

CAMBRIDGE

Issue 9 2010

# outlook

**Satisfaction  
guaranteed**

**New directions  
in education**

**Largest ever November session**



UNIVERSITY *of* CAMBRIDGE  
International Examinations



# CIE by numbers

5

Divisions within CIE: Education, Development, Customer Communications and Relationships, Assessment Services and Operations

19%

Growth in the October/November examination session

127

Countries where Cambridge IGCSE is taken

9,000

Cambridge schools – and growing!

5,000,000

Examination papers printed for the 2009 October/November examination session

**Editor, Geraldine Seymour**

We publish *Cambridge Outlook* to share our news with members of the Cambridge family worldwide.

For more information about University of Cambridge International Examinations or any of the articles in this issue of *Cambridge Outlook*, please Ask CIE, at <http://ask.cie.org.uk> or contact us directly at the address below:

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## Welcome to *Cambridge Outlook*

Sometimes it feels as though CIE is bursting at the seams! The number of learners who are enjoying the benefits of a Cambridge International Education continues to grow, and to support these learners, CIE itself has had to grow.

The establishment of new Development and Education divisions at CIE is part of this process, and so are the improvements we have made to our services in response to your requests. These include access to training workshops, new teacher support materials, a new Candidate Results Service and new methods of making examination entries. Find out more in the following pages.



A handwritten signature in black ink that reads "Ann Puntis".

**Ann Puntis**  
CIE Chief Executive

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## Largest ever October/November examination session

**Last year we saw CIE's largest ever October/November examination session. There was a 19 per cent increase in entries on the previous year.**

To give an idea of the size the October/November session has become, we printed and transported a staggering 5 million question papers.

Marking papers for an examination session of this size takes several weeks of intense work and we are conscious of how long this feels for the Cambridge learners who are waiting anxiously for their results.

We published the examination results just after midnight at 00.01 on 25 January. Schools started downloading their results almost immediately. In fact, the first 100 schools accessed their results within a couple of minutes after midnight,

UK time. The downloads continued through the UK night.

Cambridge IGCSE showed high levels of growth in particular, with significantly increased entries in:

- English (First Language)
- Combined Science
- History
- Accounting
- ICT
- Geography

Mathematics and English remained the most popular subjects at Cambridge IGCSE and O Level for candidates in the October session.

David Cogger, CIE Director, Operations, said: 'Preparations are well under way for the June 2010 examination session. Cambridge IGCSE is growing at a rate of 20 per cent per year and more learners than ever before are following a Cambridge International Education.'

### Information about learner performance

We regularly receive requests from schools for information about the latest examination session. CIE publishes statistics on Cambridge IGCSE, O Level and International A Level as soon as they are available, on the CIE website. We are also working to make more detailed information available to schools in 2010 through our Active Results service, currently being piloted by Cambridge schools.

Additional support material is available for Cambridge teachers on the Cambridge Teacher Support website at [http:// teachers.cie.org.uk](http://teachers.cie.org.uk) following the publication of examination results:

- a full set of question papers
- mark schemes
- Principal Examiner reports
- grade thresholds

# Satisfied schools, but we continue to improve

**Ninety-eight per cent of Cambridge schools would recommend CIE to other schools, according to our latest Centre Satisfaction Survey.**

**We carry out a Centre Satisfaction Survey every year to check that schools are happy with our performance and to identify areas for improvement.**

The results show that we have achieved an impressive overall satisfaction rating of 8.9 out of 10. We are delighted to have such good feedback and we continue to improve our service to you.

In 2010, we are adding even more services to support teachers and learners.

**You asked, we delivered:**

In our recent Centre Satisfaction Survey, we asked what is most important to you. Here's what you told us, and the steps we are taking to develop these areas further.

**Recognition of CIE qualifications:**

We have a dedicated team that works to increase the recognition of CIE qualifications by universities and employers worldwide. As we gain new recognition, we publish

all the key facts in our online Recognition database.

**Access to training workshops:**

We plan to offer training sessions in 30 countries this year. We will also offer more training courses in an extended range of subjects, so that your teachers can access training easily. Online training will be available throughout the year. Check our Events schedule for full details, and discounts on early bookings.

**Teacher Support website:**

The next upgrade to our Teacher Support website will be coming soon, with improved functionality and navigation to support you and your colleagues.

**Candidate Results service:**

A results web service is currently in a pilot stage and will be rolled out to all schools once we are confident it will meet your needs. This will be a valuable tool in helping you analyse your students' results and improve performance. More on page 17.



**Making exam entries:** We are developing new methods which will allow you to make entries and entry amendments online. Look out for more news soon.

What would you like us to do differently? Send us your comments:

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

# Take a fresh look at Cambridge!

**When was the last time you looked at the full provision from CIE? A Cambridge International Education brings the values of the University of Cambridge into classrooms in 160 countries worldwide.**

A Cambridge International Education for 5 to 19 year-olds has four stages:

**Cambridge Primary** for learners aged 5 to 11 years

**Cambridge Secondary 1** for learners aged 11 to 14 years

**Cambridge Secondary 2** for learners aged 14 to 16 years

**Cambridge Advanced** for learners aged 16 to 19 years

Schools can offer the full Cambridge International Education for learners aged 5 to 19 years, or choose one or two subjects or stages for specific groups of learners. Each stage builds on learners' development in the previous stage.

### Dimensions of a Cambridge International Education

All Cambridge International Education stages have four dimensions, designed carefully around the needs of Cambridge learners and teachers.

**Curriculum:** develops learners' understanding, motivation and skills. Our curriculum sets clear goals for learners and teachers. The Cambridge curriculum is at the heart of the learning experience.

**Classroom:** support and guidance helps teachers and learners perform to their maximum ability. Cambridge offers world-class teacher and learner resources, including expert training both on subject content and professional development skills.

**Qualifications:** open doors to new and exciting opportunities by providing a passport to success. Cambridge offers reliable, rigorous and flexible assessment, leading to international qualifications – recognised by universities, educators and employers worldwide.

**Community:** brings Cambridge schools and teachers closer together. The Cambridge learning community is dedicated to excellence in education, bringing some of the greatest minds in education together to share best practice and ideas.

### Cambridge Primary

Cambridge Primary develops skills and understanding in Mathematics, English and Science through primary years 1 to 6. This stage gives schools a framework to develop a tailored curriculum, innovative teaching and successful learning. The Cambridge International Primary Programme gives schools tools to assess learning and reassure parents about progress, and provides excellent preparation for the next stage of Cambridge education.

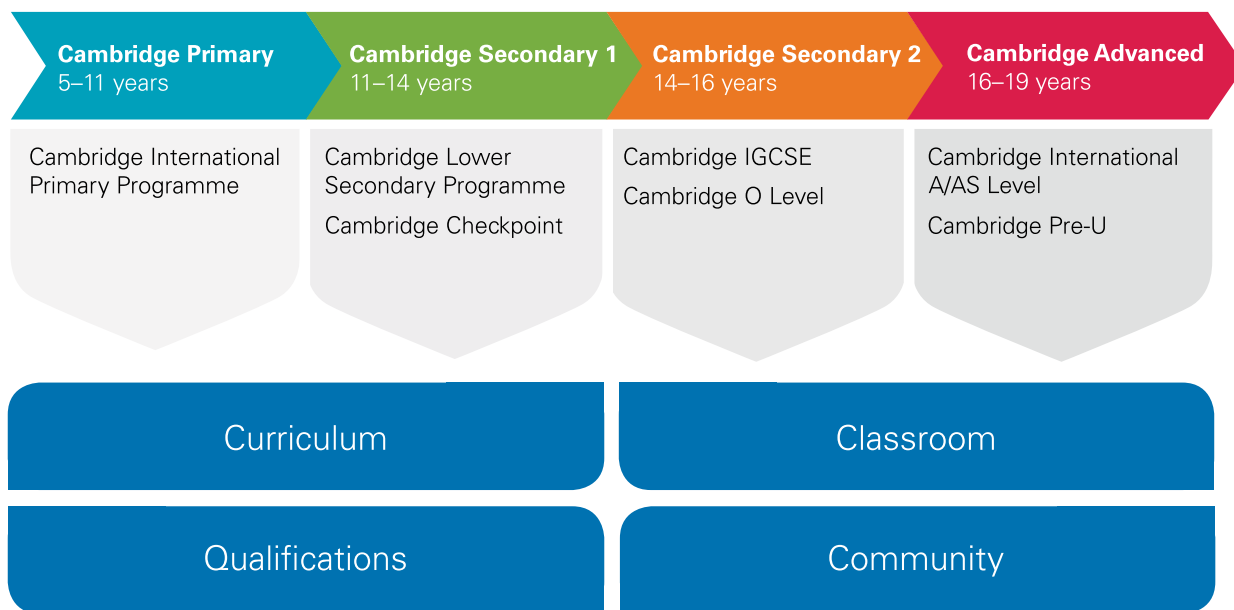
'The Cambridge International Primary Programme is a flexible construct of learning outcomes which progress a child through the developmental mileposts of English, Maths and Science. The Primary Programme sits easily within different schemes of work, which makes it very suitable for use alongside the compulsory curricula of the various German states.'

*Nicola Claire, PHORMS Schools, Germany*

### Cambridge Secondary 1

Cambridge Secondary 1 includes the Cambridge Lower Secondary Programme, building on the foundations of Cambridge Primary. It develops learners' skills and understanding in Mathematics, English and Science for the first three years of secondary education.

The Cambridge Lower Secondary Programme includes the very popular Cambridge Checkpoint, which assesses learning at the end of the stage. Cambridge Checkpoint can also be used as a diagnostic test to advise learners and parents about the best progression route, for example Cambridge IGCSE.



‘Cambridge Checkpoint, together with the progress checks, gives schools, teachers, parents and pupils a diagnostic tool to monitor the educational process of our pupils in multiple subjects. The statements of achievement are also a formal way to end the first three years of bilingual education.’

*Mr A Piketh, Bilingual Coordinator:  
Stedelijk College Eindhoven*

## Cambridge Secondary 2

Cambridge Secondary 2 is for learners aged 14 to 16 years. It supports schools that are using learner-centred and enquiry-based approaches to learning. Over 70 Cambridge IGCSE subjects are available, with more in development. Choose from mathematics and science, modern languages, business or humanities subjects. Cambridge Secondary 2 offers two options for Cambridge learners: Cambridge IGCSE and Cambridge O Level, both globally recognised qualifications.

Cambridge Secondary 2 builds on the foundations of Cambridge Secondary 1 and provides excellent progression to Cambridge Advanced for students aged 16–19 years.

‘Our science department opted for Cambridge IGCSE sciences which we started teaching in September 2005. Cambridge IGCSE provides the scientific rigour that interests and challenges our students and prepares them well for science at A Level and beyond.’

*Academic Deputy Head, The Perse School, Cambridge, UK*

## Cambridge Advanced

Cambridge Advanced is for learners ready for more advanced study. It builds a solid foundation for higher education. Learners develop deep understanding plus independent learning and critical thinking skills, which universities value highly.

Cambridge Advanced leads to the Cambridge International A/AS Level qualification – used by tens of thousands of learners to enter the world’s top universities including Oxford, London, Harvard, Yale, Stanford, MIT and, of course, Cambridge.

Cambridge Pre-U is an exciting new qualification that prepares students for success at university. Cambridge Pre-U GPR (Global Perspectives and Research) is now available internationally.

## Learn more!

Find out more about a Cambridge International Education on the CIE website at [www.cie.org.uk](http://www.cie.org.uk) or contact your regional representative.



*Helen Eccles, CIE Director of Development, Ann Puntis, CIE Chief Executive, and Kevin Stannard, CIE Director of Education*

## New directions in education and curriculum development

**CIE has established two new divisions – Education and Development – to help us develop and deliver better service to schools and education partners around the world.**

The new Development division will be led by Dr Helen Eccles, who joins CIE after working for our sister awarding body, OCR. [Read more about Dr Eccles on page 18.]

The Development division is responsible for new subjects and educational services, taking them from initial development in consultation with schools, research and piloting, through to first teaching.

Dr Eccles said: 'Developing new programmes and assessments is a creative field and we enjoy working closely with schools to ensure that we are meeting their needs. The introduction of new subjects, and new ways to teach existing subjects, is very exciting.'

### **Working in partnership**

The new Education division is headed by Dr Kevin Stannard, formerly Director, International Curriculum Development. It will focus on CIE's mission and vision, and our wider educational purpose, including the work

we do in partnership with Ministries of Education throughout the world.

Dr Stannard said: 'CIE has a unique track record in the area of state education, working in partnership with governments all over the world. Our expertise has led to a rise in the number of requests we receive from countries looking to develop or reform their national education systems. The Education division will enable CIE to respond to our customers more effectively, and acknowledges our increasing participation in areas beyond examinations and assessment.'

CIE is currently involved in large education projects in several countries. The work is wide-ranging, often requiring the development of bespoke curricula that fit in with national systems. The impact is significant; CIE is committed to passing on skills and building capacity in-country, so that the projects yield results that pass from generation to generation.

CIE Chief Executive, Ann Puntis, said: 'We are always seeking to deliver new programmes, assessments and qualifications to meet the needs of Cambridge Learners. These organisational changes put us in a strong position for the future.'



# New Cambridge IGCSEs take off

**Two new Cambridge IGCSE subjects have just completed their pilot-phase teaching and are attracting increasing interest from Cambridge schools around the world.**

**Cambridge IGCSE Global Perspectives** was officially launched after its pilot testing last October with the celebration of the first Global Perspectives Day. Schools across 63 countries are now either teaching or planning to start teaching the subject.

The innovative syllabus taps into the way that 21st century students enjoy learning – this includes group work, seminars, projects and working with other students around the world.

Students consider issues such as the spread of disease, climate change, eco-system loss, and the worldwide need for fuel from a variety of perspectives – local, national and global. They also consider how the issues are linked and inter-relate with one another.

Grace Oh, a student at Columba College, was recently named as the top performing student in Cambridge IGCSE Global Perspectives for New Zealand.

Speaking to the press afterwards she said: 'Doing this project has given me an interest in the media and where these topics pop up. When I see an article about something like global warming, I read it because it's relevant and I have an interest in it.'

The other subject enjoying a wide take-up is the new



**Cambridge IGCSE International Mathematics**, which has recently joined the suite of Cambridge mathematics syllabuses. Cambridge IGCSE International Mathematics was developed in conjunction with teachers in international schools and complements the IB Middle Years Programme in maths.

Take-up for the syllabus has increased by more than 45 per cent since its pilot and it is now being taught in almost 20 countries around the world. A high proportion of the take-up is amongst IB schools where the introduction of skills

development in graphical calculators at an early level has been welcomed by teachers.

In addition to building a solid foundation of maths skills and learning how to develop strategies for solving open-ended problems, the International Mathematics curriculum takes this a stage further and allows students to sharpen and develop their investigation and modelling skills.

Joining these Cambridge IGCSE subjects next year will be Enterprise and India Studies, both of which are currently in the pilot phase.

# Talented students win scholarships to Cambridge

Five outstanding students in India and Pakistan are destined to receive scholarships to the University of Cambridge created with funding from Cambridge Assessment, the parent organisation of CIE.

The Manmohan Singh Undergraduate Scholarships and the University of Cambridge 800th Anniversary Scholarships were launched last year for students in India and Pakistan respectively. They provide financial assistance to exceptional students who would not otherwise be able to afford to go to Cambridge, and are open to all school leavers who meet the usual criteria for admission.

Four of the five scholarships offered by the University are

conditional on the students achieving specific grades in their 2010 examinations. The winning students have all shown exceptional talent and ability, with many of them featuring in CIE's list of Cambridge Outstanding Achievers.

The Vice-Chancellor of the University of Cambridge, Professor Alison Richard, said: 'I am so pleased to be congratulating these wonderfully able young people and to say how much we are all looking forward to their arrival in Cambridge.'

### The Manmohan Singh Undergraduate Scholarships

The 2010 scholarships have been offered to the following students in India:

**Rudrajit Banerjee** (The Cambridge School, Kolkata) has received an unconditional offer to study Natural Sciences at Christ's College. Rudrajit has already sat his Cambridge International A Level exams and has fulfilled the criteria for entry to the University.

**Neal Duggal** (Mallya Aditi International School, Bangalore) has received a conditional offer to study Economics at St John's College.

**Jesika Haria** (Dhirubhai Ambani International School, Mumbai) has received a conditional offer to study Engineering at Emmanuel College.

### University of Cambridge 800th Anniversary Scholarships

The 2010 scholarships have been offered to the following students in Pakistan:

**Zulfiqar Ali** (Karachi Grammar School) has received a conditional offer to study Politics, Psychology and Sociology at Queens' College.

**Sana Waheed** (Engro Chemical Grammar School, Ghotki) has received a conditional offer to study Engineering at Murray Edwards.

### New MPhil Scholarship

Cambridge Assessment Group is also working with the Cambridge Commonwealth Trust and Cambridge Overseas Trust to fund postgraduate students at the University of Cambridge, starting October 2010.

The new Cambridge Assessment Scholarships will fund overseas students to pursue a one-year MPhil degree course in:

- Education
- English Language
- Applied Linguistics

Each scholarship will cover full course fees for the year. The scholarships are available to applicants living outside the UK, European Community or Switzerland.

## How to apply

**Find the Manmohan Singh and the Cambridge 800th Anniversary Scholarship application forms on the Undergraduate Admissions (International Students) section of the University of Cambridge website.**

**Applications for the MPhil scholarship for study in 2011/12 should be submitted via the Graduate Admissions section of the University of Cambridge Board of Graduate Studies website.**



# Learner-centred education in science

**The University of Cambridge has produced more Nobel Prize winners than any other university in the world. Cambridge is known globally for its achievements in the field of scientific discovery and continues to attract the world's top researchers and academics. As part of the University, CIE is also committed to developing scientific knowledge and skills in young people.**

CIE has long championed a learner-centred approach to education and Dr Mark Winterbottom, a leading science specialist at the University of Cambridge Faculty of Education has led 'Learner-centred education in science' workshops in many countries.

He says: 'The "chalk and talk" approach assumes that children can simply absorb everything a teacher tells them. They can't. They all have different experiences, understanding and levels of motivation.'

'Making science lessons learner-centred means that teachers provide opportunities for learners to build ideas themselves, in different scenarios, where they work together to support each other's developing understanding. Helping learners in this way not only fosters their enthusiasm, but is also good for examination results.'

## **Making it work in the classroom**

The seminars focus on how this approach works in the science classroom, with workshops on activities that challenge learners to think scientifically and enrich their experience of science. The seminars also consider strategies that can be employed to promote valuable skills in the classroom.

Wafaa Tanbouz, Principal of Sands National Academy, who attended a recent seminar in Jordan, said: 'This was a very up-to-date training session, with a variety of strategies that can be used depending on students' experience, including group work. Mark introduced many new ideas!'

It is very important that science is taught well in schools, Mark believes. 'Learners can get switched off science if it's not taught well. Focusing too much on examination criteria can suck the passion out of budding young scientists. Enabling learners to realise that the ideas are in essence quite straightforward, and enabling them to explore those ideas themselves, is essential to nurturing a new generation of enthusiastic young scientists.'

The final word should go to another delegate, Mona Sharar, a chemistry teacher at Oxford Schools: 'This course was amazing – I've learned so many things that will be useful for my students.'

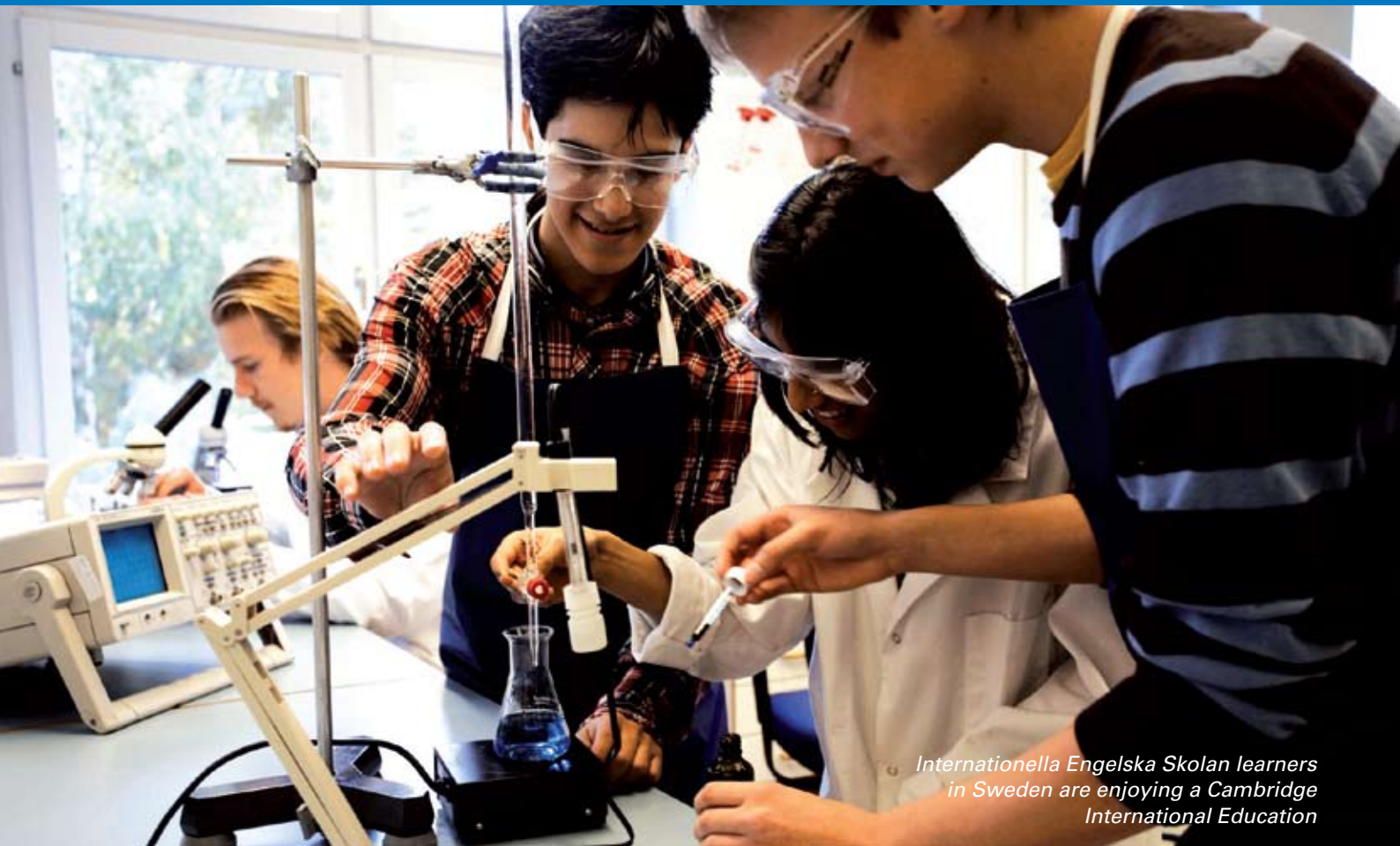
## Learn more!

A Cambridge international education is designed to encourage a student-centred approach. Find out more about Cambridge qualifications in science, including Cambridge IGCSE, O Level and International A Level at [www.cie.org.uk](http://www.cie.org.uk)

## Mark Winterbottom's key ingredients for engaging students in science:

- **Make ideas relevant to children's lives.**
- **Help students to think through ideas themselves.**
- **Look beyond the exam to avoid simply teaching recall of what's in the textbook.**
- **Help them build a secure and fundamental understanding.**

# Scandinavian schools take Cambridge to their hearts



*Internationella Engelska Skolan learners in Sweden are enjoying a Cambridge International Education*

## **The Internationella Engelska Skolan (IES) network in Stockholm – Sweden’s fastest-growing network of independent schools – says it is looking forward to a bright future, in partnership with CIE.**

IES currently has 14 existing schools and is one of Sweden’s largest bilingual education groups. Cambridge IGCSE is already well established in Sweden through the IES group, and increasing numbers of students are progressing to Cambridge International A/AS Level.

Recently, Val Sismey, CIE Manager, Programmes and Progression, arranged a meeting for staff and students at the IES group with Richard Partington, Senior Tutor, Churchill College, Cambridge and Dr Caroline Burt, Admissions

Tutor, Pembroke College, Cambridge. They discussed local progression pathways and Cambridge University’s admission process.

Damien Brunker, Head of Academics at IES, said his organisation’s core mission was to support schools that provided an international education supporting the very best in bilingual teaching.

He said: ‘Our recent partnership with CIE has enhanced this aspect immeasurably. Aligning Cambridge qualifications with the National

Swedish Curriculum was easier than anticipated. Our future partnership with Cambridge looks bright.

‘In 2011, changes in the National Swedish Curriculum, as well as a new seven-point grading system, mean that running more parallel courses with Cambridge IGCSEs could be possible.’

### **Planning for the future**

Dr Margret Benedikz, Principal of Internationella Engelska Gymnasiet (IEG) said she had been delighted to welcome the visitors to the school.

She said: 'We're thrilled to have Cambridge's help in offering students an internationally recognised qualification. Students at IEG took the Cambridge International AS Level in English and this year they are also able to do the Cambridge International AS Level in Mathematics. We are also planning to offer Cambridge International AS Level in Chemistry in 2010.'

'As an international school, many of our students are looking to study in the UK. We believe Cambridge International A and AS Levels will help them compete for places at British universities. Internationella Engelska Gymnasiet is committed to including Cambridge examinations as part of its educational platform.'

## Growth trend in Denmark

Working with Cambridge was the theme of a one-day conference hosted by the Network for International Schools in Denmark, at Nyborg, west of Copenhagen. The Network was founded in 2008 by Charles Dalton from Rygaards Skolen in Copenhagen and Per Lyngberg-Andersen from Skipper Clement Skolen in Aalborg. Both men have worked tirelessly to promote the benefits of international education in Denmark since the Network's inception.

The conference attracted delegates from 13 schools, ranging from large established schools such as Sankt Petri Skole, to newer ones such as Ikast-Brande. The event was opened by Ebbe Forsberg, the Secretary for Danmarks Privatskoleforening (Denmark's

Private Schools Association), who described the traditional role of private schools, and emerging trends showing a growth in international schools and bilingual education programmes across Denmark.

David Jeffrey, CIE Head of Curriculum Strategy, discussed CIE's new international curriculum initiatives. He described the flexible ways in which CIE works with schools throughout the world to develop international education programmes of relevance to local contexts.

Jenny Rohd-Thomsen, Head of the International Department at Skipper Clement Skolen, said: 'One of the best things for me was the dialogue that took place on the day between CIE and the delegates from the schools.'

## Cambridge international qualifications open more doors to university study

Your learners can now win places at more universities than ever before.

In the last 12 months, we've added 260 new entries to our recognition database for qualifications such as Cambridge IGCSE, Cambridge O Level and Cambridge International A/AS Level. The CIE recognition database lets you search the admissions requirements of higher education institutes around the world.

Plus we've added over 200 improved recognition statements and updates.

In the USA alone, we've added 65 new entries and over 100 updates. For example, up to a year's

credit is now available for learners with well chosen Cambridge International A Level subjects at Rice University in Houston, Texas, one of the world's top 100 universities. And there are many more.

In India, Cambridge qualifications are fast becoming a benchmark for international education. thirteen universities and eight State Education Boards have joined the list of institutions recognising Cambridge IGCSE and/or Cambridge International A/AS Level.

As you know, Cambridge qualifications will open doors for your learners at universities all over the world. Take a look and refresh your knowledge at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)



*Professor Jonathan Osborne, California Chair of Science Education at Stanford University addresses CIE's 5th International Teachers' Conference*

# Teaching science and English language

**CIE's 5th International Teachers' Conference took place in Singapore from 28–30 October. The conference theme was 'Teaching science and English language' and provided many opportunities for Cambridge teachers to meet their colleagues from around the world.**

Veronica Crivaro, from Northlands School, Argentina, said: 'The most rewarding aspect of the conference was the exchange of ideas, problems and solutions with colleagues working in so many different areas. Teachers and lecturers were very open about sharing what they do in class and their approaches to a wide range of situations. We even

exchanged email addresses to keep in touch and continue with the flow of ideas between colleagues.'

Delegates enjoyed thought-provoking keynote presentations from Professor Jonathan Osborne, California Chair of Science Education at Stanford University and Elaine Wilson, Senior Lecturer in Science Education at the University of Cambridge Faculty of Education.

David Russell, from The British School, Córdoba, commented: 'The sharing of ideas and experiences with education professionals from such a variety of backgrounds was extremely rewarding. The presence

of delegates from a number of different countries made for valuable and interesting discussion of education in general.

'The keynote speeches on language and science by Jonathan Osborne highlighted areas for improvement in the teaching of not only science, but all subjects to second language students. The suggestions put forward by Elaine Wilson regarding introducing ICT into the classroom were also invaluable.'

# Leading educators share knowledge with Cambridge teachers

Delegates to the CIE 5th International Teachers' Conference heard the views of a range of leading educators from around the world.

- Professor Jonathan Osborne, California Chair of Science Education at Stanford University, gave delegates a valuable insight into research on the relationship between language capability and success in the study of the sciences. He argued that scientific understanding was 'inseparable from the written and spoken word' and that teachers needed to engage their students in the language of science to break down barriers to studying the subject.
- The guest of honour was Dr Elizabeth Pang, Programme Director, Literacy Development, Curriculum Planning and Development Division, Singapore Ministry of Education. Dr Pang gave an overview of the Ministry's work in encouraging literacy in primary education.
- CIE Director of Education, Dr Kevin Stannard, explored the Cambridge approach to trans-disciplinary study, and the importance of cross-curriculum engagement.
- Elaine Wilson, Senior Lecturer in Science Education from the University of Cambridge Faculty of Education, added valuable insights into using ICT to support science and language teaching.

Jude Arbutnot from Westlake School, New Zealand said: 'The conference theme was very relevant to my own teaching context. Our school is working very hard at encouraging and establishing cross curricular literacy links. Aspects that were discussed were not only relevant to teaching English and science, but in all curriculum areas.'

## CIE International Teachers' Conference 2010

**The next International Teachers' Conference will take place in Cambridge, UK from 28–29 September 2010. The conference theme will be 'Educating the Global Learner'. What would you like to see on the agenda? Tell us, and you may see your suggestion on the final programme! More information will be available on the CIE website soon.**

**We look forward to seeing you there.**



# Have you 'Asked CIE?'

Ask CIE is a bank of answers to frequently asked questions from Cambridge principals, teachers, students, parents and examinations officers.



Ask CIE is a new service on the CIE website at [www.cie.org.uk](http://www.cie.org.uk) that lets you find information and answers to your questions quickly and easily. Ask CIE is managed by members of the CIE Customer Services team, who have compiled a list of the most commonly asked questions they receive. There are currently more than 1,200 answers available – with more being added every month!

You can enter your query into a search box, which appears on every page of the CIE website, and receive answers to questions about examinations, qualifications, administrative procedures and many other topics.

The Customer Services team will make sure that Ask CIE is constantly updated. The types of questions we receive vary throughout the year depending on what is popular at that time. As a result, you may notice that highlighted questions and answers change on a regular basis.

The Make a Suggestion link allows you to suggest a new topic to be added to Ask CIE or suggest any other improvements to CIE services.

Visit [www.cie.org.uk](http://www.cie.org.uk) and Ask CIE or contact us through the usual channels: [international@cie.org.uk](mailto:international@cie.org.uk), telephone +44 (0) 1223 553 554. We are always pleased to hear from you.

## Examination arrangements improve security

**We are making changes to the administration of the June 2010 examination session. These changes are part of a project to increase the security of CIE examinations and ensure that their validity and integrity continues to be protected around the world.**

From June 2010, we ask you to ensure that all candidates for each examination are under Full Centre Supervision by teachers or invigilators at a specified time during the morning and afternoon examination sessions.

For most examinations officers, this will make little difference as the specified time will fall exactly when your examinations would normally take place.

If the specified time falls at the start, during or at the end of the examination, your Centre has observed the KeyTime regulation. However, if it is not possible to schedule examinations so that students are sitting the examination at the specified time, we need you to keep them under supervised conditions to prevent them from communicating with other students until the specified time has passed.

Would you like advice? Email us at [international@cie.org.uk](mailto:international@cie.org.uk)





If your school is one of those using our Candidate Results website, you will know how it's making a difference to learners and their parents keen to know their exam results as soon as possible.

Close to 12,000 students logged on in late January 2010, to discover their results from the October/November 2009 exam session. And it's free! Cambridge makes this

service available to schools and learners at no extra charge. Let us know how we can help you set up access for your teachers and learners for the June 2010 exam session.

The results of the May/June 2010 examination session will be published on 12 August 2010. Contact us at **[international@cie.org.uk](mailto:international@cie.org.uk)**

## Candidate Results online

# New appointments



*Dr Helen Eccles*

As CIE continues to grow, we are working hard to offer more support to you. We are delighted to introduce two new members of the CIE team:

**Dr Helen Eccles** has joined us as CIE Director of Development as a result of the establishment of two new CIE divisions, Education and Development.

Helen was previously Assistant Director, Standards and Development at CIE's sister organisation, OCR. Before that she was Chair of Examiners for Science, becoming the Head of the OCR Chairs team.

Helen will lead the development of new Cambridge international qualifications, in partnership with Cambridge schools around the world.

Helen first became involved in examining in 1993 as a principal examiner for A Level Chemistry. Before that she worked in medical research at the Imperial Cancer Research Fund and the Medical Research Council (specialising in lung cancer) before moving into teaching at Hills Road Sixth Form College and then Homerton College.



*Craig McWilliam*

Helen has a first-class honours degree in Chemistry from Imperial College, and a doctorate from the University of Cambridge in bio-inorganic chemistry.

**Craig McWilliam** has been appointed as CIE Assistant Director, Schools Development. Before joining CIE, Craig worked for Cambridge ESOL as Regional Manager for the Americas working with staff at regional offices in Argentina, Brazil and Mexico.

Craig has an MA in Modern Languages (Spanish and French) from Trinity College, Oxford. He also has

an MSc in Teaching English from the University of Aston (Birmingham). Craig has worked in several countries as well as Spain, including Italy, Greece and Egypt. He is fluent in Spanish and speaks several other languages including 'reasonable Arabic'.

Craig is looking forward to working with the regional offices and Cambridge-based staff to contribute to the increasing success of Cambridge International Examinations globally.

# CIE Professional Development for Teachers Calendar

## April 2010

**Location:** India (video Conference)

**Stage 1 Courses:** Cambridge IGCSE India Studies

**Details:** 8 April. Open to all Cambridge International Centres in India.

**Location:** Jacksonville, USA

**Stage 1 Courses:** Cambridge International AS/A Level History, English Literature, English Language, Mathematics, Biology, Thinking Skills

**Details:** 15 and 16 April. Open to all Cambridge International Centres.

**Location:** Negeri Sembilan, Malaysia

**Stage 2 Courses:** Cambridge IGCSE History, English as a Second Language, Mathematics, Combined Science

**Details:** 15 and 16 April. Open to all Cambridge International Centres.

**Location:** Beijing, China

**Stage 2 Courses:**

Cambridge International AS/A Level Physics, Mathematics, Business Studies, Economics

Cambridge IGCSE Information and Communication Technology

**Details:** 17 and 18 April. Open to all Cambridge International Centres.

**Location:** Worldwide – Online Tutor led

**Stage 2 Courses:**

International A Level History, Geography, Accounting, Biology, Chemistry, Computing, Psychology  
Cambridge IGCSE Business Studies, Physics, Mathematics, English as a Second Language, First Language Spanish  
Cambridge Lower Secondary English,

Mathematics and Science

Cambridge International Primary Programme

Teaching and Assessing Skills in Science

**Details:** 19 April – 31 May 2010. Open to all Cambridge International Centres.

**Location:** Jakarta, Indonesia

**Stage 1 Courses:** Cambridge IGCSE Information and Communication Technology, English as a Second Language, Mathematics, Combined Science

**Details:** 19 and 20 April. Open to all Cambridge International Centres.

**Location:** Buenos Aires, Argentina

**Stage 1 Courses:** Cambridge International AS/A Level Literature in English, Cambridge IGCSE Biology

**Details:** 19 and 20 April 2010. Open to all ESSARP schools in Argentina.

**Location:** Buenos Aires, Argentina

**Stage 1 Courses:** Cambridge International AS/A Level Biology

**Stage 2 Courses:** Cambridge International AS/A Level Mathematics

**Details:** 21 and 22 April 2010. Open to all ESSARP schools in Argentina.

## June 2010

**Location:** Worldwide - Online self-study

**Stage 1 Courses:**

Cambridge International A Level – Economics, Applied ICT, Business Studies, English Literature, Chemistry, Mathematics

Cambridge IGCSE – Mathematics, First Language English, English as a Second Language, Chemistry, Biology, History, Business Studies, Physics, Literature in English

Cambridge International Primary Programme

**Details:** 7 June – 6 December. Open to all Cambridge International Centres.

**Location:** Buenos Aires, Argentina

**Courses:** Cambridge International Primary Programme – English

**Details:** Date to be confirmed. Open to all ESSARP schools in Argentina.

**Location:** USA

**Lower Secondary Programme:** English, Mathematics, Science

**Other courses:** Cambridge IGCSE Global Perspectives

**Details:** 14 and 15 June. Open to all Cambridge International Centres.

**Save the date: CIE's 6th International Teachers' Conference**

**Location:** Cambridge, UK

**Dates:** 28 & 29 September 2010

**Theme:** Educating the Global Learner

Join us in Cambridge to discuss the role international education plays in developing learners with global awareness, self-understanding, empathy and the ability to participate in a global society and economy. More details will be posted on the CIE website soon.

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

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