

# CAMBRIDGE outlook

**Educational leadership  
from Cambridge**

**Middle East education  
forum looks to the future**

**Developing a new  
Cambridge qualification**



UNIVERSITY of CAMBRIDGE  
International Examinations



## Welcome to the latest copy of *Cambridge Outlook!*

**University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications for 14-19 year olds. We are part of the University of Cambridge and a not-for-profit organisation.**

Over a million students in 150 countries take Cambridge international qualifications, through a network of 6,000 Cambridge schools.

We offer a broad range of internationally recognised qualifications, both academic and vocational, designed to develop successful students worldwide.

**The Cambridge International Curriculum** develops successful students in primary and secondary years. It is a flexible framework and the qualifications in it share common principles, underpinned by the best educational and assessment practice:

- Quality and coherence delivered through the curriculum
- Guaranteed assessment standards
- High quality resources
- Training and professional development
- International in outlook and commitment
- A partnership approach

**The Cambridge International Primary Programme** gives schools a framework to develop Mathematics, English and Science skills and knowledge in young children approximately 5-11 years old. It provides guidance for curriculum development and classroom teaching and learning, and helps teachers assess children's learning as they progress.

**The Cambridge Lower Secondary Programme** follows the same pattern. It provides a framework for success for students approximately 11-14 years old. It builds on the primary stage, and develops children's knowledge and skills in Mathematics, English and Science.

At the end of Lower Secondary, students can sit Cambridge Checkpoint tests, providing detailed feedback on students' strengths and weaknesses before they move into the 14-16/IGCSE/O Level stage.

**Cambridge IGCSE/O Level** gives students excellent preparation for their next steps in education, including progression to A and AS Level. Cambridge IGCSE and Cambridge O

Level are recognised by universities and employers worldwide. They are popular with students because they are flexible qualifications that develop problem-solving, investigative and practical skills. Cambridge IGCSE is the world's most popular international qualification for 14-16 year olds.

**Cambridge International A/AS Level** allows tens of thousands of students every year to win places at top universities worldwide. It is a stimulating, flexible course of study that gives students the freedom to select the mix of subjects right for them.

**Teacher support, professional development** CIE's excellent teacher support ensures effective, confident teaching to help students reach their full potential. Support includes face-to-face and online training, textbooks, schemes of work and a large bank of exam materials. Many Cambridge schools have developed their staff using our professional qualifications for teachers.

Learn more! Visit [www.cie.org.uk](http://www.cie.org.uk)

Cambridge Outlook is an important way of communicating with Cambridge schools and readers around the world.

We welcome articles and letters for inclusion in the magazine. If you would like to submit an article,

please contact:

Geraldine Seymour

International Communications Manager

CIE

1 Hills Road

Cambridge

CB1 2EU

UK

Tel: +44 1223 553323

Fax: +44 1223 553558

[international@cie.org.uk](mailto:international@cie.org.uk)



**There are several themes that shine through in this issue of Cambridge Outlook: leadership, expertise, ambition – a real striving to achieve success – which I believe demonstrates the ethos of CIE and all the schools, teachers and students who follow the Cambridge Programme.**

In an interview on page 5, Professor John MacBeath, Chair of Educational Leadership at the University of Cambridge, reflects on his experiences at the 4th CIE International Teachers'

Conference, and discusses issues of importance for all international schools.

Cambridge teachers are very committed to their profession, always seeking new and better ways to help their students achieve success. We hope you find much in this edition to help you continue developing successful students.

**Ann Puntis**  
**Chief Executive**

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



# Educational leadership from Cambridge

**Delegates to CIE's 4th International Teachers' Conference in Kuala Lumpur last year were inspired by a presentation from Professor John MacBeath, Chair of Educational Leadership at the University of Cambridge. We asked Professor MacBeath to talk about issues of importance to international schools.**

*Did you enjoy the CIE International Teacher's Conference?*

**JM:** It was a great experience – I loved it! One of the great strengths of the conference was how much learning went on amongst delegates, and not just during speakers' presentations. I took part in the workshops where teachers from different cultures enjoyed the open, collaborative exchange of ideas and new concepts.

*The theme of the conference was Assessment for Learning. Did you find the delegates' reaction positive?*

**JM:** Assessment for Learning is challenging and many teachers at the conference were asking whether this approach would work in their country. The very fact that CIE is holding conferences on this theme shows that it is being taken very seriously.

Assessment for Learning is formative, rather than summative [i.e. performance is assessed and feedback given on an ongoing basis, rather than at the end of a course through an examination] but it is not a case of one or the other. We have to get smarter about how we achieve both.

*Do you believe that educational theories are universal, that they apply to all cultures?*

**JM:** That's a good question. All theory has to take account of cultural context. Policy makers can't just transfer good practice from one country to another without looking at the deeper level --- the cultural context and the deeper principles of learning and assessment. In the past there was a lot of cherry-picking of ideas by governments, but an educational practice may succeed in one country and not another. This is due to

*(continued on page 6)*

## In depth

*(continued from page 5)*

cultural factors rather than the practice itself.

We do know, however, that children follow a similar developmental process and that there are fundamental truths about how children learn. Knowing where you are in learning is fundamental – and the importance of feedback is universal – but we know that it has to be of the right kind and at the right time to enhance learning.

*You are an expert on school leadership, and you've written extensively on effectiveness. What issues should international schools be thinking about?*

**JM:** Again, cultural context is the key. How we judge leadership and what makes for effectiveness is hugely important but also problematic. Schools in very traditional and hierarchical societies may struggle with the idea of distributed leadership --- the common assumption in the 'west' that leadership is more effective when it is distributed and where everyone can have a leadership role. Such a view may sit very uneasily alongside deep seated traditions of 'heroic leadership' where one person is looked to as the authority.

*What other cultural issues should we be thinking about?*

**JM:** In some schools there can be a great distance between principal and staff, teacher and student. In these cultures, if a teacher is asked a question that he or she can't answer, this may be seen as

giving away a lot of power, or losing face. In other cultures, teachers are able to model themselves as learners who don't know everything. They feel more able to say to a student, 'Interesting question --- I don't know the answer, so maybe we can find out together.'

While Western cultures tend to emphasise the individual, in many Eastern cultures the collective is given a higher priority. In some societies it may actually be shameful to try and be better than everyone else.

There is also a very prevalent attitude in some cultures that effort is to be rewarded, something that counts for

less in Western countries, where it is results that count. Of course, this raises issues in terms of group and individual assessment, and how to strike a balance.

The increase in global networking will inevitably result in greater homogeneity and therein lies a danger, that of losing cultural distinctiveness. I see the challenge for schools as being able to hold on to their traditional strengths while adapting thoughtfully to new ways of doing things.

*Professor MacBeath's presentation to the 4th International Teaching Conference will be available soon online at [www.teacherscie.org.uk](http://www.teacherscie.org.uk)* ■





(L – R) Tan Yap Kwang, Chief Executive, Singapore Examinations and Assessment Board; Fatma Al Marri, Chief Executive, Schools Agency, Knowledge and Human Development Authority; and Simon Lebus, Chief Executive, Cambridge Assessment Group.

## Education forum looks to the future

Effective curriculum development and education technology is the key to raising school performance in a competitive global environment, heard delegates at a recent Cambridge Gulf education forum in Dubai.

Simon Lebus, Chief Executive of the Cambridge Assessment Group gave the keynote address. He said: "The challenge that faces us all is to educate today's learners for tomorrow's world. It is forecast that the top ten jobs that will be most in demand in 2010, didn't exist in 2004. Societal change and globalisation are transforming education: technology is both a driver and a reflection of this. The forum is an opportunity to reflect on this change, and how it can be managed to build capacity and improve educational performance."

The forum, 'Building Capacity, Raising Performance: Trends in Secondary Education' was attended by more than 90 delegates, including ministry officials, representing 11 countries, who discussed key educational issues facing the region.

Representatives from a leading UK provider of educational technology, RM Education plc, described to delegates

new developments which add value to learning and assessment in the UK. Delegates discussed the ways in which national learning platforms, online learning resources and tools to support teachers in their classroom practice were achieving educational effectiveness.

Ann Puntis, University of Cambridge International Examinations Chief Executive, reviewed global trends in education, including the importance of aligning curriculum with assessment, and of having an international outlook.

She said: 'There is a very important take-home message from this forum, that focusing on what teachers do in the classroom is the most effective way of making education reform succeed. Our experience is that the evidence supports this view on every occasion - and we've been working on education with governments around the world for over a hundred years.'

There is a longstanding relationship between University of Cambridge International Examinations and Singapore educators. The conference welcomed Tan Yap Kwang, Chief Executive of Singapore Examinations and

Assessment Board, who gave an overview of how Singapore has developed one of the most advanced education systems in the world.

The effect of globalisation on education should not be overlooked, warned Fatma Al Marri, the Chief Executive Officer of the Schools Agency at the Knowledge and Human Development Authority, who discussed issues of cultural identity in a changing educational world. Mrs Al Marri described how modern education systems can maintain a positive national cultural identity while catering for an increasingly cosmopolitan student base.

Feedback from delegates has been very positive, with many indicating a desire for CIE to organise more international conferences for those involved in national education reform. All appreciated the forward-looking themes of the forum and the chance to interact with world leaders in Education. ■

Visit [www.cie.org.uk/profiles/ministries](http://www.cie.org.uk/profiles/ministries) to learn more about CIE's work with Ministries of Education around the world.

## Principals' forum in Sarajevo

Principals and teachers from across Bosnia and Herzegovina met for the first Cambridge Principals' Forum, held in Sarajevo.

The forum was attended by Ann Gibson, CIE Regional Manager, Europe, and representatives from the British Council, the Ministry of Education for the Sarajevo Canton and local media.

Forum delegates discussed the options available for international assessment and the benchmarking of students studying in integrated and bilingual contexts.

Safija Okovic, Examinations Coordinator from The First Bosniak High School, presented a model developed by her school. The school's integrated approach allows students to take a range of CIE qualifications at IGCSE and A Level, together with a reduced National curriculum approved by the Ministry of Education and Science of the Sarajevo Canton. There was a high level of interest in this approach among participants.

The school's Principal, Lejla Aksamija, explained that the integrated model was designed for students who wanted international qualifications as well as a national diploma. She said: 'Our aim is to keep young people in Bosnia and Herzegovina by offering them a top quality education and choice of international qualifications.'

CIE will be working with schools and Ministries of Education from all Cantons to discuss the potential for integration of CIE assessments and recognition by national authorities and universities.

## CIE and Ministries working together

The Kurdistan Minister for Education, Dr Dilshad Abdul-Rahman, has signed a Memorandum of Understanding (MoU) with CIE to promote cooperation and the advancement of international understanding.

During his visit to the UK, Dr Abdul-Rahman said: 'We have a real chance to make a difference to children's lives for generations to come and to work together to deliver an education system for the future in Kurdistan.'

Go to CIE's Ministries webpage for case studies about Cambridge partnerships with governments.

[www.cie.org.uk/government](http://www.cie.org.uk/government)

## Cambridge Centres rank on US national list

Cambridge International Centre, Brentsville District High School, Virginia, has been included in the 2008 U.S. News and World Report's national ranking of top high schools. Ft Lauderdale High School and Miami Lakes Educational Center in Florida were also selected.

Brentsville's Principal, Robert Scott, credits both Cambridge qualifications and the talents of a skilled and enthusiastic teaching staff as the reasons for the national recognition. In the Potomac News, he said: 'It was pretty exciting news. What I appreciate about being recognised is it confirms for teachers and students that the work they do every day is appreciated.'

U.S. News & World Report chose Cambridge centres, Brentsville, Ft Lauderdale High School and Miami Lakes Educational Center for its silver star award - the second highest, after gold - based on a formula created with the help of School Evaluation Services. Selection as a top school is based on three major measurements: state test results, disadvantaged student success rates and the ability of schools to offer college-level classes. Learn more: [www.cie.org.uk/usa](http://www.cie.org.uk/usa)

## Spanish scholars are winners!

Cambridge award presentations were a big hit at The National Association of British Schools in Spain (NABSS) Annual Conference in Valencia this year.

The Spanish Scholarships awards ceremony was held during the conference, as were CIE workshops on Cambridge IGCSE Information Technology and International A Level Chemistry.

The winner of the Cambridge International Scholarship for Spain 2007 was Sophie Walsh from The British School of Barcelona. Sophie receives a scholarship of £1,000 for three years towards study at a UK university.

She said: 'The Cambridge syllabuses have been invaluable to me --- without them the transition from A Levels to university would have been much harder. I am grateful to receive this prestigious award, as I feel the Cambridge examinations have set me in good stead for the future.'

Sophie is currently studying Natural Science at the University of Cambridge.



Sophie Walsh won the 2007 Cambridge International Scholarship for Spain



# Cambridge competition inspires creativity

We are holding three exciting new 150th Anniversary competitions to inspire CIE students. To celebrate the 150th Anniversary of Cambridge Assessment Group — of which University of Cambridge International Examinations is a part — why not tap into your students' creativity and see if they would like to enter?

**WINNING ENTRIES WILL  
EACH RECEIVE A £50 AMAZON VOUCHER.**

## Short Film Competition

Are your students budding film makers? They can enter our short film competition by sending an original film that is only 150 seconds long about an aspect of school life. We'll show the best ones on the CIE website.

## Photography Competition

Do your students have the talent to take special photographs of their school? We are looking for gifted young photographers to take photographs of their school life and enter them into our photography competition. We'll print the winning ones!

## Writing Competition

If you think your students have a gift for writing in English, why not ask them to enter our writing competition? We are looking for a 150-word piece of prose on the theme 'The Best Thing I Learned this Year'.

Entries must be received by 30 September 2008.

Log onto: [www.cambridgestudents.org.uk](http://www.cambridgestudents.org.uk) for full details and entry forms.

**150**  
YEARS  
1858-2008



**Cambridge  
150th Anniversary  
Competition**  
Film/Photography/Writing





## Cambridge International Primary Programme reaches more schools

### CIE International Centres across the world have embraced the Cambridge International Primary Programme.

The Cambridge International Primary Programme provides a curriculum framework to develop Mathematics, English and Science skills for children aged from 5 to 11. It serves as a platform from which students may easily progress into a variety of secondary school programmes, including Cambridge Checkpoint and Cambridge IGCSE.

Assessments enable each child's progress to be charted through their primary education; and each child receives a Certificate of Achievement at the end.

The programme is proving very popular in New Zealand. The first school to adopt the programme is Pinehurst School. The move means the full Cambridge Curriculum (from Primary to A Level) is now available to all Pinehurst's students.

Glen Radojkovich, Headmaster of Pinehurst Primary & Junior College said: "Introducing CIPP was an easy decision for us as it provides the foundations for excellence we require in English, Mathematics and Science. We are confident our relationship with CIE in the Primary and Lower Secondary will mirror the excellent results we have had in the Upper Secondary."

Staff at Podar International School, India, have long appreciated the benefits of the programme. The school offers the whole Cambridge International Curriculum for ages 4 – 19. Principal, Vandana Lulla, said: "The Primary Programme encourages enjoyable activities that help students to make

progress whilst valuing and enjoying learning. It allows schools to choose from a variety of teaching methods and content. This in turn helps a school design its curriculum considering its immediate local environment."

Rajeev Singh, Director and Examination Officer at Yayasan Taman Mahatma Gandhi, Taman Rama School, Indonesia, was proud to be the first primary school in Bali to offer the Cambridge International Primary Programme.

He said: "We can now link the primary years seamlessly with the Cambridge O Level programme and subsequently with advanced qualifications like International A and AS Levels. Our students and parents demand a quality service and CIE helps us provide this through high-quality syllabuses and reliable assessment."

The programme has gained popularity very quickly in Central and South America, with 23 centres already offering it. Most recently, Colegio Las Candelas, Chaltel College, and Woodville School, in Argentina and Markham College, in Lima, Peru joined the Programme.

Many of these Centres are bilingual schools that have been offering Cambridge IGCSE qualifications for many years. Cambridge Centres are aware of the need to adapt their primary curriculum to better prepare their students for Cambridge IGCSE. In this respect, the Cambridge International Primary Programme is extremely flexible and adaptable to many different school scenarios.

### Training support for Centres

CIE offers training sessions to support Centres during the transition to the Cambridge International Primary Programme and beyond. They are led by Cambridge International Primary Programme expert, Kate Ruttle.

In the Americas, CIE is working with the English Speaking Scholastic Association of the River Plate (ESSARP) to develop Primary Programme training workshops for their schools. This is planned for September 2008. ESSARP in Argentina and the Dickens Institute in Uruguay have been extremely supportive of these training programmes.

### Cambridge International Primary Programme:

- prepares children for secondary education
- places emphasis on :
  - reading and writing
  - independent and group work
  - the application of knowledge and skills to solve real-world problems
- can be integrated into local curriculum requirements
- provides an international curriculum standard and benchmark
- provides a dedicated teacher support website, with sample activities and resources
- promotes global understanding

Learn more! Visit [www.cie.org.uk/primary](http://www.cie.org.uk/primary) ■

# How do you develop a new Cambridge qualification?

## How exactly does CIE develop a new qualification? Dr Kevin Stannard, CIE Director, International Curriculum Development, talks to Cambridge Outlook about doing things the Cambridge way.

The process of shaping, refining and launching a new Cambridge qualification could be usefully described under three Cs – Collaboration, Comparability and Curriculum support. More often than not, the idea for a new qualification comes out of feedback from Centres, or discussions with teachers and heads. This is in tandem with ongoing research by subject experts into educational best practice and developments in their field. The process is the same for all Cambridge qualifications, whether they are O Levels, IGCSEs or A/AS Levels.

### Consultation

After initial consultations with schools, during which time a draft syllabus is produced, the partnership then moves to a new level. The qualification is actively piloted by teachers and students in a limited number of Centres. The teachers involved in the pilot talk to each other, discuss concerns and share best practice, through online discussion groups. Feedback at this stage is vital, and something that we take very seriously. When it comes to responses from teachers and students, CIE really does listen.

### Comparability

It is vital that a new qualification is 'benchmarked' against known and respected standards. For example, the new IGCSE International Mathematics syllabus must have syllabus content and assessment material that matches the standard required in other IGCSE Mathematics qualifications. This guarantees that Cambridge IGCSEs will continue to be recognised internationally as proof of achievement. New Cambridge O Levels are also benchmarked against existing O Levels. Cambridge O Levels and Cambridge IGCSEs are also directly comparable with UK GCSEs.

### Curriculum support

A syllabus does not exist in an educational vacuum. A good syllabus not only explains how the assessment works, but also suggests ways of teaching towards it. While the syllabus is being developed, various aspects of teacher and student support are planned – including training, textbooks, schemes of works and resource lists. For instance, in IGCSE India Studies, the ongoing partnership between Cambridge and the teachers who will offer the course means they will help to write and moderate



the textbook and the online bank of resources.

There is, of course, a fourth C – Cost. CIE is a not-for-profit organisation, which allows us to innovate and offer choice. We invest heavily in research, improvements and new services to support Cambridge schools. Of course, we need to ensure that there is sufficient demand for a proposed new qualification, so the early stages of development are supported by market research.

## Inspiration and energy

### Inspiring new IGCSE suite from Cambridge

CIE prides itself on its comprehensive provision across the entire Cambridge International Curriculum. Cambridge IGCSEs offer a very wide range of subjects to choose from and also a variety of alternative routes for learners. Cambridge IGCSEs are highly suitable for the personalised learning approach, and they ensure that schools are in control.

However, education is continually changing. CIE keeps ahead by always looking to extend provision and make what we offer even more comprehensive. New IGCSEs are being developed in response to a number of drivers: demand from schools, new technology, subject developments and global trends.

Cambridge IGCSE International Mathematics, 21st Century Science, Global Perspectives and India Studies are all part of an inspiring suite.

## Update on consultation: Cambridge IGCSE India Studies

CIE Development Manager, Martin Jones has consulted widely with teachers in India during the development of IGCSE India Studies. He updates Cambridge Outlook on the consultation process.

The initial idea for IGCSE India Studies came from demand from schools for what has come to be known as Heritage Studies, currently comprising IGCSE and O Level Pakistan Studies and Bangladesh Studies. The new Cambridge IGCSE India Studies is being developed by Cambridge in partnership with schools in India.

We have held meetings with teachers in Mumbai, Bangalore and Delhi to establish the principles on which the first draft of the syllabus would be written --- not just approaches to content, but the core skills required and the most appropriate forms of assessment to be used.

Cooperation underpins the complete process. Teachers in India now have the first draft and are refining it. Further drafting will be settled by direct consultation, as will the specimen papers and mark schemes. How did we cope before email?

Support from Cambridge does not end when the pilot studies end. Online discussion groups exist for more and more subjects. This valuable teacher forum will be central to the ongoing strength of India Studies IGCSE, and not just as a means of sharing tips and ideas. As part of the course, students will be required to create a portfolio of work for IGCSE India Studies. Teachers will utilise the online discussion groups as a forum to propose and moderate the subjects for the portfolio's rotating topics.

### Learn more!

**Cambridge IGCSE India Studies will be available for first teaching in September 2009.**



*Martin Jones in consultation with teachers on IGCSE India Studies*

# Update on Piloting: Cambridge IGCSE Global Perspectives

Twenty-five schools in seventeen countries are piloting the new IGCSE qualification, Cambridge IGCSE Global Perspectives. Recently, CIE contacted the schools taking part in the pilot to get their initial feedback after beginning the course.

Cambridge curriculum development experts are interested in comments from teachers and students on their reactions to the course, further support materials they would like to see developed, or any comments they have about the specimen paper.

We asked schools in the IGCSE Global Perspectives pilot to tell us which Areas of Study they had already covered.

Mike Ball, Director of Britannica International School Belgrade, replied promptly. In an email, he said: 'It is all going well, with considerable enthusiasm from students who were interviewed on the Serbian equivalent of the BBC Radio 4 Science programme – they were extolling the virtues of the course.

'We have covered climate change; water; belief systems and politics/ government/wars as the taught elements of the course, and we will choose the first portfolio work after half term. So far, the students have identified a local river clean-up project, are trying to meet government ministers here, and have written to the UN with some awkward questions on climate change. I hope the enthusiastic start continues!'

Students from Sifundzani High School, in Swaziland, are also enjoying the course. They have covered belief systems; tradition, culture and language; humans and other species; family and

demographic change; and law and criminality.

Similo, aged 14, said: 'The course is by far one of the most interesting that I have ever done. It is filled with discussions and exercises, which enrich the knowledge that we have about the issues that are going on around us. All I can say is I am glad I chose this course.'

Sibahle, aged 15, said: 'I personally think that the Global Perspectives course is very interesting. It is diverse and challenging, that is what we need in this world. It is a subject that needs your feedback. Global Perspectives is the best subject in the history of subjects.

Thank you very much, Cambridge, for creating this subject.'

Cambridge IGCSE Global Perspectives responds to a growing need for students to understand and embrace an increasingly multicultural world. Global opportunities and challenges face young people as the world population becomes increasingly mobile.

The course promotes an international outlook and cross-cultural awareness: the tools students need to move into this global marketplace.

Dr Kevin Stannard, CIE Director of International Curriculum and Development, says: 'Cambridge IGCSE Global Perspectives prepares students to become global citizens. Not only does it raise awareness of global themes and issues but it encourages skills such as independent thought and reasoning that are invaluable in further study and employment.'

Cambridge IGCSE Global Perspectives is available for first teaching in September 2009.

### Learn more!

Find the Cambridge IGCSE Global Perspectives syllabus and a specimen paper at [www.cie.org.uk/igcse](http://www.cie.org.uk/igcse) Alternatively, ask for a Cambridge IGCSE Global Perspectives fact sheet, contact CIE Customer Services on tel: +44 1223 553554 or email [international@cie.org.uk](mailto:international@cie.org.uk).



# Update on subject and technology development: Cambridge IGCSE International Mathematics

Cambridge has worked with Mathematics teachers in international schools to create Cambridge IGCSE International Mathematics in response to requests for a mathematics course that reflects their style of teaching.

Cambridge O Level and IGCSE Mathematics and the new Cambridge IGCSE International Mathematics spring from common principles. They enable students to develop a good foundation of mathematical skills and to learn to develop strategies for solving open-ended problems. They also promote a positive attitude towards the subject and a confidence with mathematics that leads to further enquiry.

The introduction of Cambridge IGCSE International Mathematics offers schools even more choice when it comes to selecting a mathematics course that is right for their students. Cambridge IGCSE International Mathematics has been designed for international schools that want their mathematics teaching to focus more on investigations and modelling, and which better utilises the powerful technology of graphical calculators.

Some of the schools Cambridge consulted were IB schools wanting to improve their mathematics curriculum. As a result, Cambridge International Mathematics integrates exceptionally

well with the approach to the teaching of mathematics in IB schools.

The calculator paper allows the use of powerful graphical calculators, which enables the assessment of more function and graphical work. However, to ensure that basic numerical and algebraic skills are not overlooked, and that students do not become over-reliant on technology, the first paper in each tier is a non-calculator paper.

Many of the skills normally associated with coursework tasks will be tested in a paper in each tier that contains an open-ended investigation and/or a modelling exercise. This paper will be sat under exam conditions but with a generous time allowance.

The syllabus also introduces students to the history of mathematics and its cultural significance.

Work on developing resources is ongoing, with a new textbook from Haese and Harris, to be published this year. Sample question papers are available on CIE's Teacher Support website.

### Learn more!

Take a look at the new syllabus for Cambridge International Mathematics: [www.cie.org.uk/igcse](http://www.cie.org.uk/igcse), available for first teaching in September 2008.



# Update on subject development: Cambridge IGCSE Twenty-First Century Science

A partnership between Cambridge Assessment Group, the University of York Science Education Group and The Nuffield Curriculum Centre led to the development of the phenomenally successful OCR suite of UK GCSEs, called Twenty First Century Science. CIE is now able to add Twenty First Century Science to its existing science suite and to make it available internationally.

Twenty First Century Science is based on a curriculum model for science that offers flexibility and genuine choice, to cope with the diversity of students' interests and aspirations. It also provides an extra degree of choice for schools in addition to our extensive existing range of excellent science IGCSE and O Level courses.

Demands from employers, academics, teachers and students, led the Cambridge, York and Nuffield partnership to design a science curriculum that would develop the scientific literacy and problem solving skills of future citizens. Cambridge IGCSE Twenty-First Century Science enables students to develop the understanding needed to be active and informed citizens in a modern society, where science and technology play a key role in shaping our lives. Science-based issues in the modern technological world include: risk, data and its limitations, the scientific community, and making decisions about science and technology.

Cambridge IGCSE Twenty First Century Science meets the needs of candidates who are not traditional scientists but who would like to follow a course which emphasises the development of scientific literacy, enabling students to make sense of the

science they come across in everyday life. It is an excellent preparation for students who want to study science at IGCSE to further depth or in combination with other IGCSE science subjects for those who wish to study further.

Ofelia Gutierrez Sosa, International School, Havana, said: 'I am delivering the IGCSE Twenty First Century Science pilot programme, which I like a lot. I consider it a truly exciting way to approach the different areas of science within the context of real-life problems, which makes it highly meaningful to our pupils.'

For teachers, Cambridge IGCSE Twenty-First Century Science offers flexibility and encourages more varied teaching and learning strategies and greater use of local and regional contexts.

The course's aims include:

- Suitability for international schools: students investigate scientific knowl

edge from different cultural perspectives;

- Critical thinking: students engage in problem-solving activities leading to evaluation and decision-making;
- Environmental understanding: students explore how local concepts and practices have global consequences and vice versa;
- Information and communications technology: students use ICT creatively and critically;
- Developing scientific literacy: the ability to be active and informed citizens in a modern technological society.

### Learn more!

Cambridge IGCSE Twenty First Century Science will be available for first teaching from September 2009. Contact [international@cie.org.uk](mailto:international@cie.org.uk) for more information.





# From Cambridge to Bangladesh: Video conferencing provides immediate feedback

**A live video conference made it much easier for a Bangladeshi school group to provide immediate feedback to CIE.**

In January, CIE's Assessment Services and Teacher Support teams held a live video conference with the Scholastica group of schools in Bangladesh. The conference was part of CIE's Curriculum and Teacher Support Group's ongoing professional development support for Cambridge schools worldwide.

The video conference made it possible for a large number of representatives from both Scholastica and CIE to discuss current issues and plan professional development support for Bangladeshi teachers.

Irana Morrish, Group Manager, Curriculum and Teacher Support, said: 'Video conferencing is just one of the many ways CIE brings professional and practical support to Cambridge International Centres.

'We arrange live-link video sessions, followed up by face-to-face training sessions. This gives teachers invaluable contact with Cambridge assessment experts. One of the key benefits of these sessions is that they enable schools to give immediate and focused feedback, which helps us all to plan coherent

professional development support for the future.'

The Scholastica representatives shared the outcomes of the video conference with other teachers by hosting a successful face-to-face support programme for a range of core

Cambridge International O Level syllabuses including English Language, Bengali, Mathematics D, Biology, Physics and Chemistry.

Email your ideas and requests for teacher support to [international@cie.org.uk](mailto:international@cie.org.uk) ■



Foreground: Irana Morrish, Group Manager, Curriculum and Teacher Support, with Cambridge Assessment experts - Helen Imam, Compton Waaning and Peter Saunt – hold a live video conference with Scolastica

## Web News...Web News...Web News...Web News...Web News...Web News...Web News...

**Thanks to the powerful Content Management System that lies behind the Teacher Support website, CIE uploads Question Papers, Mark Schemes, Examiner Reports and new syllabuses earlier than ever before.**

Question Papers for the November 2007 session were all available on results day, and additional documents followed soon after. The Curriculum and Teacher Support group is planning further developments, including Web Discussion Forums and the facility for teachers to share their own materials.

# Stay ahead in the classroom

Teachers who are committed to their profession are always striving to improve what they do in the classroom. We introduce a new book written by teachers, for teachers and give an update on the activities of teachers around the world.

## Cambridge University Vice-Chancellor launches collection of essays by Indian teachers

Professor Alison Richard, Vice-Chancellor of the University of Cambridge, launched a collection of essays written by teachers and trainers from India, in New Delhi in January. 'Reflections on Teaching, Today and Tomorrow' is published by Cambridge University Press.

Eleven teachers from schools and institutes across the country have contributed to the compilation, which has resulted in a diversity of approaches and viewpoints.

Dr Paul Beedle, CIE Professional Development Manager and co-editor of the book, said: 'We wanted to provide an opportunity for innovative teachers who are developing active learning in a variety of local contexts to share their practical ideas and experience, and to encourage their colleagues in India and worldwide.'

The authors have a wide range of teaching experience. Geetha Narayanan, Founder and Director of Srishti School of Art, Design and Technology and the Mallya Aditi International School in Bangalore, contributed the book's first

essay, 'The art and craft of teaching practice: a 21st-century Indian perspective'.

Sunitha Sara Alex, a science teacher who heads a primary school in Chennai; K. Mala Palani, Teacher Educator and mentor in the Galaxy Education System in Rajkot, Gujarat; and Mithu Deb Roy, who is teaching in an urban government-aided school in Guwhati, Assam, all tackled the subject of active learning.

Identifying the needs of learners in a variety of contexts was a popular topic explored by Shubhangi Wadekar, who teaches mathematics and science at primary level at Podar World School, Mumbai; Priya J Krishnan, former Fulbright scholar and head of a higher secondary school in Chennai; Chandikaprosad Ghosal, who has taught English Language and Literature at The Oriental Seminary for 22 years; Amit William Rathod, a graduate of St Xavier's College, Ahmedabad, who is at Galaxy Education System, Rajkot, Gujarat, and Pulak Kumar Goswami, Assistant Headmaster of Jadavpur Vidyapith, in

South Kolkata, who has over 30 years experience.

Rijula Mitra, English teacher and examiner for the West Bengal state Board, describes her journey in professional learning. Kabita Sharma writes about promoting attitudinal development in the environmental management curriculum and Meera Jones, a primary teacher with the Kendriya Vidyalaya Sangathan in Delhi, reminds us that teachers are valuable professional colleagues and managers.

The book has been a great success, and is endorsed by CIE for use by teachers and trainers around the world who are undertaking the Cambridge International Certificate for Teachers and Trainers. The benefits of these programmes are already being felt as teachers incorporate new teaching approaches and more activity-based lessons into their classroom practice. Copies of 'Reflections on Teaching, Today and Tomorrow' can be purchased from Cambridge University Press online at [www.cambridge.org/](http://www.cambridge.org/) ■

## Stage one workshops for teachers in Jakarta

Raffles International Christian School in Jakarta, Indonesia, was the venue for two days of introductory level workshops for new teachers of Cambridge International AS/A Level Mathematics, Economics and Chemistry at the beginning of April.

Stage 1 courses are especially designed to support teachers who are teaching a Cambridge International syllabus for the first time or are perhaps relatively new to the teaching

profession itself. Three of CIE's team of expert examiners, Stef Underwood (Mathematics), Tony Emery (Economics) and David Bevan (Chemistry) guided more than 45 delegates through an intensive programme, designed to support and enrich their teaching experience.

Topics covered included:

- An overview of syllabus, question papers and mark schemes

- Activities relating to the marking of question papers and assessment standards
- A marking exercise
- Information on ICT and curriculum resources available.

CIE offers high levels of support to all teachers at Cambridge International Centres. A range of face-to-face, online and self-study courses is available. ■

# Maldives teachers rebuild with Cambridge

In the last issue of Cambridge Outlook we reported on the work CIE is doing with the Maldives Ministry of Education and UNICEF to support the teachers who are rebuilding education in the Maldives after the 2004 tsunami devastated the educational infrastructure. Read on for the latest update on progress.

Over the last three years, staff at CIE have created and delivered online teacher training tools including online courses, discussion groups, a web-based Virtual Learning Environment and a Teacher Resource website. Virtual learning technology has great potential in the Maldives as the geography of the country makes face-to-face training slow and expensive to deliver.

Following initial training, twenty

Teacher Resource Centre Coordinators will now progress to take the Cambridge International Diploma in Teaching with ICT.

A follow-up training programme aimed at Teacher Resource Centre Coordinators began in February. The programme started with a three-day training course where Coordinators looked at their role in managing and maintaining the Teacher Resource Centres, and supporting teachers in using the facilities on offer.

The course was delivered by Clive Bulmer, who is a UK expert in teaching with ICT and a CIE Examiner. Clive focused on how ICT can be used in the classroom to improve teaching practice. He also suggested techniques for motivating local teachers to undertake

online training courses and use the online resources and hardware available to them.

Clive Bulmer said: 'It was particularly rewarding to introduce the coordinators to materials which they will be able to start using within their own context straight away. I look forward to continuing to work with the coordinators as they undertake the Diploma.' ■



## Celebrating Shakespeare's birthday

Two free CIE workshops were held in Sri Lanka in April to celebrate Shakespeare's birth. The workshops were held at the British Council Auditorium in Colombo.

The workshops were designed for O Level and A Level English Literature students and teachers, and were structured to involve maximum audience participation.

Mr Andrew Fowler-Watt, Principal of Colombo International School, led discussion on Shakespearean tragic heroes, with special reference to Hamlet, Othello, King Lear and Macbeth. This lecture was more suitable for A Level students and teachers.

CIE Representative, Nirmali Hettiarchchi, conducted a workshop on Twelfth Night and Richard III. This workshop was aimed at O Level students and teachers. ■

## The CIE-PAAET Teachers Training Programme

The Kuwait Public Authority for Applied Education and Training (PAAET) is encouraging all teachers and trainers at its ten training institutes to undertake the Cambridge International Diploma for Teachers and Trainers.

Hussain Ismael Mairza, Specialised Trainer at the Secretary and Office Administrative Institute for Girls, is enjoying working on the Diploma:

'In previous years we were used to the traditional style of training, and that meant the teacher explained while the students listened. But enrolment in the Cambridge Programme and participation in its activities has opened up new scope for training that I had not been aware of before.

'The Diploma drew my attention to the needs of students, how to develop their skills and improve them.'

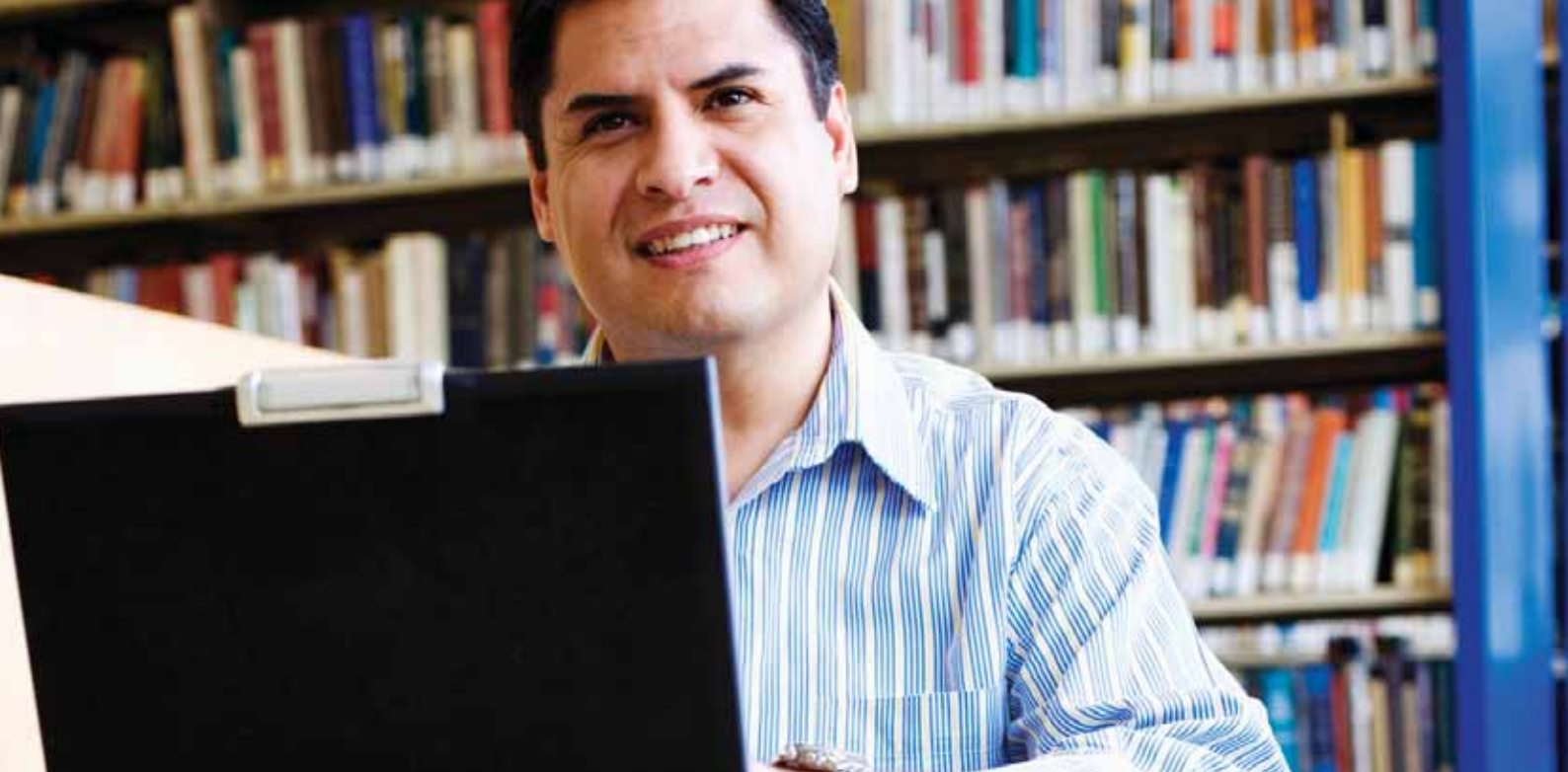
The universal skills gained by teachers who complete the Diploma can be applied by all teachers, teaching all subjects. Nora Al Adwani, a Nursing

Teacher at the Nursing and Training Institute, said: 'This programme is very useful. It helped me to recognise how vital planning is to the educational process.'

Abdul Aziz Al Najdi, a Trainer at the Automotive Department at the Industrial Training Institute was unsure about the Diploma at first, but quickly realised the benefits of undertaking it.

'I have now finished module 1 of the Diploma. When I heard about this programme, I was not sure whether I would be able to finish it in time, or in the right way. But when I started writing, I found that it was very easy. It made me look at my teaching style and gave me more confidence to fix the errors in my teaching plan. I advise every teacher to start this programme and discover their ability to complete this module.' ■

Learn more! Visit [www.cie.org.uk/profiles/teachers](http://www.cie.org.uk/profiles/teachers) for information on Cambridge qualifications for teachers



# Professional development and training

## New Cambridge IGCSE Stage 2 Assessment professional development courses

CIE runs an extensive programme of face-to-face workshops across the world for teachers at Cambridge schools. The workshops are run by experienced CIE trainers and offer teachers the chance to update their knowledge, learn new skills and network with other teachers.

Teachers in New Zealand had expressed a need for new training. They wanted to improve student performance by furthering their own understanding of question structure and mark schemes. In response, CIE has developed new Stage 2 training courses. They focus on:

- marking exercises;
- the construction of questions and mark schemes in the classroom;
- discussion of different types of assessment, including formative and summative;
- the curriculum resources available to support subjects.

The first of these courses, in Cambridge IGCSE Biology, Chemistry and Physics, was held at ACG Senior College, Auckland in March.

Teachers commented on what they found useful:

**‘Examining the assessments and criteria for achieving particular grades’**

**‘Learning how exam questions are structured so candidates in turn can answer them’**

**‘Meeting with a CIE assessment expert and having questions answered’**

As part of CIE’s ongoing training programme, Cambridge IGCSE Stage 2 Assessment courses will soon be made available to schools worldwide. Stage 1 Introductory courses are for teachers who are new to teaching Cambridge syllabuses; Stage 2 Intermediate courses are for those who have been teaching Cambridge syllabuses for at least a year; and Stage 3 Advanced courses are for teachers who have been teaching Cambridge syllabuses for three years or more. ■

Visit [www.cie.org.uk/events](http://www.cie.org.uk/events) for details on upcoming events and training.

## Online training course breaks records

More than 700 participants from all over the world took part in CIE’s online ‘Ask the Examiner’ seminars in February --- a record number. These very popular seminars enabled teachers to discuss specific questions that appeared in the November examination papers with a CIE Examiner.

CIE’s online course technology allows participants to look at specific areas of interest within the discussion and to share ideas with each other.

All the participants felt that ‘Ask the Examiner’ had given them the information they needed to help them prepare their students in the future.

Tutor-led courses are proving to be a hit with teachers. New courses in Cambridge IGCSE Art and Design, Drama, and Researching your own Practice in History, were run in April, as well as courses in popular subjects such as Cambridge IGCSE First Language English, English Literature, Information Technology and Mathematics. ■

Visit [www.cie.org.uk/events](http://www.cie.org.uk/events) for details on upcoming events around the world.

# Ask Cambridge:



Cambridge schools tell us that the service they receive from CIE is the best of any international examination board. Each month our Customer Services team answers thousands of queries sent in by the schools and institutions that work with CIE around the world. James Lord, CIE's Customer Support Manager answers some of the most commonly asked questions from schools and teachers below.

## I would like to have access to the Teacher Support website. How do I do this?

If you work at a Cambridge International Centre, your Centre may be registered for the website already. If you know who your Centre's CIE Teacher Support Coordinator is, check with them first. Usually this is the Examinations Officer at the centre. If your Centre is not registered, then you can ask CIE for access. Just contact CIE Customer Services.

If you work at an Attached Centre, contact your British Council Centre or Distributor Centre to arrange access to the Teacher Support website.

## As a teacher, how can I become accredited to mark IGCSE coursework?

If you want to become accredited to mark IGCSE Coursework there are two options:

- The first is to complete the exercises in the CIE Coursework Training Handbook and return them to CIE. A typical exercise would be to mark a piece of coursework. An experienced coursework assessor will look at the marks that you have given for the coursework and discuss them with you. Once your training has been successfully completed, CIE will issue a certificate stating that you may now

assess students' IGCSE coursework. The CIE Coursework Training Handbook can be ordered from the Publications Order Form, contained in the Publications Catalogue, or on [www.cie.org.uk](http://www.cie.org.uk).

Alternatively, a teacher with relevant qualifications and experience may request accreditation without completing the Coursework Training Handbook. You should send a full and detailed CV to CIE, which includes:

- Qualifications
- Teaching experience (including examination boards and syllabuses)
- Experience of coursework marking and marking training
- Any additional relevant experience.

## When is the deadline for making entries in the October/November examination session?

The final deadline for making entries for the October/November examination session is 16 August 2008 for IGCSE and GCSE O, AS and A Level.

## What happens if I miss the deadline for making entries?

It is extremely important that your school makes its entries before the final deadline on 16 August. Entries received after 16 August will be charged an additional late entry fee.

## How can I order syllabus and support materials, such as examiner reports and schemes of work?

If you are at a Cambridge International Centre, visit our Teacher Support Website where you can download these materials free of charge.

Your examinations officer will tell you whether your school has access to the website, and inform you of the web address, username and password to gain access. If your school has not yet requested access to the Teacher Support Website, contact CIE Customer Services who will help you further.

To order hard copies of our materials, please complete a Publications Order Form from the Publications Catalogue to ensure that we receive all the correct information we need to process the order.

**Contact CIE Customer Services**  
**Email: [international@cie.org.uk](mailto:international@cie.org.uk)**  
**Tel: +44 1223 553554**  
**Fax: +44 1223 553558**

## New appointments ...

### Ian Chambers Regional Manager India



**Ian Chambers is CIE's new Regional Manager for South Asia. He is responsible**

**for supporting Cambridge Centres and managing CIE staff in this region.**

'I am looking forward to leading the excellent team we already have in South Asia. This is an exciting time to be in the region as economies grow and the demand for quality assessment surges internationally. Cambridge has had a great presence in South Asia for decades and

growth here is staggering - this region has a palpable buzz.

'I moved to CIE from a teaching career in the UK and overseas. Before taking up my new post at CIE I was Curriculum Leader for Business and Enterprise at a UK secondary school.

In 1996, I graduated from the University of Reading with a degree in Economics and Italian. After completing my Post Graduate Certificate in Education I taught Economics and Business Studies in Cheltenham.

'I then set up a Business Studies department at an International School in Thailand. I also taught Cambridge

IGCSE Business Studies. I enjoyed the international dimension inherent in CIE's syllabus and benefited from the range of support materials and training courses.

'From my teaching experience, including CIE's syllabus, I have a real sense of what excites teachers about their job and what they need to be more effective classroom practitioners. I am looking forward to ensuring that CIE meets and exceeds the varied needs of teachers throughout the region.'

Email Ian Chambers at:  
[chambers.i@cie.org.uk](mailto:chambers.i@cie.org.uk)

### William Bickerdike Regional Manager, Middle East, North Africa and Pakistan (MENAP)

**William returns to Dubai having previously been based in Delhi as CIE's Regional Manager for South Asia. William is now responsible for developing and managing business activity in the MENAP region. He is working with schools, training institutes and Ministries of Education and supporting new schools that may wish to register as Cambridge International Centres. He will also manage the work of CIE's representatives in the UAE, Egypt, Jordan and Pakistan.**

'Previously I've lived the Middle East, North Africa and Pakistan region for 17 years. I helped to develop new agreements with Government education

bodies and supported the growing number of schools offering Cambridge qualifications. I'm looking forward to returning to the region to ensure that Cambridge Centres are fully supported in the successful delivery of the Cambridge Curriculum.

'I started my overseas educational career as a Teacher of English (as a Foreign Language) at Manarat al Riyadh School in Saudi Arabia, before becoming a Lecturer in English. In 1989 I joined the British Council in Thailand as a Teacher of English; this was the start of a 15-year career with the British Council.

'In 1992 I gained an MA in Teaching English to Speakers of Other Languages

from London University. Two years later I was made Assistant Director of Studies at the British Council in Kuwait. My most recent post for British Council was as Country Examinations Manager for British Council Pakistan and British Council Cyprus.

'I'm looking forward to building on CIE's position as a world-class assessment service provider, and developing and maintaining existing and potential networks and partnerships.'

Email William at:  
[bickerdike.w@cie.org.uk](mailto:bickerdike.w@cie.org.uk)



# CIE Professional Development for Teachers Calendar 2008

The following online self-study professional development courses begin on Monday, 9 June 2008:

**AS/A Level**

Applied ICT Stage 1 Introductory

**AS/A Level**

Business Studies Stage 1 Introductory

**AS/A Level**

Chemistry Stage 1 Introductory

**AS/A Level**

Economics Stage 1 Introductory

**IGCSE**

Biology Stage 1 Introductory

**IGCSE**

Business Studies Stage 1 Introductory

**IGCSE**

Chemistry Stage 1 Introductory

**IGCSE**

English as a Second Language Stage 1 Introductory

**IGCSE**

First Language English Stage 1 Introductory

**IGCSE**

History Stage 1 Introductory

**IGCSE**

Mathematics Stage 1 Introductory

**IGCSE**

Physics Stage 1 Introductory

**Introduction to the**

Cambridge International Primary Programme

There is a regular cycle of Core Curriculum training available for CIE centres, held in regional hub locations. The next face-to-face IGCSE training courses will be held in Dubai, UAE, and Kuala Lumpur, Malaysia, in October 2008. The next face-to-face A/AS Level training courses will be held in Dubai and Kuala Lumpur in March 2009.

**IGCSE training courses**

**IGCSE** Mathematics 0580/0581

**IGCSE** Biology 0610

**IGCSE** Chemistry 0620

**IGCSE** Physics 0625

**IGCSE** English as a Second Language 0510

**IGCSE** Business Studies 0450

**IGCSE** Economics 0455

**IGCSE** Accounting 0452

**IGCSE** Mathematics 0580/0581

**IGCSE** Biology 0610

**IGCSE** Chemistry 0620

**IGCSE** Physics 0625

**IGCSE** English as a Second Language 0510

**IGCSE** First Language English & Literature (English 0500 & 0486)

**A/AS Level training courses**

**A/AS** Mathematics 9709

**A/AS** Physics 9702

**A/AS** Chemistry 9701

**A/AS** Business Studies 9707

**A/AS** Economics 9708

**A/AS** Biology 9700

**A/AS** Mathematics 9709

**A/AS** Physics 9702

**A/AS** Chemistry 9701

**A/AS** Business Studies 9707

**A/AS** Economics 9708

**A/AS** Biology 9700

In addition to CIE's extensive list of training courses that are open to all, CIE is happy to talk to schools about individual requirements. Please contact [international@cie.org.uk](mailto:international@cie.org.uk) or telephone CIE Customer Services on +44 1223 553554.

**Dates and venues are to be confirmed, check the CIE website for further details: [www.cie.org.uk/events](http://www.cie.org.uk/events)**

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