also a factor in teacher retention.

Cooperation with training institutions and opening the bilingual programme to student/practice teachers will also attract new teachers. Making time for teacher cooperation, and sharing decision-making, builds a sense of ownership in a school’s bilingual programme, too.

Finally, success shouldn’t be taken for granted. Ongoing work with stakeholders is imperative.

Why does bilingual education require a team effort?

**PM:** Bilingual education is part of a larger ecology and embedded in its societal context—its implementation always affects its stakeholders and vice versa. The understandings of students, parents, bilingual and monolingual teachers, teachers’ associations and unions, trainers, publishers, inspectors and politicians, have the potential to both constrain and create opportunities.

By consistently working with stakeholders, one is better able to be aware of constraints so they can be addressed, and better able to navigate and shape contexts in order to build learning environments that best serve students.

What’s the most important thing that schools can do to support bilingual education?

**PM:** Work with stakeholders to support teachers and promote student wellbeing and learning.
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Tana Marie Jitaru,
New Castelar College, Spain

cambridge.org/thepanel
From Malaysia to Argentina, a bilingual education opens up global opportunities. Two students give their perspectives.

Ng Jun Yuan (16), Year 10 Cambridge IGCSE™ student, Chung Ling Private High School, Penang, Malaysia

I started learning English when I was two, mostly from my parents, but my first language is Chinese. When I started school, we learned Chinese, English and Malay. The students at my current school are mainly Chinese. One part of our faculty has first-language Chinese and the other is a mix of nationalities, most of whom teach in English. “I began following the Cambridge curriculum when I was 13. I learn all of my subjects in English except for Chinese language and Malay. I’m studying Malay as a Cambridge IGCSE. It’s important as it’s my country’s language and allows me to speak with people from my country. If we are having difficulties with our studies, the teachers encourage us to find them after school so that they can help. “I recently visited Cambridge during my first trip to England. Going there has made me want to study at the University of Cambridge. I’m not sure what subject but perhaps Computer Science. I like the [fantasy] novel American Gods [by Neil Gaiman]. It’s also a TV series. The novel is very good – I’ve just found it in the library. “Learning English has helped me to have a much better understanding of the culture. English can help me communicate with people from around the world and it allows me to obtain information that otherwise I wouldn’t have access to.”

Julieta Trinidad Barros (17), Colegio Jesús María, Buenos Aires, Argentina

I was 14 when I started following the Cambridge curriculum. Last year I finished my Cambridge IGCSEs and this year I’m sitting for my Cambridge International AS & A Levels. I’m doing English Literature, English Language, Spanish, Global Perspectives, General Paper and Maths. “I started to learn English at school when I was three, but I don’t speak it at home. My first language is Spanish – and it’s how I communicate with my family and friends. It’s still the language I feel most natural speaking in. “Our school is bilingual, so we have subjects in Spanish and English. I can also speak French and have started learning Portuguese. I really love learning other languages because I feel like I’m opening myself up to other cultures. It allows me to have contact with people from other countries and makes me want to travel more. “Our teachers are all first-language Spanish; some teach subjects in Spanish and others teach subjects in English. The years in which we study for and take Cambridge qualifications, we are taught the exam subjects in English. I find it useful to be able to switch, to be taught in both languages. You get used to it. “I’m checking out universities in Argentina, but then I’d like to do a PhD or a Master’s degree outside Argentina in another language. I like maths and statistics, so I might study something related to economics, with a view to becoming an actuary. “I read books in English and like Veronica Roth’s Divergent trilogy and Harry Potter. We read books in English in class. “English opens you up to more experiences and opportunities in the world. It gives you access to the things that are most important today, such as technology and employment.”
Top tips for listening and speaking

1. Create the right environment.
You need to be able to hear what your students are saying and they you. Noise levels are often too high in classrooms, so use creative desk arrangements to dampen sound.

2. You can’t always see that students cannot hear.
On average, 16–18 per cent of the school population is suffering from a hearing impairment due to causes ranging from chronic conditions to the common cold. Regularly check how well your students can hear and seat them accordingly.

3. Make listening necessary.
Devise activities where students have to listen carefully to complete a task. Make sure they answer the exact question you ask them, avoid repeating or rephrasing the question, and test them on occasion by speaking quietly.

4. Encourage active listening.
Practise strategies such as looking out for key words, verbal and non-verbal clues, forming mental pictures and summarising, and reflect together on different approaches for listening well.

5. Form good habits.
From an early age, encourage good listening habits by asking students to: count how many times they hear a word, fill gaps in sentences spoken out loud, or paraphrase information they have heard.

6. Help students understand the ‘four strands of oracy’. These are: physical, linguistic, cognitive, and social & emotional. Students need to learn the power of their voice and body language, the importance of vocabulary and linguistic structures, how to reason and structure an argument, and how to work with others.

7. Structure lessons to include opportunities for all.
No student should dominate a discussion and everybody should get the opportunity to gain confidence in speaking.

8. Establish clear guidelines for discussion activities.
Give all students a fair chance to contribute and to show that listening is about more than just waiting for another person to stop speaking.

9. Model effective talk through your own use of tone, vocabulary and content.
Plan and think carefully about how you ask questions, give instructions and respond to what others say. Invite students to analyse the tools you use to express yourself orally.

10. Use speaking and listening for formative assessment.
In non-language subjects, use methods other than writing to evaluate students’ knowledge and understanding. Many can more easily demonstrate what they have learned by talking about the subject rather than writing it down.

Helen Rees-Bidder is author of Approaches to Learning and Teaching First Language English. Paul Ellis is co-author of Approaches to Learning and Teaching Modern Foreign Languages, and co-editor of the complete 12-book series with Lauren Harris, published by Cambridge University Press (2017–18).
The **power** of two

Students and teachers alike can benefit from extra support for English language learning

**Many Cambridge International Schools support their students and teachers with English language learning by working with our sister organisation, Cambridge Assessment English. Guy Chapman, Head of Schools at Cambridge English, explains why**

“Part of my job is to listen to schools’ needs. Consistently, we hear two concerns from teachers and senior leadership: how hard it is to assess whether a child has the required English language skills to embark upon the Cambridge Pathway; and quality-teacher retention – ensuring those first-class subject teachers of geography, history, etc. have the required expertise teaching their subject in English.

“Even where a school is following the Cambridge Pathway, not all the students are likely to join the school with the same level of English language skills. Cambridge English can play a big role in helping teachers to prepare students to start on the Cambridge Pathway and to understand and record their level of English language expertise. It’s also invaluable in supporting weaker students and stretching the more able, who need to be kept motivated through their Cambridge IGCSEs and A Levels.

“Finding teachers who are great at delivering their subject in English is a constant challenge for international schools. Cambridge English offers teacher development programmes to help them improve, for example, their English skills – such courses will greatly help schools retain the best teachers.

“The two arms of Cambridge Assessment have always worked side by side, but we’re doing more to help parents understand how our programmes interrelate, and help schools make the most of the professional development we both offer. There are many benefits to a school taking up Cambridge English with Cambridge International programmes.”

**Ms Le Phuong Mai, Principal of Vietnam-Australia School, Hanoi (VAS Hanoi), shares her views**

VAS Hanoi was established in 2007 and currently has more than 1200 students. In 2013, the school started to teach Cambridge International qualifications. In 2019, it became a Cambridge English Partnership School.

**What are the benefits in offering both Cambridge International and Cambridge English programmes?**
The teachers have access to a range of teaching and learning materials; they also benefit from training and being part of the Cambridge global community. Plus, the school has a chance to work directly with representatives of the two organisations.

Cambridge International learners are educated to be confident, responsible, reflective, innovative and engaged, well equipped for success in the modern world. Those global values also meet the educational goals that Vietnamese parents are looking for.

**How do you decide which students follow a Cambridge International curriculum and which do Cambridge English?**
All students follow the Cambridge International programmes and, in addition, are encouraged to take exams to get Cambridge English qualifications too. In fact, most students have received the required Cambridge English certificate for each level of English language study. Grade 7 students can achieve the A2 Key for Schools qualification and Grade 9/10 students can achieve the B1 Preliminary for Schools qualification.

**How beneficial is it for those students who study for both qualifications?**
Cambridge International programmes give our students the essential skills they need for success at university and beyond.

Cambridge English Qualifications provide an international benchmark in English language skills, enabling learners to compare their levels with the Common European Framework of Reference for Languages (CEFR). Students also gain a lot more experience in conversing in English. It’s motivating for students to have regular milestones to aim for when learning English.
How do ‘college ready’ skills vary across the world?

A
n estimated 93 per cent of Cambridge International A Level students won places at university last year, according to figures from our latest Student Destinations Survey.

Of these students, an estimated 54 per cent progressed to a university in their own country, while the other 39 per cent went to a university in another country. Our data also shows that ever-increasing numbers of Cambridge students are getting into top-ranked universities.

Cambridge curricula prepare students academically for university and give students the additional skills that embody ‘college readiness’ – the ability to do well as an undergraduate. But do universities around the world all look for the same set of skills in applicants, and how do they assess them? We put this question to our global team of recognition managers. Here are some of their responses below. You can read the full article at www.cambridgeinternational.org/blog

EAST ASIA
Dora Duan, Recognitions Manager, East Asia
In the last few decades, many East Asian countries have undergone educational reform in order to improve on the ‘one exam, one decision’ method of access to higher education. East Asia is moving away from the traditional exam-driven approach, with its focus on memory, maths skills and exam techniques, to a judgement of ability based on more diverse factors.

In Hong Kong, for example, and in some top English degree programmes, universities now look for more rounded candidates with experience of extra-curricular activities or independent research, with soft skills such as communication and collaboration, and with proven language ability and global citizenship skills.

UK
Roshan Walkerley, Recognitions Manager, UK, Ireland & the Netherlands
University courses in the UK typically take three years and so can be very specialist, requiring a good level of subject knowledge. Universities also value pre-university projects that allow learners to work independently, such as the Cambridge International Project Qualification.

UK universities tend to focus their admissions criteria on the grades students have achieved in high schools and are predicted to achieve in their final exams. Some universities do value qualifications such as music examinations or extra- and co-curricular activities, but these typically enhance an application, rather than replace the need to meet the academic requirements.

USA
Chantel Reynolds, Recognitions Manager, Southern US
In the US, purely ‘academic’ skills are now considered only one indicator of college readiness. Many institutions also look for demonstrations of ‘grit’ – the ability to persist despite obstacles and setbacks. They also look for evidence of the ability to manage learning independently.

US universities will also consider the rigour of the high school experience – the kind of courses the student took, how challenging they were, and if the student was involved in clubs requiring a high-level commitment. Community work also helps identify a ‘well-rounded’ student.

Find brochures and videos on how to apply with Cambridge qualifications to universities in popular destinations – including Australia, Canada, India, Pakistan, South Africa, the UK and US – at www.cambridgeinternational.org/recognition
Doctor Judith Roberts, Head of Primary and Lower Secondary, Development, is excited about the new subjects on offer in the Cambridge Primary and Lower Secondary programmes.

It’s so important for everyone to have a favourite subject at school,” enthuses Judith, by way of introduction to what she and her team have been working on for the past 18 months. “If your favourite subject is maths, English or science, all well and good. But there are many who flourish in the more creative aspects of learning and we wanted to help schools feel more confident to teach a wider range of subjects.”

As such, in addition to its existing offering, Cambridge International has added four new subjects to its Primary and Lower Secondary programmes: art & design, digital literacy, music and physical education. They are available from September 2019.

So, why more subjects?

“The Cambridge vision has always been for a broad and balanced curriculum that meets the needs of our learners and gives them a wider experience of what it means to learn. The greater the number of subjects that a learner understands, the more lenses they have through which to view the world.

“Plus, the wider the curriculum, the more opportunities learners have to develop our learner attributes of being confident, responsible, reflective, innovative and engaged. The skills learned in subjects such as art & design, digital literacy, music and physical education will not just benefit a learner in isolation. They are a great place to develop important ‘soft skills’ – such as teamwork, responsibility, leadership and resilience.”

How do you decide on the content?

“When we look at a subject, there are always unifying principles that we follow,” explains Judith. “For Cambridge Primary and Lower Secondary, we are looking for excellent year-on-year progression and the best preparation for Cambridge IGCSE and O Level qualifications. We will always be informed by, and engage with, the very latest academic thinking and research. Many of our learners have English as a second or third language, so that is a paramount consideration. And, though there is a global aspect to their education, this needs to be combined with exploration of their personal and local context and identity.

“Naturally, we work with experts in each subject and age group, to identify the main curriculum strands. This stage goes through many iterations – we challenge ourselves and what we have devised, and we look at what countries around the world are doing. Each subject has been through many cycles and revisions, involving subject-matter experts and teachers who have experience of teaching learners of the intended age. The end result should be a really clear, user-friendly and flexible programme of work, one that is easily adapted to the needs of each school.”

“Cambridge International is constantly developing and revising its programmes, and questioning what makes a great education for learners”

A curriculum that reflects the modern world
Cambridge International is constantly developing and revising its programmes, and questioning what makes a great education for learners. In a fast-moving world, education needs to evolve.
“The new digital literacy curriculum illustrates perfectly how the time is right to broaden our offering. This curriculum develops learners' understanding of the digital world and celebrates the opportunities that technology offers. The aim is to increase confidence in using digital tools, while simultaneously helping students to develop resilience and operate in the technological world with wisdom and safety.

“The new physical education curriculum focuses on developing movement skills – teaching learners how to move well, confidently and creatively. It's about establishing healthy patterns for life and an appreciation of health and wellbeing.

“In music, learners explore the subject as performers, composers and listeners. All music is welcome – from different cultures, times, places. There are no barriers. Similarly, you really don’t need to have loads of resources. The learning objectives can all be met with voice and percussion.”

Judith is keen to point out that the new physical education and music curricula complement existing tuition that a pupil may already receive in these subjects.

Our schemes of work provide lots of flexibility – none more so than art & design. This programme encourages learners to express themselves as they experience, make and reflect on art. “If you stop something being flexible, then it stops being art,” laughs Judith. “Kids have great imaginations, so set them free. The phrase that perfectly encapsulates art & design (but could be used for all of the Cambridge Primary and Lower Secondary programmes): limitless possibilities.”

We are launching a new Cambridge International AS & A Level Drama qualification aimed at students who have done Cambridge IGCSE Drama or an equivalent qualification.

Students will explore practical and theoretical approaches to drama, and learn how to evaluate their own work and that of others.

The approach will encourage learners to be:
• confident – developing practical skills for dramatic performance
• responsible – developing shared responsibility, working with others and understanding the power of drama
• reflective – engaging with performance processes and using them to inform future practice
• innovative – creating original dramatic work and formulating imaginative responses to existing repertoires
• engaged – developing their enjoyment of drama.

The syllabus includes five key concepts – communication; performance processes; practical skills; genre, style and structure; and research and critical reflection.

Cambridge International AS & A Level focuses on three areas:
• the exploration, interpretation and analysis of dramatic texts in a performance context
• the development of acting skills and their application to scripted performance
• the development of dramatic skills and their application through collaboration to devise and present an original piece.

Cambridge International A Level focuses on three areas:
• theatre-making and performance through collaboration by devising and presenting a piece inspired by a selected practitioner or tradition or style
• structuring individual performance work on a theme
• exploration of performance texts, practitioners, styles and genres.

For assessment, students take a written exam and do practical coursework. Support materials will be available before first teaching in 2020. The AS & A Level is for examination in June and November 2021, 2022 and 2023.
Students and schools were in a celebratory mood on hearing the results of the first-ever Cambridge Upper Secondary Science Competition

Jayshree Periwal International School in India is the overall global winner of the Cambridge Upper Secondary Science Competition 2019.

Almost 260 schools from around the world took part in the competition, in which students studying for Cambridge IGCSEs or O Levels investigated a scientific project of their choice. Small teams, supported by a teacher, thought up a project that would involve around 25 hours of practical or investigative work. The competition aimed to develop the learners’ passion for science and promote the attributes of a Cambridge learner through collaboration, communication, innovation and creativity.

The winning entry
Students Ravishankar Yadav, Divya Gupta, Chetan Jain and Suvira Singh Katoudia submitted the winning entry. Their project – Live or Dye? Negative impacts of synthetic dyes – was an investigation into the effect of synthetic food-colour dyes on the respiration and growth of yeast, a subject directly relevant to the everyday lives of the students.

The team said: “Winning the competition is a delight for us. All the hard work that we put in has finally paid off.

“We decided upon the topic of food-colour toxicity because of its topical and universal significance. The process of performing the experiments and coming to a conclusion was challenging, but far more satisfying than just studying them in books.

“Not only did the competition provide us with a platform to showcase our innovation and imagination, it also gave us an opportunity to learn the importance of teamwork.”

Dr Jayshree Periwal, Chairperson, Jayshree Periwal Group of Schools, said: “Students are always excited about performing hands-on experiments rather than rote learning science. Our school always tries to provide such opportunities. Winning the very first Cambridge Upper Secondary Science competition has electrified and invigorated the students.”

The school receives a plaque of recognition from Cambridge International, team certificates, medals and a letter of recognition celebrating its success.

The judging panel – Dr Helen Eccles, ex-Director of Cambridge International and Science Competition Lead; Dr Rachel Garsed, Senior Engineer at CMR Surgical; Dr Elaine Wilson, Senior Lecturer in the Faculty of Education at Cambridge University; and Dr Judith Roberts, Head of Cambridge Primary and Lower Secondary, Development, Cambridge International – were impressed with the high quality of the investigations.

They said: “We were pleased to see evidence of strong scientific research techniques as well as excellent practical skills. The subject matter across all regions was wide and varied, and it was pleasing to see many groups explicit in their interest of a local or global issue.”

Students show off scientific skills

ILLUSTRATION: ISTOCK

The winning team in action in the lab
Congratulations to our regional winners!

East Asia
Bio Four from RDFZ Chaoyang Branch School, China
Effect of intercropping on the growth rate of soy beans
Team: Chuxin, Jane, Kyle and Steven
Jane said: “Our project is about intercropping – a technique used in agriculture to increase the yields of the crops. We wanted to investigate which vegetables could increase the growth rate of soy beans.”

Europe
MEM from The British International School of Stockholm, Sweden
How to light up a classroom most effectively
Team: Maud, Erik and Mathilda
Mathilda said: “I found the competition both fun and challenging. We had to change things along the way [to overcome problems] so I learnt a lot.”

Middle East and North Africa
Team Three from Pristine Private School, Dubai
Investigating the water purity level by filtration using a carbon filter
Team: Ariba, Sukena and Fariqa
Ariba said: “The purpose of the experiment was to highlight the lack of clean water available for consumption in developing countries. We gained additional information about water channels and enhanced our awareness of the water filtration process and the materials used.”

Pakistan
DM School System, Karachi
Detection of adulterants in milk among well-known brands
Team: Laiba, Mahnoor, Maliha, Munneeba, Nayab and Rida
The team said: “The competition gave us an opportunity to collaborate and dedicate ourselves to a particular purpose. It made us highly acquainted with a subject that we had less knowledge of.”

Southeast Asia and Pacific
Canggu Community School, Bali, Indonesia
How do different concentrations of acidic liquids affect microorganism growth? An investigation into healthier alternatives for food preservatives and cleaning products
Team: Lucy, Luna, Maya, Kayla, Malaika and Zara
Zara said: “We wanted to encourage others to deepen their understanding of the importance of hygiene and, more significantly, their health in terms of unnatural preservatives and chemical cleaning products. Knowing our project could benefit others, as it investigated a solution to a world problem, really inspired and excited us.”

Sub-Saharan Africa
Willow International School, Mozambique
Conversion of extruded polystyrene foam into carbon and its use in a water filter
Team: Charmila, Eycina, Lauricénia, Maysa, Patricia and Tassia
Teacher Dr Hussain said: “We are extremely glad to hear about the success of our students and school. Thanks go to Cambridge International for their support in preparing the students for life.”

Learn more at www.cambridgeinternational.org/science-competition
The excellent equation for primary mathematics

The Collins International Primary Maths

Problem Solving and Reasoning Student's Books

Offering support in all aspects of the Cambridge Primary Maths Curriculum, this resource is perfect for use alongside the Collins International Primary Maths series or independently.

www.collins.co.uk/cambridge collins.international@harpercollins.co.uk

This series is endorsed by Cambridge International to provide learner support for the Cambridge Primary Maths curriculum framework from 2011.
Getting started with...

Peer observation

There is nothing to fear in peer observations: they offer a two-way learning process and a route to increasing self-belief.

Many teachers get nervous when someone observes them. It is natural to feel anxious, especially if the observation is ‘high stakes’ and someone is evaluating you for an annual review or promotion. If, however, the observation is for professional development reasons, there is a lot we can do to prepare well and reduce stress. It begins with finding an appropriate person to work with and supporting each other, with the goal of improving learning rather than evaluating the teacher who is being observed.

What is peer observation?

It is when a teacher observes another teacher in order to develop their classroom practice. A peer can be any colleague willing to support you. They may be from a different subject area, be new to teaching, or be a member of the leadership team. Whoever you choose, make sure they know how to observe and give constructive feedback. Don’t just choose an observer based on their years of experience or seniority, or because they are your friend.

Benefits

Observation is a very beneficial form of professional development. For example, it can:

• help you to discover a different way of doing something
• provide another opinion when you are trying out something new
• unpick why something is not working
• give you time to reflect properly, and with focus
• reaffirm your skills and boost your confidence.

The observer can benefit too, and in similar ways, especially if you observe them as well. It allows you and your observer to think harder and articulate what it means to be a teacher, and to discuss both the challenges and the best ways of teaching.

How to record an observation

Your method of recording the lesson should depend on what you are observing, but always write notes in real time. You could choose to:

• write a factual, objective account of the session, and highlight later the points most relevant to the focus of the observation
• divide a piece of paper into two columns headed ‘what went well’ (WWW) and ‘could be better’ (CBB), writing accordingly in each
• observe the learners as a whole group but only note what a small number are doing
• draw a picture of the classroom and keep a record of how many times the teacher asks each learner or group a question
• write a list of all the questions the teacher asks.

Remember that developmental observations need to be carried out in a supportive and non-judgemental way. This will make them a more positive experience for all.

How to plan an observation

1. Before – the observer and person being observed agree on a focus.
2. During – the observer writes down any information relevant to the focus.
3. After – the observer and the person being observed meet to discuss.

It is important to have a focus, as it is impossible to observe everything in one lesson.

Find out more

Our easy-to-read, free online guide to Getting Started With Peer Observation will tell you the theory behind peer observation and give you practical tips on how best to make it work for you. Find the guide at www.cambridgeinternational.org/teaching-and-learning
Support for schools
The latest resources and developments to support you and your learners

What’s new from September 2019?
Here’s a quick guide to what’s new for Cambridge schools. For more details, go to www.cambridgeinternational.org/new

Cambridge Primary
NEW! More subjects now available (art & design, digital literacy, music and physical education). See page 16.

Cambridge Lower Secondary
NEW! More subjects now available (art & design, digital literacy, music and physical education). See page 16.

Cambridge IGCSE and O Level
Six revised syllabuses, including Drama, First Language Spanish and World Literature.

Cambridge International AS & A Level
NEW! Cambridge International AS & A Level Drama for first examination in 2021. See page 17.

Eight revised syllabuses including Biology, Chemistry, Physics and Information Technology.

Help prepare students for their Next Steps
Our new Next Steps guides help teachers to give learners a clear understanding of the transition between Cambridge IGCSE and Cambridge International AS & A Level.

The guides outline the key differences between Cambridge IGCSE and Cambridge International AS & A Level study and include answers to frequently asked questions, as well as suggested resources (websites, textbooks and past papers). They also suggest a classroom activity to help students prepare for the lessons they can expect on their Cambridge International AS & A Level course.

Next Steps guides are available on the School Support Hub for the following Cambridge International AS & A Level syllabuses (and on the Cambridge IGCSE pages for these subjects):

- Biology 9700
- Chemistry 9701
- Physics 9702
- Mathematics 9709
- English Language 9093
- Literature in English 9695
- Accounting 9706
- Art & Design 9479/9704
- Business Studies 9707
- Economics 9708
- Geography 9696

Make the most of the School Support Hub
The School Support Hub is our secure online site for teachers at Cambridge schools. You’ll find all the support you need in one place.

There are more than 30,000 teaching and learning resources, including schemes of work, example candidate responses, past papers and learner guides. It’s a great way to keep up to date with the global Cambridge community and you can get in touch with other teachers and experienced examiners through our online discussion forums.

If you don’t have an account, speak to your Cambridge Coordinator, who will be able to set one up. www.cambridgeinternational.org/support

Supporting schools with internal moderation
Some Cambridge qualifications have components whereby the teacher marks their own students’ work. We’ve produced a new step-by-step video to support schools with the process of internal moderation and to help make sure that every teacher is marking to the same standard.

Watch the video at www.cambridgeinternational.org/internal-moderation
Supporting
our exams officers

We continuously look to improve our support materials for exams officers. Here’s our latest update:

New guidance documents
The 2020 Cambridge Handbook contains new information, including where you can access early exam and pre-release materials, and changes we’ve made to regulations about resubmitting coursework.

It’s available in the ‘Exam administration’ section of our website from October, along with other useful documents. We have added new guidance videos to help you understand regulations for secure storage and what to expect from a security inspection. Go to www.cambridgeinternational.org/examsofficers

Exams officer training
Our exams officer training is available in the Online Learning Area. You can set up your own account and self-enrol at https://learning.cambridgeinternational.org/professionaldevelopment

Cambridge Exams Officer eNewsletter
This newsletter is sent to the exams officer’s inbox each month and is a vital resource for all our latest information and training events. If you are not automatically receiving the eNewsletter, please email info@cambridgeinternational.org

Syllabus changes: keep up to date

We give notice of changes to syllabuses at least a year before first teaching and publish a Syllabus Changes guide every September. You can find it at www.cambridgeinternational.org/new

You can also sign up for email alerts about syllabus changes, including new and revised product updates. Go to www.cambridgeinternational.org/syllabusupdates

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™ FOREIGN LANGUAGES (FRENCH, SPANISH, GERMAN AND ITALIAN)
RESOURCE: Student Books, Student eTextbooks, Whiteboard eTextbooks and Teacher Guides
PUBLISHED BY: Hodder Education
Strengthen language skills and cultural awareness with a differentiated approach that offers comprehensive coverage of the revised Cambridge IGCSE foreign languages syllabuses, for first examination from 2021.

Visit: www.hoddereducation.co.uk/cambridgeigceslanguages
Email: International.team@hoddereducation.com

CAMBRIDGE INTERNATIONAL AS & A LEVEL BIOLOGY, CHEMISTRY AND PHYSICS SERIES (NEW EDITIONS)*
PUBLISHED BY: Cambridge University Press
Written with strong support for language development, including key science vocabulary and key definitions throughout. Available in 2020, new editions fully cover each of the syllabuses, helping your students develop the practical and analytical skills to flourish. This flexible range of resources meets the real needs of your classroom.

Visit: www.cambridge.org/education

CAMBRIDGE INTERNATIONAL AS & A LEVEL ENGLISH LANGUAGE
RESOURCE: Student’s Book
PUBLISHED BY: Collins
Help students build key skills and knowledge in a clear sequence and apply them to a range of language tasks. The student’s book includes coverage of the latest syllabus topics, as well as a stimulating range of international texts.

Visit: www.collins.co.uk/cambridge
Email: collins.international@harpercollins.co.uk

*THE PUBLISHER IS WORKING WITH CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION TOWARDS ENDORSEMENT OF THIS TITLE
School leaders and teachers often ask what type of Cambridge Professional Development is right for them. Using our knowledge of participants, in this article we show some of the courses you might choose depending on your career stage – and why.

We offer Introductory, Extension and Enrichment online and face-to-face courses as well as professional development qualifications. Find out more at www.cambridgeinternational.org/professionaldevelopment

Types of Cambridge Professional Development

- Syllabus-specific face-to-face professional development
- Enrichment face-to-face professional development for teachers
- Enrichment face-to-face professional development for leaders
- Syllabus-specific and Enrichment online professional development

Right and above right: Workshops are a great opportunity for delegates to work together and share ideas

“I was reassured by speaking to other teachers and hear what they were doing in their classrooms”

Experienced Cambridge teacher

I began my professional development five years ago with face-to-face Introductory training for Cambridge International AS & A Level Biology. This helped me to understand exactly what the assessment objectives meant, and I found the lesson-plan activity especially useful. Two years ago, I became worried when I saw that my learners were making some of the mistakes highlighted in the Principal Examiner’s report, so I attended face-to-face Extension training. It was reassuring to speak to other teachers who had similar worries and to hear what they were doing in their classrooms.

I was also becoming quite frustrated at my students not taking much responsibility for their own learning, so I enrolled on the Enrichment Metacognition and Effective Classroom Talk workshop. As a result, I have used ‘exam wrappers’ in my lessons – a technique to help students reflect on their study habits. These have definitely helped my students think about what they need to do differently to prepare for their exams.

Next year I’m going to start teaching Cambridge IGCSE Biology for the first time. Despite having taught biology at Cambridge International AS & A Level, I still want to know exactly what this involves, so I have booked on to the Online IGCSE Biology Introductory training.
New senior leader

I have recently been appointed Deputy Headteacher. It’s my first promotion to a management role and a big step up. I was feeling a little overwhelmed by the responsibility and all the questions being asked by staff, so I attended the Enrichment workshop Developing your Leadership with Cambridge. The trainers shared their own experiences of leadership and how they overcame problems similar to mine, which was really helpful.

Recently, I have been observing some teachers in my school as part of their development. I have noticed that some of them are dealing well with their high-achieving students but finding it more difficult to help those who are struggling, so I have encouraged some staff to sign up for the Enrichment Inclusive Classroom workshop.

I’m also responsible for tracking the syllabuses that have big changes coming up. I feel the teachers of these syllabuses will benefit from attending Extension training next year so they can fully understand how these changes will impact their teaching.

Three years ago I completed the Diploma in Teaching with Digital Technologies and realised how powerful the PDQs are. Now that I’m a PDQ Programme Leader I am currently using the Certificate and Diploma as the foundation of professional development in the school.

New teacher in a bilingual school, and new to Cambridge International

I’ve never taught Cambridge IGCSE English 0500 before, but I’m really lucky to work in a supportive school with a big emphasis on professional development. My Head of Department suggested I attend Online Cambridge IGCSE English Introductory training, which has really helped me to gain a better view of the syllabus to plan my first year of teaching.

The school encouraged me to sign up for Cambridge workshops but I didn’t really know where to begin, so I used the Cambridge Teacher Standards to help me work out what professional development would be best for me. My self-audit highlighted that I should work on a couple of things: my use of formative assessment and ways to best support my learners whose English is not their first or best language. I applied to take part in the Cambridge International Award in Teaching and Learning (a PDQ) and I booked on to the Enrichment Language Awareness workshop.

My school has advised me to take the Certificate in Teaching and Learning (a PDQ) next year. This will help me to build on my Award and further develop my teaching practice.

They shared their own experiences of leadership and how they overcame problems similar to mine

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
It would be impossible to do this job without first-hand knowledge of teaching – I was a teacher for 15 years. I help to look after the selection and continued professional development of our trainers. We have around 500 trainers on our books, based in the UK, India, China, the US, Pakistan, Malaysia and Indonesia.

Our team organises two-day trainer-selection events to find the best, most passionate teachers and examiners who really understand how to deliver Cambridge qualifications. On the first day, we model the type of training style we are looking for, and then on the second day we ask each teacher to deliver a mini training session in their subject.

We invite between 10 and 30 teachers to each event. People who come often say that it’s a great learning opportunity, whether or not they are selected. I certainly pick up many ideas each time.

Once selected, a trainer will join an online induction course, which involves watching a Cambridge trainer facilitating a training session. New trainers then discuss what makes good training, under the expert guidance of an experienced trainer. The forums buzz with ideas, questions and worries: it’s up to us to allay their fears and explain the expectations and resources available.

An experienced trainer will also get in touch by phone to mentor a new trainer to help them prepare for their first solo event. This may involve sharing facilitation tips, or exploring the assessment standards of their syllabus in more depth.

One hundred new trainers have had a mentor since 2015 and the feedback is really positive. We are building a supportive international trainer community. Recently we launched an online science trainer network for exchanging ideas.

I love working with such a passionate and knowledgeable group of education professionals.

It’s a privilege to be able to support new trainers and share experiences with them.

Lead Trainer for Cambridge Global Perspectives™ syllabuses
Anne Needham says trainer observations are designed to build confidence

“Observations are important because we all need to feel confident that we’re delivering quality training. The observation process gives us an opportunity to discuss sessions with somebody who has experience, empathy and understanding. I’m always grateful for any feedback I’m given when I’m observed.

Before an observation, I make contact with the trainer. This breaks the ice and allows the trainer to raise any concerns. On the day, I get to the venue early, introduce myself, then I tuck myself away and keep a low profile. After observations, the feedback session is given using the completed observation form as guidance. This takes around 30 minutes but can be longer. This is where most discussion takes place – I always view it as a positive and supportive process. The trainer and observer will discuss each session in terms of ‘what went well’, ‘what could be even better if…’, etc.

Trainers can get worried about observations, but there is no need. View it as being positively supported in your professional role. This is a collaborative process designed to help us all to be the best we can be and leave us as happy, confident and competent Cambridge trainers.

“It’s a privilege to be able to support new trainers and share experiences with them”
Aparajita Nandi: When did you first introduce Cambridge programmes in schools in the School District of Palm Beach County and why?

Keith Oswald/Dr Becky Youngman: We began with two high schools in 2009. Now, all 23 of our regular high schools, plus two middle schools and one elementary, are implementing the programmes.

We began increasing Cambridge programmes in our schools to achieve two key goals: improving equity by opening access to rigorous courses for all students, and increasing post-secondary enrolment and readiness.

AN: Do all students take part in the Cambridge programmes?

KO/BY: Everyone is encouraged to take at least one rigorous course, with the possibility of earning them college credit. There are many courses for students to choose from regardless of their grade level. Some students work towards the Cambridge AICE Diploma, which, in the state of Florida, can earn them a Bright Futures Scholarship to attend a post-secondary institution within the state university system. Others choose to take one or two courses that align with their interests or academy/career-related coursework.

AN: How are students benefiting from Cambridge programmes?

KO/BY: We’ve seen tremendous growth in student participation and performance. Our exam entries grew to nearly 30,000 in 2018, and 80 per cent of those exams received qualifying scores. We’ve begun closing gaps in student participation by monitoring and increasing the participation of all demographic subgroups who were traditionally under-represented in accelerated courses. We’ve also seen an increase in our graduation rate and post-secondary enrolment.

AN: What is it about the Cambridge programme that allows for this impact?

KO/BY: The flexibility of implementation has allowed schools to appeal to their students’ interests and needs. And the development of the Cambridge teacher and learner attributes has allowed students to feel confident in their learning.

AN: How do Cambridge programmes help educators and school culture?

KO/BY: The rigorous courses have helped to drive a strong college-going culture and to build post-secondary aspirations for non-traditional and first-generation college goers. We’ve been impressed with the excellent teacher training, which has improved the quality of instruction, and the online resources, which support teacher planning and programme coordination. Plus, the Cambridge team have proven to be valuable in considering implementation growth, resolving issues, celebrating student success, and collaborating on training and programme decisions.

If you’d like to be featured on this page, email outlook@cambridgeinternational.org

Palm Beach County Schools
Public schools in the US belong to school districts. The School District of Palm Beach County is the 10th largest district in the US and the 5th largest in the State of Florida, serving more than 193,000 students who speak 146 languages and dialects. Palm Beach County has been working with Cambridge International since 2009 to give its students the choice of following the Cambridge Pathway from primary to high school. www.palmbeachschools.org
Are your science students...

Education ready?  
University ready?  
Work ready?  
Ready for the world?

Our science syllabuses offer the best science education for your students, with a widely respected approach combining depth, rigour and practical experience.

Get your students ready for the world, go to cambridgeinternational.org/science