

Cambridge Outlook

THE MAGAZINE FOR CAMBRIDGE SCHOOLS WORLDWIDE

ISSUE 18, 2015

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International advice on teaching and learning in a second language

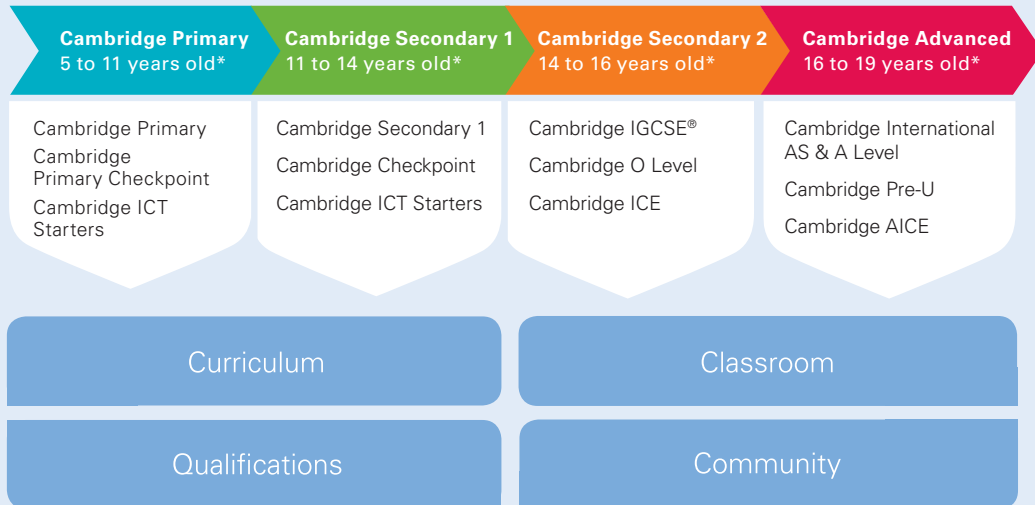


CAMBRIDGE
International Examinations

Excellence in education

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

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Learn more! For more details about Cambridge programmes and qualifications at every stage of education, go to www.cie.org.uk/education

Welcome



MICHAEL O'SULLIVAN
CHIEF EXECUTIVE,
CAMBRIDGE
INTERNATIONAL
EXAMINATIONS

Many educators and students on Cambridge programmes are teaching and learning in a language that isn't their first language. But far from finding it a hindrance, they thrive and achieve – frequently beyond

expectations. In this issue of *Cambridge Outlook* we examine and celebrate bilingual education, looking at the facts, practice and psychology of it, as well as offering tips on creating a multilingual culture in your school. You will also find advice from fellow principals and teachers on successful mentoring, plus there's news on our support resources and training courses. Finally, we have a conversation with a principal in South Africa who outlines his school's approach to implementing the Cambridge curriculum and how our regional team has been able to support him. If you have any comments on the magazine or want to tell us what's happening at your school, please email outlook@cie.org.uk



Michael O'Sullivan
Chief Executive
Cambridge International
Examinations



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Cambridge Outlook is an important way of communicating with Cambridge schools and readers around the world. Please give us your feedback on this issue and tell us what you would like to read about in the next one. Contact:
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About Cambridge International Examinations

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students better options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock students' potential.

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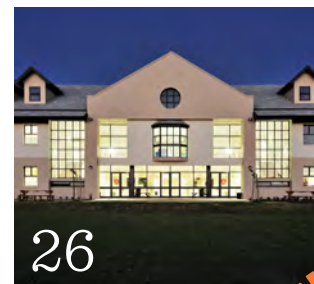
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Follow our code

Look out for these colours throughout this magazine – they will help you to easily identify the Cambridge education stages that you want to read about.



From Vietnam to Denmark

Students and teachers learn from exchange

SKALs Efterskole in Denmark welcomed 26 students and two teachers from Nguyen Sieu Private Primary and Secondary School, Vietnam, for two weeks last October. Teachers were able to observe how the Danish school implements the Cambridge IGCSE® curriculum. Students joined classes in Cambridge subjects such as English as a second language, maths, science and global perspectives, as well as additional classes held at the boarding school including news, singing, fitness, art and gymnastics. At weekends, the students stayed with Danish families to experience Danish culture.

Danish teacher Tina Serup (below right) commented: "Inter-cultural competence has been developed, English language skills have improved and international friendships have been established." Vietnamese teacher Lien Kim Dinh (below left) said: "My two weeks in Denmark couldn't have been better. I have learned a lot." The two teachers are pictured outside SKALs Efterskole with students Le Chi Mai (second from left), Nguyen Trong Duc, Jesper Harder and Freja Smedemark. Danish students and teachers will visit the school in Hanoi, Vietnam, in April.



MORE MATHS AND SCIENCE FOR MACEDONIA

New curricula extended to Grades 4–6

Chief Executive Michael O'Sullivan has launched the second phase of our work with the Ministry of Education and Science and the Education Development Bureau in Macedonia.

Last September, the first phase of the work introduced new maths and science curricula, together with accompanying textbooks, to Grades 1–3 in all Macedonian state primary schools. Michael O'Sullivan visited one of the schools with Spiro Ristovski, Deputy Minister of Education and Science, to see the new curricula being implemented.

We are now working with the government and teachers in Macedonia on the introduction of the maths and science curricula for Grades 4–6.



Video link widens debate

Regional seminars join Cambridge event

Cambridge principals in four different regions took part in the recent Cambridge Assessment Conference in Cambridge by video. Regional seminars in India, Egypt, Argentina and South Africa on the same day as the conference joined the event through video to take part in the debate about challenges and opportunities presented by an ever-increasing interest in international education. The programme included speakers from the USA, Germany, Italy and the UK.

Watch video highlights of the conference at www.cambridgeassessment.org.uk/conference2014



Global round-up

What's happening elsewhere in the world of education

■ **The University of Cambridge** has risen to joint second place in the QS World University Rankings® 2014¹. QS scores more than 3000 institutions worldwide, taking into account academic and employer reputation, faculty to student ratio, faculty citations and international student ratio. In terms of employer and academic reputation, Cambridge scored a maximum 100 points. Topping the table was Massachusetts Institute of Technology (MIT) in the USA, with Cambridge (third the previous year) and Imperial College London sharing second place – ahead of the universities of Harvard and Oxford respectively.



■ **Women** – particularly young women – are more likely to hold a tertiary (post-secondary) qualification than men in most Organisation for Economic Co-operation and Development (OECD) countries. The OECD's *Education at a Glance 2014* report² found that while in 2000, adult men had higher tertiary attainment rates than adult women, in 2012, 34 per cent of women had attained a tertiary education compared with 31 per cent of men. Across the OECD countries, about 75 per cent of adults aged 25–64 have attained at least upper secondary education.

■ **One in three** of the 886 052 foreign students studying at universities in the USA holds a Chinese passport. According to the latest *Open Doors* report³ from the Institute of International Education, in



2013/14, US colleges saw international students surge in numbers by eight per cent and Chinese students accounted for almost 60 per cent of this increase. A single country has never been so strongly represented in almost 65 years of tracking foreign-student trends. Additionally, the number of US students studying abroad has more than doubled in the last 15 years. For more information about the recognition of Cambridge qualifications in the USA, visit www.cie.org.uk/usa/recognition

■ **More than 25 000** British students will travel to India under an initiative announced by the UK universities minister, Greg Clark. The new scheme, Generation UK-India, managed by the British Council, will see students invited to India to work for six months as teaching assistants in schools or as interns with companies with the aim of creating a more globally competitive UK workforce. For more details visit www.britishcouncil.in/generationuk

■ **Today's students** will have 24 jobs in their working lives, business investor Sherry Coutu said in her keynote speech at the SSAT (The Schools Network) conference in Manchester, UK. She also estimated that by 2018, 5.8m jobs would be created by the app community. Sherry is a board member of Cambridge Assessment and of the educational charity Raspberry Pi.

■ **Chinese universities** in Beijing – Peking and Tsinghua – took the top two spots in the Times Higher Education BRICS & Emerging Economies Rankings 2015, in research by Thomson Reuters⁴. The rankings include institutions in countries classified as 'emerging economies' by FTSE, and the 'BRICS' nations of Brazil, Russia, India, China and South Africa.



Schools Conferences bring together a world of expertise

Two locations for inspiring event

Our 2014 Cambridge Schools Conferences took place in two locations on opposite sides of the globe to make the events accessible to more principals and teachers. Each event was visited by delegates from 30 countries.

A two-day programme included engaging keynote sessions, panel discussions and workshops, which all explored the theme *Inspiring teaching, inspiring learning*. More than 200 Cambridge principals and teachers travelled to Homerton College in Cambridge for the UK event. Lani du Plessis from Rotterdam International Secondary School, the Netherlands, said: "I think it's very important to step out of your role as a teacher in the classroom and get a broader overview."

The Sri Lanka event – at Northshore College of Business & Technology – attracted 350 delegates. Fariha Faisal of Roots Ivy International School, Pakistan, said: "I've started to implement the ideas in my institution."

Our next Cambridge Schools Conferences will be in Cambridge (13–15 September 2015) and Dubai.

Register your interest at www.cie.org.uk/csc-2015

“
Thanks for an amazing experience. I am taking a lot away with me”
– Pamela Couzyn, Newton International School, Qatar

1. www.topuniversities.com/node/2249/ranking-details/world-university-rankings/2014

2. www.oecd.org/edu/Education-at-a-Glance-2014.pdf

3. www.iie.org/Research-and-Publications/Open-Doors

4. www.timeshighereducation.co.uk/world-university-rankings/2015/brics-and-emerging-economies

IN FOCUS

BILINGUAL EDUCATION



English may be the dominant language of global interaction, but today's young people are increasingly expected to have a high level of competence in their national language too, explains Michael O'Sullivan, Chief Executive, Cambridge International Examinations

How often have people of my generation, from English-speaking countries, been told that we enjoy an advantage from birth as native speakers of the English language? As a new graduate in my twenties teaching English in China (in the early 1980s, to give you a clue as to my age), I was encouraged to believe that I was an 'expert' for no better reasons than my perfect grasp of the past perfect progressive tense and my ability to demonstrate effortlessly the correct use of those pesky phrasal verbs.

This idea of advantage rested, it seems to me, on two foundations: the belief that English was becoming the dominant language of global interaction, and therefore a key to personal career success in large parts of the world; and the wide perception that it was very hard for anyone not born to English to acquire a high level of functional competence, comparable to that of an educated native speaker.

How have such ideas stood the test of time? The rise of English in many ways continues, driven by expansion of global trade and global mobility of people, even as the 20th-century dominance of English-speaking countries recedes. But as the global balance of power shifts, the perspective is not so much of English growing at the expense of other languages, but of an increasing expectation

“The assertion of cultural identity in rising nations will not allow national languages to retreat”

– Michael O'Sullivan, Chief Executive, Cambridge International Examinations



Competence in English and Chinese is a basic requirement for top jobs in China – bilingual models of education give young people a head start as they enter the world of work

of competence in more than one language, including English. For many desirable jobs in China, competence in Chinese and English is a basic requirement. The assertion of cultural identity in rising nations will not allow national languages to retreat: it will have to be 'English as well'. In the USA, the fastest growing demographic is bilingual, in English and Spanish.

The idea that non-native speakers of English struggle to achieve full competence in the language has always been gainsaid by the outstanding examples of, for example, several north European countries. A plausible explanation for the long-observed ability of many Scandinavians to speak English better than the English lies not just in the good quality of language education in their schools, but in the wide exposure of young people to English in a variety of contexts.

In this edition of *Cambridge Outlook*, we look at the rise of bilingual education, a phenomenon which incidentally explains much of the current growth of Cambridge International Examinations. We consider how increasing numbers of schools



around the world are offering a curriculum taught partly in English and partly in the mother tongue, or national language. The structures of these bilingual curricula are of many kinds: there may be mixed-language teaching in some subjects, or strict segregation of subjects taught through English from those taught through the national language. Or separation may occur at different stages of the curriculum, with increased use of English for teaching older students, moving to a wholly or largely English-medium curriculum in the senior years.

Whatever their particular structures, these expanding bilingual educational models are already challenging the 20th-century idea that native English speakers have an edge. Bilingual models of education are preparing people able to function extensively in two or more languages. The use of English for hours every day in the classroom, in a variety of subject contexts, benefits learners. They can expect high levels of functional competence in English at an early age, without sacrificing acquisition of mother-tongue literacy.

These days it is the monolingual Brit or American in Shanghai who is likely to feel disadvantaged, and with good reason.

Cambridge has carried out extensive research into bilingual education. Turn to page 18 to find out more

IN THIS SECTION...

- 8 Expert view: the importance of bilingualism today**
- 11 How some of our schools around the world approach bilingual teaching**
- 15 Professional development qualifications for teachers working with bilingual learners**
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- 18 Our research in bilingual education**

Q&A

Cambridge's bilingual strategy is managed by Paul Ellis and Lauren Harris in our Teaching and Learning team. Both are linguists and teachers. Here they answer your questions:

I teach in one language only – is bilingualism relevant to me?

Yes, absolutely. Bilingual education theories and practices are relevant to all teachers of Cambridge programmes, even in countries where English is the native language. All teachers need to be 'language aware' so that, for example, they gradually introduce students to subject-specific jargon or writing structures. Increasingly, foreign languages are being taught through non-language subjects, such as history, geography or physical education, underlining how the learning of a language need not be done in isolation.

How does Cambridge support bilingualism and multilingualism?

During the past five years we have talked to teachers, carried out research, run a symposium, devised online and face-to-face workshops, and published articles, brochures and books to enhance our own knowledge and improve teachers' understanding of the key issues. It is part of our teaching and learning approach to offer further advice and professional development in this area.

How do I find out more?

We have posted a large body of resources on our website at www.cie.org.uk/bilingual. These include case studies, author interviews, and a recently written guide to supporting bilingual learners.





ILLUSTRATION: TIM WEIFFENBACH

The language of learning

Language education expert Fred Genesee explains why bilingualism is so important in schools today, and how integrating language teaching with relevant and interesting content can help students to master another tongue

“English may be the global language,” says Fred Genesee, Professor Emeritus in the Department of Psychology at McGill University in Montreal, “but there are statistics to show there are more second-language speakers of English than there are native speakers.”

There are implications in this for all students, he says: “While knowing English is an advantage in today’s world, knowing only English is probably not enough because individuals, companies and countries are competing with those who speak English and another language.”

So how can schools ensure that students are equipped with the languages they need? Much of Fred’s career has been spent examining bilingualism and language acquisition, and he is a keen advocate of Content and Language Integrated Learning (CLIL) – or Content-Based Instruction (CBI) as it is more commonly known in North America.

ENGAGING STUDENTS

“CLIL and CBI are the generic terms for instruction where you integrate language and content,” he explains. Both are used to describe a language teaching method in which some non-language subjects or topics in the school curriculum are taught through a target or second language, rather than the students’ first or home language.

This is different from traditional methods of teaching languages – including Fred’s own French lessons – which tended to be grammar-based approaches, with a focus on teaching vocabulary, grammar and some conversational skills.

CLIL or CBI work better for a number of reasons, says Fred: “There’s more exposure to



the language through these types of teaching. But also, by integrating language teaching and learning with content that's authentic and meaningful, you're making the acquisition of that language deeper. Students are more cognitively engaged because they're learning language for communication, and are often using it for critical thinking. You have to express yourself and opinions, disagree with people, explain things. So it's a deeper learning experience."

It's also more appealing for young people, says Fred: "Very few school-age children are interested in learning language for its own sake. They find it quite boring and irrelevant, so in a lot of CLIL programmes, classroom activities are chosen to be relevant and of interest to students, so it's much more motivating for them. They're not just learning the language, they're learning something through the language."

A MORE CREATIVE APPROACH

Fred believes there's more creativity in a CLIL or CBI classroom. "In a grammar-based approach there's often a syllabus that lays out what's to be learned, and when and how it's to be taught. Whereas in CLIL and CBI classrooms, teachers often have to be innovative in using the language to get the content across, so there's a more learner-centred approach. Teachers modify their language use with different students to make sure everyone understands what they are saying."

Although there seems to be a clamour to teach second languages at an ever-younger age, Fred believes there isn't an optimum age for learning a second language. "It depends on the context and the goals," he says. "In a community

There is no optimum age for learning a second language, believes Fred

like Montreal, you'd want to start early because you're talking about a second language (French or English) that's prevalent in the community, so you want to introduce learners to that as soon as possible.

"But in the UK, you could wait because they won't need it right away. There's quite a bit of research that shows if you start later, students are more efficient learners and make faster initial progress, so you can cover more ground sooner."

Also, says Fred, if CLIL programmes are made optional, you know that the students are likely to be committed as they have actively chosen them.

CLIL programmes can also benefit learners who are at risk of academic difficulties due to reading or language development issues, says Fred. Such learners in CLIL programmes tend to achieve as well in their school subjects as similarly struggling students in non-CLIL programmes – but also achieve higher levels of second-language competence.

Language learning, then, is more than a way of teaching a second tongue: it's a whole philosophy of education that benefits students in the classroom and beyond. ■

“

CLIL and CBI teachers often have to be innovative in using the language to get the content across, so there's a more learner-centred approach”
– Fred Genesee



Fred Genesee has conducted extensive research into alternative forms of bilingual and immersion education for language minority and language majority students. His current research interests include:

language acquisition in pre-school bilingual children and children who have been adopted from another country; second-language reading acquisition; and the benefits of bilingual programmes for the language and academic development of at-risk students.

Fred has published numerous articles in scientific journals, books and magazines and is the author of more than 12 books on bilingualism.

Cambridge University Press offers a range of resources for students learning English as a Second Language

We offer a complete learning journey through ESL curricula from ages 3 to 16, offering Cambridge resources for Cambridge qualifications.



Cambridge IGCSE® English as a Second Language



Endorsed by Cambridge International Examinations, *Cambridge IGCSE English as a Second Language Coursebook and Workbook* (fourth edition) supports learners following the Cambridge IGCSE syllabus, offering clear, practical support for students.

Introduction to English as a Second Language



Recommended by Cambridge International Examinations, *Introduction to English as a Second Language* is a one year preparatory text to bring the student to a level where they can study for IGCSE or equivalent exams. This follows on from Cambridge Global English Stage 8.

Global English 7-8



Stages 7 and 8 lay the foundations for learners who may choose to prepare for Cambridge IGCSE® English as a Second Language.*

*Global English titles have not gone through the Cambridge endorsement process, as they follow the curriculum framework developed by Cambridge English Language Assessment.

Global English 1-6

Cambridge Global English can be used as a stand-alone ESL curriculum or it can be used as part of an innovative suite of materials created by Cambridge University Press for young learners at international primary schools.*



*Global English titles have not gone through the Cambridge endorsement process, as they follow the curriculum framework developed by Cambridge English Language Assessment.

Additional resources



Excellence in Bilingual Education: A Guide for School Principals

The first guide devoted to the organisational aspects of a bilingual programme from the perspective of the school principal.



Approaches from across the globe

Three Cambridge schools – in the Netherlands, Argentina and Indonesia – tell us about their own approach to bilingual teaching

“
Our ex-students say they have a real head start at university”
– Jaap Oudenaarden, Alfrink College, the Netherlands

ALFRINK COLLEGE, NETHERLANDS

English is not confined to the classroom at Alfrink College in the Netherlands. When students enter the Dutch–English bilingual stream at the school for 11–19s in Zoetermeer, they use English for all communication with their teachers. Jaap Oudenaarden, history teacher and head of the school’s bilingual stream, is one of some 40 bilingual teachers (most non-native). He says: “In Years 1 to 3, history, geography, maths, science, art and PE are all taught through the medium of English, while Dutch and music are taught in the first language – and music is only taught in Dutch as we don’t currently have a bilingual teacher.”

Learners may know some English when they arrive at the school but Jaap says: “We have students who can write phonetic English and others who have none, so we use the immersion technique for all. Of course, if I have 28 students with a question mark on their face or a student comes to me with a problem and is emotional, I use Dutch, but our aim is for English all the way.”

Students entering Alfrink’s bilingual stream are selected by the scores achieved in end-of-primary tests and on the recommendation of their previous school. Jaap says: “You have to have good grades and be motivated. It’s harder than the regular school. There are more hours, studying through English is harder, and there is a strong emphasis on study skills, writing skills and presentation.”

The school uses CLIL (Content and Language Integrated Learning), in which non-language subjects are taught in English. In Year 1, for example, when students learn about centuries, Jaap also teaches them how to write ordinal numbers. “Or if I’m talking about a desert, I’ll explain the difference in spelling between ‘desert’ and ‘dessert’. By the end of Year 2, most students are quite fluent in English. This technique works.”

When they reach Year 6, the students sit exams in Dutch, except English language. But the school

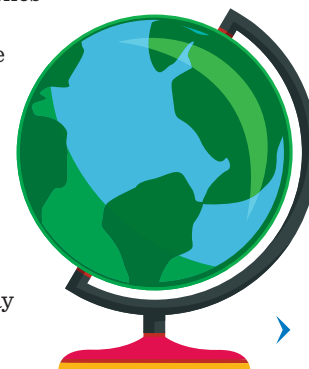


also offers students in the bilingual stream Cambridge International AS Level Biology and Economics and Cambridge International AS & A Level History. Students only get an hour or so extra per subject per week to prepare for the separate Cambridge exams, but there have been good results. In November 2013, 15 students took Cambridge International AS Level Economics. All passed and five achieved an A grade.

The gains of studying through CLIL go beyond exam results, says Jaap – students who’ve learnt English via the bilingual stream display more mental agility, too: “The Dutch exams are about reproducing learning, but Cambridge teaches them additional thinking skills – in Cambridge history, for example, they have to reason and write essays. And because the bilingual students have been used to going from one language to another, they’re quicker at going from one subject to another.

“At Dutch universities, at least 50% of the teaching is in English, especially at technical universities. Our ex-students say they have a real head start.”

Non-language subjects such as biology are taught through English





Children are encouraged to use English through art competitions

MICHAEL HAM MEMORIAL COLLEGE, ARGENTINA

Michael Ham Memorial College believes giving equal weight to English and Spanish is the key to its success. The 1756 students at the Buenos Aires school learn both languages from the age of 3 to 18. Headmistress Caroline de Diaz Mathé says: “We aim for a 50-50 balance between the languages across the curriculum. Even our morning assemblies are led either in English or Spanish equally. All teachers know, understand and hopefully embrace the fact that we are a fully bilingual school. We don’t think about bilingualism as an aim – it is part of who we are and our roots.”

Those roots were planted in 1926, when Michael Ham, a British man, donated his Buenos Aires residence for it to become a school for English-speaking girls. The girls were taught both Spanish and English. “We hold an education faithful to this ambition,” says Caroline. “Being a British school, we not only teach in English but we also offer a British bilingual education, trying to enlighten the understanding of British culture, identity, history and literature.”

The school offers Cambridge IGCSE and Cambridge International AS & A Levels. Subjects taught through the medium of English include maths, history, biology, chemistry, physics, environmental management, English language, English literature, global perspectives, psychology, drama, art, food & nutrition and ICT.

“We believe this type of education fosters the students’ ability to learn other languages and broadens their horizons. It makes information, literature and culture accessible to them, aside from the language in which they are guided,” says Caroline.

Children are also encouraged to use English to



Primary children at Michael Ham Memorial College

“**Bilingualism is part of who we are and our roots” – Caroline de Diaz Mathé, Michael Ham Memorial College, Argentina**

explore different perspectives through debating clubs and a model United Nations, and through enrichment activities such as choral events and art competitions. The school is a member of ESSARP (English Speaking Scholastic Association of the River Plate), which organises inter-school events in English. Caroline says: “Our students truly believe that in order to be a global citizen they need to speak a language that most countries speak – in this case English. Most of the culture they ‘consume’ is in English so they see in their everyday lives that it is needed and it gives them great advantage over those who only speak Spanish.”

Cambridge works well for the school, says Caroline. “It offers a broad-based, internationally sensitive and hands-on curriculum. In general, we aim at our students getting A–C grades. This year, as well, we have had two ‘top in the world’ awards, Art & Design and English – First Language, and one top in Argentina, Spanish – First Language.”



Permatà Bangsa is also a teacher training and learning centre



Kerry Neuman (right) with Cambridge International AS Level learners

of language really boosts our learners' motivation towards learning languages."

Children who join the school at the beginning of their education achieve "near native" levels of English by Year 3 or 4, she says. Parents also receive most school communication in both Indonesian and English.

To equip students for future work or study in either an

“
This natural use of language boosts our learners' motivation”
– Kerry Neuman, Permata Bangsa, Indonesia

PERMATA BANGSA, INDONESIA

“Indonesia is vast in terms of the width of the nation, with a remarkably intact and vibrant cultural tapestry,” says Kerry Neuman, Programme Director at Permata Bangsa International School in Semarang. “Much like Canada,” she adds, which explains why English learning at the school follows the French-language immersion model developed in Canada.

“Now global English has come along as the *lingua franca* [common language], parents want to prepare their children for this, yet at the same time preserve their heritage, which we know is connected to language.”

At Permata Bangsa, children are immersed in a dual or multilingual setting, says Kerry:

“We use a ‘language across curriculum’ approach,” she explains. The approach combines focused language learning with CLIL (Content and Language Integrated Learning). English is the main language of instruction, and in the primary section of the school 80–100 per cent of teaching is in English, with the exception of Bahasa Indonesia, civics and religion, which are taught through the Indonesian language (a government requirement). Kerry says: “This natural use

English or an Indonesian environment, students take national examinations as well as Cambridge IGCSEs and Cambridge International A Levels. Those that have studied at the school for at least four years consistently achieve an A* in Cambridge IGCSE English as a Second Language and next year, students will also sit Cambridge IGCSE First Language English “to keep them challenged”, says Kerry. Students have been accepted directly to universities in Brazil, Canada, the US, Europe, Singapore, New Zealand and Australia.

Kerry adds: “Our administration team are all English language learners and 100 per cent of teachers are multilingual, using English as an additional language. So they all support each other in using and developing their fluency levels.”

As part of the school's in-house training programme, seven lead teachers have completed the Cambridge International Diploma in Teaching & Learning and are now preparing for the Cambridge International Certificate in Teaching Bilingual Learners (see page 15). Kerry says: “It means that the school, including English teaching, can be 100 per cent maintained by an Indonesian national staff.”

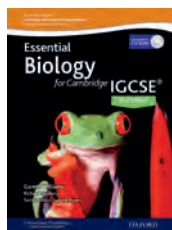
Support subject knowledge *and* language skills in the Bilingual Cambridge classroom

Teachers often mention how crucial it is to build EAL (English as an Additional Language) students' subject knowledge alongside their language skills. The *Essential* series for Cambridge IGCSE® uses a clear, step-by-step approach, with a focus on building vocabulary and subject knowledge from the start. Here is how the *Essential* series will support EAL students' confidence for the latest Cambridge IGCSE Science, Economics and English exams:

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Essential Economics, Business Studies and Accounting include plenty of varied discussion topics, encouraging EAL students to think critically about the Cambridge topics, for stronger assessment potential. Endorsed by Cambridge for the latest syllabuses.



New editions – visit
www.oxfordsecondary.com/igcse-economics

FIRST LANGUAGE ENGLISH

Support confidence with a step-by-step approach to the Cambridge IGCSE

With a step-by-step approach to the syllabus, *Essential First Language English* for Cambridge IGCSE supports your EAL students in achieving their best. Dedicated speaking and listening support develops students' critical vocabulary and builds confidence. Plus, focused activities and exam-style questions help prepare students for assessment. Endorsed by Cambridge for the latest syllabus.



Find out more at
www.oxfordsecondary.com/igcse-english

For more information and advice on ordering inspection copies, visit www.oxfordsecondary.com/cambridge or email EducationAdvisor@oup.com

Working with bilingual learners



Two new Cambridge Professional Development Qualifications can help teachers deliver a non-language subject through an additional language



qualifications, Dean Roberts, says: “Teachers who gain the Certificate or Diploma will feel more confident working with bilingual learners. We aim to enhance the competency of using Content and Language Integrated Learning (CLIL) approaches, and we will foster a curiosity to learn more about theories that underpin effective classroom practices.”

UCL Institute of Education (IOE), University College London, worked with Cambridge to develop the qualifications. Its Pro-Director: Teaching, Quality and Learning Innovation, Norbert Pachler, explains: “The IOE has written resources for participants on these programmes that draw on theory and practice, encouraging participants to critique and reflect on practice in their own settings.”

In 2014, The Anglo School in Uruguay piloted the certificate qualification. Programme Leader Geraldine Pool ran face-to-face input sessions. She also ran group and individual tutorials that focused on discussing learning from teaching practices and identifying gaps in learning to foster further reading and research. She says: “Candidates also kept a portfolio with their lesson plans and

post-lesson reflections, and a reflective journal.”

Teacher Roxana Patrone was one of those who took part. She says: “The programme has helped me a lot because I can see other ways of involving children in their learning that I believe are more beneficial than what I was doing.”

Teachers are given a chance to understand the challenges of learning through an additional language while also assessing the language levels of learners – and themselves.

At the English Speaking Scholastic Association of the River Plate (ESSARP), Argentina, Programme Leader Fernando Lasala says: “Teachers gain understanding of the principles in teaching bilingual learners. They also have the opportunity to apply those principles by designing lessons focused on content and language, and are encouraged to implement and evaluate them.”

Daiana Martinez took the course at ESSARP: “It has offered me a range of new possibilities to explore in the bilingual classroom.”

Cambridge has two new professional development qualifications for practising teachers who are teaching a non-language curricular subject to bilingual learners through an additional language – the Cambridge International Certificate and Diploma in Teaching Bilingual Learners.

The qualifications help teachers develop their professional thinking and practice. They also help bilingual students learn subjects through an additional language more effectively, by promoting the learning of both the subject and the language.

Principal Examiner of both

Roxana Patrone puts theory into practice at The Anglo School in Uruguay

For more, including the syllabus for both the Certificate and Diploma, visit www.cie.org.uk/pdq

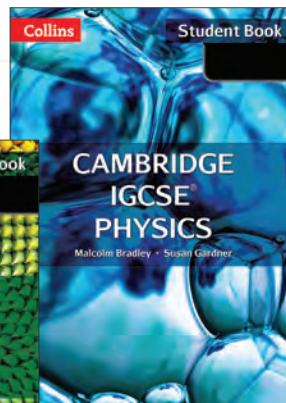
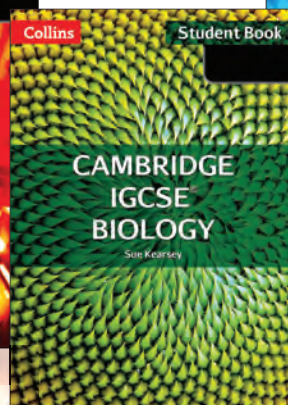
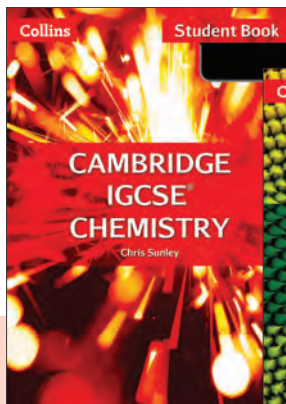
Cambridge IGCSE® Science

Endorsed by Cambridge International Examinations

Engage students with international case studies and examples of how science is used in the real world.

NEW EDITIONS:

Revised and updated for the latest Cambridge IGCSE Science syllabuses



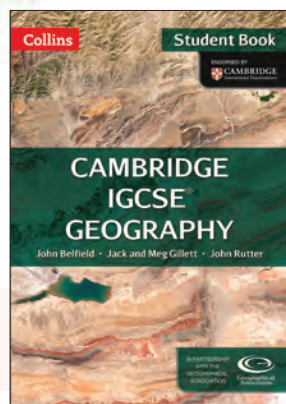
Cambridge IGCSE® Geography

Endorsed by Cambridge International Examinations

An investigative approach to Cambridge IGCSE Geography, written in partnership with the Geographical Association and consultant edited by an examiner.

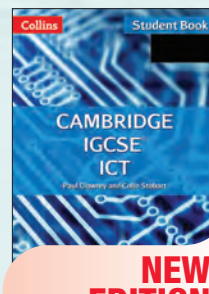
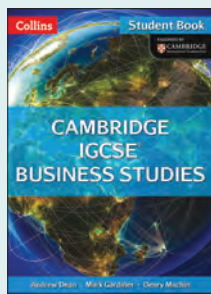
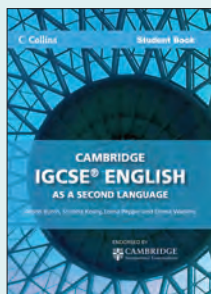
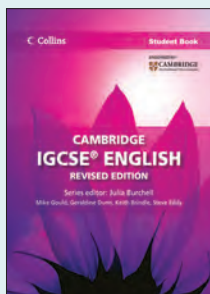
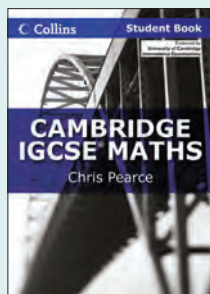
NEW EDITION:

Revised and updated for the latest Cambridge IGCSE Geography syllabus



Also available for Cambridge IGCSE®

Endorsed by Cambridge International Examinations



NEW EDITION
coming in February 2015

IGCSE® is the registered trademark of Cambridge International Examinations

10 ways...

...to create a culture of plurilingualism

1 Let your students know it is okay to make mistakes. That's how they learn! Help them see that language is about communication and making themselves understood. This will encourage students to speak English without feeling afraid to make grammar or diction errors.

2 Posters, information and signs at school in the target language help students absorb the language in their daily life. Get your students to create their own posters on chosen topics or with their favourite phrases or word groups, common mistakes or rules.

3 Practice, practice, practice. Always use opportunities inside and outside the classroom to speak to your students in the target language. As much practice as you can offer them will help your skills as a teacher, as well as those of the students!

4 Link up with schools in different countries that are teaching the same target language. Great examples include setting up a model United Nations conference at your school or holding regular video conferences.

5 Technology is a great asset and one that most students will love to harness. Bookmark websites, newsletters, YouTube videos, blogs, etc. in the target language and share them with your students. Also, with

parents' support – and while staying safe online – encourage your students to find and share their own online language-learning sources.

6 Offer the students incentives. Set up a reward scheme where students are given points for using the target language.

7 Invite native speakers or fluent learners of your target language into the school to give a talk on a subject that interests your students so that they will want to engage and interact with the speaker.

8 Set up an international event at your school in which different cultures and languages are celebrated. Ask bi- or multilingual parents to teach a song or a few phrases in another language, or to share a story from their culture.

9 Ask students to give presentations. This is a great way for them to use the target language and to show their learning, especially around topics they've studied.

10 Sign up for language competitions or link with other schools to form your own. Writing, speaking and debating contests can encourage students to use the target language and develop their originality and creativity in a language that is not their mother tongue. ■

Cambridge languages

We offer a range of Cambridge IGCSE and Cambridge International AS & A Level language syllabuses (see below). Learners are encouraged to enjoy the variety of languages, and to understand and respond to what they read and hear.

Afrikaans	IsiZulu ¹
Arabic	Italian ¹
Bahasa	Japanese ²
Indonesia ¹	Kazakh ¹
Chinese	Korean ¹
Czech ¹	Malay ¹
Dutch ¹	Portuguese
French	Russian ¹
German	Spanish
Greek ¹	Thai ¹
Hindi	Turkish ¹
Indonesian ¹	Urdu

1. Cambridge IGCSE only
2. Cambridge IGCSE and Cambridge International AS Level only



For more information, download our guides at www.cie.org.uk/igcse and www.cie.org.uk/alevel

Thanks to all the schools that contributed to the advice in this article.

Research in bilingual education

Our recent research confirmed that bilingual education is taking place in a high percentage of Cambridge schools. It also helps us in how we support teachers and learners in those schools

WHY BILINGUAL EDUCATION?

Bilingual education is considered by many experts to be the future of language learning in schools. Cambridge defines it as the use of two or more languages as mediums of instruction for non-language content subjects, such as science or history. Current definitions of bilingualism stress the ‘everyday’ use of two or more languages.

Many Cambridge schools are at the forefront of bilingual education, as was confirmed by our recent *Bilingual Education* global survey conducted by Stuart Shaw, Helen Imam and Sarah Hughes. The three main objectives of the survey were to discover:

- more about the models of bilingual education used in Cambridge schools
- the reasons for and challenges of this type of education
- the different teaching approaches used.

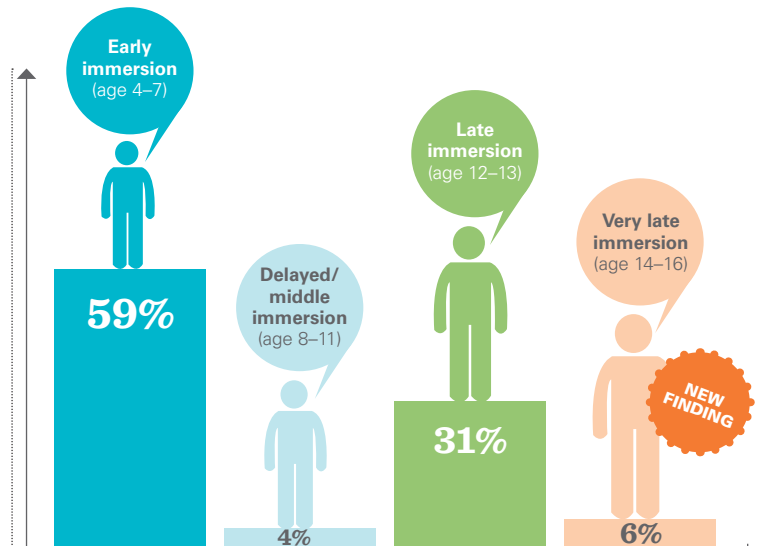
It followed our 2013 *Language Use* survey (reported in *Cambridge Outlook* issue 16, April 2014), which gave a clear picture of the languages spoken by learners and teachers in Cambridge schools, and also the language of instruction.

THE SURVEY

Bilingual Education was distributed to 298 Cambridge schools in February and March 2014. Surveys were returned by 69 schools, 48 of which had a bilingual education programme. These formed the basis of the findings. They represented 19 countries, with the largest number of responses from Spain, the Netherlands, Argentina and Indonesia.

THE FINDINGS

The survey discovered that bilingual education is taking place in 40 per cent of Cambridge schools. Total **immersion** – strict use of only the second language in non-language lessons – is occurring in 42 per cent of these schools. The other 58 per cent



of bilingual schools report **translanguaging** – using more than one language in teaching the content of a (non-language) subject in the same lesson. Teachers use translanguaging for various reasons – to explain concepts, for exemplification, or because it is school policy.

Introducing the second language to pupils between the ages of 4 and 7 – the ‘early immersion model’ – was predominant, occurring in 59 per cent of bilingual Cambridge schools.

The second most common immersion model, ‘late immersion’ (at 12–13 years), was found in 31 per cent of bilingual Cambridge schools. Surprising was the emergence of a new model of immersion – as yet unreported in the existing research on bilingual learning. Cambridge has termed this model ‘very late immersion’ (at 14–16 years) and it was found in 6 per cent of schools.

Of the bilingual schools surveyed, 69 per cent said that their school uses a **Content and Language Integrated Learning (CLIL)** approach – where the additional language is used for the explicit teaching and learning of both content and language.

This diagram shows the ages at which, according to our survey findings, the second language is introduced using the immersion model of bilingual education

Bilingual education approaches

- **Immersion**

Immersing students in a language different from their first language

- **Content and Language Integrated Learning (CLIL)**

Additional language is used for the explicit teaching and learning of both content and language

- **Translanguaging**

A bilingual teaching approach that combines languages in the same lesson

SUBJECT CHOICE

Most bilingual schools (63 per cent) teach some subjects mainly through the first language and others mainly through the second language. The breadth of subjects taught through the second language suggests that all subjects are considered suitable for bilingual programmes. However, the use of a bilingual stream in 36 per cent of secondary schools – with some selective procedures in place – suggests that not all schools think that bilingual education is suitable for all students. This is contrary to some of the academic views found in the literature about bilingualism.

In most bilingual schools surveyed, students continue to learn through two or more languages until the final years of their education. ▀



Cambridge International Examinations' Principal Research Officer Stuart Shaw says: "The outcomes from the *Bilingual Education* research will help Cambridge to support teachers of bilingual learners – in all school types – and will help shape future research to better

understand and support bilingual education in schools.

"In particular, the survey responses have offered new insights – for example, the emergence of a 'very late' (age 14+) immersion model, which might be contributing to the attitude of 'need to be ready for bilingual education'. What was also interesting was the concept of 'translanguaging' – using more than one language in class – which cuts across all types of school, not just bilingual schools.

"The findings have helped to improve Cambridge's guidance information for schools on supporting bilingual learners and on bilingual education. In addition, it has helped us to clarify terminology, to discuss perceived challenges as well as benefits, to prioritise professional development of CLIL skills, and to reiterate language awareness in the assessment process."



SHANGHAI GOLD APPLE BILINGUAL SCHOOL

A fruitful start

Shanghai Gold Apple Bilingual School has been a Cambridge school for only 18 months, but the curriculum is already proving popular with students, parents and teachers. How did they get started?

“We have more than 100 students learning through the Cambridge curriculum,” says Eugene Tu Biao, Director of Shanghai Gold Apple Bilingual School’s Cambridge International Centre, where there are 42 learners in Cambridge IGCSE, 40 in Cambridge Secondary, 18 in Cambridge International AS Level and eight in Cambridge Primary.

Shanghai Gold Apple only became a Cambridge school in September 2013, though it’s had an international curriculum for almost 10 years. Initially, there were challenges, says Eugene: “It was hard to find qualified Cambridge curriculum teachers, especially native English speakers. Also, with the rapid development of our centre, we put a lot of effort on the quality control and the management of both the foreign and local teachers.”

He adds: “We worked with many agencies to look for qualified teachers. We also established good links with Jack Hunt School in the UK, whose principal assistant came to our school every semester to train our teachers and students.

“In the meantime, we spent a lot of time on how to manage both the foreign and local teachers well and how to make our teaching and learning more effective. Many regulations and rules were gradually established.”

Eugene has also had the support of Cambridge International Examinations. He



“We have students from more than 20 countries. The international atmosphere is good”

– Eugene Tu Biao, Director, Cambridge International Centre of Shanghai Gold Apple Bilingual School, China

says: “Cambridge’s regional team give us a lot of information about the development of the Cambridge curriculum and provide a good bridge between our school and Cambridge International Examinations. They also arrange professional development of teachers each term, such as workshops and conferences, which works very well. Any time we have a problem, we can contact them. It’s really efficient and the staff handle problems quickly.”

Eighteen months on, Eugene says: “The Cambridge

curriculum runs smoothly and many parents and students choose it – we have four more classes than last year. We’re the largest boarding school in Shanghai and have students from more than 20 countries. The international atmosphere in the school is very good.

“The school is approved to use the curriculum model and all the extra-curriculum courses of Jack Hunt School, and the two schools’ students visit each other every year. This link helps us to implement the Cambridge curriculum effectively.”

Above: Teachers and students at Shanghai Gold Apple Bilingual School, China



Nurturing new talent

Effective mentoring to support and encourage newly qualified teachers – or teachers new to Cambridge – can be an important contribution to teachers' professional development.

Here, principals and teachers share their tips and experiences

TIP **When a new teacher starts, assign them a mentor until they qualify to the next level**

This should be a teacher with more than five years' experience. They can share their tips relating to your school and its culture.

TIP **As a mentor, you should be learning continuously**

Study the people you admire and who motivate, encourage and inspire you to be the best you can be. When mentoring others, share your life lessons with them, but allow them to evaluate you too.

TIP **Plan lessons together**
Take each topic and work through past paper questions in a group to understand the intention of the syllabus statements. Write down what skills and knowledge the students will need to comprehend new work, and design lessons with this in mind.

TIP **Repeatedly evaluate others' progress**

Give specific feedback concerning their character and capabilities, especially in the face of challenges. This helps prepare them for mentoring others.

TIP **Encourage teachers from different disciplines to observe each other's classes**

They can learn from observing each other's techniques. These informal class visits also inspire teachers to go the extra mile in motivating and supporting one another with advice and seeing how to handle bright students versus those with study problems.

TIP **Inspire your staff by managing training courses**

This is really important to help foster a culture of mentoring.

TIP **Pair teachers together in a buddy system**

The teachers form a close professional and personal bond. The relationship is mutually beneficial: teachers freely exchange and share ideas regarding teaching and resources, and past experiences, as well as their vision.

Thanks to Beijing New Talent Academy, Lonehill Academy, St Charles College, Word of Life Christian School, Acorn Foundation Primary Learning Centre, MRSM Langkawi and MARA Headquarters



If your school has any further advice to offer, please email your tips to outlook@cie.org.uk

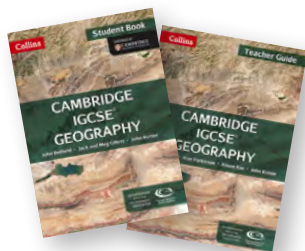


“ It takes time to train young teachers to be qualified Cambridge International A Level and IGCSE teachers, but it's important to invest that time. I feel proud of them when they can confidently stand up in front of their students. These young educators will provide new energy to make ours a continuous learning school.”

– Kai On Li, Vice Principal of Beijing New Talent Academy, China

Endorsed resources

Here's a selection of the latest teaching and learning materials developed by publishers to help you deliver Cambridge education programmes.



CAMBRIDGE IGCSE GEOGRAPHY

SUBJECT: Geography
RESOURCE: Student Book and Teacher Guide
PUBLISHED BY: Collins

Engage students with an investigative approach. Fully revised and updated for the latest Cambridge IGCSE Geography syllabus, *Collins Cambridge IGCSE Geography* helps to prepare students for examination. It provides full coverage of the core themes and skills, and encourages students to manage their own learning with highlighted learning objectives.

Visit: <http://bit.ly/IGCSEGeography>
Email: collins.international@harpercollins.co.uk

EXCELLENCE IN BILINGUAL EDUCATION: A GUIDE FOR SCHOOL PRINCIPALS

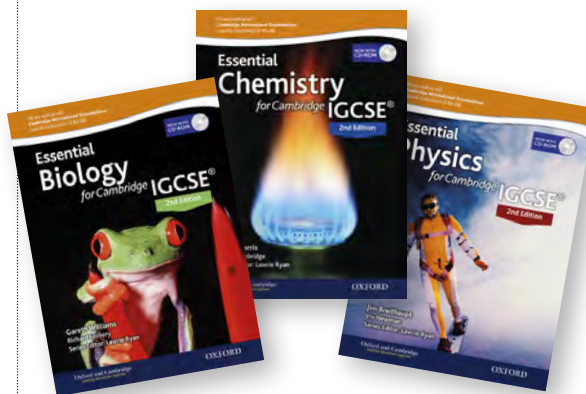
SUBJECT: Bilingual Education
RESOURCE: Principals' Guide
PUBLISHED BY: Cambridge University Press

Produced with Cambridge International Examinations, this guide is devoted to the organisational aspects of a bilingual programme from the perspective of a school principal. It suggests how the principal, teachers, students and parents can work together effectively.

Visit: <http://education.cambridge.org/bilingualeducation>

SUPPORT FOR SCHOOLS

The latest tools and developments to help you and your learners to get the most out of the Cambridge syllabuses



ESSENTIAL SCIENCE FOR CAMBRIDGE IGCSE

SUBJECT: Biology, Chemistry and Physics
RESOURCE: Print and online Student Books
PUBLISHED BY: Oxford University Press

With a clear approach, *Essential Chemistry, Biology* and *Physics for Cambridge IGCSE* will enable EAL students to focus on key scientific concepts and build their skills. These second editions are mapped to the latest Cambridge syllabuses, for first examination in 2016.

Visit: www.oxfordsecondary.com/igcse-essential-science
Email: EducationAdvisor@oup.com



CAMBRIDGE PRIMARY ENGLISH

SUBJECT: English
RESOURCE: Learner's Books, Teacher Packs and Workbooks
PUBLISHED BY: Hodder Education

Prepare your learners for the progression tests and Cambridge Primary Checkpoint test with this new course that covers the Cambridge Primary English curriculum for Stages 1–6 and addresses key objectives including phonics and spelling, grammar and punctuation, reading, writing, and speaking and listening.

Visit: www.hoddereducation.com/cambridgeprimary

Exams officer support

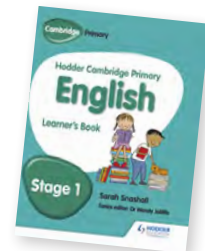
Exams officers play an essential role in administering Cambridge exams and in the continuing success of Cambridge schools around the world. We provide support and training for teachers to help them to administer exams successfully:

Cambridge Exams Officers' Guide

Our website supplies a wide range of support materials for exams officers, such as video tutorials, step-by-step guides and key administrative forms. www.cie.org.uk/examsofficers

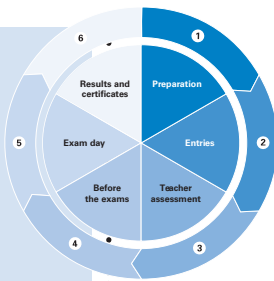
Cambridge Administrative Guide and Cambridge Handbook

These guides are revised and distributed to schools every October. The *Cambridge Administrative Guide* gives information and guidance on all the administrative tasks and activities exams officers need to carry out during exams series. The *Cambridge Handbook* sets out the regulations for running Cambridge exams and assessments.



The Cambridge Exams Cycle

Our exams series is split into six different phases. All our support for exams officers is structured around this cycle, so they can see at a glance which phase the communication relates to.



Cambridge Exams Officer eNews

Our monthly eNewsletter is essential reading for exams officers. It includes reminders about key dates and activities for each month, updates about new services and a look forward to the next month.

Online training

Developed in collaboration with exams officers, our online training offers a comprehensive introduction for new schools, and can be used as a refresher by those who have been working with us for some time.



Promote your school

Do you have a parents' evening or open day scheduled? Are you preparing a presentation about your school and the Cambridge qualifications you offer?

You will find useful marketing support materials

available to download from our Marketing Resources website. The materials will help you talk to parents about Cambridge programmes and qualifications. They include:

- PowerPoint presentations that you can adapt to suit your needs
- factsheets about our programmes and qualifications
- posters to display in your school and at events
- videos, including *Welcome to Cambridge* and *Understanding the Cambridge Learner*.

There are also materials that will help you promote your school:

- a customer version of our Cambridge logo for use on your website, adverts or school letterhead
- our guidelines for using the Cambridge logo
- template press releases to help new schools generate media coverage about their affiliation to Cambridge.



Sign up for Teacher Support

Join the 50 000 Cambridge teachers who regularly log into Teacher Support, where you can find a wealth of support resources, including:

- five years', or 10 series', worth of past question papers, mark schemes and grade thresholds
- current and future syllabus documents and specimen papers
- examiner reports where you can see what the common errors are
- example candidate responses showing examples of A, C and E grades

- schemes of work with suggested order of teaching, and example activities and resources
- lists of endorsed and recommended books
- discussion forums where you can exchange ideas with other teachers
- community resources that other teachers have uploaded.

Discover more...

Go to <http://teachers.cie.org.uk> to use the resources. If you don't have a login, speak to the exams officer in your school, who will tell you the name of your teacher support coordinator.

Find out more...

You can access Marketing Resources at www.cie.org.uk/marketingresources. To log in, enter your Centre number and follow the instructions on screen.

Professional development

FOR TEACHERS

The latest news on our training events for Cambridge principals and teachers

Spotlight on events and training

Delivering training around the world

The last quarter of 2014 was tremendously busy for the Cambridge Training Services team, training more than 1000 delegates globally face to face.

Additionally, 509 teachers took Online Self Study courses and 289 are going through the Online Tutor Led programmes.

One of the many face-to-face events was a three-day workshop about raising attainment in Marine Science for teachers of Cambridge International AS & A Level in Florida, USA. It included an overview of the syllabus content as well as details of assessment and teaching approaches, resources and practical work.

One of the teachers attending the event said: "This was a very enjoyable, worthwhile and rewarding training event." Another added: "Having teachers collaborate was great."

The Training Services team plans an annual calendar of events that starts on 1 August every year. It aims to provide a wide range of face-to-face training in different syllabuses at various levels across different regions, based on intelligence gathered throughout the year.

The team has new regional training events coordinators in Singapore (covering Southeast Asia), Lahore (covering Pakistan), Mumbai (covering South Asia) and New York (covering North America). There are also new

Cambridge-based training events coordinators covering other global regions, plus a new Senior Training Coordinator, Caroline Lemons, and a new Training Services Manager, Georgina Orton.

If you have any specific training needs, please contact your Regional Office so that they can build up an overview of common requests.

This will help the Training Services team to plan the training calendar for 2015–16.



Primary Science training in Egypt

Find a course

You can find a complete list of our face-to-face training events, our online courses and webinars in the **Events and training calendar** on our website.

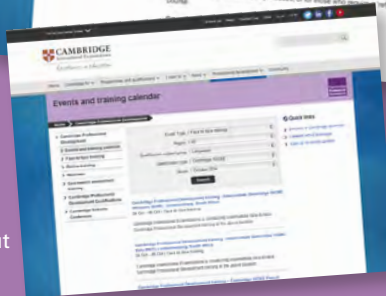
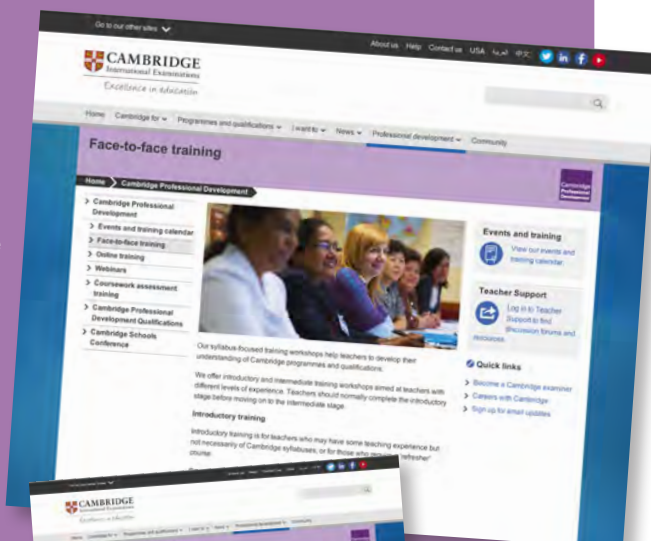
The online calendar allows you to either view the full list or search by event type, region, qualification subject group, qualification type, and/or month.

You can also find further information on the events and details of how to book, including the cost of registration.

To access the **Events and training calendar** go to www.cie.org.uk/events

Email us

If you have any questions about Cambridge training courses please email info@cie.org.uk



Cambridge Professional Development

“

This was a worthwhile and rewarding training event”
– **Teacher participant, Marine Science workshop**

New Examiner Feedback webinars

Every exam series, the Principal Examiner produces a Principal Examiners’ Report (PERT) for each syllabus, summarising the key messages surrounding candidates’ performance. For the next series of exams in 2015, the Cambridge Training Services team will make the supplementary Examiner Feedback webinars available free to all teachers, including teachers in the UK.

These webinars will be pre-recorded and uploaded to the Teacher Support website so everyone can access them whenever suits. There will also be a window of opportunity to ask the examiner questions about the PERTs via an online forum.

To access the PERTs, visit the *Syllabus Materials* section of <http://teachers.cie.org.uk>



Inside the lab

At our state-of-the-art laboratory in Cambridge, Ian Couchman produces 12 000–13 000 slides of tissue every year for our practical science exams



Ian Couchman with the microtome

Practical exams for subjects such as Cambridge International A Level

Biology include questions on plant and animal tissue. Ian Couchman, Technical Support Officer, says: “I meet the examiners to run through a new paper and the practicals, then we decide on the slides. If it’s plant tissue, I collect a specimen myself. If it’s animal, we buy it in. We might want 3000 slides of one type of tissue so we need consistency. Stems and leaves are good. We’ve

used plants native to the UK such as cucumber, St John’s Wort and mint. To reflect other parts of the world we’ve sourced sorghum, Chinese pine tree leaves and papyrus stem, for example, from Cambridge University’s Botanical Garden. I particularly like xerophytes, which grow in dry areas – marram grass is rolled right up and has hair inside to retain any single bit of moisture.

“Once we have a specimen, it is fixed, which means it’s put in a solution to preserve it. There’s then a long and complicated process where it is dehydrated using a series of alcohols. Next the tissue

is embedded in melted wax and put under a vacuum to ensure the wax goes into every single cell so when you come to cut it – on a microtome machine – it doesn’t distort the

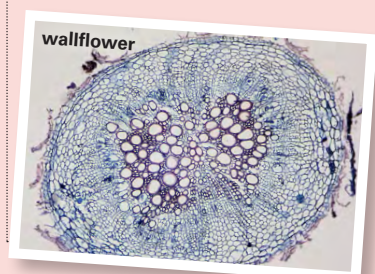
cells. Each slice of tissue is stuck on a slide and left in an oven overnight. It goes through up to 25 stages of dehydration, rehydration, staining and then dehydration again. Plant tissue is usually stained with safranin and fast green. They counterstain each other to highlight what the examiners will ask questions about. A

coverslip (small piece of glass) is finally stuck on top, the slides are packed and dispatched.

“Every practical science exam is trialled in the lab. Practical science is a huge inspiration to students. There’s nothing quite like looking down a microscope.”

“

There’s nothing quite like looking down a microscope”
– Ian Couchman, Cambridge International Examinations



A VIEW FROM...

SOUTH AFRICA



Andrew Norris (left), Principal of Blouberg International School in Cape Town, South Africa, was interviewed by Mark Barber (right), Senior Schools Development Manager, Sub-Saharan Africa



Blouberg International School in Cape Town, South Africa

MB **What Cambridge programmes do you offer at Blouberg and why?**

AN We offer Cambridge IGCSEs and Cambridge International AS Levels. As of the next school year, we'll implement the Cambridge Primary programme. By 2016 we'll have our first group of children sitting their Cambridge International A Levels.

What do you feel that you personally have accomplished at the school?

It's still early days for me as I've only been at the school since the beginning of 2014, but one of the things I have done is change the timing of starting Cambridge IGCSEs so students can progress to Cambridge International A Levels.

How do you think the implementation of the Cambridge Primary programme will assist that change?

You need natural progression from one to the other. The Cambridge Primary programme is going to get children ready for the Checkpoint system, which will get them ready for Cambridge IGCSEs, Cambridge International AS and finally Cambridge International A Levels.

Why has Blouberg chosen Cambridge?

Cambridge prepares the children for higher education and to become leaders in South Africa. It promotes independent thinking skills, it's rigorous and it is about application of knowledge rather than rote learning.

What support have you had from our regional team in Cape Town?

We've had wonderful support – the regional team is always there whether it's on the other end of a telephone line or an email, and the annual visits are always welcome. We have also been fortunate enough to have you come in and chat to staff about implementing the Cambridge Primary programme and it's gone rather smoothly.

How else has Cambridge helped you?

The training, both online and face-to-face training, has been great and it's something I've always encouraged my staff to do. They appreciate the forums on the website, as well as the ability to go overseas, obviously budget allowing, to meet other Cambridge heads at conferences. And the early release of results has been very important for us for children making applications to university due to the timeframe.

What would you say is special about Blouberg International School?

I think that being part of an international group of schools that are found around the world supports us in our endeavours. Also, the calibre of child that we have and the diverse community in a growing area makes our school very, very special. ▀

Andrew Norris was first introduced to the benefits of the Cambridge programme at Morula School in Selebi-Phikwe, Botswana, where he implemented Cambridge IGCSEs and HIGCSEs (an exam series followed until 2010, similar in standard to Cambridge

International AS Level). Before joining Blouberg, Andrew was at Wembley College in KwaZulu-Natal, which followed the Cambridge programme. As Principal of Blouberg, he is responsible for the smooth running of day-to-day operations.

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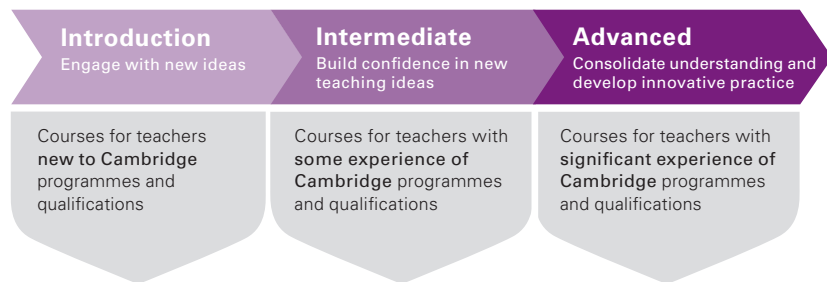


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