

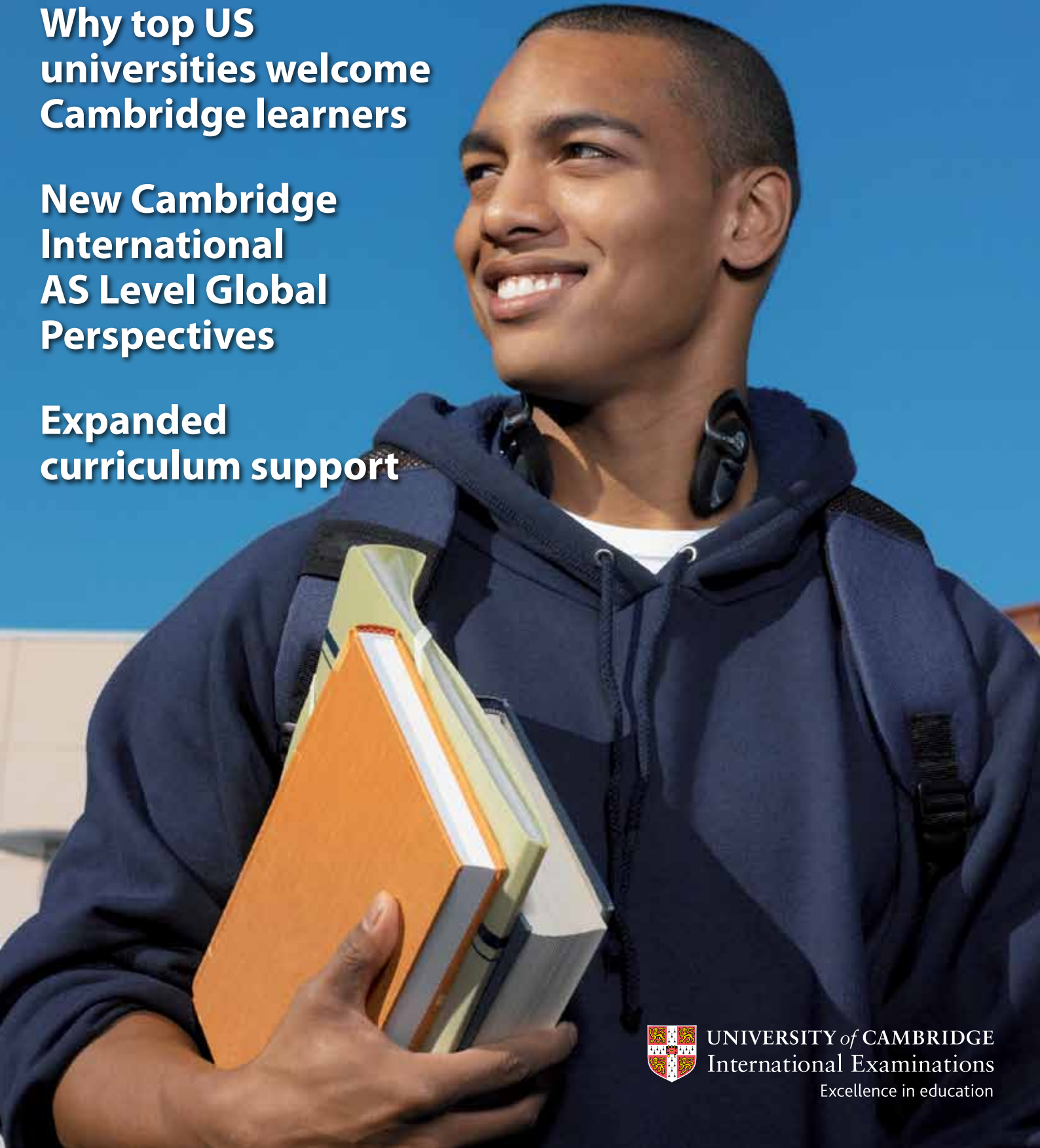
CAMBRIDGE outlook

Issue 11, 2011

**Why top US
universities welcome
Cambridge learners**

**New Cambridge
International
AS Level Global
Perspectives**

**Expanded
curriculum support**



UNIVERSITY of CAMBRIDGE
International Examinations

Excellence in education



Our education programmes and qualifications help Cambridge schools and teachers prepare their learners to be:

Confident in working with information and ideas – their own and those of others

Responsible for themselves, responsive to and respectful of others

Innovative and equipped for new and future challenges

Engaged intellectually and socially, ready to make a difference.

Editor Caroline Gavine

Cambridge Outlook is an important way of communicating with Cambridge schools and readers around the world. We welcome suggestions for inclusion in the magazine. If you wish to submit an article, please contact:

Caroline Gavine
Communications Manager
University of Cambridge
International Examinations
1 Hills Road, Cambridge
CB1 2EU, UK

Tel: +44 1223 553554
Fax: +44 1223 553558

international@cie.org.uk

Welcome to the latest issue of *Cambridge Outlook*

As I write this, we are just days away from issuing the results of the June 2011 exam series.

Answer scripts from Cambridge learners in over 160 countries have been carefully marked to make sure students receive the results they deserve, ready to progress to the next stage of their lives.

This issue of *Cambridge Outlook* begins with a celebration of Cambridge learners and the qualities they develop during their Cambridge studies, nurtured by committed teachers and schools. We also bring you insight into why US universities value Cambridge learners so highly, updates on new qualifications and resources, and a new approach to measuring customer satisfaction – read the results of our research with Cambridge principals on page 16.

Right now I am looking forward to welcoming 200 Cambridge teachers to our Cambridge Teachers' Conference in September 2011. My colleagues are working hard to make sure it is a fantastic event. You can read all about it in our February 2012 issue.



Ann Puntis, Chief Executive



contents

Developing successful learners

2. Celebrating Cambridge learners
4. Encouraging enterprise in Cambridge learners
5. Join the pilot for Cambridge IGCSE World Literature
6. Why top US universities welcome Cambridge learners

News

8. Cambridge IGCSE® news
10. New Cambridge International AS Level in Global Perspectives

11. Involve your school in an International Student Symposium
12. New offices in Cambridge and Singapore

Improving our services to you

13. Making life easier for exams officers
14. Customer satisfaction survey: feedback from principals
16. Expanded curriculum support for teachers

Cambridge learning community

18. Cambridge Assessment scholars graduate from University of Cambridge
19. University of Cambridge Institute of Continuing Education
20. New appointments
21. Professional development calendar

Cambridge Outlook eNews

Our monthly eNewsletter will keep you up to date with developments at Cambridge. Join our mailing list at www.cie.org.uk/newsletters

Celebrating Cambridge learners

Schools who are new to Cambridge sometimes ask us to describe a Cambridge learner. They know Cambridge programmes and qualifications deliver excellence in education, but what else do they mean for young people?

On these pages, we present a snapshot of Cambridge learners from around the world. They are all learners we have met or heard about in recent months. Our programmes and qualifications help Cambridge learners to be **confident, responsible, innovative** and **engaged** – and the learners shown here all display those qualities.



▲ Outstanding Cambridge learners in Vietnam received awards at a ceremony hosted by EMG Education in May 2011. The event celebrated the achievements of Cambridge learners at primary and secondary schools.



▲ Cambridge IGCSE Global Perspectives students at Charlemagne College in The Netherlands created this website to communicate their research into major water problems faced by people around the world. "It is our aim to raise awareness and find solutions for these problems," the students said.



▲ Geeta Paul, a teacher at Mallya Aditi International School in India, sent us this photo showing part of an art installation. Her Cambridge IGCSE students applied knowledge gained in their Global Perspectives course to create an innovative water-themed art project using materials from local lakes. "It was an interesting experience for all," wrote Geeta.



▲ Cambridge learners at Waterford Kamhlaba United World College of Southern Africa in Swaziland assist teachers in schools in Shewula, a rural community in north-east Swaziland. Such activities help students develop responsibility for others.

Cambridge learners win places at top universities every year. We met two outstanding former Cambridge learners at the University of Cambridge earlier this year:



▲ Ayushka Nugaliyadda, a former student at Stafford International School, Sri Lanka, is now studying at Robinson College, Cambridge. Here she is pictured receiving an Outstanding Cambridge Learner Award from Cambridge Senior Education Advisor, John Guy and Warden of Robinson College, David Yeates (right). Ayushka plans to pursue a career in developmental economics in Sri Lanka.



▲ "It's amazing to be here and to study alongside some of the smartest people in the world," enthused Zulfiqar Ali, a former Cambridge learner at Karachi Grammar School in Pakistan, and winner of a scholarship to the University of Cambridge funded by Cambridge Assessment. Zulfiqar is studying at Queens' College and wants to become a lawyer. Find out more about scholarship opportunities on page 21.



▲ These Cambridge learners from Mayco School of English in Tenerife visited our office in June 2011, during a trip to Cambridge. They impressed us with their communication skills and confidence, a result of studying Cambridge IGCSE in some subjects alongside the Spanish curriculum. "I like Cambridge IGCSE because you have to think outside of the box. We are able to think in different languages now," said student Gara Barrosa.



▲ Alex MacKay from The Heritage Private School, Cyprus is one of the first students to win an Outstanding Cambridge Learner Award for Cambridge IGCSE Global Perspectives. He really engaged in his studies: "During our research into each topic, we came across current developments – so there was a real sense of excitement and a feeling that we were learning about things that were affecting us and the rest of the world right now."

A Cambridge education prepares learners for success at university and beyond.

Encouraging enterprise in Cambridge learners

Since the world financial crisis took hold, it has become a priority for governments to develop entrepreneurial skills in young people. Equipping students with the skills to set up their own business and create employment opportunities will contribute to long-term economic recovery.

In September 2010 we launched Cambridge IGCSE Enterprise, giving schools an alternative business studies qualification. It is the first Cambridge IGCSE syllabus which asks learners to think and act like entrepreneurs.

Introducing enterprise studies into the curriculum has many benefits. On an individual level, Cambridge IGCSE Enterprise prepares students for life after school, giving them the confidence and skills to negotiate a university loan, manage their finances, or rent their first flat. On a community level, it gives learners the knowledge and capacity to transform their local or national economies.



Cambridge IGCSE Enterprise students at Pinehurst School, New Zealand, pitch for funding for their businesses

Case study: Cambridge learners take on New Zealand bankers

Cambridge IGCSE Enterprise is about inspiring young people, giving them an opportunity to meet local business leaders, and gain real business acumen. This example of a project by students at Pinehurst School in New Zealand gives excellent insight into the Cambridge IGCSE Enterprise approach. It also shows how Cambridge syllabuses help engage learners and develop confidence.

The task

Students pitched for finance from bankers in a real-life scenario. Each student had 40 minutes to secure a loan or overdraft for their business from representatives of The National Bank in New Zealand.

The learning outcomes

June Baptista, Head of Humanities at Pinehurst School, said the project had been an 'awesome experience' for everyone involved.

She explained: "They went at it hammer and tongs. I was blown away by the amount of preparation by way of cash flow forecasts, business plans and break-even charts that the students presented to back up their deals. What really impressed me was the tenacity with which they tried to get the best deal they could get. They got some pretty good terms at the end of their sessions."

Later, the bankers advised the students on the negotiation process and the support available for start-up businesses. The students gained genuine exposure to a situation they might well face in future.

The exercise impressed National Bank branch manager, Adam Swaffield: "The confidence shown by the girls was outstanding as was their preparation and research... All the business models and presentations were completed to a very high standard and showed a really sound understanding of what they had learnt both in theory and in practice. The outlook for small business entrepreneurs is good based on what we have seen and heard at Pinehurst School."

Mark Mills, a father of one of the students, contacted June Baptista to say how much his daughter is enjoying the course. He said: "I feel that the Enterprise programme is very valuable, in that it is preparing our teenagers with life skills that so many of them will need when they enter into the workforce... Olivia thoroughly enjoyed her practical project where she made jewellery and sold it for a handsome profit, and had a great understanding of how much work goes into producing a product, both practically and theoretically."



Cambridge learners take on New Zealand bankers

“The more I teach Cambridge IGCSE Enterprise, the more I am convinced that it is such a valuable course and every student who wishes to do something enterprising in the future should do it.”

June Baptista, Head of Humanities, Pinehurst School

To find out more about Cambridge IGCSE Enterprise, go to www.cie.org.uk/newquals
This qualification is accredited by Ofqual, the UK exams regulator, for teaching in UK state schools.

NEW! Join the pilot for Cambridge IGCSE World Literature

We are developing a new Cambridge IGCSE in World Literature and are looking for schools to join the pilot for examination in 2013.

This syllabus engages learners with literature from different countries and cultures, allowing them to study prose, poetry and drama in translation. Assessment is based on written examination of unseen material and a set text, and a coursework portfolio. The coursework portfolio involves two written assignments on texts chosen by the school, and a short recorded conversation with a teacher about a text.

The set texts for the pilot include works by authors from France, India, Japan, Norway and South Africa – all translated into English. Outside of the set texts there is great potential

for teachers to design the course around their learners’ interests.

We developed Cambridge IGCSE World Literature with a group of schools in Hong Kong, and they are already piloting the syllabus for examination in 2012. Schools in mainland China, India, Argentina, The Netherlands, Thailand and the UK are now working with us to pilot the syllabus for the 2013 assessment.

Feedback from pilot schools has highlighted the flexibility for teachers to reflect the interests of their learners. They also welcome the preparation which the syllabus

offers for later study at Cambridge International A Level and the International Baccalaureate.



Do you want to join the pilot?

Cambridge schools who wish to join our Cambridge IGCSE World Literature pilot for examination in 2013 (June or November series) are invited to register their interest. Simply email us at international@cie.org.uk and we will get in touch with more details.

For more information about new Cambridge qualifications, go to www.cie.org.uk/newquals

Getting in and getting on

Why top US universities welcome Cambridge learners

Knowing that Cambridge qualifications open doors to universities worldwide is one of the top reasons why schools register with Cambridge.

Our strategy for recognition can be summed up as 'getting in and getting on'. We focus not only on making sure universities understand and recognise Cambridge qualifications, but also on equipping students for success when they get there. We do this by working closely with university admissions staff and by developing qualifications that prepare learners with the skills and knowledge they need to succeed at university.

We invited senior admissions staff from US universities to Cambridge recently to discuss recognition of Cambridge qualifications. The group – called the US Higher Education Advisory Council (HEAC) – meets twice a year and includes representatives from universities such as Columbia, Duke, Florida State, Maryland, Michigan, MIT, Pennsylvania State, Southern California, Texas at Austin, Virginia, Washington and Yale.

We interviewed some of the HEAC members about their admissions criteria. What is striking is that they all look for a set of common skills and qualities in applicants:

- learners who can think independently
- learners who can analyse and synthesise information
- learners who are willing to engage – not just in their studies, but in campus life.

These are also the types of qualities that Cambridge programmes and qualifications help to develop in learners, making them ready for university study.

For more information about recognition of Cambridge qualifications, including a database of university entry criteria, go to www.cie.org.uk/recognition



Cambridge US Higher Education Advisory Council, June 2011



Key numbers

450 US universities recognise and accept Cambridge International AS and A Levels

425 of those institutions award academic credit for Cambridge International AS and A Levels

(US institutions generally require students to achieve a minimum number of credits to graduate)

100% of Ivy League universities recognise and accept Cambridge International AS and A Levels

The interview

Who we spoke to:

Mary Adams, Associate Director of Admissions, Pennsylvania State University

Philip Ballinger, Director of Admissions, University of Washington

Sally Lindsley, Senior Associate Director of Admission, University of Michigan

Stuart Schmill, Dean of Admissions, Massachusetts Institute of Technology (MIT)

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University

Jerry Lucido, CERPP Executive Director, University of Southern California

John Barnhill, Assistant Vice President for Enrolment, Florida State University

Kedra Ishop, Vice Provost and Director of Admissions, The University of Texas at Austin

Why do you value Cambridge programmes and qualifications?

Christoph (Duke): "One of the things we look for is a sense that when students have completed their secondary school studies they don't just have mastery of content, but are able to analyse, look at a text critically, make connections between subjects and among them, and write effectively. And one of the things we notice is that Cambridge students, obviously [students] who have done well, come with those skill sets and we value them – we value them greatly."

John (Florida State): "I value Cambridge preparation because the students we have received with that kind of preparation have done very well at our university. We like the fact that no matter where they come from, they come prepared."

Jerry (Southern California): "I think there are tremendous benefits to pursuing the Cambridge curriculum. It is a proven international curriculum for success in higher education and we know that students who pursue it have been successful around the world."

Philip (Washington): "Our experience of students who have studied the Cambridge curriculum and Cambridge qualifications is that firstly, they have done rigorous studies – they have had to work hard which is a good habit to have; and secondly, in addition to having worked hard and developed good study habits, they have also had to develop good critical thinking habits."

Why does your university recognise Cambridge International AS and A Levels?

Sally (Michigan): "We are looking for students who come to the university with the ability to think critically, to be able to articulate their thoughts, and to write their thoughts so that they understand the full scope of what they have learned and are about to learn. And we have found that students with Cambridge International AS and A Level backgrounds, because it's an internationally normed curriculum, have excellent preparation to do that and to take full advantage of what a major research university in the United States has to offer them."

Stuart (MIT): "One of the things we find with students who have studied Cambridge International AS and A

Levels is that they have a real depth of understanding of the subject matter that they have had classes in, and a real engagement with it. Those are some of the things that we find really help students succeed once they get to our campus."

Mary (Penn State): "We believe that Cambridge International AS and A Level examinations are excellent preparation for students to take the next step in the path of lifelong learning. We think the more a student's secondary school preparation can emulate the skills and the challenges they will need at the university level, the smoother the transition will be into higher education."

What do you look for in students who apply to your university?

Christoph (Duke): "There are certain skills and certain experiences which we find make students particularly well prepared for higher education, and certainly at a school like ours. They include collaboration, analysis, looking at things from a global perspective not just a local perspective, and an inter-disciplinary approach where a student will look at a topic from several subjects."

Sally (Michigan): "We are looking for students who can come to our institution and really take full advantage of what we offer in terms of the courses of study... We are looking for students who will certainly challenge what we offer, be risk takers, but most importantly our faculty wants students who will engage in civil discourse."

Cambridge IGCSE news

The June 2011 exam series once again showed the growing popularity of Cambridge IGCSE around the world. Entries leapt by 17% on June 2010. China, Egypt, Indonesia, Malaysia and the UK are some of the countries which saw the biggest growth.

Over the past 12 months, Cambridge IGCSE has taken on a much higher profile in the UK. Debate over the modular approach of UK GCSE and demand from UK state schools for more choice have kept Cambridge IGCSE in the news.



Recent UK developments – what has happened, and when...

June 2010

⋮

UK government announces funding for Cambridge IGCSEs in state schools. In anticipation of the announcement, we had applied for accreditation of 16 Cambridge IGCSEs by Ofqual, the UK exams regulator. Enquiries from state schools rise rapidly. UK independent schools are already teaching Cambridge IGCSE.

September 2010

⋮

UK state schools begin teaching 16 Ofqual-accredited Cambridge IGCSEs, including English, Mathematics, Geography, History and French. We are the only UK exam board to have Ofqual-accredited IGCSE language syllabuses.



January 2011

⋮

IGCSE is included in school performance tables in the UK for the first time.

⋮

UK government introduces the English Baccalaureate (EBac) to measure performance in schools in England. It shows the number of students who achieve A*– C grade passes at GCSE or IGCSE in maths, English, the sciences, a language, and geography or history. Cambridge is the only awarding body offering state school funded IGCSEs in all EBac subjects.

UK GCSE to follow linear path set by Cambridge IGCSE

In late June 2011 the UK Secretary of State for Education, Michael Gove, announced plans to change UK GCSE from a modular qualification to a linear qualification. All students starting UK GCSE courses from September 2012 will be assessed with end-of-course exams.

Although the debate continues over the implementation and speed of this change, there are many benefits to linear qualifications. It is the approach we have offered since developing the first IGCSE over 20 years ago. Indeed it is one of the reasons why UK schools are switching to Cambridge IGCSE courses.

The benefits of linear assessment include:

- more time for teaching and learning in the classroom
- a holistic approach, so that students can make links between topics rather than learning in 'bite-sized' chunks

- greater flexibility for teachers to plan the course
- reducing the risk of over-assessing young people.

In September 2008 we launched a linear alternative to modular UK A Levels: Cambridge Pre-U. Cambridge Pre-U is available in 28 subjects and is taught in 150 UK schools, with schools again praising the benefits over modular learning.

The UK government is increasingly looking to international education to help shape UK education policy. University of Cambridge International Examinations is at the forefront of developments in international education, and is influencing education worldwide.

February 2011



Cambridge IGCSE German and Spanish are accredited by Ofqual and made available to UK state schools.

June 2011



UK entries for Cambridge IGCSE in the June 2011 exam series rise by 95% on June 2010. Over 500 UK schools are now teaching Cambridge IGCSE.



Cambridge IGCSE Enterprise is accredited by Ofqual and made available to UK state schools.



UK government announces that GCSE will become a linear qualification from 2012, with exams at the end of two years. It is a sign that the UK national system is drawing from successes in international education. We expect a further rise in demand for Cambridge IGCSE from UK schools next year.

July 2011



Cambridge IGCSE Mandarin Chinese is accredited by Ofqual and made available to UK state schools.



Find out more about Cambridge IGCSE in the UK at www.cie.org.uk/igcseuk



NEW! Cambridge International AS Level in Global Perspectives

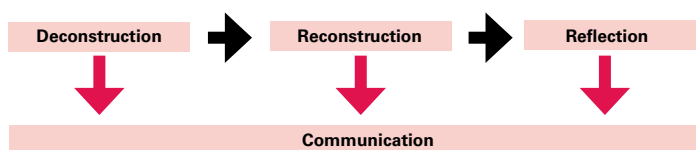
“Students who can think about problems in new ways, who have a real sense of creativity about the way they think, and just really dive into their subject matter – these students really do very, very well.”

This comment was made by Stuart Schmill, Dean of Admissions at Massachusetts Institute of Technology (MIT) in Cambridge in June 2011. We share his conviction, and this is why we have launched a new Cambridge International AS Level in Global Perspectives. This qualification prepares students for success in higher education and beyond, and develops the skills valued by universities around the world.

Drawing on our ground-breaking Cambridge IGCSE Global Perspectives, the new Cambridge International AS Level creates opportunities for learners and teachers to engage with global events as they unfold. You can choose areas of study that most interest your learners – whether it is the impact of the internet, migration and work, the ethics and economics of food, or the religious-secular divide in the 21st century. There are 28 topics to choose from.

One of the unique features of Cambridge International AS Level Global Perspectives is the Critical Path. This approach to analysing and evaluating different perspectives helps students develop essential thinking

and reasoning skills. By following the Critical Path, students learn how to deconstruct, reconstruct, reflect and communicate arguments. Time and time again, universities tell us how much they value applicants with these skills – read our article on page 8 to find out more.



Learners submit a presentation to Cambridge as part of their assessment – based on stimulus material we provide – to show how well they can articulate an argument while also considering others’ points of view. This is a fantastic opportunity for students to work independently and set their imaginations free – we accept posters, podcasts, PowerPoint, video, blogs...the list goes on!

Confident, responsible, innovative and engaged – Cambridge International AS Level Global Perspectives creates opportunities for teachers to develop all these attributes of a Cambridge learner.

This new qualification is available to teach now. Go to www.cie.org.uk/alevel to download the syllabus. The first examination takes place in June 2012.

How else can you offer Global Perspectives?

Global Perspectives is also available at Cambridge IGCSE and Cambridge Pre-U.

We accept international entries for Cambridge Pre-U Global Perspectives and Research (GPR), a two-year qualification. If you are interested in offering Cambridge Pre-U GPR at your school, please contact us at international@cie.org.uk

Why we are offering Cambridge International AS Level Global Perspectives

Two schools explain why they are offering this new qualification.

Riverside School, Argentina

“ We have been working with Cambridge IGCSE Global Perspectives since 2010. But my question was: ‘What comes next?’ When Cambridge came up with International AS Level Global Perspectives the problem of continuation and coordination was solved. We immediately got on board and we are fervently working with a group of Year 11 students led by 3 teachers.

This is a group of students who did not do Cambridge IGCSE Global Perspectives last year, yet, although they found it hard and not without some hurdles, they are pleased to be working in a more independent fashion. This group of students is becoming aware of the advantages this different approach to learning offers. The techniques they use are immediately applied to other areas of study, and teachers and students gradually acquire a wider view of the interconnections of knowledge and the ample menu of possibilities this enhances. ”

Mabel U. Webb, Global Perspectives Coordinator

Charlemagne College, The Netherlands

“ Charlemagne College Landgraaf is starting Cambridge International AS Level Global Perspectives to give students in its bilingual section further opportunities to learn to think and perform in ways that will be required of future generations.

The Cambridge International AS Level written exam and essay will challenge students to further develop the skills obtained in Cambridge IGCSE Global Perspectives. We especially welcome the presentation component because it will require a way of working that is not usually found in regular curricula. We think the Cambridge International AS Level programme is well balanced and will be very challenging for both students and teachers daring to think outside the box. ”

Simone Reimes, Global Perspectives Coordinator

Involve your school in an International Student Symposium

Are you offering Global Perspectives at your school? If so, you have the opportunity to get involved in an International Student Symposium in Argentina on 9–14 April 2012.

The symposium on ‘Education and Poverty’ is being hosted by Riverside School in Buenos Aires. ABA School in Oman, Caistor Yarborough Academy in the UK, Mercersburg Academy in the US, and the German School in San Felipe, Chile are some of the schools already confirmed for the event.

Mabel Webb, Global Perspectives Coordinator at Riverside School said: “Riverside School attended last year’s International Student Symposium on ‘The Rights of Migrants’ in Muscat, Oman, organised and hosted by ABA School. We are honoured to have been chosen as host of the next symposium, and look forward to fulfilling the expectations of every participant.”

Get in touch The symposium is aimed at Cambridge IGCSE Global Perspectives learners and their teachers. Mabel Webb would like to hear from schools who are interested in taking part. Please contact her at: mabel.webb@riverside.edu.ar or wmabel@fibertel.com.ar



Student Leadership Symposium, Oman, 2010



Cambridge Teachers' Conference 2011 will be our biggest ever!

At the time of writing, we are looking forward to the Cambridge Teachers' Conference at Robinson College, Cambridge on 11–13 September 2011.

More than 200 teachers from 50 countries are attending, so it promises to be a fantastic learning experience for all. Experts in neuroscience and education from the University of Cambridge will give keynote speeches on the conference theme –

Learning, Teaching and the Brain – and there will be workshop sessions for participants. We will bring you a full report of the Cambridge Teachers' Conference 2011 in our next issue. For more details go to our website at www.cie.org.uk/2011ctc



Bricks and mortar

New Cambridge office, same address

We are moving to larger offices in Cambridge in September 2011. We will still be based on Hills Road, but you will now find us at number 72.

We've enhanced our video conferencing facilities to make it easier to work with customers via video link, and have added a prayer room for the convenience of some of our visitors.

Our parent company Cambridge Assessment still owns 1 Hills Road – our previous premises – and so we are not changing our postal address.

New office in Singapore

We are in the process of opening a new office in Singapore to strengthen our support for schools in the Asia Pacific region.

Cambridge has a strong connection with Singapore. We work in partnership with the Singapore Examinations and Assessment Board to provide the national qualifications. Elsewhere in the region we are seeing strong growth in the number of schools offering Cambridge programmes and qualifications.

Our Senior Schools Development Manager in Singapore, Stefanie Leong, and our Senior Education Advisor for Asia Pacific, Isabel Nisbet, will be based in the new office. We are also recruiting a Regional Director in Asia Pacific to join our team in Singapore.

You can find contact details for all our Asia Pacific representatives at www.cie.org.uk/contactus

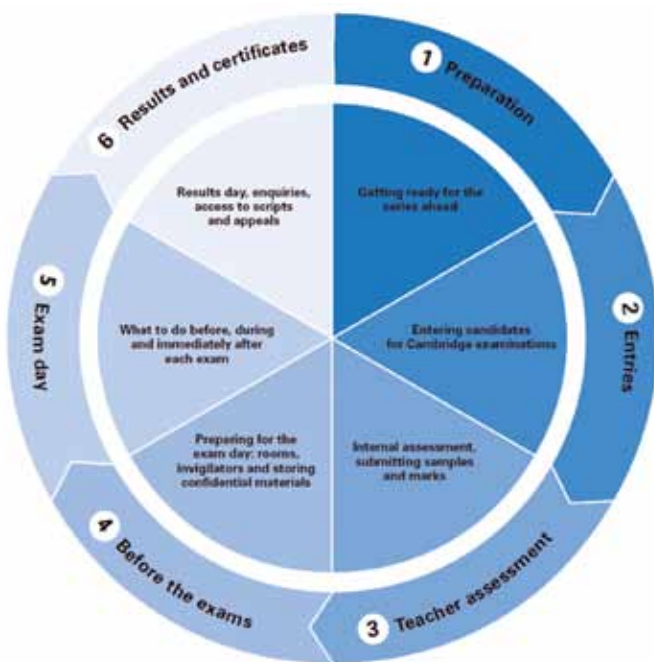
Making life easier for exams officers

Exams officers in our schools will have noticed that we are starting to communicate things a bit differently. Our aim is to make it easier for you to administer our exams – from estimating entries right through to delivering results.

In December 2010 we appointed a dedicated Communications Manager for Exams Officers – Amy Budd – to streamline and improve our materials. We are also investing in CIE Direct, our online tool for exams officers.

The Cambridge Exams Cycle – a step-by-step approach

We are introducing a new visual tool to help simplify our exams processes. It is called the Cambridge Exams Cycle – shown here.



The cycle includes every phase of the exams process, from the preparation that takes place before exams officers enter candidates right through to issuing certificates.

The more familiar exams officers get with our exams cycle the easier it will be for them to understand what they need to do, when they need to do it and why they need to do it. All our communications for exams will be structured around the exams cycle diagram, so at a glance exams officers can see which phase of the cycle the communication relates to – helping them prioritise and manage their workloads.

Improvements to CIE Direct

In December 2010 we launched a new and improved CIE Direct. One of the major changes was new functionality for making entries online. For the June 2011 exam series, we received online entries from almost 50 per cent of the schools who have the technical capability to do so. We are very pleased with this take up, and expect even more schools to make entries online in future.

More improvements are coming. For the November 2011 series, exams officers will be able to use new online tools to submit marks for work assessed by teachers, and the exam grades teachers think their students will achieve (forecast grades). We will give exams officers detailed guidance on how to use the new functionality.

“With regard to communication, I definitely think there is a lot of improvement.”

Exams officer, Japan

“I found the Key Times tutorial very useful...keep the information and tutorials coming, it is very useful!”

Exams officer, Argentina

Cambridge Exams Officers' eNewsletter

We send an eNewsletter at the start of each month to communicate important exam updates and reminders of key dates. If you are a Cambridge exams officer and are not receiving our eNewsletter, please contact us at international@cie.org.uk. Or you can read it on our website at www.cie.org.uk/examsofficers

New in-depth survey of Cambridge principals

Results show 96% of Cambridge principals are satisfied with our services. The survey is the first step in a new approach to measuring customer satisfaction.

Listening to our customers is important to us, so this year we are taking a completely new approach to measuring your satisfaction with our products and services. We have just completed the first stage, carrying out in-depth research with Cambridge principals around the world.

More than 120 Cambridge principals gave detailed feedback in one-to-one telephone interviews. We asked a broad range of questions to find out if we are meeting expectations, and how we measure up in terms of recognition of our qualifications, communications, customer service and support. We also asked principals to identify areas for improvement.

Key findings

We have just collated the results of the interviews and are very pleased to find that satisfaction is high among Cambridge principals.

96% of Cambridge principals are satisfied with the services they receive from Cambridge, and more than half of these principals are highly satisfied.

89% of Cambridge principals would recommend Cambridge to other principals. This is the first time we have carried out a survey of Cambridge principals, and it is excellent to see such strong support for Cambridge.

“[I have had] extensive feedback from older students who have gone on to study at fantastic institutions across the world, achieving brilliant grades having taken the Cambridge route at school.”

Cambridge principal, Portugal

“The Cambridge representative deals with the school’s queries immediately. He is very hands-on and provides good knowledge, information and advice.”

Cambridge principal, India



Principals were particularly satisfied with the following areas:

- the high level of recognition for Cambridge qualifications around the world
- the knowledge and skills that Cambridge qualifications develop in learners: principals feel that Cambridge qualifications offer good preparation for the next stage of education
- the variety of ways schools can contact Cambridge for assistance, and the speed of our response
- the support offered by our regional representatives: the majority of principals find our representatives helpful and responsive.

Of course there are areas where we can improve, and we asked principals to tell us where we should focus more effort. They asked us for more support in communicating the benefits of Cambridge qualifications to parents, more emphasis on making sure local universities recognise Cambridge qualifications, and even quicker resolution of queries.

Now that the initial findings are in, we will look at the research in detail and address the areas where we can improve.

Thank you to everyone who took part in the telephone interviews. Your feedback is essential in helping us deliver the services you want.

What next?

We are planning to send online questionnaires to teachers and exams officers in October 2011 to gather feedback on relevant products and services. Please look out for them and send us your views.

A new approach to listening to customers

Our customer satisfaction survey is one of the ways we gather feedback from schools, helping us to understand your needs and develop our products and services.

In the past, we asked every Cambridge school to complete an annual feedback questionnaire covering a wide range of issues – from recognition of our qualifications through to administration of exams. The same questionnaire was sent to every school.

From this year we are taking a more personalised approach. Our general survey will be replaced by four surveys tailored to different audiences: principals, exams officers, teachers and our intermediaries (such as the British Council). We will carry out the surveys at different times of the year, ensuring we contact the right person at the right time. This will give us timely

feedback, helping us to react quickly to changes that might need to take place.

This approach will work better for schools too. We will send surveys at convenient times of the year, and you will only have to answer questions relevant to your role.

We are working with FreshMinds, an award-winning UK research agency, to develop the surveys and analyse the results. We are sure this new approach will help us continue to improve and deliver even higher levels of satisfaction among our schools worldwide.

Please look out for our survey questionnaires over the coming months, and help us to develop our services to you. Thank you.



“Cambridge provides students with the edge when it comes to university acceptance. It broadens skill sets, provides deeper knowledge and understanding, as well as critical thinking skills.”

Cambridge principal, South Africa

Expanded curriculum support for teachers

The number of new schools registering with Cambridge is growing, as is the number of existing schools adding more Cambridge programmes and qualifications to their curricula. So we are investing in more curriculum support for teachers – not just for new qualifications, but for established qualifications too.

Here is a quick update on some of our new and forthcoming materials. You can download resources free of charge from our Teacher Support website, or buy print copies from our Publications Catalogue.



Cambridge Primary and Cambridge Secondary 1

We relaunched these programmes in January 2011 with new and enhanced features. Here are some of the new resources available:

Teacher Guides

Each curriculum framework has a *Teacher Guide*, bringing together schemes of work, sample lesson plans, planning and implementation guidance. The schemes of work are available in Microsoft Word format – giving you flexibility to annotate and re-order text, fill out templates, and adapt them to your needs.



New support websites

Our new Cambridge Primary and Cambridge Secondary 1 websites provide comprehensive support and resources. They are easier to use and have new functionality. You can download Cambridge Progression Tests at any time and analyse results using the online Cambridge Progress Checker. You need to register for the programmes to access these websites – visit www.cie.org.uk to find out more.

Online training

In June 2011 we launched an online training course called an Introduction to Cambridge Primary. It is free to all Cambridge Primary schools – just ask your Cambridge Primary coordinator for your access code, and begin learning at a time convenient to you. The course is self-managed, and your progress will be tested throughout. Successful completion of the final exit test will generate a certificate. More than 150 teachers completed the course in the first month since launch.

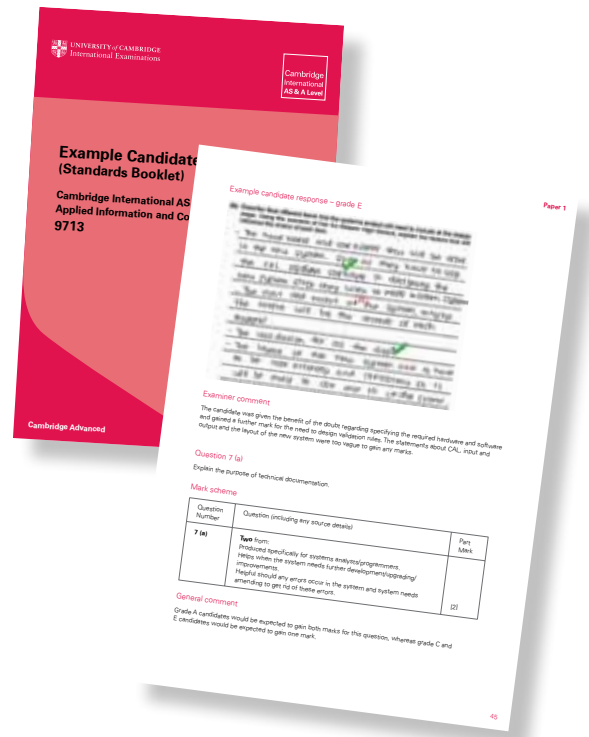
We will launch an Introduction to Cambridge Secondary 1 in September 2011 for schools registered to teach the programme.

Example Candidate Responses – a useful tool for teachers

What does a Grade A answer look like? Or a Grade C? These helpful guides clearly illustrate the standards required for Cambridge exams. Genuine answers are shown alongside examiner comments, so that you and your students have an understanding of what is required.

We are producing *Example Candidate Responses* (previously known as *Standards Booklets*) in a broad range of subjects and will publish them on our Teacher Support website when available.

You can already download *Example Candidate Responses* for all Cambridge Pre-U Principal Subjects, Cambridge International AS and A Levels in Hinduism and Music, Cambridge International AS Level Applied ICT, and Cambridge IGCSEs in Accounting and History. Look out for more *Example Candidate Responses* for Cambridge IGCSE subjects later this year.



CAMBRIDGE QKit

New online resource for Cambridge mathematics

We have been working with Doublestruck, market leaders in creating databases of assessment material, to produce the first Cambridge Qkit. *Cambridge Qkit for Mathematics* is available now. It is an easy-to-use database of authentic Cambridge exam questions, related mark schemes and examiner commentary.

You can create your own assessment materials in minutes to prepare learners for Cambridge IGCSE, Cambridge O Level and Cambridge International AS and A Level. For more information and to order, go to www.qkit.co.uk



Examples of 2011 publications

Textbooks

We endorse textbooks from a range of publishers to support our qualifications. All Cambridge-endorsed materials undergo a rigorous, independent quality assurance process. Stay up to date with new textbooks by checking the subject pages on our website.

Training

We offer extensive online and face-to-face training. See the professional development calendar at the back of this issue, and keep an eye on our website for more details. Go to www.cie.org.uk/events



Cambridge Assessment scholars graduate from University of Cambridge

Cambridge Assessment, our parent organisation, launched a scholarship programme in 2009 to fund postgraduate students from outside the UK to pursue MPhil degree courses in Education, English Language or Applied Linguistics at the University of Cambridge.

Now the first ever Cambridge Assessment scholars are nearing the end of their studies. The 13 scholars came from China, Hong Kong, India, Montenegro, Malaysia, Serbia, Sri Lanka, Taiwan, Uganda and the USA. We asked them how they found their year in Cambridge, and you can read some of their views on the opposite page.

The scholarships are run by the Cambridge Commonwealth and Overseas Trusts. These two charities were founded by the University of Cambridge in the 1980s to support international students on degree courses at Cambridge. Since then, they have helped more than 15 000 students from over 80 countries to achieve Cambridge degrees at all levels of undergraduate and graduate study.

Multiple benefits

A spokesperson from the Trusts said: "The Trusts regard the scholarships for international students as a two-way benefit – scholars' home countries profit from the intellectual and professional development of exceptionally talented young citizens, and Cambridge gains from the quality and diversity of its student population."

Paul Beedle, Assistant Director, Education at University of Cambridge International Examinations, was on the final review panel for the intake of Cambridge Assessment scholars in 2011. He said that one of the aims is to make sure that their postgraduate research will have wide-ranging benefits. He said: "We are looking for applicants who can use their research for the good of others, either by helping raise standards in education or supporting education reform."

University of Cambridge International Examinations also works with the Trusts to offer undergraduate scholarships for students in India and Pakistan. The scholarships provide financial assistance to exceptional students who would not otherwise be able to afford to go to the University of Cambridge, and help us extend the benefits of a University of Cambridge education.

Apply for a 2012/13 Cambridge Assessment Scholarship for a one-year MPhil degree course

The deadline for applications is 1 December 2011. For more details, please go to our website at www.admin.cam.ac.uk/offices/gradstud

Sonia Sawhney, 2010/11 Cambridge Assessment scholar from India

Studied at: Wolfson College, Cambridge

MPhil thesis: Understanding emotional well-being of children in inclusive schools – an Indian exploration

““ The university has broadened my horizons by giving me opportunities to interact with some of the best brains in my selected field and attending seminars. My supervisor has trained me to be more critical and analytical in my writing.

Being at the university has given a whole new purpose to my life. Meeting people from different countries, with diverse experiences, has totally changed my views about my own country and made me an international nationalist. The experience of being at Cambridge University has exceeded all my expectations. ””

Joanna Chung, 2010/11 Cambridge Assessment scholar from Hong Kong

Studied at: Girton College, Cambridge

MPhil thesis: Students' metacognition and the relationship with the performance and confidence in problem-solving – a multiple case studies analysis

““ I have matured intellectually by exposure to the great works of elites around the world, gaining international insights through carefully designed lectures, seminars, activities and discussions. I believe this is going to impact significantly on all my future endeavours.

My experience in Cambridge certainly goes beyond that, as I have also benefited remarkably – personally and socially. The life in the faculty and college is so exciting and fulfilling every day, and I certainly have made some lifelong friends. ””

Scholarship opportunities for Cambridge learners in India and Pakistan

Students in India and Pakistan who meet the usual entrance requirements for admission to the University of Cambridge can apply for a scholarship funded by Cambridge Assessment, our parent organisation:

- University of Cambridge Manmohan Singh Undergraduate Scholarship (for applicants from India)
- University of Cambridge 800th Anniversary Scholarship (for applicants from Pakistan)

For more information and to apply, go to www.cam.ac.uk/admissions/undergraduate/international

Hurry – there is still time to apply for an 800th Anniversary Scholarship this year. Applications must arrive at the University of Cambridge Admissions Office by 15 October 2011.

Bursaries available at University of Cambridge Institute of Continuing Education

Cambridge teachers planning a visit to the UK, or those based in Europe, might be interested to know that bursary awards are available for weekend courses at the University of Cambridge Institute of Continuing Education.

Over 200 residential weekend courses are held throughout the year, aimed at adult learners who want to increase their knowledge of a particular subject. November 2011 weekend courses include *Margaret Atwood: selected fiction*; *Oedipus at Thebes and Colonus*; and a *Poetry Masterclass*.

There are two bursary schemes for weekend courses, each worth £200. One scheme is for those applying to study at the Institute of Continuing Education for the first time, the other is for teachers in UK state-funded education institutions.

The Institute of Continuing Education is based at Madingley Hall, a 16th century manor house near Cambridge. It is easily accessible from Stansted Airport, UK.

Go to www.ice.cam.ac.uk to learn more about the wide selection of courses available.

Tristian Stobie

Tristian has joined us as Director of Education. He will lead the development of our education strategy for schools, supporting Cambridge teachers and learners and working in partnership with those engaged in education reform.

Tristian's career in education has spanned a wide range of international

and educational contexts. Starting as a classroom teacher (working in New Zealand, the UK, southern Africa and western Europe), he moved into school administration with roles including Vice-Principal, and Middle and Secondary Principal.

He has also worked in a number of roles for the International Baccalaureate Organisation, most

recently as the Head of IB Diploma Curriculum Development from 2006 to 2009. He joined us from Atlantic College, a United World College in Wales.



Rakhshanda Khushal Pakistan

Rakhshanda has joined us as Senior Schools Development Manager in

Pakistan. She is based in Lahore and works alongside Uzma Yousuf, our Schools Development Manager based in Islamabad.

Rakhshanda has been involved in international education for the past 15 years through her role as Education UK Director at the British Council. She marketed UK education in Pakistan, supporting more than 300 UK higher education institutions, schools and colleges.

During her time at the British Council, Rakhshanda worked closely with Cambridge schools and designed professional development programmes for school counsellors. Email Rakhshanda at khushal.r@cie.org.uk

Mark Barber South and Central Africa

Mark has joined us as Senior Schools Development Manager for South and Central Africa, based in Cape Town.

Mark has a wide range of experience in education. He has worked for Buckinghamshire County Council and The Prince's Trust in the UK, and more recently as Assistant Director at the British Academy in Cassino,

Italy, where he was responsible for promoting the Academy and Cambridge English to the local community and businesses.

Since joining Cambridge in February 2011, Mark has been busy visiting Cambridge schools and those schools in the process of registration. He has also travelled widely to meet teachers and learners at Cambridge

events and training. Mark says: "I am very proud to represent Cambridge in my region. The welcome schools, teachers, learners and ministries have given me has been great." Email Mark at barber.m@cie.org.uk



Faizol Musa Indonesia

Faizol has joined us as Schools Development Manager for Indonesia.

Previously Faizol worked for the British Council in Malaysia where he was Acting Deputy Country Exams

Director, and Examinations Services Manager. During his time at the British Council, Faizol managed the delivery of UK examinations in Malaysia and Brunei and gained experience of the UK education system. He also implemented the business development and partnership activities for the

International English Language Testing System (IELTS).

Faizol is based in Kuala Lumpur, Malaysia, and will travel frequently to Indonesia to support Cambridge schools. Email Faizol at musa.f@cie.org.uk

Cambridge professional development for teachers

October 2011 calendar

Cambridge
Professional
Development

Location: Worldwide

Ask the Examiner online seminars:

Put your questions about the June 2011 exam series to Cambridge examiners. There is no need to register for these seminars. They are available for a wide range of Cambridge syllabuses.

Details: 3–14 October 2011. Free to all Cambridge schools on our Teacher Support website

Location: London, UK

Cambridge IGCSE Enterprise (0454), **Geography** (0460), **Global Perspectives** (0457), **History** (0470), **ICT** (0417), **Mathematics** (0580)

Details: 5 October 2011. Open to all UK teachers

Cambridge IGCSE/O Level Mandarin Chinese (0547), **Music** (0410), **Physics** (0625), **Spanish** (0530)

Details: 6 October 2011. Open to all UK teachers

Location: Cairo, Egypt

Stage 2 courses: **Cambridge Primary English** (0844), **Mathematics** (0845), **Science** (0846)

Cambridge Secondary 1 English (1111), **Mathematics** (1112), **Science** (1113)

Details: 7–8 October 2011. Open to all British Council Schools in Egypt

Location: Delhi, India

Cambridge Primary Science (0846)

Details: 7 and 8 October 2011. Open to all Cambridge International Centres

Location: Lagos, Nigeria

Stage 1 courses: **Cambridge IGCSE Chemistry** (0620), **ICT** (0417), **Mathematics** (0580), **Physics** (0625)

Details: 8–9 October 2011. Open to all British Council Schools in Nigeria

Location: Hyderabad, India

Cambridge Primary Science (0846)

Details: 10 and 11 October 2011. Open to all Cambridge International Centres

Location: London, UK

Cambridge Pre-U Biology (9790),

Economics (9772), **English** (9765), **Physics** (9792)

Details: 12 October 2011. Open to all UK teachers

Cambridge Pre-U Chemistry (9791), **French** (9779), **Geography** (9768), **German** (9780), **Global Perspectives** (9777), **Mathematics and Further Mathematics** (9794/9795), **Spanish** (9781)

Details: 13 October 2011. Open to all UK teachers

Location: Beijing, China

Stage 2 courses: **Cambridge IGCSE Art and Design** (0400), **Business Studies** (0450), **Chemistry** (0620), **English as a Second Language** (0510), **First Language Chinese** (0509), **Geography** (0460), **Mathematics** (0580), **Physics** (0625)

Details: 14 and 15 October 2011. Open to all Cambridge International Centres

Location: Dubai, UAE

Stage 2 courses: **Cambridge International AS and A Level Biology** (9700)

Cambridge International AS Level English Language (8693)

Cambridge IGCSE Arabic First Language (0508), **Enterprise** (0454)

Dates: 14 and 15 October 2011

Details: Open to all Cambridge International Centres

Location: Hyderabad, India

Cambridge Secondary 1 Mathematics (1112)

Dates: 15 and 16 October 2011

Details: Open to all Cambridge International Centres

Location: Dhaka, Bangladesh

Stage 2 courses: **Cambridge O Level Bangladesh Studies** (7094)

Dates: 20–21 October 2011

Details: Open to all British Council Schools in Bangladesh

Stage 2 courses: **Cambridge International AS and A Level Business Studies** (9707), **Mathematics** (9709)

Cambridge O Level Computer Studies (7010)

Dates: 21–22 October 2011

Details: Open to all British Council Schools in Bangladesh

Location: Chennai, India

General: Assessment for Learning

Details: 21 and 22 October 2011. Open to all Cambridge International Centres

Location: Johannesburg, South Africa

Stage 2 courses: **Cambridge International AS and A Level Art and Design** (9704), **Biology** (9700)

Cambridge IGCSE Afrikaans (0548), **History** (0470), **Physical Science** (0652)

Details: 22 and 23 October 2011. Open to all Cambridge International Centres

Location: Saudi Arabia

Stage 2 courses: **Cambridge IGCSE Chemistry** (0620), **English as a Second Language** (0510), **Chemistry** (0620)

Dates: Jeddah (23–24 Oct), Riyadh (26–27 Oct), Al Khobar (29–30 Oct)

English as a Second Language (0510): Jeddah (23–24 Oct), Riyadh (26–27 Oct)

Details: Open to all British Council Schools in Saudi Arabia

Location: Pakistan

Stage 2 courses: **Cambridge International AS and A Level Business Studies** (9707), **Literature in English** (9695)

Cambridge O Level First Language Urdu (3247), **Economics** (2281), **Environmental Management** (5014), **Islamiyat** (2058), **Mathematics** (4024)

Dates: Islamabad (23–24 Oct), Lahore (26–27 Oct), Karachi (29–30 Oct)

Details: Open to all British Council Schools in Pakistan

Location: Gujarat, India

General: Assessment for Learning

Dates: 24 and 25 October 2011

Details: Open to all Cambridge International Centres

Location: USA

Cambridge International AS and A Level English Language (8693), **History** (9697), **Marine Science** (9693), **Mathematics** (9709)

Cambridge International AS Level Global Perspectives

Dates: 26–28 October 2011

Details: Open to all Cambridge International Centres

This is an extract from our training calendar. For further details about all these events and more, go to www.cie.org.uk/events

University of Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 (0)1223 553554 Fax +44 (0)1223 553558
international@cie.org.uk www.cie.org.uk

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