

CAMBRIDGE

Issue 4 2008

outlook

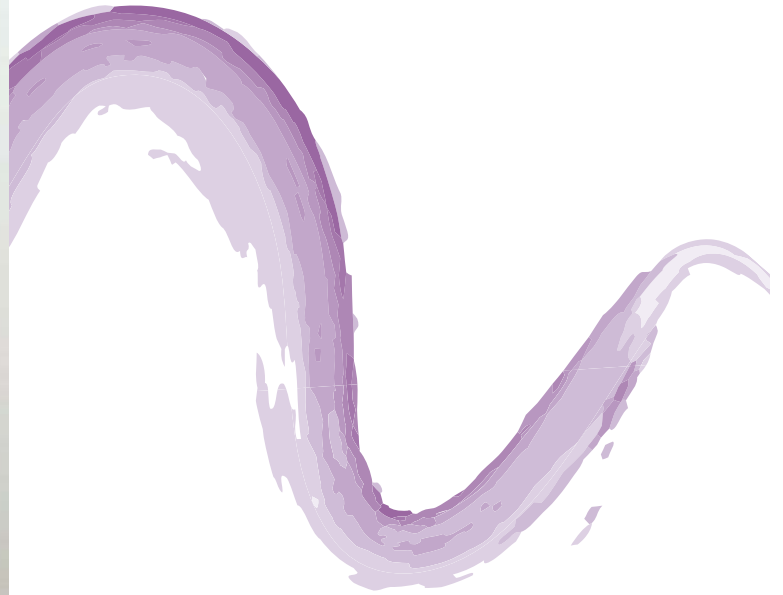
**Find out more about CIE's
professional development qualifications**

**Celebrate Cambridge Assessment's
150th Anniversary**

Heritage Studies for students



UNIVERSITY of CAMBRIDGE
International Examinations



Welcome to *Cambridge Outlook*, issue 4

CAMBRIDGE **outlook**

issue 4, 2008

www.cie.org.uk

Editor Geraldine Seymour

Cambridge Outlook is an important way of communicating with our Centres and contacts around the world.

We welcome articles and letters for inclusion in the magazine and look forward to receiving your contributions. If you would like to submit an article, please contact:

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2007 was very much a year of progress and achievement for the Cambridge International family and it has given me great pleasure to review the successes and new developments of the past 12 months.

This year we celebrate the 150th anniversary of the founding of Cambridge Assessment, a department of the University of Cambridge made up of University of Cambridge International Examinations (CIE), UK examination board OCR, and ESOL (English for Speakers of Other Languages).

We are growing strongly as schools around the world invest in the high-quality international qualifications delivered by Cambridge. We are delighted to report that in 2006-7, more than 400 new schools and colleges began offering Cambridge qualifications.

Supporting Cambridge International Centres is very much part of the Cambridge philosophy, and with that in mind, *Cambridge Outlook* focuses on teacher support, training and online resources. We provide a wealth of resources for teachers and trainers on pages 16-20, including a guide to CIE's

professional development qualifications, and we report on the launch of the CIE Teacher Support website, a much-visited online bank of resources and information.

Last year CIE provided 9,000 face-to-face training days through professional development seminars, global best practice conferences, teachers' conferences, and topic-and syllabus-specific training sessions. On page 16 we look at some of the top international education experts who have shared their knowledge with CIE teachers around the world, including Professor John MacBeath from the University of Cambridge, Leadership in Education expert David Hopkins, and Dr Bethan Marshall, Senior Lecturer at King's College, London.

Finally, we also report on the introduction of a new A* grade to Cambridge International A Level on page 10, and introduce CIE's new Heritage Studies, IGCSEs in India, Pakistan and Bangladesh Studies on page 9.

Ann Puntis
Chief Executive

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Celebrating 150 years of Cambridge Assessment

CIE is part of the Cambridge Assessment Group, which this year celebrates its 150th anniversary.

Cambridge Assessment leads the world in educational assessment and is committed to ensuring all learners access the benefits of their education through receiving a fair and accurate assessment of their skills, knowledge and understanding.

The Group, formerly known as UCLES (University of Cambridge Local Examinations Syndicate) consists of three major examination boards: CIE, the Group's International Examination Board; OCR, a UK Examination Board, and Cambridge ESOL (English for Speakers of Other Languages).

Although education has seen many changes in the last 150 years, CIE remains true to the original ethos which underpinned the creation of UCLES and



drives the work of Cambridge Assessment today. CIE has been resoundingly successful in its mission of extending access to education, as the incredible popularity of its international qualifications shows.

Our remit, 150 years ago, was to administer examinations for students who were not members of the University of Cambridge, and to inspect schools with the aim of raising educational standards for everyone. Although initially focused on the UK, we soon extended our work overseas and now the Group researches, develops and delivers assessments across the globe, providing access to high quality, fair and accurate assessments.

CIE receives almost 1.5 million examination entries every year from students in more than 150 countries. The esteem in which Cambridge qualifications are held, means that universities and employers across the world recognise the achievement of students who take them, preparing the way for good places at university and excellent employment prospects. ■

1955

**Standards setting
for the Sudan
School Certificate**



2008

**Teacher and
students at the
Smart
International
School, Cairo**



150th Anniversary Competitions for Schools

All Cambridge students are invited to enter three special competitions CIE is running during the 150th Anniversary celebrations: a short film competition, a photography competition and a writing competition. Entry forms and full details are available on www.cambridgestudents.org.uk. Winning entries will be featured on the CIE website and prizes will be awarded.



Did you know...?

- The first UCLES exams took place on 14 December 1858, in eight UK cities. These were called 'local' examinations because the examiners travelled personally to the Centres, usually by train, wearing academic dress and carrying a locked box containing the question papers.
- The first overseas examinations took place in Trinidad in 1864.
- In England, girls were not officially permitted to enter public examinations until 1867.
- In 1945, over 1,500 prisoners of war held in the UK took UCLES exams, of whom 900 were Italians.
- In 1992, UCLES was presented with the Queen's Award for Export Achievement.
- CIE officially came into existence in 1998.
- In 2005, UCLES became Cambridge Assessment.
- From 7-12 September 2008, Cambridge Assessment will host the 34th International Association for Educational Assessment (IAEA) Annual Conference in Cambridge. The theme of the conference is Re-interpreting Assessment: Society, Measurement and Meaning.

400 new Cambridge Centres

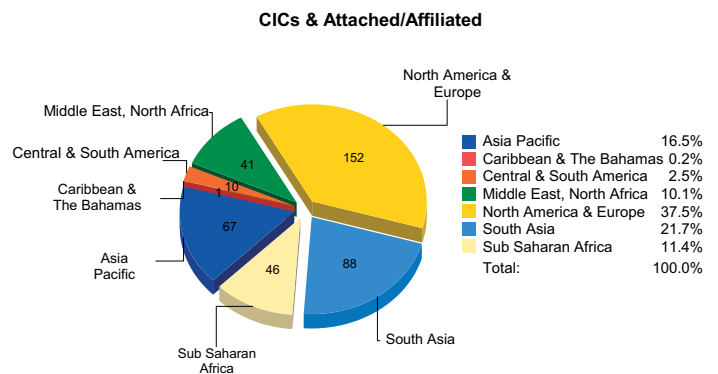
We are delighted that an additional 400 schools have made the decision to offer Cambridge qualifications in the last twelve months. This means that the number of Cambridge Centres has grown to more than 9,000, in 150 countries.

CIE offers high-quality services to all Cambridge Centres, with a range of resources available to schools, teachers and students. Students at CIE Centres regularly go on to study at some of the top universities in the world.

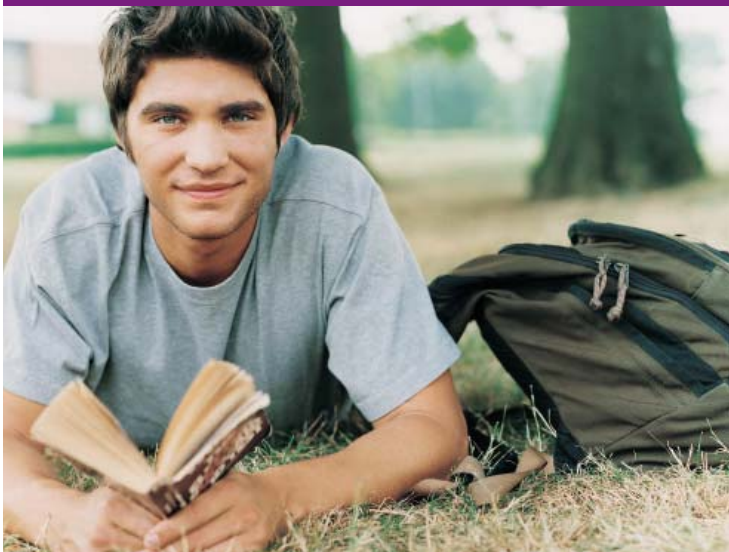
Although growth in 2007 was strong across all regions, North America and Europe have seen the highest growth, with a 22% increase in the number of CIE Centres in the UK, Germany, Spain and the US.

As a consequence of the ever-increasing popularity of Cambridge qualifications, the rise in the number of CIE Centres has led to growth in examination entries. In the June session, the total number of Cambridge IGCSE, O Level and International A Level examination entries topped 1.3 million for the first time.

New Cambridge Centres worldwide 2006/07



Cambridge qualifications funded in US



The Florida Department of Education now includes Cambridge AICE as a High School Diploma graduation option following the approval of dual enrolment courses to satisfy credit in a high school major area of interest.

Cambridge AICE combines a selection of A Levels and AS Levels from three curriculum areas: Languages, Arts & Humanities, and Mathematics and Science. In Florida, graduation requires successful completion of a minimum of 24 academic credits in grades 9 through 12, an Advanced International Certificate of Education (AICE) curriculum or an International Baccalaureate curriculum. Completion of the AICE curriculum requires students to complete six AICE courses (and their prerequisites) and take the examinations for each with at least one course and examination from each of the three curriculum areas.

Enhancing Education Assessment in Kenya

The first joint international education conference hosted by CIE in conjunction with the Kenya National Examinations Council (KNEC) was held in Nairobi.

The conference, for principals and head teachers, was themed 'Enhancing Education Assessment in Kenya', reflecting the aim shared by CIE and KNEC to develop successful students and enhance the educational experience for learners. At a presentation during the conference, four students received Brilliance Awards from the British High Commissioner for achieving the top marks in the world in their subjects.

Nick Sansome, CIE Director, believes access to world-class education is not only crucial for students in Kenya, but for everyone in Africa.

He said: 'We are the world's largest provider of internationally recognised qualifications for 14–19 year olds and we have strong ties with Africa. We are working with KNEC to ensure that CIE qualifications in Kenya reach an internationally recognised benchmark that meets the standards Cambridge has set. Holding conferences like this gives principals and their senior teachers a chance to build on their knowledge in the field of assessment and the opportunity to share best practice.'

CIE – Bahrain National Test project



Members of the CIE - Bahrain Project Team: (L - R) Anthony Dawson, CIE Chair of Examiners; Tom Kendon, CIE Business Planning Manager; Maryam Mustafa, member, Bahrain Economic Development Board Education Reform Team; Diane Palmer, CIE Director, Assessment Services; Stephen Stocker, CIE Programme Manager; Diana Muasher, CIE Operations and Liaison Manager.

CIE has won a competitive tender to work with the Bahrain Economic Development Board and Ministry of Education to establish a new National Examinations Unit as part of the Kingdom's National Education Reform Project.

CIE will also develop and run new National Tests for students at Grades 3, 6, and 9 (equivalent to Key stages 1, 2 and 3 in the UK) in the core subjects of Arabic, Mathematics, Science and English. The National Tests will be taken by all public sector pupils in state schools, beginning in 2009. Further tests for school-leavers (grade 12) may also be developed subsequently.

The CIE project team will develop and manage the first two series of the National Tests, with marking to be carried out in Bahrain under CIE supervision.

However, the project has been designed to provide extensive training, development and skills transfer to Bahraini specialists, so that from 2012, the National Tests will be run by the Bahraini National Examinations Unit.

The National Education Reform Strategy is a comprehensive cross-government effort under the leadership of H.E. Deputy Prime Minister Sheikh Mohammed bin Mubarak Al Khalifa, in partnership with the Economic Development Board, Ministry of Education, Ministry of Labour, and key stakeholders in the public sector, private sector and civil society.

The key objective of the reform is to increase the skill levels and competency of Bahrainis by developing the entire education and training sector.

South Africa benchmarking partnership

The Republic of South Africa Department of Education has invited CIE to join a partnership which will promote comparability of examinations standards in the Republic's new National Senior Certificate

CIE Head of International Education, Dr Newman Burdett, said: 'CIE is very happy to work in partnership on the new curriculum designed to meet the challenges of the future in South Africa. This is both a privilege and an acknowledgement of our international standing and credibility.'

'CIE's experience of international standards will ensure South African learners are appropriately prepared to take their place in a global community. The National Curriculum Statements in South Africa share the required skills, content and aspirations of the Cambridge curriculum, so I think this will be a very positive partnership.'

Representatives from the Association of Cambridge Educators in Southern Africa (ACESA) visited Cambridge to discuss curriculum development, marketing and training. Cambridge schools interested in joining ACESA should contact acesa@ananzi.co.zat

Cambridge International O Level and IGCSE

CIE's Customer Services Department has received a number of queries about Cambridge International O Level, following plans announced by commercial examination board, Edexcel, to withdraw its O Levels.

CIE Director, Guy Lane, said: 'Cambridge O Levels remain extremely popular, with numbers of exam entries continuing to climb for both Cambridge O Levels and IGCSEs.

They are modern, forward looking qualifications, which are internationally recognised and valued.'

When asked whether Cambridge would follow Edexcel and withdraw its O Levels, Guy Lane replied: 'CIE provides the qualifications that schools demand. We have no plans to withdraw Cambridge O Levels.'

CIE regularly reviews and updates its O Levels and IGCSEs to ensure

that Cambridge students receive an excellent education.

Guy Lane added 'The popular appeal of these qualifications is due to the fact that hundreds of thousands of Cambridge students successfully achieve good grades at O Level and IGCSE, with many of them going on to further education and places at good universities.'

ECIS Conference, Madrid

CIE offered a full programme of presentations and workshops at the European Council of Independent Schools (ECIS) conference in Madrid in November.

The Cambridge programme examined new developments from CIE in detail and included an overview of the Cambridge International Curriculum from CIE Director of International Curriculum Development, Dr Kevin Stannard.

Other presentations included:

- Bilingual education and Content and Language Integrated Learning (CLIL)
- The Cambridge International Primary and Lower Secondary Programmes in practice
- Developing IGCSE in the International Curriculum
- An introduction to Cambridge Pre-U



Yasmeen Murshed, Chairperson, Scholastica, and Ann Puntis, CIE Chief Executive, sign a Memorandum of Understanding (MoU)

Scholastica moves to Cambridge

Leading Bangladeshi school, Scholastica, has signed an agreement to move its 3,000 students to Cambridge International O Level, A Level and the Cambridge International Diploma for Teachers and Trainers.

Scholastica and CIE have signed a Memorandum of Understanding which means that Scholastica students will take CIE qualifications from September 2008.

Ann Puntis, CIE Chief Executive, said: 'We are delighted that Scholastica has chosen Cambridge. When any education group moves to us, we work together in a very strong partnership. We offer practical support for schools, ongoing training and

access to up-to-date resources.'

Yasmeen Murshed, Chairperson, Scholastica, described the signing as significant. She commented: 'Cambridge will ensure our education remains relevant in future years. Our students will be able to rise to the professional challenges facing them in the future, and CIE's teacher training programmes will enhance the skills of teachers who train at Scholastica.'

During the signing, Ann Puntis paid tribute to the outstanding work of all CIE schools in Bangladesh. She said: 'I welcome Scholastica to the Cambridge family, and hope that many students and teachers will benefit from this partnership.'

Video link for ESSARP Conference



CIE Director of Assessment Services, Diane Palmer, delivered a key note address via a live video link at the annual conference of the English Speaking Scholastic Association of the River Plate (ESSARP), in Argentina.

Cambridge qualifications submitted for UK accreditation

CIE has submitted Cambridge IGCSEs and its new, 16 – 19 qualification, Cambridge Pre-U to the UK Qualifications and Curriculum Authority for accreditation.

Although independent schools in the UK have been teaching IGCSEs for over twenty years, maintained schools do not receive funding to offer the qualification. QCA accreditation is the first step to making IGCSEs and Cambridge Pre-U available to students at all UK schools. It is hoped that the first IGCSE syllabuses will receive accreditation within the next few months.

Cambridge Pre-U will be available for first teaching at both independent and maintained schools in the UK from September 2008.



Valuing students' heritage: new IGCSEs in Bangladesh, Pakistan and India Studies

CIE has launched three new IGCSE syllabuses to introduce students to the history, culture, environment and development of Bangladesh, Pakistan and India.

The new IGCSEs are the result of close collaboration between CIE and teachers. They examine the rich national heritage of each country, their cultural influences, and also examine the events that have shaped national identity. By considering environmental and development issues, students will also gain a better understanding of the interaction between economy and environment, an understanding that is further enhanced by the study of different source materials and perspectives. Through their studies, students will achieve a deeper understanding of the underlying concepts and be able to examine different interpretations of historical events.

The IGCSEs are aimed primarily at CIE students in South Asia, but are also highly relevant to students from Bangladeshi, Pakistani and Indian communities in other parts of the world, including the UK.

CIE launched the new qualifications in London at a recent London Assembly event. The guest of honour at the launch was Nobel Prize-winning Indian economist and philosopher Professor Amartya Sen. A panel discussion was held with historian and author Nick Robins, Member of the London Assembly Murad Qureshi (host of the event), Channel 4 News Business Editor Faisal

Islam (Chair of the event) and barrister and broadcaster Huma Price.

The first examinations for Cambridge IGCSE Bangladesh Studies and Cambridge IGCSE Pakistan Studies take place in 2008. Cambridge IGCSE India Studies is in development and will be available for teaching in 2011. Look at the syllabuses at www.cie.org.uk/igcse ■



(L – R) Murad Qureshi Member of the London Assembly, CIE Chief Executive Ann Puntis, and Professor Amartya Sen at the launch of CIE's new IGCSEs.



International A Level is A* around the world

A growing number of schools around the world are choosing Cambridge International A Level as their post-16 qualification. Entries grew 12 per cent last year, reaching 296,000 from more than 100 countries. We look at why schools prefer Cambridge International A Level and discuss recent changes to UK A Levels.

In 2002, students in England took a new type of A Level for the first time. It broke up assessment into six modules - unlike International A Level with its two-stage structure.

Six-module A Level brought mixed reactions among schools and students. Now the system in England is changing again - reducing modules from six to four and bringing UK practice closer to the Cambridge International A Level model.

The autonomy of International A Level means that it can incorporate UK good practice, but does not have to make changes dictated by a UK-specific agenda. This allows the qualifications to meet the needs of Cambridge Centres and students worldwide.

'International A Level retains a staged assessment system, AS and A2,' explains Dr Kevin Stannard, CIE Director of International Curriculum Development. 'This two-stage system is both robust and flexible, and has become popular not only with schools but also with admissions tutors at the world's most prestigious universities.'

CIE will ensure that Cambridge students continue to receive the recognition they deserve for their achievements when it introduces a new A* grade to International A Level. This is in line with the planned introduction of an A* grade to UK A Level.

Kevin Stannard says: 'An A* grade will allow greater differentiation at the top end of the Cambridge International A Level reporting scale, making it possible to recognise outstanding achievement more fully, and giving universities and employers more information to work with. This will enhance still further the proven ability of International A Level to prepare students for success in their subsequent studies and careers.' ■

Schools choose International A Level worldwide



ACG Strathallan, New Zealand

“You have to be self-motivated and able to work independently when studying Cambridge International A Levels, which is a necessity at university. They also teach you problem-solving skills, and, of course, studying in English is the best preparation for life at a university in the UK. I doubt I would have gained this scholarship [from Hull University] if I had not gained these internationally recognised qualifications.”

Chia Leong Hong, a former student at the Institute of Science and Management in Malaysia

“The Cambridge International A Level curriculum has an international flavour and offers an approach to learning that encourages independent research and critical thinking. The examinations are fair, reliable and rigorous. Students are rewarded for their efforts and we have found the examinations not only provide students with an excellent foundation for tertiary study, but they also provide an easily understood and transparent pathway into university study.

The proposed introduction of an A* grade is a positive move. The A* grade gives recognition to those high achieving students and provides another source of motivation for students to excel. This approach is also consistent with IGCSE where the A* grade is well established.

Clarence van der Wel, Executive Principal at ACG Strathallan in New Zealand

“Our schools have chosen to implement International AS and A Level because of the widespread international standing of these qualifications. Students in their final two years of school will enter wide-ranging, flexible and challenging programmes that encourage high academic standards, and are accepted by universities and colleges around the world for admissions purposes.

Our first thirty-six students have chosen science or business combinations, with Cambridge International AS General Paper and A Level Mathematics common to both groups. Other subject choices include Economics, Accounting, Business Studies, Biology, Physics and Chemistry.”

Dr Susan Natih, Executive Principal, Sevilla and Central Schools, Indonesia

“International A Levels are the ‘Gold Standard’ qualification at Auckland Grammar School. They are based on rigorous, academic syllabuses that are accessible to students from a wide range of abilities yet have the capacity to stretch our most able. A Level assessment is valid, credible and comparable, both nationally and internationally; exactly the qualities that we require of a senior secondary qualification.”

Mark Vella, Director of Studies at Auckland Grammar School



Students at Sevilla and Central Schools, Indonesia

Rebuilding Education CIE and UNICEF join forces

It has been over three years since the 2004 tsunami caused widespread devastation to many parts of South Asia. It hit the region's education system hard. Thousands of schools were damaged or destroyed. Rebuilding education provision virtually from scratch has been a long and challenging task, and CIE is playing a vital role.

In the Maldives in particular, CIE has been working with the Ministry of Education and UNICEF, in a UNICEF-funded regeneration programme. The programme gives the country the opportunity to revolutionise teaching across the 200 inhabited islands that comprise the Maldives archipelago.

The focus of the reconstruction is on virtual learning. CIE is delivering online teacher training tools including online courses, discussion groups and a wide range of teacher resources. A major

initiative is the setting up of a web-based Virtual Learning Environment and Teacher Resource website. These will help develop teaching skills, and are available through 20 new regional Teacher Resource Centres set up by UNICEF and the Ministry. In all its activities, CIE is working closely with the Ministry's Educational Development Centre (EDC) who will be using these online tools to deliver curriculum support and training.

Although school enrolment is extremely high across the Maldives, the quality of education has suffered since the tsunami through a lack of access to teacher training. CIE and EDC aim to reverse this through online teaching and curriculum support which will encourage and strengthen teaching skills and also develop students' independent learning and participation across the island chain.

'Virtual learning technology has great potential in the Maldives,' says Oliver Griffin, CIE's Assistant Director of Operations,

'particularly as the country's geography makes face-to-face training slow and expensive to deliver.'

Ken Maskall, UNICEF Representative for the Maldives, agrees: 'This project will have a profound impact in terms of lowering the cost of in-service teacher training and raising access to high quality educational resources online and throughout the Maldives archipelago. Child-friendly education is just gaining force in the Maldives and this initiative will allow us to scale it up to the national level.'

When the project is complete CIE will hand the Virtual Learning Environment and Teacher Resource website to the EDC. This will realise the project's ultimate goal – a long-term, sustainable solution to training and supporting teachers, tailor-made for the Maldives. ■



The first Teacher Resource Centre on the Nilahandoo Atoll



CIE's Irana Morrish, CIE Curriculum Teacher Support (CTS) Group Manager (left), training teachers in the virtual learning environment.

Computer-based Geography a big hit at the New English School, Kuwait

CIE's computer-based Geography assessment has been a big hit with students. The test is an optional alternative to the paper-based coursework in the Cambridge IGCSE Geography examinations.

Di Palmer, CIE Director, Assessment Services, said: 'CIE is always an innovator in educational assessment and interested in the latest developments. We are exploring computer-based testing and looking at using it when our research proves that it offers a real benefit to students. But it has to be consistent with CIE's core educational values.

'One exciting example is the 90-minute computer-based IGCSE Geography test. It aims to provide a consistent environment in which students can demonstrate their practical ability, and one which is relevant worldwide.'

In the computer-based examination, students entered a simulated tropical rainforest environment, listening to an audio soundtrack of birdsong and weather conditions through headphones.

They were asked to complete a series of practical tasks – such as rainfall collection and measurement – using animated, interactive tools, logging their results into the testing programme as they proceeded. CIE will develop a new scenario for each new examination.

'The computer-based Geography test was developed as a direct result of working with schools, and meeting their specific assessment needs in an innovative and practical way,' said Oliver Griffin, CIE Assistant Director, Operations.

New English School (NES) students in Kuwait were among students from all over the world who took part in practical simulations for the first time. Over 70 students from NES took part in the computer-based testing pilot in the June 2007 examination session – the most from any CIE Centre.

Peter Wood, Head of Geography, New English School, Kuwait, explains why: 'Students found the examination rewarding and enjoyed the opportunity to engage in the practical elements. Without

such online developments they would not be able to carry out a practical study of rivers, as there are no rivers in Kuwait.'

The paper-based alternative is still very much alive and well, especially for Centres with less reliable power or internet resources, or for those who simply prefer the traditional testing format. However, it appears from students' feedback that this computer-based test enhanced their examination experience. ■

Email: international@cie.org.uk for further information about the computer-based testing pilot.

What do Centres think?

'The students enjoyed this new style of exam, with its very interesting graphics and real life videos. The procedure was easy to follow and administer and well designed.'

Jenny Rohd-Thomsen, Head of the International Department, Skipper Clement School, Denmark

'Students were impressed with the whole experience and enjoyed it. Many said, "Why can't we do Maths or History this way?"'

David Williamson, Geography teacher, Yew Chung International School, Shanghai, China

'Computer-based testing is an excellent alternative to written examinations – the field work tasks were very real and relevant to the course.'

Dan Moore, Head of Humanities, Garden International School, Malaysia





CIE's International Assessment Day delegates tackle technology issues

The e-divide and how to bridge it

Educationalists know technology can bring many benefits to education. Educators from around the world took part in CIE's International Assessment Day to tackle technology issues and share best practice. The theme highlighted the success of online education projects worldwide and the impact of ICT in the classroom.

ICT in the classroom

Keith Addyman, Director of Technologies, The Parkside Federation (the first Media Arts Specialist College in the UK), spoke of a need for schools to realise the potential

of digital technology in the classroom: 'ICT has had an incredible impact on pupils. It enthuses and motivates them. It interests pupils and that's the big difference I've seen,' he said.

Professor Lucien Finette, Director, Mauritius Examinations Syndicate, echoed this sentiment and said: 'Cambridge is doing much to bring people together to talk and find solutions to a potential e-divide. This is a big step forward.'

Some delegates raised concerns about ICT training costs but speakers were keen to emphasise that low-cost resources could lead to good quality lessons; for

example, basic editing software and a cheap webcam could be used to make lessons more interactive.

Dr Serara Moahi, Executive Secretary, Botswana Examinations Council, stressed: 'It is important to be able to communicate and exchange ideas no matter how different countries are in terms of level of ICT development. Linkage is critical.' ■

How others rated CIE's International Assessment Day

'I've personally found CIE's International Assessment Day very valuable because of the broad range of audience that is here and the help they can provide in deciding the future direction of ICT.'

Dr Bjoern Hassler, Senior Research Associate, The Centre for Applied Research in Educational Technologies (CARET)

'CIE colleagues have been extremely helpful and professional. Today's presentations have been inspiring. It's alarming to see the importance of ICT and the possible e-divide that can exist between countries.'

Dr Francis Cheung, Deputy Secretary General, Hong Kong Examinations and Assessment Authority

'International Assessment Day has been a great day for meeting people from different countries and engaging and getting perspectives on ICT and educational issues around the world.'

Dr Theo Lynn, Dublin City University



From left to right: Arun, Anitha and Ashok Thillaisundaram

Triple success with Cambridge International A Level

Siblings Anitha, Arun and Ashok Thillaisundaram all gained places at Magdalene College, Cambridge, after completing their Cambridge International A Levels at Taylor's College in Subang Jaya, Malaysia. All three achieved straight As in Cambridge International A Level Mathematics, Further Mathematics, Chemistry, Physics and AS Level Thinking Skills.

Anitha has completed her BA in Mathematics and is now studying for her Masters. She commented: 'CIE has provided me with a good foundation for university Mathematics and Cambridge is a wonderful place to study and live.'

Her brothers, twins Arun and Ashok, are also studying Mathematics, and achieved outstanding grades in their first year of study.

Ashok said: 'I found the Cambridge

International A Level to be both comprehensive and detailed. It did an excellent job in bridging the gap between school and university education. I would definitely say that studying Cambridge exams has lent a hand in helping us realise our goals and dreams.'

The Thillaisundarams also won CIE Brilliance Awards for their world-topping Cambridge International A Level results. ■

Second Cambridge sibling success story

The stories of incredible family success do not end with the Thillaisundarams. The *Trinidad and Tobago Express* recently reported the achievements of Akash Maharaj, who is studying Natural Sciences at Queens' College, Cambridge, after gaining straight As in Cambridge International A Level Mathematics, Further Mathematics, and Physics at Presentation College, Chaguanas.

Akash has joined his older brother, Deepak, who is studying Mathematics at Cambridge, and their sister, Anjali, who is studying Economics. ■

The Thillaisundarams won the following CIE Brilliance Awards for their world-topping Cambridge International A Level results:

Anitha

Top in the World for Further Mathematics

Physical Science Prize

Third in Malaysia for overall A Level grades

Arun

Top in the World for A Level Further Mathematics

Second in Malaysia for three A Level subjects

Ashok

Third in the World for A Level Mathematics

Top in Malaysia for three A Level subjects

9,000 face-to-face training days delivered

Cambridge qualifications are very well-supported. That means CIE teachers develop a deep understanding of what their students need to do to be successful. Face-to-face seminars, conferences and training sessions are an established part of CIE's teacher support portfolio and will continue to take a central role in professional development.

Last year, CIE delivered a total of 9,000 face-to-face training days through Professional Development Seminars, Global Best Practice Conferences, Teachers Conferences, topic and syllabus-specific training sessions. Many of these sessions featured presentations from leading figures in education, including such world-renowned speakers as Professor John MacBeath, Dr Bethan Marshall, David Hopkins and Charlie Gilderdale. ■

Cambridge teacher brings Science alive

Nawal Kishore Seegobin, from Hindu Girls' College, Mauritius, attended the Fourth International Teachers' Conference after being named Cambridge Science Teacher of the Year. His prize included flights and accommodation.

During his career, Mr Seegobin has shown remarkable talent in promoting student participation and raising interest in science, both inside and outside the classroom. Recently, Mr Seegobin was co-ordinator for the international pilot project, 'School Footprinting Initiative', in conjunction with the Massachusetts Institute of Technology, which documented the carbon footprint of the school.

Assessment for Learning at 4th International Teaching Conference

Over 200 delegates attended CIE's Fourth International Teachers' Conference, in Kuala Lumpur, Malaysia.

Dr Bethan Marshall, Senior Lecturer in English Education, King's College, London, and Professor John MacBeath, Chair of Educational Leadership at the University of Cambridge, delivered the keynote addresses at the conference, which were very well received by delegates.

The conference theme was 'Assessment for Learning', with delegates looking at ways of motivating students to achieve learning goals. Workshops were given by expert assessment leaders from Cambridge and practitioners from iNet, where delegates discussed:

- Assessment for Learning and how it can support classroom teaching
- Student-centred learning strategies in lesson planning
- The formative use of summative assessments

- How Assessment for Learning can be used to support CIE courses
- The best practice of other teachers

Additional, subject-specific workshops focused on how Assessment for Learning techniques can be used when teaching Cambridge Mathematics, English, Biology, Physics, and ICT. Delegates enjoyed

sharing ideas on how formative assessment can improve individual student achievement.

During the conference, the Deputy Minister of Higher Education, YB Datuk Ong Tee Keat, paid tribute to the work CIE has done with the Malaysian Ministry of Education and the Ministry of Higher Education. ■



Professor John MacBeath, Chair of Educational Leadership at the University of Cambridge

Teacher training seminars

CIE continues to provide teachers and trainers with access to leading educational figures through a series of seminars and conferences.

Leadership for School Principals – Bangalore

A unique education seminar, 'The School Principal as System Leader', for school principals was held in Bangalore on 27 October. International education and leadership expert, David Hopkins, who is the inaugural HSBC Chair in International Leadership at the University of London and also a Professorial Fellow at Melbourne University, was the key speaker.

The seminar discussed a new form of school leadership that is being adopted by educators around the world. School leaders are encouraged to focus on improving not just their own school, but also other schools and the wider education system.

David Hopkins said: 'System Leadership holds the key to transforming the education system. System Leaders are those heads who are willing to shoulder roles that extend to the whole education system. They are almost as concerned about the improvement of other schools as they are about their own.'

Between 2002 and 2005 David Hopkins served three UK Secretaries of State as the Chief Adviser on School Standards at the Department for Education and Skills.

'It is important that principals and senior managers of all schools work as a cohesive unit towards furthering the cause of education,' said William Bickerdike, CIE Regional Manager.

TAISI conference addresses student-centred learning

CIE Senior Consultant, Keely Laycock, addressed delegates at The Association of International Schools of India (TAISI) conference in Delhi.

'Student-Centred Learning' was the theme of the conference, an approach favoured by CIE that can make learning more effective and focused.

Explaining the concept, Keely Laycock said: 'Student-centred learning encourages learners to take responsibility for their own learning, by giving them experiences to learn from and by encouraging them actively to participate in a lesson rather than being passive observers.'

She added: 'The teacher plans for the differing needs, previous experiences and learning styles of students. Instead

of sitting in rows having information presented to them via lectures, books and PowerPoint presentations, students work in groups finding things out for themselves.'

ICT often plays an important role in student-centred learning classrooms. Other examples of learning activities include role play, experiments, field trips and group project work.

Discussing the relevance of the new concept in modern learning, William Bickerdike, CIE Regional Manager, said: 'Even in large groups, it is possible to encourage the development of the characteristics required in quality life-long learning – motivation, self-evaluation, peer-assessment and time management. But to achieve this, educators need to look less at the teacher and more at the student!' ■



supporting teachers



CIE's professional development qualifications

Would you like to improve your teaching? CIE offers practice-based professional development qualifications around the world to help teachers and trainers to update their skills and knowledge.

CIE professional development qualifications help teachers and trainers to develop their professional thinking and practice, to ensure effective teaching and active learning. The qualifications are based on rigorous performance standards and practical assessments. This makes it possible for candidates to demonstrate their competence in their own teaching context, while measuring up to the quality Cambridge international standard.

School and college principals, ministry officials and other stakeholders can clearly see the impact of professional development on the quality of teaching and learning.

The University of Cambridge Faculty of Education accredits these qualifications, enhancing their value by providing the opportunity for progression towards the later stages of Master's Level development.



Cambridge International Certificate for Teachers and Trainers (CICTT)

is designed around three essential professional development activities: developing a new teaching approach, facilitating active learning and engaging in reflective practice. The certificate is relevant to both the newly qualified and the experienced teacher. It provides a strong start to continuing professional development. The CICTT typically takes three to four months to complete.



Cambridge International Diploma for Teachers and Trainers (CIDTT)

is focused on the systematic and reflective approach to the cycle of teaching, from identifying learner needs through to final evaluation. Teachers demonstrate their all-round competence in designing a learning programme and activities for a particular group of learners, managing these activities in practice, assessing their learners' progress and achievements, and evaluating their own teaching and the effectiveness of the learning programme. Professional development and assessment is integrated in practice, and the course duration is typically one year.



Cambridge International Diploma in Teaching with ICT

Is focused on the skills and knowledge required to plan, manage and evaluate the use of Information and Communications Technology (ICT) to support teaching and learning. Through this cycle of practice, typically over six months, teachers engage in purposeful investigation and practical enquiry, so that they can use ICT appropriately and effectively.

Teachers and trainers around the world take these qualifications, as they are designed to be relevant to everyone in a teaching role, across all education and training contexts and all types of learning programme. They do not have to be working on a Cambridge programme – indeed many are working in local or national education settings, or in technical and work-based training. ■



of Nations Director Brian O'Toole comments: 'The most important outcome of the Diploma has been in contributing towards a sense of hope that things can change and that it will be the educators of this nation who ultimately will play the key role in the process of transformation.'

Beaconhouse School System, Pakistan, has launched courses leading to CIE's Diploma for Teaching with ICT (DTWICT). The courses are part of the Beaconhouse Emerging Technologies Across the Curriculum (ETAC) project, and will be co-ordinated from the regional offices in Islamabad, Lahore and Karachi. Cambridge DTWICT encourages teachers to develop a creative, critical and resourceful approach to ICT, including when to use ICT to best effect. It is therefore highly relevant to teachers who increasingly have access to the latest technological resources. **Learn more about professional development qualifications – go to www.cie.org.uk/qualifications/teacher ■**

Teaching around the world

A network of CIE teacher training centres offers programmes to local teachers and trainers. Several large-scale teacher education projects involving CIE qualifications are under way.

Alternatively, many institutions successfully run their own programmes in-house. They benefit from the support available from Cambridge, such as the training of programme leaders and dedicated support materials.

For example, in Cuba, the International School of Havana was looking for a programme that would be accessible, affordable and lead to a recognised qualification, which at the same time encouraged its teachers

to become familiar with teaching and training research and best practice. Their school-based Cambridge International Diploma for Teachers and Trainers programme uses study groups, workshops and one-to-one mentoring.

Principal Ian Morris explains: 'The Diploma has offered many benefits to us as a school, as well as to the individual teachers. It gives teachers the opportunity to learn and investigate and become better educators. It also provides a chance to reflect on theory and research, as well as to examine personal practice.'

In Guyana, the CIDTT programme at the School of Nations has been so successful that it has been rolled out to centres across the country. School

supporting teachers



CIE website addresses

<http://teachers.cie.org.uk>

<http://primary.cie.org.uk>

<http://lowersecondary.cie.org.uk>

<http://www.cambridgestudents.org.uk>

Direct links are available to all these sites from
www.cie.org.uk

Your guide to CIE support websites

CIE offers complete online support for all Cambridge qualifications. The recent launch of the Cambridge Lower Secondary Programme website completes the package and teachers now have access to the Cambridge International Primary Programme website, Teacher Support website and the Lower Secondary Programme website. Students can visit the Cambridge Students website to access revision checklists, exam tips and study timetables.

Why teachers like the websites

The new Teacher Support Site has been voted a success by teachers all over the world. Within a month of launching, there were over 20,000 visits to the site to access CIE resources and teaching materials.

The Teacher Support site has a new design and layout, making it easier to navigate. New features include setting syllabus shortcuts, a training and events calendar, a news section and resource lists. Examiner reports for popular Cambridge IGCSE subjects, question papers and mark schemes for all syllabuses appear on the site after exam results are released.

New Centre tests the Teacher Support website



Teachers from the International School of Scholars, India, go online

The International School of Scholars, India, teaches Cambridge IGCSE. Its teachers have used the Teacher Support Website for the first time. They say:

'The Teacher Support website offers a variety of information and courses that are essential for professional development.' P. Latha, teacher at the International School of Scholars

'This website gave me new techniques and approaches to tackle everyday classroom situations.' Harshali Deshpande, teacher at the International School of Scholars

How to Log On

To become a user, please contact your Centre Teacher Support Coordinator or email international@cie.org.uk. If you are already registered for the Cambridge International Primary Programme website and would like to visit

<http://lowersecondary.cie.org.uk>, you can use your existing username and password.

Ask Cambridge:



How do you ensure exam results are reliable?

In this issue of *Cambridge Outlook*, Mark Dowling, CIE Deputy Director of Assessment Services, answers your questions on marking exams.

How do you ensure that all Examiners do their marking to the same standard?

CIE makes sure that marking is fully standardised, so that a candidate receives the same mark whichever Examiner handles the script.

We use a number of methods to achieve this. Firstly, there is a mark scheme that all Examiners must follow. All Examiners are trained in the mark scheme before they can begin marking.

Examiners will provisionally mark a few of the scripts allocated to them and then submit their marking to the Principal Examiner or Team Leader who checks their work, and must be satisfied with it before they are authorised to continue with their marking. Further sampling takes place during the marking period, and each Examiner remains in close contact with their Principal Examiner or Team Leader throughout the marking process.

In the very rare cases where it is found that an Examiner is not marking consistently and in accordance with the mark scheme, all their marking is reallocated to another Examiner, who has been through the co-ordination process and is performing satisfactorily.

Finally, before we issue results, we conduct further targeted checks involving the re-marking of the work of large numbers of candidates who are near a grade borderline.

Do you have any changes planned for the future?

We are always looking for ways of making the quality checks on our marking even better. New advances in our technology open up the possibility of electronic marking, allowing more than one Examiner to look at the script at the same time. Then all Examiners will be able to mark certain candidates' scripts for practice and co-ordination throughout the marking period. This will ensure consistency. Examiners will be able to consult their Principal Examiner or Team Leader electronically for advice with quick replies and the quality of all Examiners' marking will be monitored continuously throughout.

Who can become an Examiner?

CIE's Examiners are all highly experienced teachers, and most of them have many years' experience marking for us. As a minimum, three years' recent and relevant teaching experience is required. Almost all papers are marked in the UK, except where arrangements are made for partner organisations, such as national examination boards to mark papers in their own country. Secure on-screen marking will provide us with more opportunities to use expert Examiners in other parts of the world.

Do you have Examiners for each region?

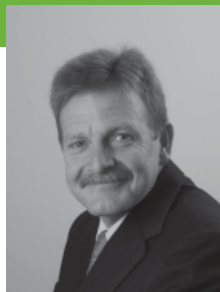
We have over 4,000 Examiners registered with us, and the number marking with us at a particular point in time will vary. Examiners do not mark on a region-by-region basis and are allocated Centres at random. Consequently, Examiners will usually receive scripts from many different parts of the world.

How many Examiners are involved in each subject?

CIE offers so many qualifications and subjects that there is a great variety in the number of Examiners needed to mark all the candidates' scripts for a paper. In some specialised subjects, all candidates' scripts for a paper will be marked by a single Examiner. In most cases, however, the marking is shared by a panel of Examiners led by a Principal Examiner. Candidates generally take more than one paper in a subject and each paper has a separate panel of Examiners with its own Principal Examiner.

New appointments ...

Guy Lane Director of Sales and Marketing



Guy is CIE's new Director of Sales and Marketing. He is responsible for supporting CIE customers

worldwide, developing new business and communicating the benefits of CIE's qualifications and services.

'My previous experience has given me

the opportunity to visit schools and work with teachers in over twenty countries. Prior to joining CIE I worked for Cambridge University Press (CUP) in a variety of sales and business development roles and I studied Management Studies and Market Research at Lancaster University. I have worked in international markets representing both CUP's paper publishing and more recently the e-learning content,

which has been developed under the Cambridge-Hitachi brand.

'CIE is an organisation that is committed to improving education and I am looking forward to working with schools and championing that commitment across the globe.'

Barrie Wiggins Regional Representative, Spain

Barrie was appointed as CIE's Regional Representative for Spain in March 2007. He is responsible for supporting Cambridge Centres in Spain, Portugal and Malta.

'I worked as a teacher and Head teacher and have been a member of the National Association of British Schools in

Spain (NABSS) committee for a total of eight years. I started my career teaching Science and Maths in Bedfordshire, in the UK, then moved on to work in international schools in Germany, South Africa and Spain.

'For the last twenty years I have been Headmaster and owner of the Balears

International School. I am thoroughly enjoying my new role with CIE and look forward to working closely with schools throughout Spain, Portugal and Malta.'



Peter Monteath UK Schools Manager



Peter has been appointed as CIE's UK Schools Manager. He is responsible for supporting

Cambridge Centres in the UK.

'I joined CIE nearly seven years ago and this has coincided with tremendous change in the education sector. Originally my role at CIE was that of Research Manager, working with colleagues to introduce or improve CIE's product and service specifications. This has given me a really useful insight into the requirements

of our schools and how they can be translated into qualifications and services that appeal to students and help teachers in their work.

'More recently my focus has been on the UK. There is a real interest from UK schools in CIE's international qualifications. More than 200 UK schools now offer Cambridge IGCSE and numbers of registrations are growing. Schools are attracted by the syllabus content and level of flexibility offered. Part of my role is to identify what teachers need to help them move over to CIE's qualifications. Schools can then switch easily from GCSE

to Cambridge IGCSE.

'Of course the introduction of Cambridge Pre-U is very exciting and challenging. I have had the opportunity to visit many schools to update them on Cambridge Pre-U developments. This programme of school visits will continue as final details of the qualification are confirmed.

'I am looking forward to working with our schools as they adopt CIE's qualifications.'

CIE Professional Development for Teachers Calendar 2008

February 2008

Location: Nairobi, Kenya

Stage 1 courses: Cambridge IGCSE English, Foreign Language French, History.

Details: 25–27 February 2008. Open to all Cambridge International Centres.

Location: Amman, Jordan

Stage 2 courses: Cambridge IGCSE courses, subjects to be announced.

Details: Dates to be confirmed. Open to all British Council Centres in Jordan.

Location: Kuwait

Stage 2 courses: Cambridge IGCSE courses, subjects to be announced.

Details: Open to British Council Centres in Kuwait.

Location: Jeddah, Riyadh, Saudi Arabia

Stage 1 Courses: Cambridge IGCSE courses

Details: Dates to be confirmed. Open to all British Council Centres in Saudi Arabia.

Location: Dhaka, Bangladesh

Stage 2 courses: International O Level Bengali, Biology, Chemistry, English Language, Mathematics and Physics

Details: 15–16 February 2008. Open to schools within the Scholastica Group in Bangladesh.

Location: Worldwide, online seminars

Ask the Examiner sessions: Cambridge IGCSE Biology, Business Studies, Chemistry, Coordinated Science, English as a Second Language, First Language English, English (Literature), Geography, History, Mathematics (with and without coursework) and Physics; International AS/A Accounting, Applied ICT, Biology, Business Studies, Economics, Chemistry, English Language, Literature in English, Mathematics and Physics; International O Level Biology, Business Studies, Economics, Chemistry, English, Mathematics (Syllabus D and Additional Mathematics), Physics and Principles of Accounts.

March 2008

Location: Spain

Stage 1 courses: International AS/A Chemistry and IGCSE IT.

Details: 8–9 March 2008. Open to all NABBS Centres. In association with NABBS.

Location: Colombo, Sri Lanka

Stage 2 courses: International O Level Biology, English Language and Principles of Accounts.

Details: 29–30 March 2008. Open to all Cambridge International Centres.

Location: USA, Florida

Stage 1 courses: Cambridge IGCSE courses

Details: Dates to be confirmed. Open to all Cambridge International Centres.

Location: Kuala Lumpur, Malaysia

Stage 1 courses: International AS/A Biology, Business Studies and Mathematics.

Details: Dates to be confirmed. Open to all Cambridge International Centres.

Location: Jakarta, Indonesia

Stage 1 courses: International AS/A Biology, Business Studies and Mathematics.

Details: Dates to be confirmed. Open to all Cambridge International Centres.

Location: Auckland, New Zealand

Stage 2 courses: IGCSE Biology, Chemistry and Physics

Details: Dates to be confirmed. Open to all Cambridge International Centres.

Location: Nicosia, Cyprus

Stage 1 courses: Cambridge IGCSE French and Greek

Details: Open to all British Council Centres in Cyprus.

Location: Manchester, UK

Stage 1 courses: Cambridge Pre-U Getting Started courses

Details: Dates and venues are available on the CIE website. Open to schools in the UK.

April 2008

Location: Mumbai, India

Stage 2 courses: International AS/A Level Chemistry and General Paper

Details: 12–13 April 2008. Open to all Cambridge International Centres.

Location: Bangalore, India

Stage 2 courses: Cambridge IGCSE Biology, Chemistry and Mathematics

Details: 12–13 April 2008. Open to all Cambridge International Centres.

Location: Pakistan, Islamabad, Lahore and Karachi

Stage 2 courses: International AS/A Level Biology, Chemistry and Urdu. O Level English Language and Principles of Accounts

Details: 11–18 April 2008. Open to British Council Centres in Pakistan.

Location: London, UK

Stage 1 courses: Cambridge Pre-U Getting Started courses

Details: Dates and venues are available on the CIE website. Open to schools in the UK.

Location: Worldwide, Online tutor-led

Stage 2 courses: Cambridge IGCSE Mathematics, English as a Second Language, Biology, Geography, Art & Design, Drama; Cambridge O Level Principles of Accounts; Cambridge International AS/AL Applied ICT, Physics, Chemistry, Business Studies, Thinking Skills, Sociology and Literature in English

Stage 3 courses: Researching your own practice in History

Details: 21 April–2 June 2008. Open to all Cambridge International Centres.

This is an extract from the CIE Training Calendar. For further details about all these events and more, check the CIE website: www.cie.org.uk/events

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