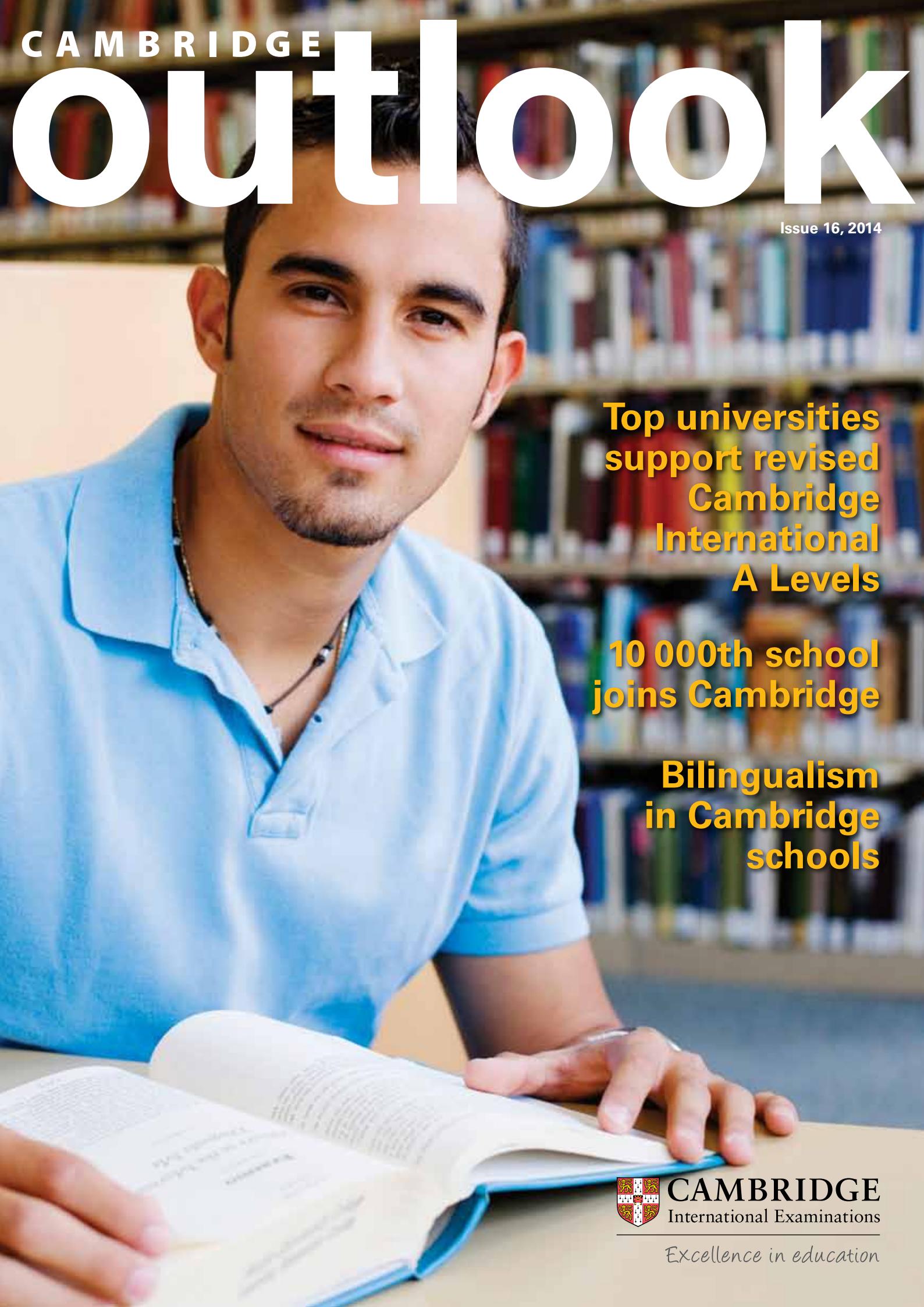


CAMBRIDGE outlook

A photograph of a young man with dark hair and a light beard, wearing a light blue polo shirt and a necklace, sitting at a desk in a library. He is looking slightly to his right with a thoughtful expression. In front of him is an open book, and behind him are shelves filled with books.

Issue 16, 2014

**Top universities
support revised
Cambridge
International
A Levels**

**10 000th school
joins Cambridge**

**Bilingualism
in Cambridge
schools**



CAMBRIDGE
International Examinations

Excellence in education

Cambridge Schools Conferences 2014

Inspiring teachers, inspiring learners

How we prepare learners for a lifetime of learning.



We are pleased to announce that in 2014 there will be two Cambridge Schools Conferences:

Cambridge Schools Conference – Cambridge, UK

Wednesday 3 September to Friday 5 September

Cambridge Schools Conference – Colombo, Sri Lanka

Wednesday 3 December to Friday 5 December

Cambridge Schools Conferences bring together Cambridge teachers, education experts and Cambridge staff to explore challenges and opportunities facing educators worldwide.

Last year there was overwhelming demand for places and the conference sold out in record time. Register your interest for the 2014 conferences now and you will receive booking information as soon as it becomes available.

“ The conference was a great opportunity to meet people from all over the world teaching the same courses. I had a great time and am now reflecting on what was learnt. ”

Josephine Tan Hwee Hwee, Bina Persada School, Indonesia

For more details about these events, including how to book your place, go to www.cie.org.uk/conference

Issue 16, 2014

www.cie.org.uk

Editor Graeme Curry

Cambridge Outlook is an important way of communicating with Cambridge schools and readers around the world. We welcome suggestions for inclusion in the magazine. Please contact:

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Welcome to *Cambridge Outlook*

Our global learning community is growing fast. I was delighted, during a recent visit to India, to welcome The Sanskaar Valley School in Bhopal as our 10 000th Cambridge school.



As I've travelled across the world in my first year at Cambridge International Examinations I've seen first-hand the value of the work of our regional staff and how much it is appreciated by Cambridge schools. As we increase the number of regional staff, we're forming nine regional teams which will take on additional capabilities to support schools in areas such as training and enhancing recognition of our qualifications.

In this issue of *Outlook* you can read about many exciting developments, including the revision of our Cambridge International AS and A Level syllabuses, the work we are doing to support bilingual learners and the redevelopment of our professional development qualifications for teachers.

Cambridge teachers deserve the very best professional development, and this issue of *Cambridge Outlook* explains our new approach to this important area of work. We're offering a wider choice of qualifications, events and training, and strengthening the links between our professional development programme and the Cambridge qualifications that teachers are teaching.

Professional development will be one of the themes of this year's Cambridge Schools Conferences. Last year's conference was such a success that this year we're running two events – one in Cambridge in September and one in Colombo in December. The conferences will give me and my colleagues in Cambridge a wonderful opportunity to hear the views of teachers and school leaders from across the world – views that will inform our future work.

A handwritten signature in blue ink, appearing to read "Michael O'Sullivan".

Michael O'Sullivan, Chief Executive

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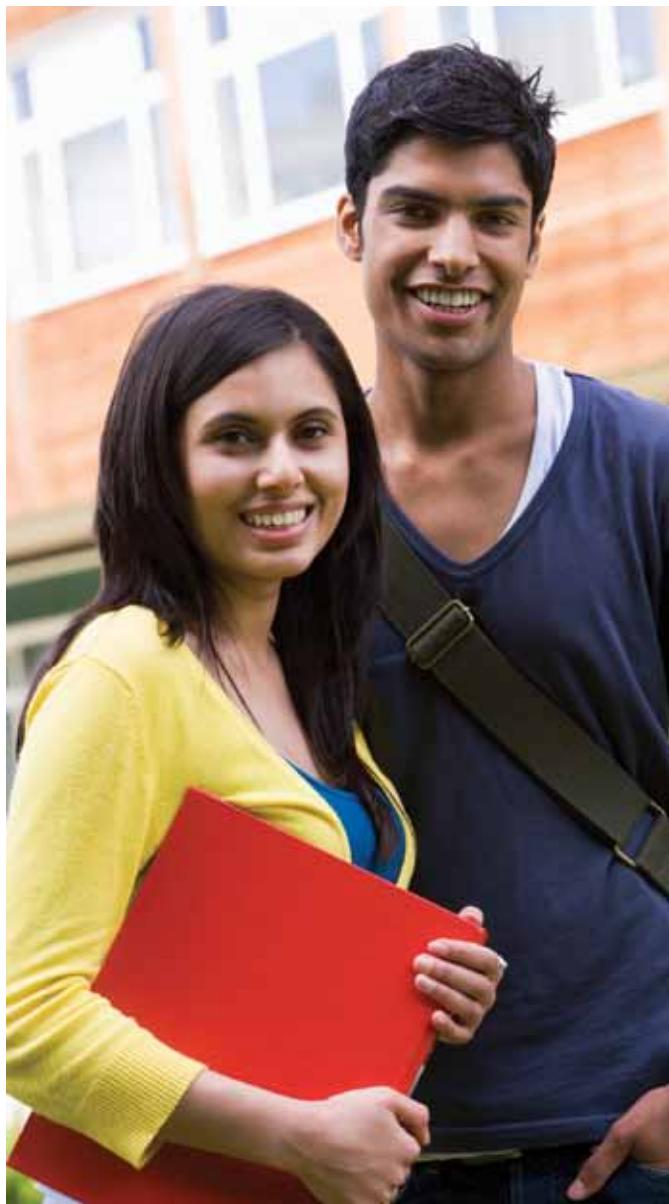
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Are you receiving *Cambridge Outlook eNews*? Join the mailing list for our monthly eNewsletter at www.cie.org.uk/newsletters

Update on Cambridge International AS and A Levels

Top UK universities have given their support for the revised Cambridge International A Level syllabuses, which help to prepare students for success in higher education.

Our Cambridge International AS and A Level syllabuses, taken in over 125 countries, help students develop a deep understanding of subjects, as well as independent learning and constructive thinking skills, which are valued by universities. This means that Cambridge International A Levels not only help students to get into university, but also to get on – at university, and in life and employment beyond.



This year we have updated seven of the most popular subjects to ensure they continue to offer the very best in international education. This redevelopment has involved consultation with universities in many countries to check that our Cambridge International A Level syllabuses continue to develop the skills they value.

The seven syllabuses (Accounting, Business, Economics, English Literature, Biology, Chemistry, and Physics) are now available for first examination in June 2016. For Cambridge schools in India, the first assessment of these syllabuses will be in March 2016. We have updated the content of the syllabuses, while keeping the familiar features of the popular qualification that is valued by teachers and schools worldwide. The redevelopment has also enabled us to look for opportunities to make our teacher support even better.

The new syllabuses will feature 'key concepts'. These are the underlying principles which enable students to gain a greater mastery of their subject area.

Anne Smith, Assistant Director, Qualifications and Curriculum Development at Cambridge International Examinations, said: "University faculty staff told us that what really helps learners succeed at university is a firm grasp of a subject's 'key concepts'. Once they understand these underlying principles, learners can make links more easily between different topics to develop a deeper and more holistic understanding of their subject."

Our new schemes of work will show teachers how they can use the key concepts in their teaching.

Dr Marcus Waite, a Fellow in English and Senior Lecturer at the University of Cambridge's Magdalene College, said he was impressed by the structure and emphasis of the new Cambridge International A Level English Literature syllabus. He said: "Higher education lecturers aim to recruit students who can construct arguments, think critically, and account for the aesthetic, as well as political qualities, of literary texts. This qualification should make that task easier."

On the newly redeveloped Chemistry syllabus, Dr David Read, Principal Teaching Fellow, Head of Education Group and Director of Outreach (Chemistry) at the University of Southampton, echoed Dr Waite's comments. He said: "The qualification will provide

those from a Cambridge background progressing to chemistry degrees with an advantage in their university studies over many of their peers.

"A good proportion of problem-solving in examination questions will ensure that students are genuinely applying their knowledge in ways which will facilitate progress in future studies."

The revised Business syllabus has been praised by Professor Laura Spira, of Oxford Brookes University Business School, for the way in which topics can be easily linked to current real-world examples.

She said: "This is a good way of stimulating interest and enthusiasm. The breadth of the syllabus could be advantageous to students who need to make early choices about specialisation in business degree programmes. The use of case studies in assessment should also be useful experience as they are likely to encounter this form of assessment in a degree programme."

“ Higher education aims to recruit students who can construct arguments and think critically. This qualification should make that task easier. ”

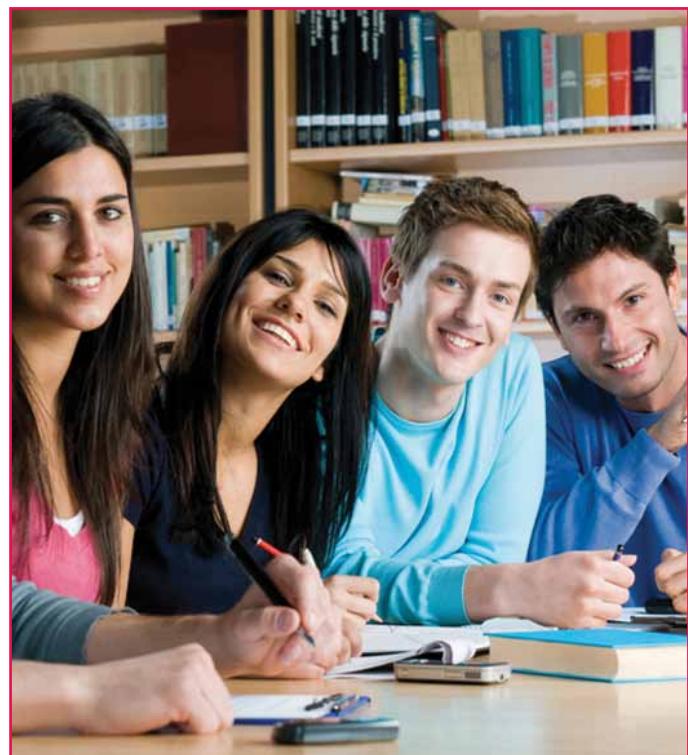
Dr Marcus Waithe, Fellow in English,
Magdalene College, University of Cambridge

Schools will be aware that in England changes are being made to UK A Levels. The changes move the structure closer to Cambridge International A Levels by replacing the existing modular structure with an emphasis on final examinations. The government has also announced that it intends in England to discontinue the use of AS Level as a step towards A Level.

In regard to Cambridge, neither change – from 'modular' to 'linear' assessment or reducing the role of AS Level – will have an impact on Cambridge International AS and A Levels. We already follow a linear assessment model, and we shall retain the option of International AS Level as a step to A Level, as this route continues to be highly valued internationally and indeed by universities in the UK.

Cambridge International AS and A Levels are qualifications that continue to help thousands of learners every year gain places at leading universities worldwide.

Sign up for news and alerts on the latest syllabuses at www.cie.org.uk/new



What skills do students need for higher education?

We recently asked teachers about the skills students need to prepare for higher education.

Our survey of over 1000 Cambridge teachers showed that independent thinking and learning, critical thinking, and the ability to research independently are considered the most important skills students need to possess when they embark on university study.

Almost all (96%) teachers questioned name independent thinking as the top skill needed for success at university. However, over half (56%) of the respondents also said that students lacked this skill when entering university. Other skills mentioned as crucial for university study were critical thinking (92%), the ability to analyse different information sources (92%) and independent research (90%).

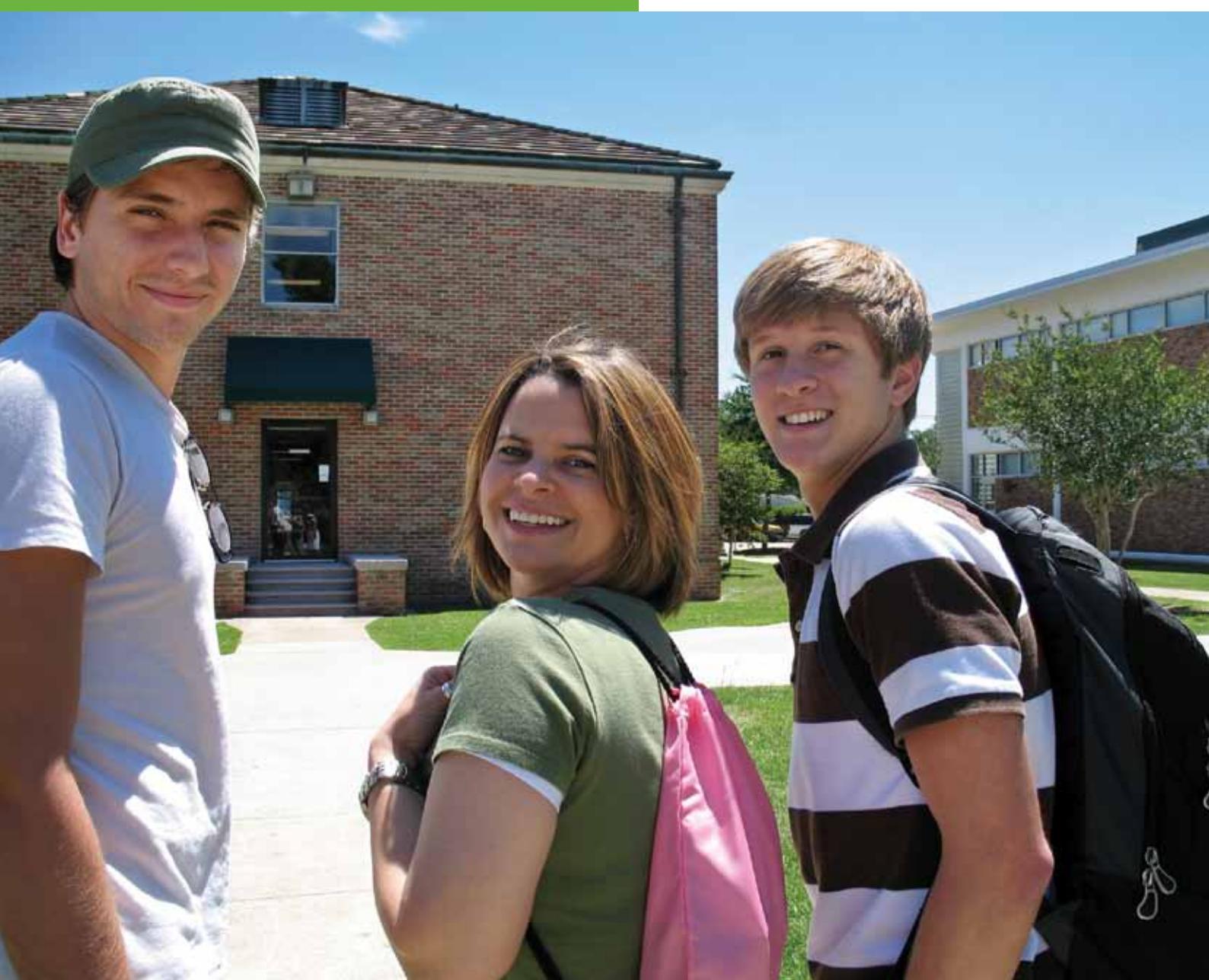
The survey also showed that a vast majority of teachers surveyed believe Cambridge qualifications such as Cambridge International A Level developed critical thinking skills and the ability to analyse different information sources. The same teachers also thought that Cambridge International A Level helped students develop independent research skills.

Bilingualism in Cambridge schools

We recently surveyed Cambridge schools to understand more about language use in the classroom, and how we can support bilingual learners.

Bilingual education is widely acknowledged as being the future direction of language learning in schools. By 'bilingual education' we mean the use of two or more languages as mediums of instruction for non-language 'content' subjects, such as physics or maths.¹

Cambridge programmes and qualifications are widely used in schools' own bilingual programmes, driven by schools' desire to develop bilingualism and, in some cases, by the need to deliver both national and international curricula. For learners, the chance to study some subjects in English opens up global opportunities. According to one bilingual coordinator in the Netherlands, bilingual education "...broadens the mind and helps the students to be aware of a wider world and the knowledge needed to work or study abroad."



We recently carried out research with Cambridge schools to gather information about language use in the classroom, and the support needed by teachers and learners.

Principal Research Officer at Cambridge International Examinations, Stuart Shaw, said the survey findings will also inform assessment development. He said: "For many Cambridge international learners, English is an additional language – their second language or perhaps even their third language. This has important implications for the validity and fairness of our assessments."²

Research data

We sent an online questionnaire to Cambridge schools worldwide, and received responses from 342 schools. The majority of respondents were principals, deputy principals and exams officers. Schools in Argentina, the UK, India and Indonesia returned the most surveys.

The findings should not be interpreted as representative of the total Cambridge school community. However, they provide useful insights into language use in schools.³

Language use in Cambridge schools

Forty per cent of schools who responded to the survey teach the school curriculum through two or more languages:

- 35 per cent of schools describe themselves as bilingual (teaching the school curriculum through two languages).
- 5 per cent of schools describe themselves as multilingual (teaching the school curriculum through three or more languages).

Bilingual education typically involves learning some subjects through one language and some subjects through another. However, some programmes teach a subject through two languages, often involving 'translanguaging' practices.

How do Cambridge schools organise their bilingual programmes? Over 50 per cent use only one language during a single lesson and over 40 per cent of these schools sometimes use different languages during a single lesson. Whether lessons use more than one language or not is often dependent on the subject being taught and the English language proficiency of learners.

All the schools, regardless of whether they were bilingual or monolingual English-medium, were also asked about use of the first language in classes. Over 40 per cent of schools allow or encourage learners to

use their first language in some classes, and 20 per cent allow it in every class (about 30 per cent do not).

Cambridge teachers' language use

Two-thirds of schools describe their teachers as having 'high' ability to teach through English effectively. Schools with 'high' ability teachers describe how the 'vast majority', 'almost all' or 'all' of their staff have English as a first language. In schools with 'medium' ability teachers the proportion of teachers with English as a first language is lower.

However, the survey showed that teachers with English as a first language are not necessarily more aware of the need to adapt language for their bilingual learners. "Those teaching through English (except foreign language teachers) are English first language speakers, but they are not always sure how to integrate English as a second language into lessons," said one respondent.

Cambridge learners' language use

We asked schools how they support learners who do not have English as a first language. They told us the most common means of language support involves the subject teacher. Special language support is used by 144 schools and 139 adopt a collaborative approach between the subject and language teacher. The focus of support offered by schools commonly relates to vocabulary, writing skills and exam skills.

What next?

As part of the survey we asked schools how we can support them with the challenges of bilingual education. Suggestions range from more training on teaching speakers of English as a second language, to guidance on the language of specific subjects and language support DVDs to accompany syllabuses.

We recognise the difficulties some learners have in understanding exam questions and we already provide language guidance to question paper setters. We also take language into account when we mark answer scripts. However, the feedback and new insights from schools will inform the support we offer, including curriculum resources and professional development.

We plan a second survey targeting respondents who registered an interest in further research during the first phase of the work. This will gather detailed data on how schools are delivering their bilingual education programmes in order to better understand and support our bilingual schools.

Continued overleaf

¹ Imam, H., C. & Shaw, S. D. (2012). The CIE bilingual research agenda. *Research Matters*. Issue 14. June 2012. pp.42–45

² Shaw, S. D. & Imam, H. C. (2013). Assessment of International Students Through the Medium of English: Ensuring Validity and Fairness in Content-Based Examinations, *Language Assessment Quarterly*, 10:4, pp.452–475

³ For a review of the full findings see Shaw, S. D., Hughes, S. K. & Imam, H. C. (in submission). *Bilingualism in Cambridge Schools: Findings from a language survey*

View from the classroom

Language use at Stedelijk College, the Netherlands

Stedelijk College in Eindhoven offers learners a bilingual route through education, enabling them to study some subjects in English and some subjects in Dutch. Cambridge Secondary 1 is used to teach science and maths through English to learners typically aged 11 to 14 years, with progress measured by Cambridge Checkpoint tests.

Learners are encouraged to speak English at all times during Cambridge Secondary 1 lessons. This is difficult at the beginning because their first language is Dutch. However, teachers say they are quite fluent by the end of year one. Their English language skills develop further during the second year, and by the end of the third year – when they take Cambridge Checkpoint tests – they have reached a good level.

Andre Piketh, senior teacher, says using English in subject lessons develops advanced language skills. "The bilingual students use language that is far outside the scope we would normally teach in a Dutch programme. If you watch a lesson in the bilingual programme, students are not only learning the specialist terms needed for a subject like biology, they learn everyday language too that is not in standard grammar books."

However, even in an English-medium class, there is a natural tendency for bilingual learners to interact with each other in their own language. To stimulate the development of English, Stedelijk College encourages subject teachers to monitor the use of English in the classroom, in terms of learners':

- interaction with the teacher
- interaction with peers
- comprehension and fluency
- vocabulary and pronunciation.

Learners are given marks in the above areas. In this way, assessment for learning helps learners to progress not only in content but also in language.



Team teaching Cambridge IGCSEs at Liceo Luigi Galvani, Italy

Liceo Luigi Galvani, in Bologna, Italy, follows a bilingual education programme based around Cambridge IGCSE®. The learners study seven subjects in both Italian and English, including maths, geography and physics. The school uses a 'team teaching' method in its bilingual classes, with both an Italian subject specialist teacher and an English teacher teaching together in each Cambridge IGCSE lesson. Teachers help each other to explain complex ideas or to reinforce ideas in the second language by using very different techniques.

Learning English through the bilingual education programme delivers huge benefits for the students. One of them said: "If you study a subject that interests you, it's much more fun learning a new language." Another (Italian) learner said: "I think it's useful because some things that I didn't understand in Italian I understand when I do them in English."

Cambridge IGCSE also prepares the school's learners for progress into higher education. Some of the school's learners are now studying at Italy's top universities in Bologna, Rome and Milan on the strength of passing the Cambridge IGCSE exams. Gabriele Lorenzoni, the school's Cambridge IGCSE Maths teacher in English, said: "Hopefully they will open their minds to future plans of studying abroad."

Do you teach students who are learning through a language that is not their first language?

Take a look at our new professional development qualification for Cambridge teachers – Teaching Bilingual Learners. It's available for first teaching in September 2014 at Certificate and Diploma level – see page 9 for more details. From time to time, we offer an online training course called Language Awareness in Teaching – for further details contact info@cie.org.uk

A new approach to professional development

We have relaunched and extended our professional development programme, offering a wider choice of training courses, teacher events and qualifications. Our new qualifications will help schools and teachers plan and engage with professional development from Cambridge to meet their needs.



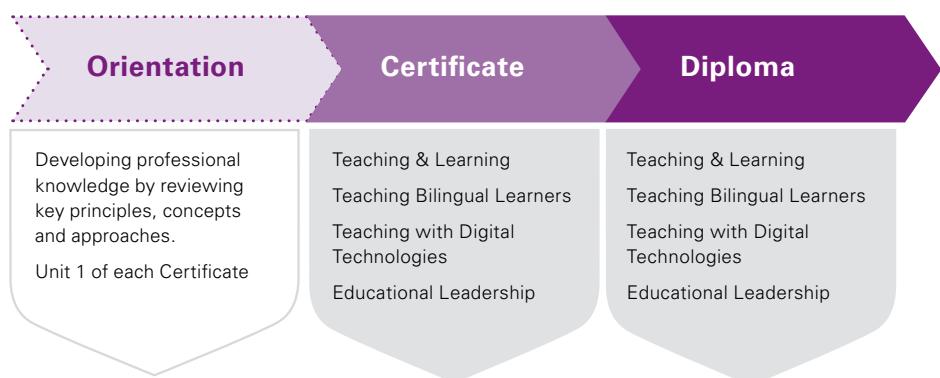
Teachers in the Cambridge global learning community work in different ways and are at different stages on their professional journey. Our professional development needs to be flexible but also consistent in quality, easy to access and effective as a learning experience.

The new qualifications

Our professional development qualifications (PDQs) provide a framework for continuing professional development for teachers and trainers across the world. We have redeveloped the PDQs for first teaching from September 2014 and

for first assessment from January 2015. The new suite of PDQs offers four clear areas of focus that together provide a comprehensive approach to teacher professional development.

The qualifications are available at Certificate and Diploma level, so teachers can progress from the Certificate to the Diploma on a clear professional development pathway.



The benefits of the new qualifications

Our PDQs are practice-based, for full-time and part-time teachers. They support teachers by helping them to:

- develop fresh ideas and approaches
- be confident, responsible, reflective, innovative and engaged
- focus on helping learners to learn as actively, constructively and successfully as possible.

As well as a structured and thorough programme of subject- and syllabus-specific courses and resources, we will be offering more general topic-based professional development courses. These will include how to use formative assessment to support learning, how to use ICT effectively in lessons, and how to use language effectively to support learners who are studying in their second or third language.

The qualifications are designed to benefit individual teachers, but they also give schools opportunities to evaluate and refresh the ways in which their teachers are developing.

We are producing new training materials to support the courses. These will offer closer links between our training and professional development qualifications. For example, teachers following a Cambridge Professional Development qualification will find that our training courses will help inform and support their preparation for that qualification.

We are also expanding our programme of Cambridge Professional Development events and conferences. This year we will hold two Cambridge Schools Conferences to promote collaboration within and between schools, and sharing knowledge.

The role of Programme Leaders

Our PDQs are run in Cambridge schools as school-based programmes, in training centres as external programmes for teachers in the locality, and also by some national authorities and education reform projects to support system-wide teacher development.

Each programme is developed and managed by a Programme Leader, accredited by Cambridge. Programme Leaders, with their teams of trainers, organise the programme learning environment and resources, teach the programme, monitor progress and give feedback to teachers to support them during the programme.

The new six-week Programme Leader induction course (with an extra two weeks for those wanting to offer the Diploma) will provide resources and support for these Programme Leaders. The online

course supports and guides Programme Leaders to make sure they are fully prepared to deliver the revised qualifications. A new online community will also provide opportunities for Programme Leaders around the world to share ideas and resources.

The new course has been piloted by 16 Programme Leaders from 12 different organisations in countries around the world, including Argentina, Bermuda, Colombia, Kenya, Mexico, the Netherlands, Pakistan and Uruguay. We will be accepting applications for Programme Leader courses from May 2014.

Launch in India

The first launch event for the new PDQs took place in India in January. Speaking at the first event in Chennai, Dr Paul Beedle, Assistant Director, Education, Cambridge International Examinations, said: "We understand the importance that teachers in India place on professional development so that they can provide the very best learning experience for their students. We are therefore delighted to launch our new PDQs first in India."



Paul Beedle, second from left, with teachers in India

He added: "We have redeveloped our PDQs to make sure that they continue to reflect current best practice in teaching and learning. The qualifications focus on key areas of education and support effective professional development.

"They help teachers to apply new ideas and approaches, and to become reflective practitioners. Learning draws not only on critical engagement with key concepts and principles but also application in the candidate's own teaching and learning environment – making the qualifications immediately relevant."

Who can take a Cambridge Professional Development qualification?

Cambridge PDQs are open to practising teachers and education leaders, whether they teach in a Cambridge

“ They help teachers to apply new ideas and approaches, and to become reflective practitioners. Learning draws not only on critical engagement with key concepts and principles but also application in the candidate's own teaching and learning environment – making the qualifications immediately relevant. **”**

Dr Paul Beedle, Assistant Director, Education, Cambridge International Examinations

school or another organisation, and whether they teach the Cambridge curriculum or another programme.

- All candidates should be full-time or part-time teachers employed in an educational organisation such as a school, college, university or adult training centre.
- Candidates for the three teaching-focused PDQs need to teach in their current school for a full academic year, for a minimum of 24 weeks and a minimum of six hours per week.

- Candidates for the Certificate in Educational Leadership should be a school leader or aspiring to become one, and those wishing to progress to the Diploma in Educational Leadership should be a school leader with responsibility for at least one team member.

For more information on the revised PDQs and how to offer a PDQ programme visit our website at www.cie.org.uk/professionaldevelopment

Professional development qualifications equipping Pakistani teachers for the 21st century

Cambridge Professional Development qualifications are well established and the existing syllabuses have already helped thousands of teachers around the world improve their professional practice.

At the Guidance House School and College System in Pakistan, they realised many years ago that professional development to enhance key teaching and learning skills was of paramount importance in delivering an effective education system fit for the demands of the 21st century.

Although they had sent their teachers to short, one-day courses they were looking for a comprehensive professional development programme that would enhance teacher skills and allow them to translate those skills into their classroom practice.

They were introduced to the Cambridge International Certificate for Teachers and Trainers (this will become the Certificate in Teaching and Learning) by an educationalist with over 20 years of teaching experience, who had managed the National Curriculum in the UK and was in Mirpur on secondment from Milton Keynes.

Mohammed Nawaz, Programme Leader, said: "Our teachers have derived enormous benefit from this course. They have been transformed from being mainly didactic, chalk-and-talk, textbook-driven dispensers of facts and figures teaching under pressure and afraid of students. They have turned into confident individuals who can crack an innocent joke with their learners, have smiles on their faces, and allow learners the space to think for themselves, share ideas, debate, learn from peers, collaborate and work as teams."

Teachers incorporate aspects of active learning, group work and formative assessment as learning strategies integral to the professional practice.

Mohammed added: "Teachers' relationships and



PDQ graduation ceremony at Guidance House School and College System in Pakistan

emotional connections with learners have improved. Many now look forward to be in their classes. School management is happier because academic achievement has improved and parents are happier for similar reasons too."

As a Programme Leader, Mohammed has found the support on our website comprehensive and very useful in gaining the skills to become a Programme Leader. He also received helpful responses from Cambridge to his email queries.

Mohammed said: "Many teachers were apprehensive at the start as I was asking them to change their classroom practice. Change is not always welcomed, but after a few workshops when they derived the benefits of their newly adopted teaching approach and they began to enjoy teaching it changed.

"For me the most satisfying aspect was to actually see teachers happier, individuals feeling their worth as teachers enhanced in the classroom, and to see them grow as confident individuals outside the classroom."

For more information on the revised Cambridge Professional Development qualifications and how to offer a Cambridge Professional Development programme visit www.cie.org.uk/professionaldevelopment

Our work in education reform

Cambridge doesn't just provide qualifications and programmes to schools. We also work with governments around the world to provide tailored solutions to a wide range of education issues.



With an international reputation for excellence in education, Cambridge International Examinations is the respected partner of ministries of education and national examination boards in over 30 countries. We collaborate with ministries, assessment bodies and other publicly funded national authorities in strategic relationships to reform education and assessment. Our portfolio of education reform projects currently includes major projects in Bahrain, Egypt, Kazakhstan, Macedonia, Mongolia and the USA.

We design and deliver projects for our partners that focus on specific aspects of education reform across the range of our core capabilities:

- assessment and test design, development and delivery
- curriculum development
- quality assurance in education and assessment
- teacher and school leadership development.

We are able to design, manage and deliver complex and multi-stranded

projects. Where appropriate we are able to draw on the resources of the University of Cambridge, including the Faculty of Education, other parts of the Cambridge Assessment Group and Cambridge University Press.

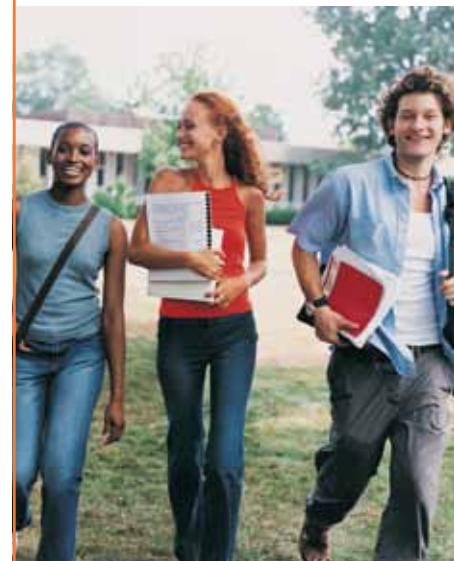
Cambridge supports a range of countries with solutions that are devised to raise educational standards to international levels. Our education reform projects focus on the improvement of educational access and educational opportunity for all. We respect and develop our understanding of the distinctive educational needs and priorities of our partners and each project is carefully tailored to be appropriate to the educational context in that country.

We offer a variety of services from curriculum design and teacher professional development to the design of new assessments. Projects range from focused interventions to reform one element of the education system, to more comprehensive reform projects encompassing curriculum, pedagogy and assessment.

Case studies

USA

The National Center on Education and the Economy in the United States has chosen Cambridge International Examinations to improve learners' performance as part of a pilot programme, 'Excellence for All'. The programme aims to give learners leaving high school the skills they need to succeed in college and employment. As part of this, we have adapted a number of Cambridge IGCSE and Cambridge International AS and A Level qualifications to align with the Common Core State Standards in mathematics and English – a set of standards designed to bring consistency to education across the USA.



Egypt



In Egypt, we are working with the Egyptian government's Education Development Fund to develop an entirely new curriculum, assessments and models of teacher

and school leader training in cutting-edge bilingual public schools for learners from kindergarten to grade 12. Five Nile Egyptian Schools are currently piloting the new curriculum and assessments, developed jointly by Cambridge and Egyptian education experts. The curriculum offers bilingual education benchmarked to Egyptian and international standards, and is designed to promote critical

enquiry, engagement, initiative and independent learning. It reflects both local and global perspectives.

Cambridge is delivering the curriculum, teaching guides for each grade and assessments for eight subjects; teacher and leadership training and professional development; and specific inputs relating to institutional development according to international standards.

Macedonia

The Macedonian Ministry of Education and Science approached Cambridge last year as it wished to raise learning outcomes in maths and science across the country. We produced a report which mapped the Macedonian curricula for maths and science from Grades 1 to 9 to their equivalent Cambridge curricula and made some observations about other factors such as assessment, pedagogy and teacher training based on a fact-finding visit to Macedonia.

In November 2013 we agreed to introduce new curricula for maths and science in all state primary schools for learners in Grades 1–3 from September 2014. The new curricula are based on the Cambridge Primary curriculum for these two subjects and curriculum teams from the Macedonian Bureau of Education have worked closely with Cambridge consultants to adapt these for the Macedonian context. Cambridge will also provide training in the new curricula to a group of 72 master trainers who will cascade this to some 4500 Macedonian teachers.

It is hoped that Grades 4–6 will follow in 2015 and Grades 7–9 in 2016, giving teachers and learners in Macedonia new maths and science curricula that match international standards.

Kazakhstan

Nazarbayev Intellectual Schools (NIS), a state-funded educational organisation within Kazakhstan, is establishing 20 schools to provide a world-class education system. They will prepare learners for university-level study and future careers with fluency in Kazakh, Russian and English, and will provide a model for educational innovation that will influence the direction of the education system as a whole. We are working with NIS to develop new curricula and related professional development for teachers. We are also developing classroom-based assessment to help teachers track their learners' progress, as well as developing external summative assessment and providing advice on how to administer assessments

securely. We are also working with Centres of Excellence in Kazakhstan, a network of regional teacher-training centres that is working to implement an in-service teacher training programme across Kazakhstan. It aims to introduce modern pedagogy to schools and support teachers' on-going professional development. We have worked with Centres of Excellence to develop the three-level teacher professional development programme. This project has been managed by Cambridge International Examinations working with the Faculty of Education. Teams from the Faculty have been to Kazakhstan to carry out a train-the-trainer programme for each level of the programme and to provide mentor support for national trainers.

Mongolia

We have supported the schools reform work of the Mongolian Ministry of Education and Science since 2011. The collaboration aims to provide opportunities for every child to access a good-quality education, enabling them to compete with the best from other countries while retaining Mongolian culture, history and identity. We supported the development and piloting of new curricula across primary and secondary grades. We also trained teacher trainers and teachers, and continue to support the work of

the national assessment agency to develop their own expertise in student assessment.

Most recently we have developed a cadre of local formative assessment specialists and supported the development of formative assessment practice in a selection of primary schools across the country. Our work continues to focus on the local Mongolian language system. However, part of the initiative included support for the first state schools for learners studying bilingually through Mongolian and English.

News in brief

10000th school joins Cambridge



Learners at The Sanskaar Valley School

The Sanskaar Valley School in Bhopal, India has become the 10 000th Cambridge school to join our global learning community. The school will offer Cambridge Secondary 1, Cambridge Checkpoint and Cambridge IGCSE to learners typically aged 11 to 16 years.

Speaking in December 2013, Dr Amlan Saha, Principal, The Sanskaar Valley School, said: "It's great to be associated with an 800-year-old university. Physically we may not last for 10 000 years, but being the 10 000th Cambridge school in the world will certainly give us 10 000 times more momentum to spread this international curriculum among our children."

New book on validity published by Cambridge researcher

Principal Research Officer at Cambridge International Examinations, Stuart Shaw, has co-authored a new book on validity with Professor Paul Newton from the Institute of Education, University of London. *Validity in Educational and Psychological Assessment* will be published by SAGE in March 2014.

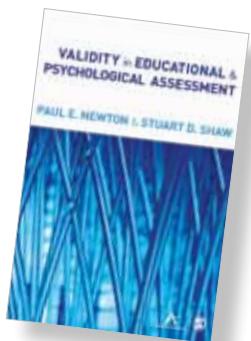
Validity is the hallmark of quality for educational and psychological measurement, but what does quality mean in this context? And to what, exactly, does the concept of validity apply?

These questions appear simple, but open up a minefield of tricky ideas. Paul Newton and Stuart Shaw communicate these complicated concepts clearly in the book, exploring answers to questions like:

- what does 'validity' mean?
- how many different kinds of validity are there?
- does validity have a social dimension as well as a technical one?
- what are the ingredients of effective validation?
- is 'construct validity' still relevant?
- is 'validity' fit for purpose?

If you have a professional or academic interest in evaluating the quality of educational or psychological assessments, measurements and diagnoses, this book will be relevant to you. Find out more at

www.sagepub.co.uk



Co-authored by Stuart Shaw, *Validity in Educational and Psychological Assessment* published by SAGE

Learning without teachers. It couldn't happen, could it?

Sugata Mitra, Professor of Educational Technology at the University of Newcastle in England, was the guest speaker at a debate on the future of face-to-face teaching and learning hosted by our parent organisation, Cambridge Assessment, in London on 11 February 2014.

Professor Mitra has launched a \$1m experiment to find out whether learning without teachers could ever happen. His 'schools in the cloud' will allow groups of children to teach themselves using the internet.

Over 100 people took part in the debate in London, with many more participating from around the world through online streaming. Following a lively discussion on the future for face-to-face learning, the event concluded that, despite advances in technology, the role of the teacher remains a crucial one as a facilitator of learning. And in the spirit of 'cloud' learning, the debate continued on Twitter long after the event had finished.

You can find films and podcasts from the event at www.cambridgeassessment.org.uk/insights/schools-in-the-cloud



Professor Sugata Mitra, of the University of Newcastle, UK, speaking at the Schools in the Cloud event

US schools transform learning with Cambridge Global Perspectives™

More than 50 teachers attended symposiums in New York and Florida in December 2013 to learn more about Cambridge Global Perspectives. This programme, which is based on skills such as critical thinking and carrying out independent research, helps equip students for college success. It has added value for US schools because it provides a structured approach to the outcomes defined in the Common Core State Standards – a set of education standards which are being implemented across the US.

The seminars gave teachers a flavour of Cambridge Global Perspectives, including a practical workshop and presentations from students already taking the course.

We have recently revised our Cambridge AICE Diploma, a popular programme in US schools, to include Cambridge Global Perspectives. Students taking the Diploma will study Cambridge International AS Level Global Perspectives as a compulsory core component,

alongside a range of Cambridge International AS and A Level subjects.

Learn more about Cambridge Global Perspectives on page 18.



US schools transform learning with Cambridge Global Perspectives

New collaboration in Macedonia

The Ministry of Education and Science in Macedonia and Cambridge International Examinations have made a commitment to introduce new curricula in maths and science for learners in all state primary schools in Macedonia.

The curricula will be benchmarked to international standards and adapted from the Cambridge Primary programme to suit the educational requirements of Macedonia. New textbooks will be developed to support the curricula, and Cambridge will provide teacher training.

Spiro Ristovski, Minister of Education and Science, Republic of Macedonia, said: "We are very proud and honoured to have Cambridge International Examinations as our partner in reforming the education system of the Republic of Macedonia. We feel that the expertise and experience that Cambridge will bring to our system will complement the endeavours of the Government of the Republic of Macedonia to offer better education to all the pupils around the country. We value this collaboration with Cambridge as a huge step for us and I am confident that with such a partner, the future of the Macedonian educational system is a bright one."

The new curricula for maths and science will be implemented in all state primary schools for learners in Grades 1–3 from September 2014. It is hoped that Grades 4–6 will follow in 2015 and Grades 7–9 the following year.

Read more about work in education reform on page 12.



From left to right – Helen Eccles, Development Director, Cambridge International Examinations; Michael O'Sullivan, Chief Executive, Cambridge International Examinations; Spiro Ristovski, Minister of Education and Science, Republic of Macedonia; Vesna Horvatovikj, Director, Bureau for Development of Education, Macedonia.

Your views make a difference

It is important to us that our qualifications and services meet the needs of our schools, teachers and learners around the world.

Each year we carry out a wide range of research to get vital input from Cambridge schools on a range of proposals. Your feedback is important to us and all the responses we receive from our research helps to inform our decision-making.

Here are two examples of how your views have helped to shape some of our recent research projects.

New exam series for India

Background

Last September we announced the introduction of a March exam series starting in 2015 for schools in India.

Research

In October 2013 we surveyed all Cambridge schools in India to find out their views on the new exam series, how many schools would be entering candidates for the March sessions and to find out the best timing for the exams.

What we learnt

Almost 150 schools in India responded to the survey. There was an overwhelmingly positive response to the new March exam

series, with 96 per cent of schools planning to use it as their main exam series. Ninety-one per cent planned to move to the new series as early as 2015. Over half of respondents felt that the first half of March would be the best time to hold exams and 94 per cent told us they would like to receive the results in May.

Next steps

In February we announced key dates for the March exam series. In line with the feedback we received from schools we have confirmed that the exam period will be the first two weeks of March 2015 and the results will be released on 20 May.

Cambridge IGCSE Drama

Background

We launched Cambridge IGCSE Drama as a new syllabus for 2013.

Research

In September 2013 we surveyed teachers to find out how they felt about teaching the new syllabus and to get feedback on future proposals on the qualification.

What we learnt

Over three-quarters of teachers stated they were highly satisfied or satisfied with the content of the revised syllabus and found it to be flexible and easy for learners to understand. Teachers were strongly in favour of the key features of the new syllabus.

Next steps

The exercise deepened our understanding of what schools value about the syllabus and the range of views about possible options for the future.

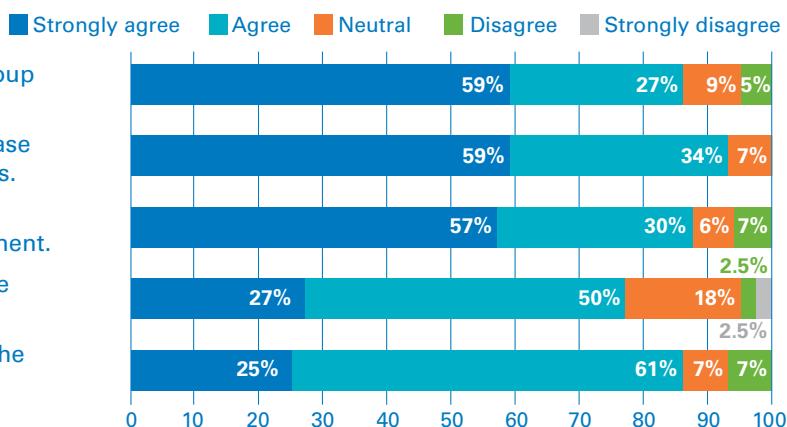
I like having a free choice of stimulus for the Group devised piece in the Coursework component.

Having different types of stimuli on the pre-release material will be more interesting for my students.

Devising one piece of drama instead of three in preparation for the Written exam is an improvement.

The new Coursework Assessment Criteria will be easier to understand and apply.

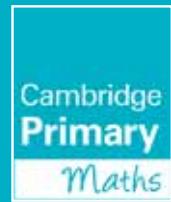
The balance of devised and text-based work in the Coursework component is about right.



And finally...

We have just finished a major survey of all Cambridge teachers to find out your views on social media. Over 600 of you had already responded at the time of writing. We are now working hard to analyse the results so that we can plan how best to communicate with you in the future. Thank you to all who responded.

Cambridge Primary Maths launched to schools



Schools can now register to try the online activities from the newly launched Cambridge Primary Maths teaching package. Cambridge Primary Maths brings the subject to life in the classroom by combining online resources with print material. The printed resources will be available in May.

Cambridge Primary Maths is an innovative combination of curriculum and resources that supports teachers and learners through best-practice international maths teaching with a problem-solving approach.

The new teaching package launched in January at BETT, the world's leading technology event in London, brings together the world-class Cambridge Primary curriculum, publishing from Cambridge University Press and expertise in online materials for the mathematics curriculum from the NRICH project, based at the University of Cambridge.

Offering teachers an online tool that maps resources and materials to specific areas of the curriculum, the resources include engaging interactive online activities, Cambridge Primary textbooks and e-books, and real classroom examples of Cambridge Primary Maths in action.

Cambridge Primary Maths is built around the Cambridge Primary curriculum and gives schools a framework to develop mathematics skills, knowledge, understanding and guidance for classroom teaching and learning. The maths curriculum framework explores five content areas: number, geometry, measure, handling data and problem solving, which describes using techniques and skills, and the application of understanding and strategies in solving problems. Mental strategies are also a key part of the 'number' content. The curriculum focuses on principles, patterns, systems, functions and relationships so that

learners can apply their mathematical knowledge and develop a holistic understanding of the subject.

The textbook part of the package, based on pedagogical practice found in successful schools across the world, will be launched in May 2014.

You can access Cambridge Primary Maths at www.cie.org.uk/cambridgeprimarymaths. If you are a Cambridge Primary school, use your login for the Cambridge Primary website for full access. If you are not a Cambridge Primary school, register your details for access to a taster version of the site.

Cambridge Primary Maths in practice

At Eleanor Palmer Primary School in London, teachers are using Cambridge Primary Maths to engage children in lessons. Teachers combine their own teaching ideas with resources from the website to find

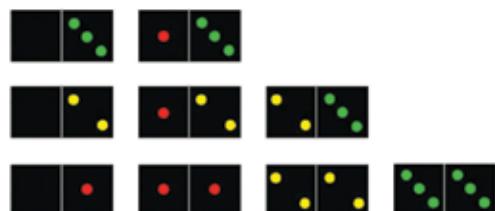


creative ways to fulfil learning objectives. Maths teacher Nancy Cumming said: "The main benefit really is enjoyment of maths and that's what pushes children's progress on the most. If they love it and want to do it and they are interested in maths, they are thinking about maths and talking about maths, they are going to improve their mathematics."

Registered users of Cambridge Primary Maths will be able to see videos of the resources being used in real-life teaching situations, including at Eleanor Palmer Primary School.

Example activity: NRICH activity (stage 1) ages 5–6

Erik and Sanjay have these dominoes laid out:



They pick a domino in turn.

Erik can only choose dominoes which have an odd number of spots in total.

Sanjay chooses the dominoes which have an even number of spots.

How many will they each be able to pick up? Is this fair? Why?

Now they change the rules. They lay out the dominoes again.

Erik can only choose dominoes where the total number of spots is a multiple of 3.

Sanjay chooses the dominoes where the total number of spots is not a multiple of 3.

Who is able to pick up the most dominoes now? Is this fair? Explain your answer.

What's new for Cambridge Global Perspectives?

Our updated Cambridge International AS Level syllabus is now available, and a new Cambridge International A Level syllabus is coming soon.

Cambridge Global Perspectives qualifications encourage learners to think critically, evaluate arguments and understand global issues from multiple perspectives. These skills are highly valued by universities and equip learners for success in the fast-changing modern world.

A teacher from Auckland in New Zealand said: "Cambridge Global Perspectives is rigorous, it's academic, it's challenging and stimulating, and because Cambridge is very self-driven, I think those students are going to be at a distinct advantage when they go to university."

The revised qualifications

After talking to schools about what they need for their learners, we have revised Cambridge International AS Level Global Perspectives & Research and we are developing our Cambridge International A Level.

Cambridge International AS Level

The revised Cambridge International AS Level Global Perspectives & Research syllabus is now ready, available for first examination in 2015.

The qualification is available as a stand-alone one-year course and as the first year in the two-year Cambridge International A Level. Learners complete a written examination, an essay, and a team project and presentation. The Cambridge International AS Level has a revised assessment structure to make sure it assesses teamwork and oral communication skills.

Component 3 is now a presentation and report relating to a team project. It is no longer based on a pre-released source book, which means learners can take it at any time during the course.



Cambridge International A Level

The syllabus for the revised Cambridge International A Level Global Perspectives & Research will be published in June 2014, ready for first examination in June 2016.

Learners working towards the Cambridge International A Level will complete the 5 000-word Cambridge Research Report. The Research Report focuses on the ability to design, plan and manage an extended research project, helping learners develop critical research skills essential for success at university.

Important information

From 2017, Cambridge Pre-U Global Perspectives & Research will no longer be offered as a staged course. This means it will not be possible to progress from Cambridge International AS Level to the second year of Cambridge Pre-U Global Perspectives & Research.

Summary of changes

Cambridge International AS Level Global Perspectives (8987)

- Last assessment – November 2015

Cambridge International AS Level Global Perspectives & Research (9239)

- Syllabus published – late February 2014
- First assessment – June 2015

Cambridge International A Level Global Perspectives & Research (9239)

- Syllabus published – June 2014
- First assessment – June 2016

Cambridge Pre-U Global Perspectives & Research (9766)

- From 2017, Cambridge Pre-U Global Perspectives & Research (9766) will no longer be offered as a staged course, with no route through from Cambridge International AS Level (9239).

New resources for Cambridge IGCSE Global Perspectives

The first endorsed textbook for Cambridge IGCSE Global Perspectives was published in February by Oxford University Press. It includes lesson activities based on the key themes covered in the syllabus. The new textbook is focused on developing critical thinking, research, analysis and communication skills.

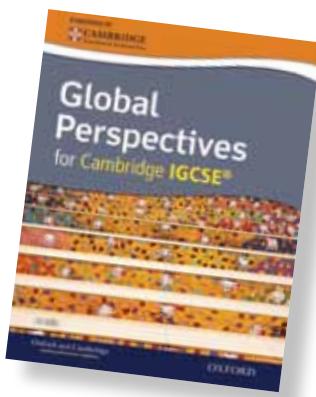
Online learning area

We have developed a new online learning area for Cambridge schools offering Cambridge IGCSE Global Perspectives. It provides a space for teachers and learners to build online communities where they can share resources and work with other schools. Features include:

- **Portfolios** – a home for any materials that learners or teachers have gathered in their research for projects.

- **Courses** – teachers can use these courses as homework assignments, editing and adapting them if necessary.
- **Online communities** – a network for teachers to share ideas with colleagues from other schools.

To find out more go to www.cie.org.uk/igcse



New qualifications

Cambridge International Examinations develops new qualifications by working closely with schools to understand their changing curriculum needs. Each new qualification goes through a rigorous review programme using a wide range of subject and educational experts and, where appropriate, universities. This guarantees it is fit for purpose before becoming part of the Cambridge curriculum.

We are pleased to announce the development of these new qualifications:

- Cambridge International AS Level Nepal Studies (first examination June 2016)
- Cambridge International A Level Global Perspectives & Research (first examination June 2016)
- Cambridge International AS and A Level Travel and Tourism (first examination June 2017)
- Cambridge International AS and A Level Geography (first examination June 2018)
- Cambridge International AS and A Level Psychology (first examination June 2018)

We have previously announced seven other new qualifications. Here's a reminder:

- Cambridge IGCSE Bahasa Indonesia (first examination June 2016)
- Cambridge IGCSE Chinese as a Second Language (first examination June 2015)
- Cambridge IGCSE Italian (Foreign Language) (first examination June 2014)
- Cambridge IGCSE Urdu as a Second Language (first examination June 2015)
- Cambridge IGCSE World Literature (first examination June 2014)
- Cambridge International AS and A Level English Language (first examination June 2014)
- Cambridge International AS and A Level Media Studies (first examination June 2015)
- Cambridge International AS Level Global Perspectives & Research (revised, first examination June 2015)

You can keep up to date with changes to the syllabuses you teach online at www.cie.org.uk/new

New teacher support available

We offer a wide range of support to help teachers plan and deliver our qualifications.

Cambridge is committed to providing excellent support for teachers delivering our programmes and qualifications. Here is a summary of our recently published and forthcoming support materials.

Schemes of work, resource lists and example candidate responses are available free on our Teacher Support website at teachers.cie.org.uk

You can order coursework and speaking test training handbooks from our *Publications Catalogue* at www.cie.org.uk/orderpub

Schemes of work

A scheme of work is a medium-term course plan that is available in many subjects. It provides suggestions about how you might divide your course into units, and ideas about how you might teach particular topics.

Recently published:

- Cambridge IGCSE Sociology (0495)
- Cambridge IGCSE French – Foreign Language (0520)
- Cambridge O Level Sociology (2251)
- Cambridge International AS Level Global Perspectives (8987)
- Cambridge International A Level Law (9084).

Resource lists

These lists include textbooks and websites. Some of the resources are endorsed by Cambridge International Examinations. We have quality-checked them and judge them to match the syllabus well.

Recently published:

Cambridge IGCSE French – Foreign Language (0520)
Cambridge O Level Travel & Tourism (7096).

Example candidate responses

Real candidate answers are shown alongside examiner comments so teachers can see the level of performance needed to achieve each grade.

Recently published:

Cambridge IGCSE Biology (0610)

Forthcoming:

Cambridge IGCSE Art & Design (0400).

Coursework and speaking test training handbooks

Some subjects containing coursework or speaking tests require teachers to become accredited assessors. You can find the list of subjects requiring this in the *Cambridge Administrative Guide 2014*, available at www.cie.org.uk/examsOfficers

The coursework and speaking test training handbooks provide guidance on assessment and administration, and include candidate samples for marking practice.

Coursework training handbooks

Recently published:

Cambridge IGCSE Art & Design (0400)

Cambridge IGCSE History (0470)

Cambridge IGCSE English Literature (0486)

Cambridge IGCSE English – First Language (0500)

Forthcoming:

Cambridge IGCSE Spanish – First Language (0502).

Speaking test training handbooks

Recently published:

Cambridge IGCSE English – First Language (0500)

Forthcoming:

Cambridge IGCSE German – Foreign Language (0525)

Cambridge IGCSE English – Second Language (0510/0511).



Teacher Support is a free online resource bank and community forum for Cambridge teachers.
You can find this at teachers.cie.org.uk

Cambridge around the world

Here's a snapshot of some recent activities around the world. Get involved in Cambridge events in your region – learn more at www.cie.org.uk/events

India

Educators from over 150 schools in India attended seminars in Bangalore, Chennai, Delhi, Hyderabad and Mumbai in late January 2014 to learn about changes to our qualifications for teachers. Schools that already run Cambridge Professional Development programmes shared their experiences via a panel discussion led by our Assistant Director, Professional Development, Paul Beedle.



Jordan

Outstanding Cambridge learners were thrilled to receive awards at the Queen Rania Awards Ceremony in Amman, Jordan on 8 December 2013. The awards, hosted by the British Council, recognise top performance in Cambridge exams. This awards ceremony is one of many held worldwide every year to celebrate the hard work of Cambridge learners and their teachers.



South Africa

Publishers Cambridge University Press and Oxford University Press went paddle-to-paddle in a charity boat race in Cape Town, South Africa in November 2013. Our Schools Development Manager, Mark Barber, joined the Cambridge crew to raise money for The Shine Centre, a not-for-profit organisation providing support in literacy and language enrichment to children in Grades 2 and 3. Who won? Cambridge of course! Here's a photo of the team with the winners' trophy.



UK

Teachers had a chance to try out Cambridge Primary Maths, our new online and offline teaching package, when we launched it at BETT in London in January 2014. BETT is the world's leading learning technology event, showcasing the latest innovations in technology for teaching, learning and assessment. It was great to meet so many teachers from Cambridge schools worldwide at the event.



Expansion of our international network

We are continuing to expand our international network, aiming to double the size of our regional team this year.

Feedback from our customers shows that schools really value our regional staff – and that you'd like more local support. So we've listened, and this year marks a major expansion of our regional team. As well as growing the team, we have set the team up in nine regions. These regions have been mapped to our school and ministry customers. Each region will have a Regional Director, as well as Schools Development representatives. Some regions will also have new staff working on university recognition, marketing communications, ministry relationships and training support.

Meet our new staff

Lucila Márquez – Latin America

marquez.l@cie.org.uk



Lucila joined us as Senior Schools Development Manager for Latin America in January 2014. Based in Argentina, Lucila will help build relationships with schools, key educational institutions and government authorities in Argentina and the wider Latin American region (including Mexico, Colombia, Uruguay and Peru), as well as strengthen ties with our long-term partners in the region, including the Dickens Institute in Uruguay, and Educadores Asociados del Rio de la Plata A. C. (ESSARP) in Argentina. Lucila most recently worked for ESSARP in Argentina where she helped manage communications between ESSARP and its Cambridge Associate Schools.

Sherry Zhang – North Asia

zhang.s@cie.org.uk



Sherry has been appointed as Regional Director for North Asia, based in Beijing, China. She joined in January 2014 and will lead the team in China, as well as helping build and strengthen relationships with schools, key educational institutions and government authorities in China and the wider North Asia region (which includes Hong Kong, Mongolia and the Republic of Korea). Sherry most recently worked for the British Council in China where she managed UK qualifications (including Cambridge qualifications) taken by Chinese learners.

Gusti Reynaldie – Southeast Asia & Pacific

reynaldie.g@cie.org.uk



Gusti has joined us as a new Schools Development Manager in Jakarta, Indonesia. He will be working with existing and prospective Cambridge schools as well as strengthening links with key educational institutions and government authorities across Indonesia. Gusti's career to date has been in the education sector, most recently with the British Council in Indonesia, where he coordinated a number of projects and activities between the British Council and UK universities. Another member of the Southeast Asia & Pacific team will soon be joining Gusti in Jakarta.

Shamim Chowdhury – South Asia



Shamim Chowdhury has started work as Recognitions Manager, based in New Delhi, India. She will be working with our regional South Asia team to ensure that our qualifications enable students to progress on to the next phase of their education. She will be the key contact for universities and other organisations such as the Association of Indian Universities and State Boards and will liaise between these organisations and our schools. Shamim has spent much of her career in India and South Africa, working in a wide range of sectors, including communications, management, business and human resources. She is also fluent in English, Hindi and Bengali.

Professional development for teachers

Cambridge International Examinations has a well-established programme of professional training courses for teachers at Cambridge schools. Our training gives teachers the knowledge and skills they need to deliver our programmes and qualifications for 5 to 19 year olds and develop successful Cambridge learners.

Cambridge
Professional
Development

Face-to-face training

Introductory training

Suitable for teachers who are new to their Cambridge syllabus, or those who require a 'refresher' course. These courses provide an introduction to key documents for teachers and to the standards required in the assessment of Cambridge syllabuses. Courses also cover resources available from Cambridge and its partners. Content will vary for each syllabus, but typically includes:

- overview of syllabus design and examination
- introduction to Cambridge published and endorsed resources
- IT and curriculum resources
- interactive work including practical marking activities relating to standards.

Intermediate training

Suitable for teachers who have been working with Cambridge for at least one year. It is preferable although not essential that the teacher has completed an Introductory training course. There are currently two types of intermediate course available:

1. Teaching methodology courses which review teaching strategies as applied to the delivery of the Cambridge syllabuses. These courses are designed to improve student examination performance.
2. Assessment courses which focus on teachers' assessment issues, giving them practical marking experience and an update on the latest syllabus developments.

Content will vary for each syllabus, but typically includes:

- review of teachers' assessment issues
- overview of different teaching methods and strategies
- teaching strategies applied to the syllabus
- interactive activities including creating schemes of work and targeted lesson plans.

Online training

We deliver our online training courses via our professional development website through our virtual learning environment. Courses are available to Cambridge schools worldwide. A key feature of these courses is the exchange of ideas and good practice between teachers across our global community. We currently offer three types of online course:

Introductory

Introductory courses for teachers who are new to the Cambridge syllabus. These self-study courses are not supported by a tutor and are available throughout the year.

Intermediate

Intermediate and advanced courses supported by an e-tutor. Each course runs for seven weeks and they are available in three sessions across the year.

Examiner feedback

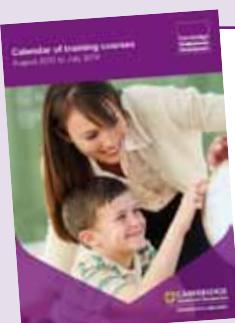
This question-and-answer session takes place over two weeks after each exam series, giving Cambridge teachers the opportunity to discuss exam-related issues with an examiner. These will be conducted via web conference and through the Teacher Support site discussion forums.

Web conferences

These are live, interactive presentations run by an experienced Cambridge trainer, which can be accessed from the comfort of your home or school. The great advantage of these sessions is that they allow direct interaction between the trainer and the audience without you or your teachers having to physically attend an event. We run a wide range of web conferences which are all available via our Events page.

Bespoke training

We also offer bespoke training to meet your school's specific needs. This is usually subject specific but can be more generic in nature, covering areas such as assessment for learning or student-centred learning.



How to register for training

All booking details for our training courses, including the cost of registration, can be found on our website. For more details, go to www.cie.org.uk/events

If you have any questions about our training courses, please do contact us at info@cie.org.uk and we will be pleased to help you.

May 2014

Location: Harare, Zimbabwe

Intermediate

Cambridge IGCSE Chemistry (0620), Geography (0460), History (0470)
Cambridge International A Level Accounting (9706)

Dates: 10 May 2014 – 11 May 2014

Details: Open to all Cambridge teachers

Location: Harare, Zimbabwe

Intermediate

Cambridge International A Level Chemistry (9701), Geography (9696), History (9697), Literature in English (9695)

Dates: 12 May 2014 – 13 May 2014

Details: Open to all Cambridge teachers

June 2014

Location: London, UK

Getting Started

Cambridge IGCSE Biology (0610), Business Studies (0450), Chemistry (0620), First Language English (0500), French (0520), Geography (0460), German (0525), History (0470), ICT (0417), Literature (0486), Maths (0580), Music (0410), Physics (0625)

Cambridge Pre-U Art & Design (9798), Business and Management (9771), Economics (9772), Further Maths (9795), Mandarin Chinese (9778), Maths (9794)

Dates: 1 June 2014

Details: Open to all Cambridge teachers

Location: Online

Introductory self-study courses

Cambridge International AS and A Level Applied ICT (9713), Business Studies (9707), Chemistry (9701), Economics (9708), Literature in English (9695), Mathematics (9709), Physics (9702)

Cambridge IGCSE Biology (0610), Business Studies (0450), Chemistry (0620), Economics (0455), English as a Second Language (0510), First Language English (0500), Geography (0460), History (0470), ICT (0417), Literature in English (0486), Mathematics (0580), Physics (0625)

Dates: 9 June 2014 – 29 August 2014

Details: Open to all Cambridge teachers

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