

CAMBRIDGE
outlook

**Cambridge Professional
Development for Teachers**

Paul Black: Assessment for Learning

**New options for the
IGCSE curriculum**



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.

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- Guaranteed assessment standards
- High quality resources
- Training and professional development
- International in outlook and commitment
- A partnership approach

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Learn more! Visit www.cie.org.uk

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

We welcome suggestions for inclusion in the magazine. If you would like to submit an article, please contact:

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Welcome to the latest issue of Cambridge Outlook – which has a special focus on professional development.

We are delighted to bring you the results of the latest Centre Satisfaction Survey and report on improvements that are being made as a direct result of feedback from schools.

Our research tells us that teachers greatly value Cambridge's wide range of curriculum and teacher support services.

We know from the Centre Satisfaction Survey and other feedback that you would like us to provide yet more professional development, in more subjects and in convenient locations. We are actively exploring a variety of ways to meet the demand.

Your feedback has also led us to review our plans for the next International Teachers' Conference – resulting in new developments that will make it even more exciting and accessible for all.

Read on for more details about CIE's Professional Development programme, we look forward to your feedback as to whether this year's provision meets your needs better, and what developments you would like to see next.

Ann Puntis
Chief Executive

contents

On the cover

- 16. Cambridge Professional Development for Teachers
- 14. New options for IGCSE curriculum
- 4. Paul Black: Assessment for Learning

Regular features

- 3. Welcome
- 24. Ask Cambridge - Recognition
- 26. New appointments
- 27. CIE Training calendar

News

- 10. CIE Centre Satisfaction Survey

Developing successful students

- 12. Spotlight on Art and Design

New from Cambridge

- 23. Improvements to CIE websites

Supporting teachers

- 16. CIE Professional Development
- 17. Dear Chief Examiner...



Paul Black: Assessment for learning

- 18. Professional development in the virtual world
- 20. Piloting a new approach to professional development programmes

And finally...

- 26. New appointments



Spotlight on Art and Design

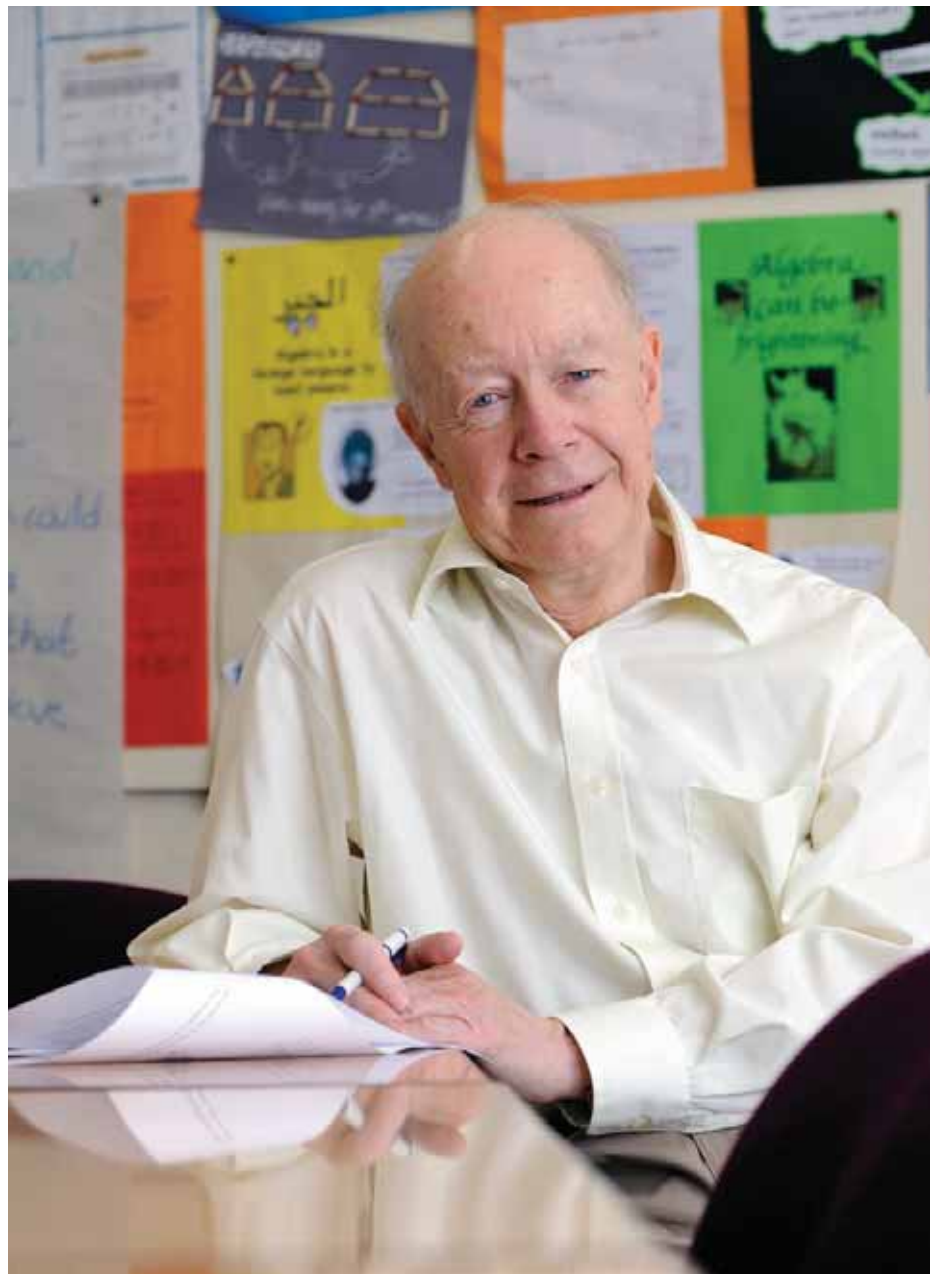
Paul Black: Assessment for Learning

Paul Black is Emeritus Professor of Science Education at King's College London, University of London. In a ground-breaking study published in 1998, Paul Black and Professor Dylan Wiliam demonstrated that a 'formative assessment' or Assessment for Learning (AfL) approach could improve both learning and examination results. It is based on the idea that all students can improve, and that students should be actively involved in their own learning. Professor Black answers our questions.

Firstly, what is Assessment for Learning and how does this differ from summative assessment?

All assessment involves the production, by the learner, of evidence that is used to serve the purpose of the assessment. If that purpose is to support and develop the learning, then what matters is that the evidence can help the teacher, or another student, to identify the particular problem the learner has in taking the next step in the learning, and to give help accordingly. So the key feature is the helpful interaction between students and the teacher. It can take place quickly and frequently. Also, it is contingent, in that the learner's response often reveals an unexpected way of thinking, which requires tailor-made guidance in the response.

In summative assessment (like formal examinations), the purpose is to review, to make an overall judgment in order to give strategic advice about the next stage in learning. Whilst occasional review is essential, it is unnecessary, indeed unhelpful, to be making such judgments frequently.



Establishing a dialogue between teacher and pupils is essential for AfL. How does this work in practice – particularly in contexts where class sizes are very large?

There are four conditions for success:

- The first is that the task or question is well chosen, so the whole class can engage in thinking about it, and that the results of that thinking will reveal important features of their progress in understanding.
- The second is that students should be encouraged to respond. Teachers can give encouragement by allowing ample time for thought before calling for a response and by asking the class to talk to one another before responding. This allows each person to speak on behalf of the thoughtful work of several, and that most of the class is involved. It also means a change, from the competitive, hands-up, culture in which the quick-thinking try to speak first, to a collaborative culture in which any one might be expected to contribute.
- The third condition is that all contributions, however bizarre or apparently incompetent, are treated with care and respect.
- The fourth condition is that the teacher does not respond on a one-to-one basis, but tries instead to collect several different responses before commenting, bouncing back some to challenge others, and so steering rather than directing the discussion. One advantage of working in this way is that it gives the teacher time to think about how best to steer. Another is that more of the class feel involved in the work. In addition, the reasoned and respectful way in which the teacher

deals with contributions should provide a model for the students to follow in their own peer-group discussions.

What have proved to be the main challenges to teachers in their AfL practice ?

AfL requires sustained development and commitment over time. Implementing AfL involves radical change but is ultimately very rewarding. Teachers find it hard work – not so much in terms of the time involved, but because they have to take risks.

Investing in support for teachers is very important, as is enabling them to work together and share ideas. Also important is helping teachers to develop the right techniques and skills for AfL, particularly handling discussions. Asking a series of questions and replying to the first pupil who answers with ‘that’s right’ or ‘that’s not right’, effectively kills discussion. The question has to be interesting for

a start, and the teacher has to give students, probably working in pairs or groups, time to think about it. The teacher asks for ideas and expects everyone to take part, without judging what comes back. Responses are discussed, different ideas are expressed, and pupils see how thoughts can be changed. The teacher works almost as a conductor of an orchestra, resisting the temptation to jump in and tell them where they’re going wrong. Eventually, the teacher will decide where to steer the discussion, or perhaps to encourage pupils to defend two different views.

The benefits are that teachers will find children talking in sentences and paragraphs, rather than giving two or three word answers.

Teachers also need support in developing ‘assessment literacy’, familiarity with various issues around assessment, including reliability and validity, and to get a clearer idea of the difference between summative and formative assessment. Summative



In Depth

assessment involves marks and grades, but it lacks detail. It doesn't tell you what to do to help a student improve. AfL is all about the detail.

Does current research into AfL reveal any significant differences in practice internationally and/or cross-culturally?

It is much more difficult to open up discussion and dialogue in contexts where students are not generally permitted to talk in class and teachers are not challenged. The key issue is to encourage children to speak up and this is a challenge in many cultures.

We know that teachers around the world understand the benefits of formative assessment techniques, but how do students respond to AfL?

One of the problems in changing to classroom dialogue is that it is a culture shock for pupils. They are often reluctant at first, because a change in the rules of the game can be

threatening, and if they feel threatened, they will keep quiet. More is expected of many students, and others may feel devalued as they have to change the way they contribute. However, when they become accustomed to the new regime, the results for students can be very positive. As one student put it: 'Now I know she (the teacher) is interested in what I think, not in whether I have the right answer.'

Does AfL contribute to the development of students as independent learners?

Yes, it must. AfL makes clear to each student that they must make an active contribution in thinking through, and testing out, their understanding. Engaging students in whole class and peer-group discussion helps them to learn. As they receive a detailed guide about how to improve, rather than an overall judgment, it becomes clear that responsibility to improve rests with them. Finally, by helping students grasp

the purpose of each piece of learning work, and the criteria for judging the quality of any response, AfL gives each student the tools with which to guide their own progress.

The UK Government recently pledged to ensure that all schools in the UK use AfL tools and techniques. There has been some criticism that the Government's Assessment for Learning Strategy blends AfL with ongoing summative assessment and confuses the two. What is your view?

Much effort and credibility has been invested by the UK government in declaring that frequent testing raises standards and that we need more of it. With its strong evidence that it is the key way to raise standards, Assessment for Learning is giving a very different message. I think the temptation has been to recruit the credibility of the latter, the AfL work, to support the drive for even more frequent testing. This does indeed cause confusion and is



damaging the helpful impact of the AfL work.

Do you see the UK Government's commitment to AfL as a validation of your work?

It is clearly a recognition that the work can have valuable effects. But the real validation has been the success of teachers and schools who have taken on the tough challenge of changing their daily classroom practice in ways that are frequently seen as risky and uncomfortable. This includes replacing such school practices as the giving of marks on every piece of work with the provision of helpful comments, which call for each student to improve that piece of work. By contrast, the conflating of AfL with frequent testing invalidates it.

In our own assessment work, designing syllabuses and question

papers, what can CIE do to encourage the practice of AfL?

You have a large bank of really good questions. Rather than only using test papers for summative purposes, teachers can also be encouraged to use these questions during teaching. Pupils can mark each other's answers, or work in groups, discussing what they got right and how they can improve.

The point is not to grade the answers, but to look at what makes one answer better than another, and to explore what counts as good.

What are you working on at the moment?

I have three interests. One is to develop, with my colleague Dylan Wiliam, a more cogent theory of formative assessment and its role on the larger picture of theories of pedagogy. A second is to contribute to work by Professor Mark Wilson, at Berkeley, California,

on a better rationale and practice for 'road maps' to guide progression in learning. A third is to work further, with colleagues at King's, on the ways in which teachers resolve the tensions, in their day-to-day pedagogy, between the formative and summative aspects of their assessment work.

Learn more!

The Cambridge International Certificate and Diploma for Teachers and Trainers are practice-based professional development qualifications that help teachers and trainers improve the quality of teaching and learning. Details are at www.cie.org.uk/qualifications/teacher

Further reading: Black, P., Harrison, C., Lee, C., Marshall, B., Wiliam, D. (2003) *Assessment for Learning: Putting it into Practice* (Maidenhead: Open University Press).

Assessment in the Curriculum

CIE's Curriculum and Teacher Support Group hosted a two-day conference for curriculum developers in Cape Town, South Africa, on 23 – 24 June. The conference focused on the use of assessment in the curriculum, and the challenges currently facing curriculum developers.

Representatives from Southern African Departments of Education met to discuss how curriculum, teaching and assessment are linked, and the impact (both positive and negative) of assessment on curriculum reform.

One of the key issues for delegates was assessment policy and its potential for unforeseen consequences. Another was how assessment can be used to strengthen and support reforms.

CIE was delighted to have keynote

addresses from Penny Vinjevold, Deputy Director General, Department of Education, South Africa; Jane and Paul Warwick, Senior Lecturers from the Faculty of Education, University of Cambridge; and Andrew Watts, Director of the Cambridge Assessment Network.

Included in the keynote addresses was Penny Vinjevold's poignant description of the difficulties and challenges facing the Government of South Africa at a time of great strategic change surrounding their national curriculum.

As part of CIE's continuing support for its educational partners, similar conferences are planned for the near future. CIE has also created an online discussion forum for conference delegates to continue the important dialogue and to share their experiences.



Sichuan earthquake: schools closest to the epicentre describe their experiences

The Sichuan earthquake was one of the worst to hit China in decades. It measured 7.9 on the Richter Scale, and was so powerful that it was felt 1,500 kilometres away in Beijing. Aftershocks continued for over a week.

Fortunately, staff and students at the Cambridge schools closest to the epicentre of the quake were not injured, but the experience was frightening.

There was significant damage to school buildings at Guangya School in Dujiangyan. Staff and pupils were temporarily housed in tents and one-floor classrooms. The school later became a temporary shelter for members of the local community whose homes had been destroyed.

Hui Guo, Director of Teaching Affairs at Guangya School, said: "Our school was lucky. Only the walls collapsed and

nobody was injured."

With no power, water or gas, and a government notice to withdraw from Dujiangyan city in the days following the earthquake, pupils were unable to sit their A Level exams as planned and have postponed them until November. Most of the damaged walls and facilities have now been repaired, although there is still some reconstruction work to be completed.

Although the Tangwai Foreign Language School was 80km from the quake zone, its buildings suffered superficial damage. However the school has since been declared fit for continued use.

Graham Anderson, Director of Studies, commented: 'The main quake, which lasted for four minutes, was strong enough to throw computers off desks and books from bookshelves. The

window panes rattled loudly and the main school building was seen to be swinging in different directions. It was a very frightening experience for many students, most of whom were in class at the time.

Our A Level students were evacuated to Nanjing, nearly 2000 km away, to sit their examinations and we are very grateful for the support as well as good wishes we received from CIE. Our AS Level students have postponed their examinations until November.'

CIE Regional Representative, Nie Xiaoyuan (Alice), said: 'It is a testament to the determination of both schools that they both resumed classes within a week of the earthquake and the semester finished at the end of June as usual.'



Walls collapsed at Guangya School following the earthquake

International Teachers' Conference – update

Feedback from teachers around the world has led CIE to review plans for the next International Teachers' Conference.

We have been concerned that many teachers who wished to attend CIE's International Teachers' Conference were unable to travel to the event. This was also raised in the Centre Satisfaction Survey. To make the next International Teachers' Conference more accessible, we will include a substantial online element, and we are rescheduling it to allow for development of the new format.

Online conferencing

Online forums on the conference themes will be held before the conference. These will help conference speakers to understand and address delegates' interests and issues. We are planning to use interactive technologies to allow real-time online participation in at least some of the conference events for those who cannot be there in person. And online forums will pick up the themes of the conference after the event, helping cement the relationships forged at the event by both actual and virtual participants.

Email Your suggestions

The event will take place in Cambridge in either June or September 2009. If you have views about the date or the conference agenda, please email your thoughts and preferences to international@cie.org.uk, giving 'Suggestions for International Teachers' Conference' as the title of the email. Your suggestions will be taken into account by the conference organisers.

Pakistan Symposium

Principals from some leading schools in Pakistan gathered in Cambridge on 14 July for a symposium organised by CIE. Delegates discussed the wide range of teacher support services offered by CIE, as well as recent developments in the UK education system. William Bickerdike, CIE's Regional Manager for Middle East, North Africa and Pakistan said: 'Although the symposium demonstrates CIE's commitment to education in Pakistan, it is primarily an opportunity to talk to schools and learn about their needs for the successful education of future generations.'

The event gave schools a chance to feed back their teaching experiences, and share knowledge. Samina Rahman, Director of Lahore Grammar School, said: 'The symposium has given me the opportunity to engage with other schools offering A and O-levels in Pakistan. CIE facilitates a sharing of

ideas by bringing schools together.' Ali Anwer, Principal of The City School in Islamabad, described the day as 'a wonderful experience'.

The dedication of all the teachers who took part contributed to the success of the event. Dr David Gosling, Principal of Edwardes College, was inspired by the atmosphere and praised the fact that the meeting gave teachers a chance to share their concerns about the future of education. 'The symposium reaffirms our commitment to education in a world that is increasingly trying to devalue it,' he said.

CIE qualifications have been taught in South Asia for more than 90 years. 'CIE wants to ensure that students following the CIE curriculum receive the best opportunities to succeed in higher education and to develop skills for the modern world,' said William Bickerdike. 'Engaging with teachers directly and listening to their views plays a vital role in helping CIE achieve this aim.'



Delegates at the Pakistan Symposium

Commitment to continuous improvement

The annual Centre satisfaction survey survey is an important way for CIE to monitor our performance and look for ways we can improve our services for teachers and students. Here is a summary of the feedback we received this year.

CIE's sixth annual Centre Satisfaction Survey was sent to Cambridge International Centres in February 2008 to gather feedback on how CIE performed throughout the year.

We received nearly 250 responses from schools in 72 countries, representing a good cross-section of our centres.

More than 80% of respondents were very satisfied with CIE, rating the following areas 8 or more out of 10:

- Viewing of results on CIE Direct
- Accuracy of results documents
- The availability of results at the right time
- Content of results documents
- Delivery of secure materials
- Staff assisting the Centre registration process
- Customer services answering questions in a knowledgeable and professional manner
- CIE Direct
- Receipt of required information

We are also pleased to learn that when compared to other providers, CIE is rated better in customer service, its range of subjects offered, and progression routes through qualifications.

We are very pleased with the positive feedback and comments we received from schools and colleges.

Read on for an overview of some of the developments following this year's survey.

Regional representatives: This area has consistently improved each year. Centres are satisfied with the availability of regional representatives and their ability to answer queries promptly. (Meet four new regional representatives on page 26.)

Professional development courses: Two common themes emerged in the comments about CIE's professional development courses: the level at

which they are pitched, and access to face-to-face workshops. In future we will try to be very clear about the three levels of training. To increase access to professional development courses, we are introducing a pilot for a more comprehensive programme in two regions: Middle East and South-East Asia (see pages 20-22 for details). Events will be in Dubai and Kuala Lumpur. For the most popular syllabuses at IGCSE and A level, professional development workshops will be held annually. For other subjects, workshops will be held on a consistent two or three year cycle. We hope that the new model will be



CIE'S Customer Services were rated more highly than other providers

attractive to schools and teachers because it will allow a greater coverage of subjects, and enables schools to plan ahead.

Recognition: CIE is doing a great deal of work to ensure the full recognition and acceptance of Cambridge qualifications by Higher Education Institutions. See page 24-25, 'Ask Cambridge', for an update on recent developments in recognition.

Customer support: The customer support teams were very happy to receive such positive feedback in the survey. We are always looking at ways to improve our service and the feedback received helps CIE to identify the services that our centres want. We are currently looking at ways to ensure that our normal prompt response times for email are maintained even in periods of high demand, and for new ways to

provide Centres with the information and support they need.

Communications: The survey identified that there was room for improvement with Cambridge Outlook. We would really like to hear your views and suggestions for improvement. Please send them to Geraldine Seymour at seymour.g@cie.org.uk

Making entries and amendments: The survey highlighted that there is scope to improve this and we are working on better systems to allow this. These will be fully operational in 2009.

Despatches: We have noted comments regarding the itemisation of despatch notes and we have plans to launch this in the next 12 months. Once available, they will be accessible on CIE Direct so that customers can see despatch details before the package arrives.

CIE Direct: Feedback we receive about CIE Direct is very positive. However we are looking to make a number of changes to the layout and navigation in preparation for some new services to be made available as reported on page 10.

eAssessment: It is encouraging to see the number of centres keen to do more computer based assessment. The eStrategy we are currently developing will result in many new eAssessments and we will need Centres to help pilot them. Watch this space!

And finally, we'd like to thank all of you who responded to the survey. Your feedback is invaluable and ensures that we continue to improve CIE's qualifications and supporting services.



Please let us have your feedback and suggestions about what you would like to see in *Cambridge Outlook*.

Email Geraldine Seymour at seymour.g@cie.org.uk

What does it take to produce successful Art and Design students?

The teaching of Art and Design in schools encourages personal expression, imagination, sensitivity, thinking, powers of observation, and practical attitudes. Art gives students a means of communication, whatever their linguistic or technical skills.

The Cambridge IGCSE, O Level and A/AS level syllabuses for Art and Design enable teachers to develop courses that promote art and design as a medium of expression. We invited three teachers from around the world to share their experiences with us, and asked them what advice they would give to other teachers of Art and Design.

Cynthia Mürner teaches Art and Design at the Swiss International School in Basel. She recently participated in a CIE tutor-led online IGCSE Art & Design course (see page 18-19) and recommends that other art teachers get involved in the online forums to exchange knowledge and ideas.

‘I really enjoy seeing students get excited about a personal project. I can see that their personal involvement is really intense; they become quite self-sufficient and spend a lot of their free time working on research, development and the final outcome of their projects. It’s magic.’

Cynthia enjoys the format of the CIE qualifications: ‘The structure of the curriculum / assessment has helped me tremendously. I have been able to share this with my students and so we all know what is expected and where it leads to in the end. The assessment objectives not only help students to structure their work, but also encourage creative thinking and working.

Andrew Strachan is Faculty Co-ordinator of Art at ACG Senior College in Auckland, New Zealand. Andrew has taught four Top in World A level students in recent years, and has had students progress to top art schools in England and the US.

He believes in the structured programme of CIE and makes sure that he develops individual programmes with every student through regular one-to-one consultation. ‘My classes work with purpose and I set a pace that is challenging in order to encourage every student to meet their potential.’

He recommends that teachers familiarise themselves with the CIE

syllabus: ‘Read the syllabus extremely carefully, particularly assessment, and encourage individual performance. Always be aware of contemporary movements. For a student to produce truly original work, I would recommend them studying a huge range of artists in order to synthesise those ideas and develop their own personal style. Without doubt, the confidence they develop through their studies is key to their success.’

The classroom environment is also important. As well as needing a safe place for students to work, Andrew finds that developing some healthy competition helps the students to



A painting by Alex Popham, one of the ACG Senior College's four Top in the World art students.

stretch their talents. 'Often I have several exceptional students and I find a competitive classroom environment brings out their best,' he says.

Saroj Shukla is an Art and Design teacher at Legae Academy in Gaborone, Botswana. She says that to get the best out of art students, teachers need to understand how they think and assess their individual needs. 'Art is an experience that each student must undergo in his or her own unique and special way. It is extremely important that teachers explore the hidden talents of their students, allowing them to experiment with a wide range of media, techniques, and themes.'

Saroj makes sure that her students understand the detailed requirements of the CIE syllabus, whilst still encouraging their creativity. 'Year after year, Legae Academy produces excellent Art and Design results and the secret behind this is that students have been given the liberty to dare to be different within the CIE criteria.

'Teaching Art and Design is an experience in itself. I admire creative ideas popping up out of the blue, and cherish the smile that appears on the faces of young teenagers upon successful completion of a piece of art.'

Saroj has taught CIE Art and Design for many years and recently enjoyed taking part in a tutor-led online IGCSE Art and Design course. She found the experience enriching: 'It gives teachers the awareness to reveal hidden potentials of versatile students and explains that art teachers should not only take Art and Design as a pure subject, but also as a medium of expression.'

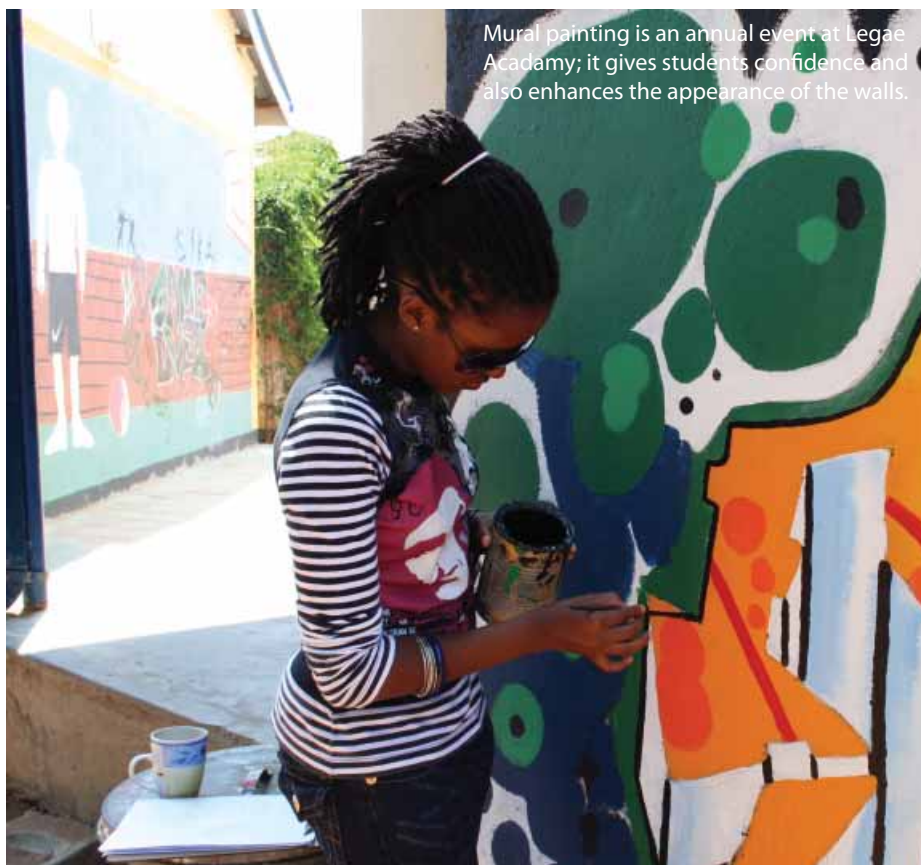
Cambridge syllabuses for Art & Design are intended as broad courses exploring practical and critical work



Art students at the SIS International School in Basel

through a range of two-dimensional and / or three-dimensional processes and new media and technologies.

Find out more about CIE's Art and Design qualifications at www.cie.org.uk/qualifications



Mural painting is an annual event at Legae Academy; it gives students confidence and also enhances the appearance of the walls.

Cambridge IGCSE – exciting new options to develop your curriculum

Schools can now develop and extend Cambridge IGCSE – the world’s popular international curriculum for 14 to 16 year olds – thanks to the introduction of exciting new syllabuses.

More schools than ever before started Cambridge IGCSE or extended their existing programme in 2007/08 – and entries for Cambridge IGCSE examinations rose 14 per cent on last year.

Dr Kevin Stannard, CIE Director, International Curriculum Development, said: ‘We developed the IGCSE in 1985. Since then, we have seen it grow to become the world’s most popular international qualification for students aged 14 – 16. IGCSE offers a robust and flexible way for schools to build a curriculum focused on the needs of their particular students. Armed with a balanced portfolio of IGCSE qualifications at age 16, students are very well prepared for further study at school and beyond.

There are six main reasons why Cambridge IGCSE is growing:

- IGCSE develops students’ independent learning, problem solving and enquiry
- IGCSE develops students’ knowledge and understanding across key subjects, allowing schools to build a world-class curriculum
- IGCSE has a high level of international recognition and acceptance by universities and colleges – a passport for progression
- IGCSE’s flexibility and cultural

sensitivity helps schools individualise the curriculum for each student

- IGCSE is accessible for students with good English skills but who are not native English speakers. Schools who educate students bilingually are choosing IGCSE examinations to assess students.
- IGCSE’s wide subject range, regular curriculum innovation and updating means schools can extend and develop their core curriculum as they wish

Developing and extending the core curriculum

The last point in the list above has never been so valid. A total of 67 individual Cambridge IGCSE qualifications are already available. Six more exciting new syllabuses are being launched for first teaching or at pilot/consultation stage, giving schools even more scope to build a balanced and customised curriculum.

It is vital that students aged 14 – 16 develop core skills in Mathematics, Science and English. CIE’s provision in these subjects, already wide, is about to become even more extensive with the addition of IGCSE International Mathematics, IGCSE Science for the 21st Century and a new IGCSE English syllabus with more emphasis on e-assessment opportunities. These are particularly suitable for students going on to the IB Diploma, or for those

who are not intending to specialise in Mathematics, Science or English at A Level.

CIE updates the entire IGCSE suite regularly. Schools tell us they want a balance: between thoroughly revising syllabuses so they adapt to changes in the world, and adjusting them year-on-year so they remain relevant and also stable for teachers.

A cross-curricular approach

The range of Cambridge IGCSE syllabuses has caught the increasing need for cross-curricular perspectives and skills. Making connections between subjects and skills, and developing cross-curricular dimensions creates coherence for learners, and increases motivation and engagement for teachers and students alike.

Overview of new syllabuses:

Cambridge IGCSE Global

Perspectives responds to a growing need for students to understand and embrace an increasingly multicultural world. The course promotes an international outlook and cross-cultural awareness. Students are asked to develop their own perspectives on topical global themes and issues including climate change, belief systems, law and criminality, and demographic change.

Cambridge IGCSE International Mathematics has been designed

Subject Status

IGCSE Global Perspectives	First teaching: September 2008 First examination: June 2010
IGCSE International Mathematics	First teaching: September 2008 First examination: June 2010
IGCSE Science for the 21st Century	Pilot: September 2008 First teaching: September 2009 First examination: June 2010
IGCSE India Studies (part of the IGCSE suite of Heritage Studies)	Pilot: September 2009 First teaching: September 2010 First examination: June 2011
IGCSE Enterprise	Pilot: September 2009

for international schools that want additional choice in their mathematics teaching. This syllabus has a special focus on investigations and modelling, and integrates exceptionally well with the approach to the teaching of Mathematics in IB schools.

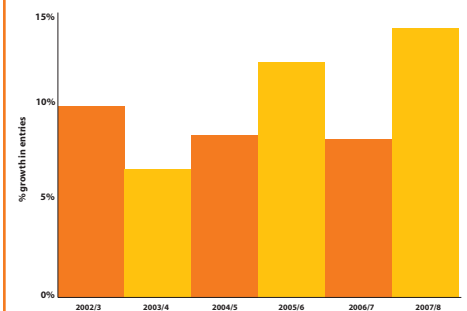
Cambridge IGCSE Science for the 21st Century adapts the successful GCSE 21st Century Science and makes it available internationally for the first time. It is based on a curriculum model for science that offers flexibility and genuine choice. Cambridge IGCSE Science for the 21st Century

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 every day life.

Cambridge IGCSE India Studies is a welcome addition to CIE's Heritage Studies suite. Consultation is currently taking place with educators in India to create a lively, relevant and exciting syllabus for today's students. Students will learn about India's culture, geography, environment and

development, embracing the country's rich heritage and cultural influences, and developing an understanding of modern events which have shaped national identity. A key focus of the syllabus development has been to explore topics that interest students today.

Growth in Cambridge IGCSE examination entries, June sessions, 2002-08



Next steps

Visit the CIE website at

www.cie.org.uk/igcse and

Download syllabuses and specimen papers for IGCSE Science for the 21st Century, International Mathematics and Global Perspectives.



Focus on Professional Development

This issue of *Cambridge Outlook* focuses on Professional Development for CIE teachers and trainers and brings you the latest news on courses and qualifications.

CIE is committed to giving Cambridge teachers and trainers the best support and opportunities for professional development possible. In this section of *Cambridge Outlook*, we highlight what's on offer in the coming months.

Professional development pathway

The professional development opportunities available to Cambridge teachers are best in class. No other international examination board offers such a range of opportunities, from introductory courses and distance learning, to internationally recognised teacher qualifications.

Part of what sets CIE apart is that it is the only international examination board that is a department of a university. Because of our unique relationship, we offer teachers a progression pathway that can lead to a Masters degree from the University of Cambridge Faculty of Education.

The Cambridge International Certificate and Diploma for Teachers and Trainers are accredited within the Faculty of Education's Practitioner Professional Development Framework, fulfilling the requirements of Stage 1 towards a Masters degree.

A new qualification, encouraging the teacher as researcher, is under joint

development between the Faculty of Education and CIE.

Professional development for all

CIE also offers a variety of short courses, at introductory, intermediate or advanced level. You will find details of these and CIE's online courses in the following pages of *Cambridge Outlook*.

Learn more!

Support for teachers is available in many forms:

- Professional Development workshops: scheduled or bespoke
- Online courses: self-study or tutor-led
- Video conferences and Ask the Examiner seminars

Information about all of these courses and qualifications is available on the CIE Teacher Support Website on <http://teachers.cie.org.uk> and at CIE Online at www.cie.org.uk

Workshops in Europe

Professional development courses will take place in Germany on 25 October.

CIE will hold Stage 2 courses for teachers of IGCSE English Literature, English Second Language, Maths and History at the Internationale Schule am Rhein in Neuss, near Dusseldorf. Teachers who attend will be given full access to subject experts, and receive essential guidance on topics including assessment in the classroom, marking, teaching methodology and curriculum resources.

Germany was chosen as the location for the training following feedback from schools and demand for more workshops courses in central Europe. Places are limited and allocated on a first come, first served basis – so don't delay your registration!

Visit www.cie.org.uk/events for further information and an online booking form.

Dear Chief Examiner...

CIE holds free online 'Ask the Examiner' seminars twice a year, in February and in October.

As an international education provider, CIE is constantly looking for ways to strengthen our global network of teachers and shrink the geographical distances between us.

Ask the Examiner seminars offer teachers a unique opportunity to put questions to the Chief Examiners of our most popular syllabuses. They take place online, in our Virtual Learning Environment (Learn more about the CIE Virtual Learning Environment, where we have our online self study and online tutor-led courses, on pages 18 – 19).

During the week of 13 – 17 October CIE will run Ask the Examiner seminars in 31 different syllabuses. There will be a wealth of information available online including Examiners' reports for the previous session, tips for students, and lists of prompt words used in CIE examinations.

However, most of the communication in an Ask the Examiner

session takes place through the seminar discussion forum, where everyone can contribute comments and suggestions. Sometimes an examiner will arrange a live session so that participants can come together to discuss questions at the same time.

The types of questions that teachers ask range from very specific questions about syllabus coverage and mark schemes, through to questions about teaching, and recommended course books and materials. The seminars also give teachers the opportunity to suggest ideas for additional resources.

Questions asked at recent seminars include:

- How much is too much or too little when it comes to teaching a text? (A/S English Literature)
- Can pupils use bullet points to answer longer questions and would

they get marks for writing down one word (key word) answers? (IGCSE Coordinated Science)

- I would like to know if I can ignore spelling mistakes while correcting geography answers in internal assessments. (IGCSE Geography)
- Can anyone please tell me the recommended book for AS and A Level AICT?

Peter Simmons, CIE Online Support Manager, said: 'We enjoy these discussions with Cambridge teachers from around the world and always find the questions interesting.

'Ask the Examiner is also a useful way for teachers to tell members of the Curriculum and Support team what they want, and need. Then we can look at what community resources are available and develop new resources or facilities. For example, questions raised at previous seminars have prompted us to increase the number of model answers for students on our Student Support Site, and create a facility for teachers to share material with each other (see page 23 for updates to the Student Support and Teacher Support websites).'



Learn more!

To register for the free Ask the Examiner seminars in October, please visit the events and training pages on the CIE website www.cie.org.uk/events or the Teacher Support Website www.teacher.cie.org.uk

Professional Development in the virtual world

Cambridge teachers around the globe take part in CIE's ever-increasing range of online professional development courses, which are led by subject-specialist tutors

CIE Curriculum and Teacher Support runs three sessions of tutor-led online courses each year. They are held in September, January and April, and each session is normally made up of 15 or 16 courses spread over six weeks.

More than six hundred teachers have taken part in the online courses in the last 12 months and they are proving to be an enjoyable way of sharing learning and ideas with colleagues.

How the sessions work

We run the courses through our training website using a Virtual Learning Environment called MOODLE – a system that is used widely throughout the world. Moodle is very easy to use and all you need is an internet connection.

As the participants' comments on page 19 show, a dynamic and cooperative community of teachers is built up over the six week session. This gives teachers of the same syllabus the chance to discuss and create and share, using the discussion forums,

assignment upload, file download and other capabilities in Moodle. When the courses finish, discussion often continues through the syllabus discussion lists, enabling teachers to swap useful ideas and resources with each other long after the course has ended.

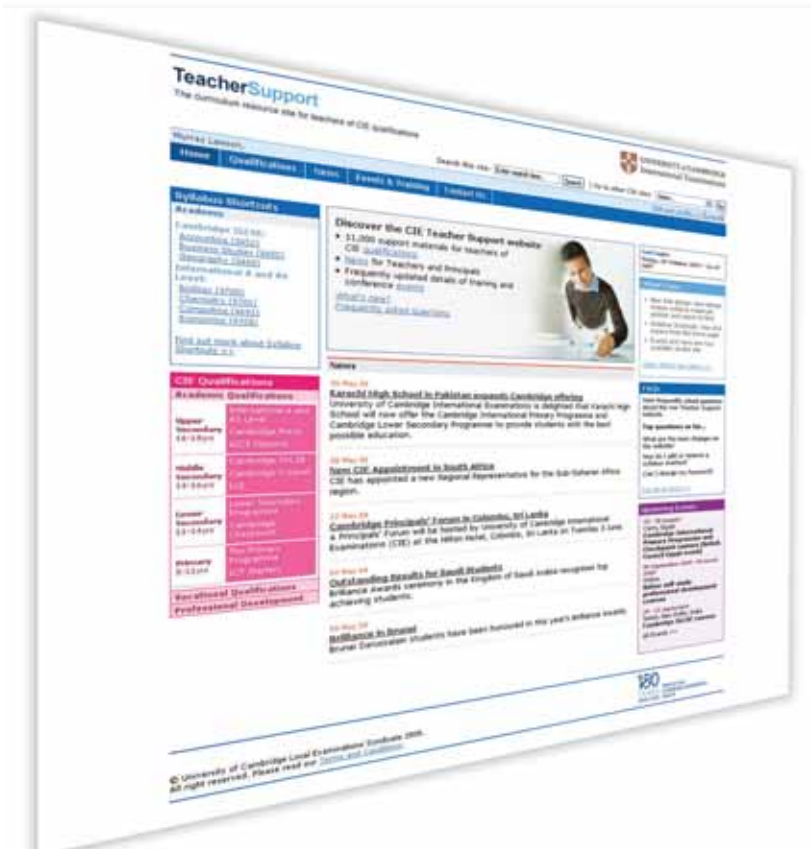
CIE's online tutor-led courses last for six weeks and consist of three units. At the end of each unit participants submit an assignment. The course tutor gives feedback on the assignment to the participant and usually all the assignments are made available for the other participants to look at and learn from.

Participants in the online tutor-led sessions gain confidence from knowing that they have engaged thoroughly with the syllabus and have shared learning experiences with other CIE teachers around the world.

Assignments that teachers have found useful include:

- Learn how to plan and deliver a lesson that is specifically designed to develop students' evaluative skills.
- Devise a formative test and analyse the feedback.
- Write out your assessment criteria for a practical lesson that you have taught.

All Cambridge teachers who complete tutor-led online professional development courses receive a certificate of achievement from CIE.



Here is some feedback from teachers who participated in a recent course in IGCSE Art and Design:

'The work I produced, including schemes of work and whole course structure, will be implemented when the first cohort for the new exam start their IGCSE course in 2008. It is reassuring that my plans have been evaluated by others on the course and by the course leader.'

Leah Wilks, British School, Rio de Janeiro, Brazil

'I appreciate the opportunity of getting in touch with other art teachers through this course. It has been of great value and very productive for acquiring a deeper teaching knowledge.'

Sandra Navea, Newton College, Lima, Peru

'It was an amazing experience to have classmates from all over the world. Discovering how other teachers around the world are conducting their classes has contributed to my own teaching.'

Saroj Shukla, Legae Academy, Gabarone, Botswana

'The course has been very enriching. It has given a new insight to teaching IGCSE Art and Design. The course has given so many new resources and of course the standards are so helpful.'

Reena Majumder, Utpal Shanghvi School, Mumbai, India

Participants in other online tutor-led sessions held during April 2008 were equally positive about their experiences:

'For making me work the way I ought to be working, MANY THANKS!'

Cambridge IGCSE Physics teacher

'It was a fantastic, fruitful journey of knowledge with you and all the other participants.'

Cambridge International Primary Programme teacher

'The collaborative learning experience with different teachers has been enriching.'

Cambridge IGCSE Economics teacher

'The online course is very good as it creates the opportunity for teachers from different schools to interact and share ideas on teaching methods and strategies for the various topics of the

syllabus. It also exposes teachers to a wide variety of resources which they can use in their teaching.'

Cambridge IGCSE IT teacher

'The course provided very good insight to the subject and the tutor led us very well with her prompt replies.'

Cambridge AS/A Level Business Studies teacher

'It's so sad that this course has come to an end! It has been a very exciting experience for me! Getting to communicate with educators all over the world was really valuable, beneficial and constructive! Special thanks to our tutor for his dedication and understanding.'

IGCSE E2L Teacher

Learn more!

For further details, a full list of courses, and to register, please visit the Events and Training section of CIE online at www.cie.org.uk/events or the Teacher Support website at <http://teachers.cie.org.uk/events>. Dates for courses scheduled in early 2009 can also be found on the training calendar on the inside back cover of Cambridge Outlook.

Don't miss out! Registration for the September 2008 courses closes on 15 September, so you need to hurry to reserve your place.



Providing increased access to professional development programmes

Through a new regional pilot programme, we are making it possible for more teachers to attend CIE Professional Development workshops, in a wider range of subjects, than ever before.

Cambridge Teachers' Professional Development Workshops are an essential part of the professional development tool kit for every teacher working within the Cambridge International Curriculum, and demand for the workshops continues to grow.

In 2008-09, CIE is trialling changes to its workshop programme to provide

a more comprehensive service to schools. We are developing a multi-year programme that will enable schools to plan ahead so that they can fit CIE workshops around their own teacher training programmes. Many teachers tell us that they would be willing to travel, so we are developing regional workshops that are accessible

to teachers from different countries. This enables CIE to offer a wider range of subject-based workshops than ever before. In addition, the most popular subjects will be available to teachers every year.

Dubai is where we are offering the full pilot programme, because of its 'hub' location. In addition to the training programme, delegates will have access to displays from publishers.

Kuala Lumpur is a second location, selected for its good transport links with much of Asia.

Participants in our online tutored courses have told us how much they value exchanging information with teachers from other schools (see the article on pages 18-19), and the regional approach to professional development is another way in which CIE facilitates bringing schools together. Teachers at the workshops will be able to discuss new ideas and swap experiences with peers throughout their region, and develop professional relationships which they can draw on for support in the future.

The workshops are pitched at specific stages of a teacher's experience with the curriculum and provide valuable guidance for teachers throughout their careers. New teachers gain a thorough introduction to Cambridge international syllabuses at Stage 1 workshops, whilst more experienced teachers should attend a



Cambridge Teachers' Workshops: 2008 – 2010 Dubai

29-30 October 2008

Stage 1 Workshops

IGCSE Mathematics (0580)*
 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)

Who is it for?

Valuable introductions for those teachers new to the Cambridge Curriculum in their subjects.

What does it cover?

- Overviews of syllabus, question papers and mark schemes;
- familiarisation with assessment and standards;
- ICT and curriculum resources

Stage 2 workshop that builds on skills they have already practised in the classroom.

Cambridge teachers are able to participate in a wide variety of professional development courses. See page 16 for more details.

What's new?

There will be a wide range of subject-based workshops. Teachers will have access to experienced examiners and subject experts, and an enhanced range of services, including:

- Displays and demonstrations of teaching resources
- A chance to discuss questions with CIE representatives
- Hands-on introduction to the services available through the CIE websites
- Seminars on topics of educational interest, such as assessment in the classroom

1-2 November 2008

Stage 2 Workshops

IGCSE Mathematics (0580)*
 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)

Who is it for?

Essential development opportunities for teachers familiar with the Cambridge International Curriculum.

What does it cover?

- best practice approaches to teaching, learning and assessment
- developing curriculum resources

***Group 1 subjects (marked with an asterisk) will be offered annually. Others will alternate on a regular cycle.**

February/March 2009

AS/AL Mathematics (9709)*
 AS/AL Physics (9702)*
 AS/AL Chemistry (9701)*
 AS/AL Business Studies (9707)*
 AS/AL Economics (9708)*
 AS/AL Biology (9700)*

AS/AL Literature in English (9695) & AS English Language (8693)
 AS/AL Geography (9696)
 AS/AL History (9697)

***Group 1 subjects (marked with an asterisk) will be offered annually. Others will alternate on a regular cycle.**

To come in 2009/10

Group 1 subjects plus:

IGCSE Geography (0460)
 IGCSE History (0470)
 IGCSE ICT (0417)

AS/AL Accounting (9706)
 AS/AL Applied ICT (9713)
 AS/AL Computing (9691)

To come in 2009/10

Group 1 subjects plus:

IGCSE Art & Design
 IGCSE Foreign Language French

AS/AL Sociology (9699)
 AS/AL Law (9084)

Cambridge Teachers' Workshops: 2008 – 2009 Kuala Lumpur

7-8 October 2008

Stage 1 Workshops

- AS/A Level Mathematics (9709)
- AS/A Level Physics (9702)
- AS/A Level Chemistry (9701)
- AS/A Level Business Studies (9707)
- AS/A Level Economics (9708)
- AS/A Level Biology (9700)

March/April 2009

Stage 1 Workshops

- IGCSE Mathematics (0580)
- IGSCE Biology (0610)
- IGSCE Chemistry (0620)
- IGCSE Physics (0625)
- IGSCE English as a Second Language (0510)
- IGCSE First Language English (0500) & English Literature (0486)

How to book

Further information and an online booking form are available at www.cie.org.uk/events

The deadline for registration for the workshops on 7-8 October in Malaysia is 26 September. The deadline for registration for the October and November workshops in Dubai is 15 October.

Don't forget that we offer discounts on early bookings. Check our website for details of forthcoming events.

We welcome your feedback on whether this development is helping to meet your needs, and on what other provision you hope to see. Email international@cie.org.uk with your comments.

Cambridge International A/AS Level and O Level training October 2008

Stage 1 and 2 professional development workshops for Cambridge International A/AS Level and O Level are available for teachers at attached Centres through the British Council in the following locations in Pakistan and Bangladesh.

To register for the professional development workshops in Pakistan, contact: British Council Pakistan, Phone 0800 22000 toll-free email: info@britishcouncil.org.pk

10 - 11 October

Stage 2 Workshops Islamabad, Pakistan.

- GCE A Level (Int) Business Studies (9707)
- GCE A Level (Int) Psychology (9698)
- GCE AS & A Level Accounting (9706)
- GCE O Level Chemistry (5070)
- GCE O Level Computer Studies (7010)
- GCE O Level Mathematics D (Calculator Version) (4024)

13 - 14 October

Stage 2 Workshops Lahore, Pakistan

- GCE A Level (Int) Business Studies (9707)
- GCE A Level (Int) Psychology (9698)
- GCE AS & A Level Accounting (9706)
- GCE O Level Chemistry (5070)
- GCE O Level Computer Studies (7010)
- GCE O Level Mathematics D (Calculator Version) (4024)

16 - 17 October

Stage 2 Workshops Karachi, Pakistan.

- GCE A Level (Int) Business Studies (9707)
- GCE A Level (Int) Psychology (9698)
- GCE AS & A Level Accounting (9706)
- GCE O Level Chemistry (5070)
- GCE O Level Computer Studies (7010)
- GCE O Level Mathematics D (Calculator Version) (4024)

24 - 25 October

Stage 1 Workshops Dhaka, Bangladesh.

- GCE O Level Bengali (3204)
- GCE O Level Biology (5090)
- GCE O Level Chemistry (5070)
- GCE O Level Economics (2281)
- GCE O Level English Language (1123)
- GCE O Level Mathematics D (Calculator Version) (4024)
- GCE O Level Physics (5054)

For further information about the registration and fees for this course please contact:

Suzy Chowdhury, Regional Representative Bangladesh +88 02 8837689

suzy_chowdhury@hotmail.com

CIE support websites: join the online community

CIE has a family of websites - its public information website, CIE Online, plus specialised websites to support teachers, exams officers and students. They are popular around the world, and are just about to become even better.

If you haven't taken a look at CIE Online, CIE Teacher Support, CIE Student Support, or CIE Direct, it's well worth doing so. CIE listens to suggestions from schools, teachers, and students in order to continuously improve the support websites.

CIE Online

CIE Online is our public information website. It provides a huge amount of information about CIE and its qualifications. It is regularly visited by teachers, examination coordinators, parents, Ministries of Education, journalists and CIE staff, who want to find out more about CIE or to keep up to date with latest developments. You will find it at www.cie.org.uk

Teacher Support Website

CIE's Teacher Support website is an essential resource for teachers around the world. Access is free for all schools and colleges signing up with CIE directly. Many schools registered with CIE through the British Council have also subscribed to the website and find its resources invaluable. CIE Online gives a taste of the Teacher Support Website and easy-to-follow instructions on how to use it - visit www.cie.org.uk/profiles/teachers

Teachers will find it even easier to exchange ideas with other CIE teachers around the world using these new features:

Discussion Forums - improved format

The current email-based discussion lists will be replaced by Discussion Forums. Using these forums you will be able to see at a glance what is being discussed, what new posts have been made and be able easily to identify "hot" topics.

You will no longer have to apply to join a discussion area because the forums will be held securely inside the Teacher Support Website.

Resource sharing for teachers – brand new feature

We will be adding a new tool to the Teacher Support Website to allow teachers to upload lesson plans, worksheets and other teaching tips and materials. Feedback from the Online Tutor-led courses tells us how much you enjoy the opportunity to engage with other teachers around the world online and share information and experiences.

This new tool will help teachers to introduce new ideas to the classroom by making it easy for resources to be exchanged and downloaded.

To make full use of these features, you need to have a login. If you have any queries about your login, visit: www.cie.org.uk/contactus/faqs

Student Support Website

We have increased the number of syllabuses which are supported and have made clearer links to the pages which list the institutions around the

world that recognise CIE qualifications.

We are also enhancing existing material with more examiner tips and model answers in order to help students prepare for their examinations.

The Student Support website is at www.cambridgestudents.org.uk - no password required.

CIE Direct

CIE Direct is a secure admin website for exams officers. CIE Centres will notice some exciting developments on the CIE Direct website in late September, the first of which will be the launch of a brand new design.

As well as improving the look and feel of the site, this new structure is necessary to incorporate additional services, which will be added over the coming months.

Planned future developments include the facility to make estimated entries, final entries and enquiries about examination results via the site.

These new features are all part of CIE's ongoing commitment to help Centres administer CIE examinations.

Visit CIE Online for news of future updates.

www.cie.org.uk

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

www.cambridgestudents.org.uk

<https://direct.cie.org.uk>

Ask Cambridge:



Val Sismey, CIE Qualifications Development Manager, answers questions about the acceptance and recognition of Cambridge qualifications in universities around the world.

Cambridge qualifications are internationally recognised and accepted - what does this mean?

Schools and universities around the world recognise the value of Cambridge qualifications. They are an official record of academic achievement. Students who have Cambridge qualifications can progress onto the next level of education or into the world of work. For example, with IGCSE you can progress onto A levels, the IB Diploma, the Indian year 11 and many other national systems and can enter freshman level study in the US. With A Levels you can enter undergraduate programmes around the world including the UK, Australia, Canada and Europe and can also get academic credit in some countries such as the US.

How does CIE work on developing international recognition?

CIE has a recognitions team based in Cambridge. The team deals with queries from schools and universities, sends out information to Higher Education Institutions, universities and key stakeholders around the world. The team also aims to facilitate the smooth progression of students onto the next level of education.

The Centre Satisfaction Survey has been very helpful in identifying further areas for action, not least in the United States. In the US and India, CIE has recently expanded its team working to

secure and extend Higher Education awareness of CIE qualifications. If schools encounter any difficulty in their own dealings with Higher Education they are encouraged to contact CIE for assistance.

How can I find out where Cambridge qualifications are recognised?

On the CIE website there is a recognition database with useful documents such as FAQs. These are in the recognition overview in the qualifications section.

The CIE Recognition Database allows you to search find out which CIE qualifications are accepted in which

countries. For example, you may want to know if a particular university awards course credit on the basis of an AS or A level examination grade.

The database provides a service for schools and students in helping them to identify where and how CIE qualifications are recognised by education providers and employers. There are benefits for the organisations too, as direct links to their websites are provided and they are able to promote their organisations through the database. Some of this information is also used in CIE marketing materials.



What will the new CIE consultants focus on?

We are setting up Higher Education Advisory Councils in the US and India, where Council members will advise on

the recognition of CIE's qualifications. The UK, the US and India are the most popular destinations for Cambridge international students who wish to continue with their higher education.

Anil Bakshi (India), and Bill Kolb and Paula Johnson (US) are working with the universities to ensure recognition of CIE qualifications.

Dr. Paula Johnson, Higher Education Recognition Consultant, USA

Paula is based in Virginia and has held several key roles in education during her career. These include Associate Professor at George Mason University, Superintendent of Area II in Fairfax Public Schools, District Coordinator of Instructional Services, and High School

Principal. She was also a General Social Science Teacher in Germany and in the US. Paula was instrumental in the introduction of the Cambridge programme to schools in Virginia ten years ago.



Mr. S. William "Bill" Kolb, Higher Education Recognition Consultant, USA

Bill served as Director of Admissions at the University of Florida for over twenty years. During his tenure he also served as President of the Southern Association of College Admission Counsellors, Chair of the Association of Chief Admission Officers of Public Universities, and Chair of College Board's SAT Committee. Since his retirement, Bill has served on the US

selection committee for Davis Scholars of the United World Colleges and has also worked with international students at the University of Florida.

Paula and Bill will work on various projects aimed at improving credit policies for Cambridge A/AS Levels in US universities. They will also conduct research on AICE student performance at the university level.



Ms. Anil Bakshi, Recognition Consultant, India

Anil worked for the British Council for over twenty years. She coordinated the activities of thirteen British Council Centres in India and went on to manage the British Library (part of the British Council Library network) in Pune. Here, she added responsibility for publicity,

events and Education and Book Fairs to her role, and turned the British Library into a popular cultural centre. Speaking about her new role with CIE, Anil said: 'The work is challenging but I am determined to achieve as much as possible.'



Learn more! Recognitions Database is available online in the recognitions section of the CIE website at www.cie.org.uk/recognition

and finally

New appointments ...



Nie Xiaoyuan (Alice) Regional Representative, China

'Being able to study in renowned universities across the world is now a reality for many

Chinese students. I was at university when I first heard about Cambridge

International A Levels, and how students could apply for prestigious universities abroad with these qualifications.

'Before joining CIE, I worked as the China Representative for an Australian International School in Beijing, which specialised in IB courses.

Now I am really honoured to be

working with CIE. I believe that if people in a country have access to a variety of educational resources, they are able to compare what is on offer and then make their own choices.'

Email Nie Xiaoyuan at:
Nie.X@cie.org.uk

Patricia Borman Regional Representative for Southern Africa

'I have been working in education for 20 years and have been involved with University of Cambridge International Examinations for the past 9 years, teaching Cambridge IGCSE and International A Level English Literature and Language. Prior to joining CIE I was the

Principal / Director of a CIE College in Johannesburg, and so I have a good understanding of the issues that are important to schools in Southern Africa.

Southern Africa is a large geographical region supporting a vibrant diversity of cultures and

languages. I am looking forward to being involved with and learning from this diversity in my new role.'

Email Patricia at:
Borman.P@cie.org.uk



Jenny Rosoga Country Manager Education Development, Pakistan



'I started my career in Romania as an economist but realised that what I really wanted to do

was teach. I have taught mathematics and been a head teacher for a number of years in schools in different

countries including the UK and Pakistan. After being associated with Bloomfield Hall Schools and University College Lahore for almost a decade, I have taken up my new assignment with CIE as Country Manager Education Development in Pakistan.

'One of my main responsibilities is to provide support to schools offering O and A levels via school visits,

organisation of seminars, workshops and conferences. Another important aspect of my role is to develop relationships with key stakeholders in governmental or non-governmental organisations.'

Email Jenny at:
Rosoga.J@cie.org.uk

Uzma Yousuf Country Manager Relationships and Communication, Pakistan

'I studied an MA in Economics at the University of Peshawar in 2001, followed by an MA in International Business and Management at the University of Westminster in the UK, as a Quintin Hogg Scholar. I went on to work with the British Council for four and a half years as Education UK Manager, focussing on market intelligence, media, communication

and brand projects.

Having worked in development, as a business consultant in the UK and as an honorary research consultant for India-Pakistan relations, I believe education plays a crucial role in creating a safe and happy environment for all – not only as an engine of economic growth, but also by creating harmony and understanding between societies

and countries.

I look forward to working with CIE and contributing towards making CIE a continued partner of choice for Pakistani institutions and students.'

Email Uzma at:
Yousuf.U@cie.org.uk



CIE Professional Development for Teachers Calendar 2008

September 2008

Location: Buenos Aires, Argentina

Stage 2 Course: Cambridge International Primary Programme

Details: 8th – 9th September.
Open to all ESSARP schools in Argentina.

Location: Montevideo, Uruguay

Stage 2 Course: Cambridge International Primary Programme

Details: 11th – 12th September.
Open to schools in Uruguay.

Location: Hyderabad, India

Stage 1 Courses: IGCSE Biology and Chemistry

Details: 20th – 21st September. Open to all Cambridge International Centres.

Location: New Delhi, India

Stage 1 Courses: IGCSE First Language English, Business Studies and Mathematics

Details: 20th – 21st September. Open to all Cambridge International Centres.

Location: Bangalore, India

Stage 1 Course: Cambridge Checkpoint and Lower Secondary Programme

Details: 27th September.
Open to all Cambridge International Centres.

Location: Nairobi, Kenya

Stage 2 Courses: IGCSE First Language English, Foreign Language French and History

Details: 29th – 30th September. Open to all Cambridge International Centres.

Location: Worldwide, Online tutor-led

Stage 2 Courses: International A level and Cambridge IGCSE

Details: 29 September – 10 November (registration closes on 15 September). Open to all Cambridge International Centres. See page 20 for more details. January 2009 sessions will run from 26 January – 9 March.

October 2008

Location: Kuala Lumpur, Malaysia

Stage 1 Courses: AS/AL Mathematics, Physics, Chemistry, Business Studies, Biology and Economics

Details: 7th – 8th October.
Open to all Cambridge International Centres.

Location: Islamabad, Lahore, Karachi - Pakistan

Stage 2 Courses: AS/AL Business Studies, Accounting, and Psychology. O Level Mathematics, Chemistry and Computer Studies

Details: 10th – 11th October (Islamabad)
13th – 14th October (Lahore) 16th – 17th October (Karachi). Open to all Cambridge schools in Pakistan.

Location: Dhaka, Bangladesh

Stage 1 Courses: O Level English Language, Mathematics, Bengali, Chemistry, Biology, Physics, Economics

Details: 24th – 25th October. Open to all Cambridge schools in Bangladesh.

Location: Dusseldorf, Germany

Stage 2 Courses: IGCSE English Literature, History, English as a Second Language and Mathematics

Details: 25th October. Open to all Cambridge International Centres.

Location: Mumbai, India

Stage 1 Course: Cambridge International Primary Programme

Details: 25th – 26th October. Open to all Cambridge International Centres.

Location: Johannesburg, South Africa

Stage 1 Courses: AS/A Levels Geography and Economics. IGCSE Mathematics, Chemistry, Physics and Geography

Details: 27th – 28th October. Open to all Cambridge International Centres.

Location: Auckland, New Zealand

Stage 2 Assessment Courses: AS/A Level Mathematics, English Literature, Business Studies, Economics and Accounting

Details: 28th – 29th October. Open to all Cambridge International Centres.

Location: Dubai, U.A.E

Stage 1 Courses: IGCSE Mathematics, Biology, Chemistry, Physics, English as a Second Language, Business Studies, Economics and Accounting

Details: 29th – 30th October. Open to all Cambridge International Centres.

Location: UK

Stage 2 Course: Pre-U Global Perspectives and the Independent Research Project

Details: Dates to be confirmed. Open to all schools in the UK.

Location: Worldwide, online seminars

Ask the Examiner sessions:

AS/A Level Sociology, Mathematics, Applied ICT, Physics, Literature in English, Accounting, Chemistry, Business Studies, Biology, English Language, Economics; IGCSE English as a Second Language, History, Biology, First Language English, Business Studies, Coordinated Sciences, Chemistry, Literature (English), Mathematics, Geography, Physics, French; O Level Physics, Economics, Biology, Mathematics Syllabus D, Business Studies, Principles of Accounts, English Language, Additional Mathematics.

See page 15 for further details.

November 2008

Location: Dubai, U.A.E

Stage 2 Courses: IGCSE Mathematics, Biology, Chemistry, Physics, English as a Second Language, Business Studies, Economics, Accounting

Details: 1st – 2nd November. Open to all Cambridge International Centres.

Visit the CIE website for further details:

www.cie.org.uk/events

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