

CAMBRIDGE outlook

Issue 12, 2012

**Focus on:
Cambridge teacher
community**

**Cambridge schools
with a global
perspective**

**New initiatives
in bilingual
education**



UNIVERSITY of CAMBRIDGE
International Examinations

Excellence in education



Cambridge Teachers' Conference 2012



Confident learners, confident teachers:
new ways of looking at leadership

Monday 17 September to
Wednesday 19 September 2012
at Robinson College, Cambridge, UK



Join us at this year's conference where we will be exploring leadership in schools. How can we develop leadership skills in students? What does leadership look like for classroom teachers? What role can (or should) schools have as leaders in their communities?

The Cambridge Teachers' Conference is the highlight of our professional development calendar. You can expect keynote addresses and interactive workshops where you will collaborate with Cambridge teachers from around the world.



"There has been a fantastic atmosphere and energy here. The keynote speakers and workshop sessions have been exceptional."

Julie Castleford, Head, Metropolitan School Frankfurt, Germany
Cambridge Teachers' Conference 2011



How to book

Watch out for more details on our website at www.cie.org.uk/events

To register your interest in this event, email us at events@cie.org.uk

Please put 'Cambridge Teachers' Conference' in the subject line of your email.

We will notify you when booking opens.

Issue 12, 2012

www.cie.org.uk

Editor Caroline Gavine

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Welcome to the latest issue of *Cambridge Outlook*

In this issue we have put our Cambridge teacher community in the spotlight. We offer a wide variety of education events for Cambridge principals and teachers worldwide, and we really encourage schools to get involved.

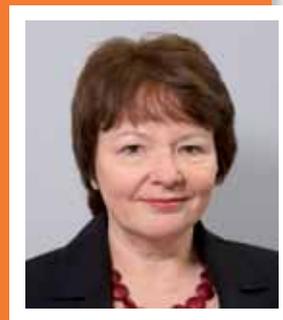
We want Cambridge schools to build links with each other – not only to share best practice but also to give students a global learning experience. A new report shows that businesses think it is important for schools to help young people think globally – read our article on page 14 to find out more, and see how Cambridge schools are putting this into practice.

We also report on exciting new developments – our latest initiatives in bilingual education, and new syllabuses coming soon.

Lastly, a few words about this year's Cambridge Teachers' Conference. We have chosen 'leadership' as our theme – a topic that often comes up in our conversations with schools. We are exploring ways we can develop our support in this area – so I'm looking forward to hearing your views in September 2012.



Ann Puntis, Chief Executive



contents

Excellence in education

4. More and more schools choose Cambridge
6. The university dimension

Cambridge teacher community

8. Helping Cambridge principals and teachers to develop their practice
10. Cambridge schools at forefront of education development

Improving our services to you

11. Marketing resources now online
11. Get ready for our new website
12. Surveys show high satisfaction

Developing global learners

14. Internationally aware Cambridge learners ahead of the curve
17. New initiatives from Cambridge in bilingual education

19. Supporting linguistic and cultural diversity

Classroom

20. New curriculum resources
21. What's new in development?

Our people

22. Introducing...

Cambridge professional development for teachers

23. Forthcoming courses

Cambridge Outlook eNews

Our monthly eNewsletter will keep you up to date with developments at Cambridge. Join our mailing list at www.cie.org.uk/newsletters

More and more schools choose Cambridge

The Cambridge community of schools grew strongly in 2011, fuelled by schools' desire for excellence in education.

More than 9000 schools in over 160 countries are part of our Cambridge learning community, and the number keeps on growing. Schools choose Cambridge because we offer high-quality curricula, assessments and services and reliable standards that we maintain from year to year. We are committed to raising standards of pedagogy by giving Cambridge teachers opportunities to develop their professional practice, going beyond the skills they need to teach a particular syllabus. And we have an extensive research programme to help us make sure that the primary psychometric standards of validity, reliability and fairness underpin all our work.

As a part of Cambridge Assessment and the University of Cambridge, we can draw on wide-ranging education expertise to inform our programmes and new developments. Our aim is to deliver progressive programmes that prepare learners for their next steps – whether in education or beyond it – helping them to reach their potential.

“I strongly believe that Cambridge has provided an unparalleled learning experience and a global platform for all my students who are now placed in the best universities across the globe.”

Dr. Vandana Lulla, Principal, Podar International School, India

November 2011 exam series How do entries compare with November 2010?

- Cambridge Checkpoint – entries up 37%
- Cambridge IGCSE® – entries up 14%
- Cambridge International A Level – entries up 8%

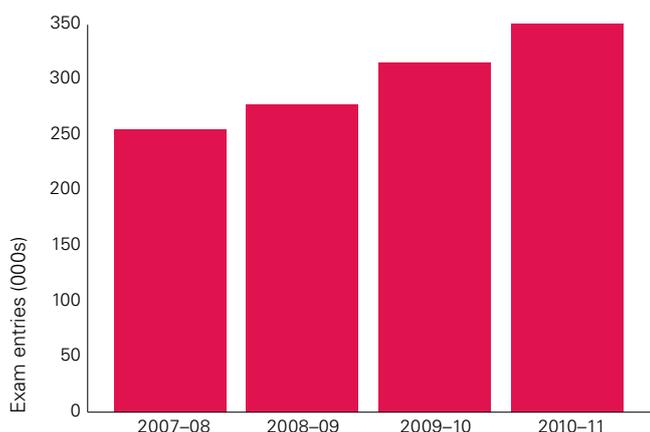
Cambridge IGCSE subjects

- Maths and First Language English were the most popular Cambridge IGCSE subjects, and are still growing well (both up 17%)
- Biology was the most popular science subject – and the 4th most popular subject overall

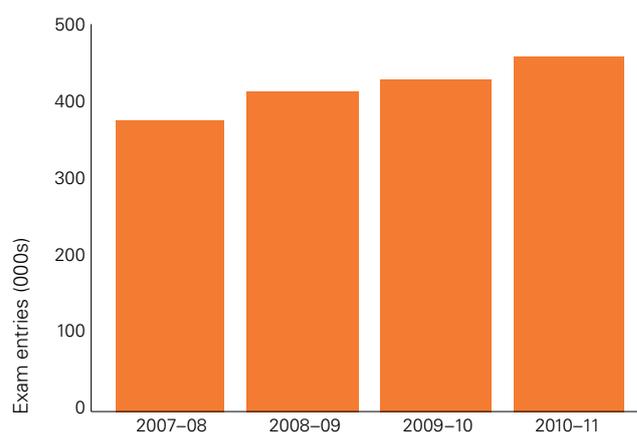
Cambridge International AS and A Level subjects

- Maths was the most popular subject, growing by 12%
- Physics and Chemistry are growing in popularity – up by 16%

Cambridge International AS and A Level growth



Cambridge IGCSE growth



Fair and rigorous assessment

Every exam series, we put a vast amount of effort and care into making sure that Cambridge learners are assessed fairly and given opportunities to show their knowledge and skills. When it comes to marking and grading, we follow rigorous processes to make sure that students receive the results they deserve – and that universities and employers know they can trust.

In November and December 2011, our assessment staff spent 2000 hours in meetings with examiners before they started marking answer scripts from the November 2011 series – ensuring that our examiners had a shared understanding of the mark scheme and were all well prepared to carry out the marking consistently. Our assessment staff then spent far more than that number of hours on grading the exams. By the middle of January

2012, our staff had set grades for over 400 subject syllabuses.

After grading, but before we issue results, teams of Cambridge examiners carry out grade reviews. This involves re-marking the work of particular students who are near the borderline of a grade, and who are therefore most in need of having their prospective result verified. Our examiners check the answers, making sure they are in complete agreement with the mark awarded.

Schools expect high quality from Cambridge, and our comprehensive grade review process is one example of our commitment to delivering world-class international education.



Rigorous processes – Cambridge examiners carrying out grade reviews in January 2012



Celebrating success – Cambridge learners in Malaysia, November 2011

“We are creating global citizens of tomorrow and Cambridge is, for us, a central partner.”

Joakim Philipson, Head of International Department, Viborg Private Realskole, Denmark

The university dimension

As a department of the University of Cambridge we understand the value of working closely with universities.

“Universities know about the strengths and weaknesses of their entry qualifications... so it makes sense for universities and exam boards to work closer together on qualification design.” This is a remark made by David Willetts, UK Minister of State for Universities and Science, and is a view supported and frequently expressed by the UK government.

At University of Cambridge International Examinations we have long believed that working closely with universities is crucial to our activities. We draw on academic expertise to inform the content of our qualifications and to make sure they develop the knowledge and skills required by universities. We also work with universities on educational research, and to deliver our professional development events for teachers.

In 2008 we launched our newest qualification – Cambridge Pre-U – in UK schools. At every stage of its development we consulted with universities and higher education institutions to guarantee its effectiveness as a pre-university qualification. Higher education lecturers contributed towards the development of the various Cambridge Pre-U subject groups, and academics gave their responses to the draft syllabuses.

Our connection to the University of Cambridge – ranked number one in the world in the QS World University Rankings 2011– is fundamental to our activities. We share in their mission to deliver excellence in education, and we strive to extend the benefits of being part of the University to our schools worldwide.

Here are some of the ways we work with the University of Cambridge:

Education events

Experts from the University of Cambridge Faculty of Education regularly work with us to design and deliver our education events for Cambridge teachers, such as the Cambridge Teachers’ Conference and our Global Learner seminars. This helps us bring the latest thinking on education to classrooms around the world – on issues ranging from the impact of brain research on education to how to make maths lessons more engaging for students.



Deputy Head of Faculty and Senior Lecturer at the University of Cambridge Faculty of Education, Colleen McLaughlin, speaking at the Cambridge Teachers’ Conference 2010

Education projects and consultancy

We are increasingly involved in projects to support countries in raising educational standards. Our services include curriculum development, developing new assessments benchmarked to Cambridge international qualifications, and providing education reform solutions.

Teacher professional development is a key element of education reform and an area where we are working closely with the University of Cambridge Faculty of Education.

We are currently engaged in a project in Kazakhstan to develop a new system for continuing professional development for teachers in secondary schools. The Faculty of Education is leading on the design and content of the teacher programme and the training of trainers, and we are leading on the assessment and certification of trainers and the quality assurance of the system. Learn more at www.cie.org.uk/government

Classroom activities



Cambridge Chemistry Challenge
www.C3L6.com

thinking creatively about science. It has been a hit with students worldwide. A new challenge will be posted on the Cambridge

Cambridge Chemistry Challenge creator, Dr Peter Wothers (left), with a winning student



We are supporting the Cambridge Chemistry Challenge, an innovative online competition developed by chemists at the University of Cambridge to get students

Chemistry Challenge website on the first day of every month from January to June 2012. The quicker the players solve it, the higher their name appears on the honours board, and there are prizes for the top scorers. Get your students involved! Take up the challenge at www.C3L6.com

Scholarships and bursaries for teachers and learners

We fund undergraduate scholarships to provide financial assistance to exceptional students in India and Pakistan who would not otherwise be able to afford to go to Cambridge. Our parent organisation, Cambridge Assessment, also funds scholarships for MPhil degree courses in Education, English Language or Applied Linguistics at the University of Cambridge. These scholarships are awarded to those whose research will help raise standards in education. For more details about our Cambridge Assessment, Manmohan Singh, and Cambridge 800th Anniversary scholarships, go to the University of Cambridge website at www.cam.ac.uk/admissions

NEW!

We are pleased to announce bursaries for Cambridge teachers applying to the Master of Studies (MSt) in Advanced Subject Teaching at the University of Cambridge Institute of Continuing Education. The University of Cambridge International Examinations bursary fund offers awards up to a maximum of £7450 per person to cover course fees for overseas and EU applicants wishing to study the MSt in 2012. Applicants must be current teachers of Cambridge syllabuses in either English or History, and work outside the UK in Cambridge-registered schools. Go to www.ice.cam.ac.uk to apply by 1 April 2012.



Helping Cambridge principals and teachers to develop their practice

Being part of the Cambridge community opens up a wide range of professional development opportunities for principals and teachers. Our mission is to help raise standards of international education and so the support we offer goes beyond what you might expect from an exam board. It is underpinned by a commitment to develop teaching practice.

Our professional development and teacher support aims to help Cambridge teachers to:

- be more confident, reflective, innovative and engaged
- be learners themselves, continually developing their practice
- share ideas and collaborate with other Cambridge schools and teachers.

Here is a look at some of the different types of support we offer to Cambridge principals and teachers.

Head to Head forums – reflecting on education developments

These forums bring Cambridge principals together to discuss educational themes and share ideas. They create an opportunity for Cambridge schools to work together, and reflect on developments in education. We held Head to Head forums around the world in 2011, including Bangladesh, China, Cyprus and Spain.

This photograph shows Dr John Guy, a senior education advisor for Cambridge, leading a Head to Head forum in Dubai where principals discussed strategies for developing research skills in the classroom. More forums are planned for 2012.



Head to Head forum, Dubai



Global Learner seminar, Pakistan

Global Learner seminars – experimenting with new ideas

Finding new and exciting ways to engage students in maths and science lessons can be challenging, and so our Global Learner seminars are aimed at giving teachers new strategies for teaching these subjects. The maths seminars are led by Charlie Gilderdale, a member of the University of Cambridge Millennium Mathematics Project, and the science seminars are led by Mark Winterbottom, a lecturer in science education at the University of Cambridge. Both Charlie and Mark have a lot of experience in working with schools.

We have held seminars in Pakistan, India, Egypt and Bangladesh – and more are planned for 2012, including Dubai, Qatar, Kuwait, Argentina and China. They support our aim to help teachers be more innovative in their teaching, and experiment with new ideas.

Cambridge Teachers’ Conference – collaborating with other teachers

In September 2011, teachers from more than 130 schools in over 50 countries came to our annual conference in Cambridge. The theme was *Learning, Teaching and the Brain*, and experts from the University of Cambridge and the University of Bristol discussed how developments in brain research are impacting on education.

Collaboration is a key feature of our annual conferences. Sven Primdal, Principal from Skals Efterskole, Denmark said: “Connecting with teachers from around the world provides a great opportunity to reflect on your own teaching methods, challenge things that could be improved and build on what has already been achieved.”



Our annual conference supports knowledge sharing between Cambridge teachers

Online courses – developing confidence in specific skills

Our online training courses give teachers a chance to reflect and develop their skills in a supportive environment, learning alongside teachers from other schools. As well as subject-specific courses, we offer courses to develop teaching skills including Assessment for Learning, Using the Web for Learning, and Teaching and Assessing Skills in Science.

We run courses for both new and experienced Cambridge teachers.

“The Assessment for Learning course will have a big impact on my teaching as it has reminded me of a lot of great ideas that I have not used for a long time. It has also given me a better understanding of why these techniques are beneficial.”

Cambridge teacher

Cambridge Professional Development qualifications for teachers and trainers

We also offer qualifications for teachers and trainers based on international best practice in teaching and training.

Many Cambridge schools run our qualifications in-house to develop standards of teaching, motivate their staff and encourage new ideas. We also work with partners, such as the University of Cambridge Faculty of Education and the European Council of International Schools (ECIS), to help education authorities and institutions around the world to enhance teacher professional development.

Learn more about Cambridge Professional Development qualifications at www.cie.org.uk/teachers

Get involved

To see our calendar of forthcoming education events and training go to www.cie.org.uk/events

Cambridge schools at forefront of education development

We consult with Cambridge schools to develop our programmes and qualifications. By getting involved, Cambridge principals and teachers help shape our strategy and gain professional experience. We asked two educators about their experience of working with Cambridge, and what it means for them.

My experience of... piloting a Cambridge qualification

Lani du Plessis is an English teacher at Rotterdam International Secondary School in the Netherlands. She is piloting our new Cambridge IGCSE World Literature course alongside schools in Argentina, China, Hong Kong, India, Pakistan, Singapore and Thailand.

“ We were interested in Cambridge IGCSE World Literature because the content seemed especially suited to our school. We are an international school, and we appreciated being given freedom to select texts which could complement the interests and background of our students. It is also a wonderful and challenging opportunity for us to look at what we teach from a different perspective.

“ The online discussion forum is useful as the subject experts are available to answer questions and explain their thinking behind choices in the course. It is good to have the opportunity to exchange knowledge, hints and tips, and I have enjoyed reading what other teachers teach and how they construct their course. The examples posted online have been very useful, and it is good to see the level of other students around the globe. I am enjoying the opportunity to try out a new curriculum. ”



Cambridge Pakistan Advisory Council meeting, Islamabad, October 2011

My experience of... being on a Cambridge Advisory Council

Danial M Kasuri is Executive Director at Beaconhouse Group in Pakistan. He is a member of the Cambridge Pakistan Advisory Council, formed in 2009 to represent Cambridge schools in Pakistan – over 450 schools in total.

“ The Cambridge Pakistan Advisory Council has brought the private schools of Pakistan closer together on a single platform. Since its inception, several issues have been debated towards resolution, including the introduction of Grade A*, the initiation of dialogue with the government in Pakistan, fairer equivalence by IBCC (the education body that grants equivalence to international examinations with corresponding qualifications in Pakistan), and the gradual synchronisation of government institutions and college admission deadlines with the timing of Cambridge results.

“ The Council can be an effective forum for inviting key individuals from government and civil society to build not only stronger collaboration, but also to further the cause of education in Pakistan. This provides University of Cambridge International Examinations and private schools in Pakistan with opportunities to fulfil their responsibilities to wider society. ”



Lani du Plessis discusses *The Kite Runner* by Khaled Hosseini with her Cambridge IGCSE World Literature students

NEW! Marketing resources now online

If you are holding an open day or a parents' evening at your school and need marketing support resources from Cambridge, help is at hand.

You can now download a wide range of free support materials from a new secure area of our website called Marketing Resources, including:

- factsheets for parents
- posters
- a PowerPoint presentation to help you explain the Cambridge approach
- Cambridge logos.

We developed Marketing Resources to help Cambridge schools talk to parents about our programmes and qualifications – a need identified in our survey of Cambridge principals last year.

We will send login details for Marketing Resources to Cambridge schools by email. Find Marketing Resources at www.cie.org.uk/marketingresources



Did you know? – the University of Cambridge International Examinations website is available in different editions to support your communications to parents. Arabic, Chinese, Hindi, Spanish and Vietnamese language versions can be accessed from our homepage, as well as country websites for customers in the US, China, India, Pakistan and Sri Lanka. Go to www.cie.org.uk and click on the world map.

NEW! Get ready for our new website

Work is underway to develop a new version of our public website (www.cie.org.uk). We plan to launch it in the second half of 2012.

The new website will be easier to use, getting you to the information you want with fewer clicks. Other benefits include new functionality so you can find and sort syllabuses and exam materials, and a feature to help people find their nearest Cambridge school. Feedback from schools has fed into the changes.

We have chosen an innovative design based on the latest research into web use. Instead of scrolling vertically for information, you will open it up across your computer screen with each click. This style means that you can see more information on a single page.

Look out for more information later this year. The new website will not affect how you use our secure support websites, such as CIE Direct – our online tool for exams officers.



Preview of our new website

Surveys show high satisfaction – but we'll keep working to improve

Our annual satisfaction survey is now complete, and the results show we are performing strongly.

Satisfied Cambridge teachers – what they said

We sent an online questionnaire to a sample of teachers in Cambridge International Schools who made entries in the June 2011 series. We received 300 responses from 52 countries.

86%

of teachers said they would recommend Cambridge qualifications to other teachers. The vast majority think that Cambridge is well regarded by school principals, teachers and parents.

88%

of teachers are satisfied with the face-to-face training they receive from Cambridge.

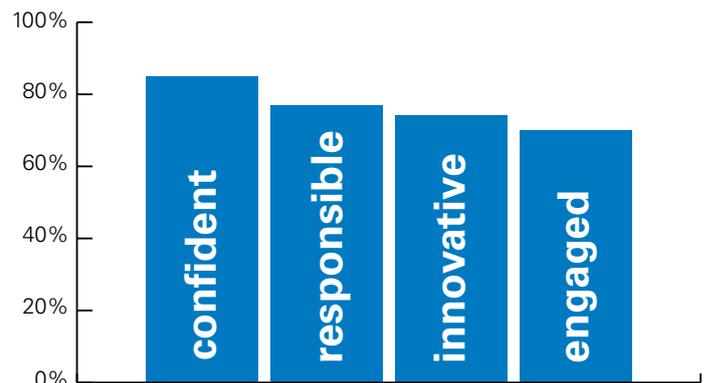
90%

Over of teachers are satisfied with our syllabuses, past papers, mark schemes and examiner reports.



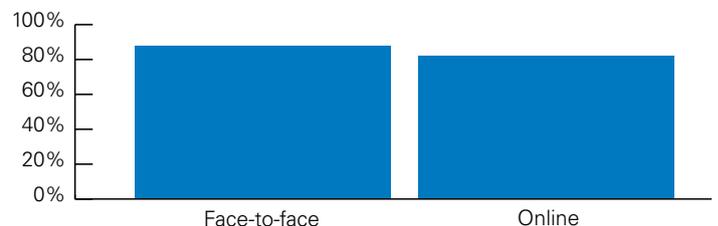
We asked teachers if they think that Cambridge qualifications help them and their schools to prepare learners to be confident, responsible, innovative and engaged. The majority said yes – with 85 per cent of teachers agreeing that Cambridge qualifications help them prepare learners to be 'Confident in working with information and ideas – their own and those of others'.

Cambridge education programmes and qualifications help schools and teachers prepare their learners to be...



Percentage of teachers who strongly agree or agree with the statements

Percentage of respondents who said they are highly or somewhat satisfied with training they receive from Cambridge



Teachers asked us to find ways to improve the way we communicate changes to syllabuses, so that they know what is changing and how it will affect them. We will review this area, and other areas where teachers requested more support.

Look out for our *Syllabus Updates for Cambridge Schools 2012* document in March 2012 at www.cie.org.uk/teachers



Satisfied Cambridge exams officers – what they said

We sent an online questionnaire to exams officers in all Cambridge International Schools who made entries for the June 2011 exam series. We wanted to find out how well we supported them through the series. We received responses from 364 exams officers in 127 different countries.

90%

of Cambridge exams officers are satisfied with the services we offer them.

90%

of Cambridge exams officers said they are likely to recommend Cambridge to other exams officers.

88%

of Cambridge exams officers are satisfied with CIE Direct, our online tool for administering Cambridge exams.

We know there is still room for improvement. Exams officers asked us to review our results enquiry process to make it quicker and easier, and they suggested some improvements to our processes for returning scripts. They also asked us to make it easier to find information on Ask CIE.

“Whenever I call Customer Services I feel I get a person who knows what they are talking about.”

Exams Officer, Portugal

Our surveys of Cambridge teachers and exams officers are part of our new in-depth approach to measuring customer satisfaction. We have also surveyed Cambridge Associates and principals (see *Cambridge Outlook*, issue 11).

Overall we have performed well across all our surveys. We will now look at the steps we need to take to deliver the improvements you want.

Stay up to date with our new developments by reading *Outlook eNews* every month – subscribe at www.cie.org.uk/newsletters

Internationally aware Cambridge learners ahead of the curve

International employers' increasing need for 'global skills' is emphasised in two recent reports commissioned by the British Council and Think Global (the Development Education Association).

The first report, *Cultivating a global outlook for the global economy*, reveals that learning about global issues at school equips young people with the skills they need for the best graduate careers. All teachers surveyed in the report agreed that helping young people to think critically and creatively about global issues improves their academic attainment. The report proposes that elements of global learning should be included in all syllabuses, no matter what subject, so that students become more globally aware.

The second report, *The Global Skills Gap*, summarises the results of an ICM poll of 500 UK business leaders. Ninety-three per cent of businesses think it is important for schools to help young people think globally. Three-quarters of the business leaders polled worried that young people's horizons are not broad enough to operate in a globalised and multicultural economy.

Roger Clarke, Chair of Think Global, said: "Businesses urgently need people with an understanding of the wider world. Yet even those students lucky enough to go to university still have a large gap in their awareness. It is crucial that we help children to start thinking globally during their school years."

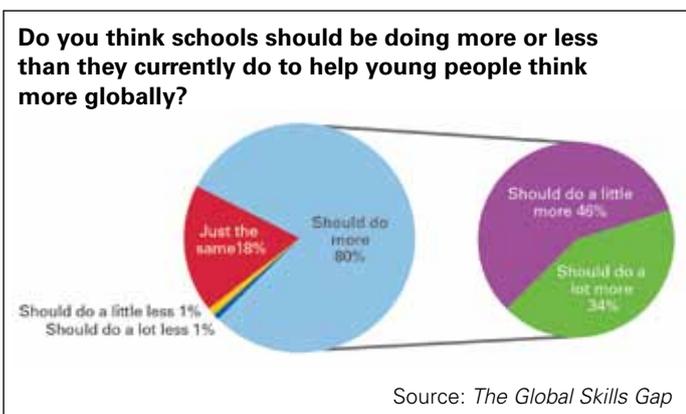
The report highlights Cambridge IGCSE Global Perspectives and Cambridge Pre-U Global Perspectives and Research (GPR) as qualifications that help schools prepare students to enter the global economy.



Of course, all Cambridge programmes and qualifications are designed for an international student body. The learning framework of Global Perspectives and the exposure to many diverse cultures gives Cambridge learners the skills they need for success in an interconnected world.

“Prestigious qualifications such as Cambridge Pre-U or IGCSEs can help schools ensure they are preparing their pupils to enter the global economy”

Source: Cultivating a global outlook for the global economy



Cambridge schools with a global perspective

Cambridge schools are putting global thinking into action. Here are just some examples of the international relationships Cambridge schools are building with each other around the world. Much of this work arises from our Global Perspectives suite of qualifications, which requires learners to interact with people from other countries and cultures and think critically about a range of global issues where

there is always more than one point of view. Modern technology including online video conferencing and the use of Skype, as well as email and online forums, enables schools to bring their learners together, regardless of distance. This is a huge benefit for schools that are unable to run exchange programmes where learners travel to each other's countries.

Case study 1: USA–UK partnership

Eastchester High School in the USA hosts an annual online video conference with schools in Italy, India and China. This year's theme is Child Poverty, and learners will have the chance to listen to university and non-governmental organisation (NGO) specialists and then ask questions. The ultimate goal is for participating schools to develop an action plan to attempt to alleviate child poverty.

Walthamstow Hall in the UK has been invited to join this year's conference as a result of the school's work with Eastchester High School on Cambridge Pre-U Global Perspectives and Research (GPR). The Walthamstow Hall learners started Cambridge Pre-U GPR a year before Eastchester, so they have been helping their peers get to grips with the Critical Path study technique, where students develop analytical and research skills.

The schools maintain regular contact through Skype and are aiming to have this link as a permanent feature of their Cambridge Pre-U GPR programmes. A recent visit from Eastchester High School students to Walthamstow Hall was a great success. This sort of contact is excellent for learners, as a recent comment from Walthamstow Hall student, Hannah Pether, shows: "It's great to have first-hand experience of American views – their thinking was not at all what we thought. We've had some excellent political debates."

Anne Needham, Cambridge Pre-U GPR coordinator at Walthamstow Hall, said: "Cambridge Pre-U GPR really lends itself to forging international relationships and collaborative work. What better way to gain global perspectives, liven up the classroom and take students out of their often closeted world?"



Students at Walthamstow Hall, UK and Eastchester High School, USA, work together via Skype

Case study 2: Finnish and UK students collaborate on sustainable food project

Caistor Yarborough Academy in the UK is a Cambridge IGCSE Global Perspectives school that is committed to offering its learners fantastic opportunities to interact with their peers internationally. They have forged links with schools in Argentina, China, France and Italy – and are currently partnering with Padasjoki High School, Finland on a project about sustainable food production. The project is funded by Comenius, a British Council initiative that encourages partnerships between European schools.

The Academy has used Global Perspectives as a springboard for such activities. The Head, Jeremy Newnham, says: “We have a desire to reach out beyond our locality. It is this that drives our international work and the Global Perspectives course enhances this goal. We believe the course reflects our values of extending and enthusing students to learn. Our work with Finland on sustainability meets all of our aspirations and will, through collaborative work, enhance the lives of our students.”

Global Perspectives students from the Academy will also collaborate with Global Perspectives students from other countries at the international student symposium hosted by Riverside School, Argentina in April 2012.



Students from Padasjoki High School in Finland visited Caistor Yarborough Academy in late 2011 to plan their 'Our Food Future' project

Do you want to set up links with other Cambridge schools?

If you want to contact another school offering Global Perspectives, we run a Global Perspectives forum on our Teacher Support website. This is a great place to swap ideas with other Global Perspectives teachers. We also have a page on LinkedIn for Cambridge teachers – you can join at <http://linkd.in/cambridgeteacher>

Why not encourage your students to start a discussion on our Facebook page at www.facebook.com/cie.org.uk

We are always interested in how you work with other schools and the technology or websites you are using. Please share your ideas with us by emailing us at international@cie.org.uk. Also, if there are practical things we can do to support schools and make it easier for you to work together online, then we'd love to hear about them.



Case study 3: International student symposium on education and poverty

Students from around the world will attend an international symposium on 'Education and Poverty' in April 2012, hosted by Riverside School, a Cambridge school based in Buenos Aires, Argentina. Riverside School has offered Cambridge IGCSE Global Perspectives for several years and the symposium is aimed at Global Perspectives learners and their teachers.

Schools from around the world are attending with delegations from the USA, Europe and the Middle East as well as South America. It is an exciting learning opportunity for the students, who will take part in workshops and seminars over several days.

'Education for all' is one of 20 topics that learners can study as part of Cambridge IGCSE Global Perspectives, and the symposium provides an excellent forum for students to discuss this topic from global, national and personal perspectives.

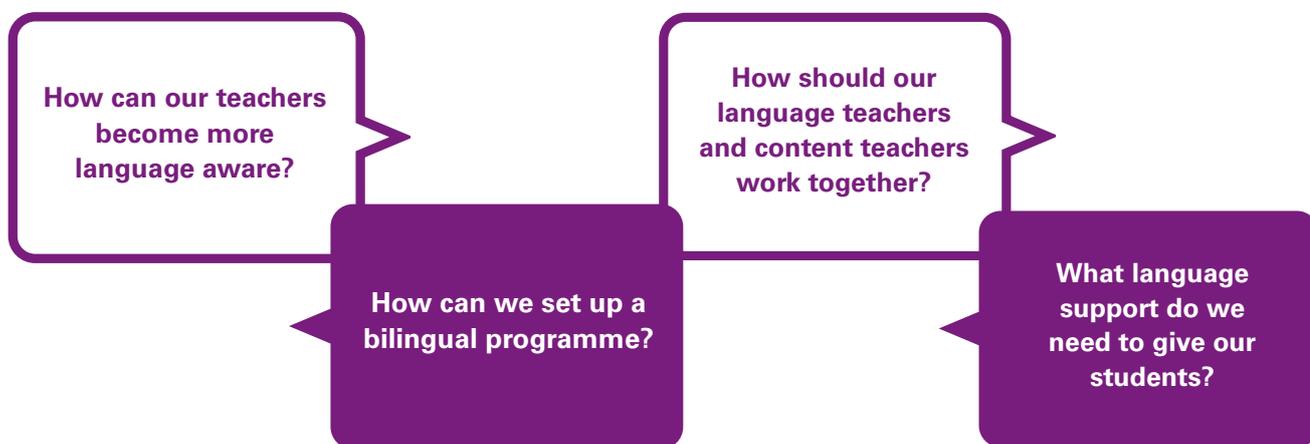
Learn more about Cambridge Global Perspectives

We offer Global Perspectives at Cambridge IGCSE, Cambridge International AS Level and Cambridge Pre-U. It develops global outlook, as well as skills in critical thinking and independent research. Learn more at www.cie.org.uk



New initiatives from Cambridge in bilingual education

If dealing with language issues in the classroom is one of your school's biggest challenges, then you are not alone. Cambridge schools frequently seek our advice in this area, particularly on how best to support students who are learning content subjects (such as maths and geography) through English as an additional language.



We have set up a Cambridge bilingual research programme to develop our expertise in bilingual education and give more support to Cambridge schools on language issues. This support will not only benefit bilingual schools where teaching takes place through both English and another language, it will also benefit English-medium schools with multicultural student populations. In both types of school English may be the second language of the teacher, too.

Our research includes examining the impact of bilingual education on the teaching and learning process, and the role of assessment within it. We are also reviewing the vast amount of literature that exists on bilingual education.

Some practical outcomes have already emerged. For example, our research into the English language levels and skills required to achieve a typical Cambridge IGCSE subject (we focused on History, Geography and Biology) has led to us developing new language guidance for our teams of exam question writers, as well as support for teachers.

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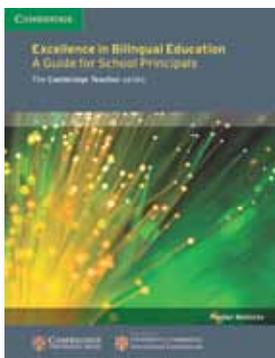
New resources for principals and teachers

Our research into bilingual education has highlighted some specific needs:

- schools need more support in setting up and managing bilingual programmes
- teachers need more support in developing greater language awareness, which will in turn benefit their students' learning.

So we have commissioned two new guides to support schools, co-published with Cambridge University Press:

Excellence in Bilingual Education: A Guide for School Principals by Peeter Mehisto



This is the first guide devoted to the organisational aspects of a bilingual programme from the perspective of the school principal. Strong leadership is central to the success of a bilingual education programme – principals need to gain cooperation from teachers, parents and students. This book gives clear advice on

how to set up a bilingual programme, and is based on research and experience of good practice.

Language Awareness in Teaching: A Toolkit for Content and Language Teachers by Timothy Chadwick

This practical guide is written primarily for subject teachers who teach through English to students whose first language is not English. It includes:

- classroom tasks to help content teachers give language support to their students
- advice on how content and English language teachers can work together to build language support for students
- language issues that relate directly to Cambridge IGCSE subjects.



Both books will be published in April 2012. For more details, go to www.cambridge.org/education

Working closely with Cambridge schools

Cambridge programmes and qualifications are used in bilingual education contexts around the world, including Argentina, Egypt, Italy, Kazakhstan, Mongolia, the Netherlands, Spain, Turkey and Sweden. Schools use various models of adoption, and so we have built up considerable expertise of the factors needed to set up and run successful bilingual education programmes. This learning is continuous, and we see schools as our partners. We have held bilingual education symposiums to bring schools together, so they can support each other and also help other schools who want to follow their example. To read case studies and learn more about our work in bilingual education, go to www.cie.org.uk/bilingual

Professional development for bilingual education teachers

The Cambridge International Certificate for Teachers in Bilingual Education is a new qualification for teachers with little or no experience of teaching through an additional language, who wish to gain confidence and develop the relevant skills, knowledge and understanding. To find out where you can take the Certificate, or to enquire about offering the Certificate at your school or institution, please contact us at international@cie.org.uk

The Anglo School, Montevideo, Uruguay will offer the Certificate from April 2012. Geraldine Pool, Academic Coordinator, said it addresses a need in Uruguay for a certification for bilingual teachers: "I have no doubt this certification will prove valuable as it will enable teachers working in bilingual settings to make informed decisions regarding their teaching practice."

How else can we support your school?

We are considering offering training courses, online and face-to-face, specifically aimed at bilingual and international schools. Courses might include how to set up or improve a bilingual education programme, and language awareness for teachers.

Would this interest you? If so, let us know. Contact Helen Imam, Manager, Curriculum Strategy at imam.h@cie.org.uk

Supporting linguistic and cultural diversity in the classroom

We offer a wide range of syllabuses to help schools tailor Cambridge programmes to the linguistic and cultural needs of their learners.

Cambridge programmes and qualifications are taught in a wide variety of schools around the world – state, private and international – with schools choosing many different models of adoption. Cambridge learners are often bi- or multi-lingual, studying some or all of their subjects in English. This means Cambridge learners have complex needs, and so we build plenty of flexibility into our programmes to help schools make them regionally relevant.

We offer more than 30 language syllabuses at Cambridge IGCSE and at Cambridge International AS and A Level, and over 10 Cambridge O Level language syllabuses. We offer First Language, Second Language and Foreign Language options to suit learners from different backgrounds.

Over the years we have worked in consultation with schools and governments to develop qualifications that meet specific regional and cultural needs. For example, we developed Cambridge IGCSE First Language Korean in conjunction with the Korean Embassy in the UK – we were asked to develop this syllabus to give Koreans who no longer live in their native country the opportunity to gain language proficiency in their mother tongue.

In consultation with schools in South Asia, we have also developed the following qualifications:

- Cambridge IGCSE and Cambridge O Level Bangladesh Studies
- Cambridge IGCSE and Cambridge O Level Pakistan Studies
- Cambridge IGCSE India Studies.

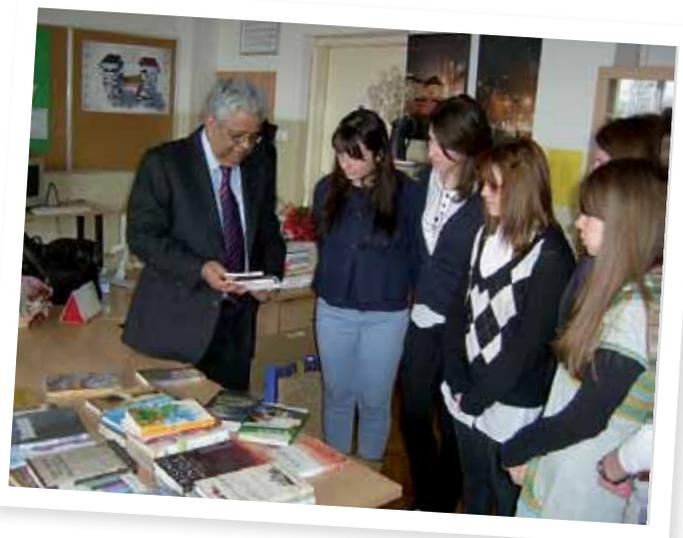
These cross-curricular courses give learners the opportunity to study the history, culture, geography, environment and development of specific countries. India Studies, one of our newest Cambridge IGCSE qualifications, particularly focuses on the study of contemporary India. Students build a portfolio of research and investigate a wide range of issues – including politics, religion and economic development – from both an Indian and global perspective.

Key facts

- Over **30** Cambridge IGCSE language syllabuses.
- Over **30** Cambridge International AS and A Level language syllabuses.
- We are the only UK exam board to have IGCSE language syllabuses approved by Ofqual, the exams regulator in England.

These courses are also very relevant to students from Bangladeshi, Indian and Pakistani communities around the world. India Studies – examined for the first time in 2011 – is already being taught in a school in Croatia, Europe, as well as in schools across India.

To find out more about our wide range of syllabuses, go to www.cie.org.uk/education



Cambridge IGCSE India Studies learners at Gimnazija Ivan Supek, Croatia, met the Indian Ambassador to Croatia as part of their studies. The course helps develop cultural awareness.

New curriculum resources

Here is a selection of some of our latest curriculum support resources. For full details, go to our secure Teacher Support website at <http://teachers.cie.org.uk>

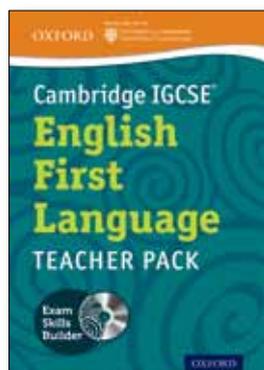
Cambridge IGCSE Exam Skills Builder series

We have worked with Oxford University Press to develop the *Cambridge IGCSE Exam Skills Builder* series. These new teaching packs provide clear examples of the standards required to achieve different grades and include guidance to help students understand the depth of learning and breadth of knowledge required to create strong answers. The packs will help students think critically on how to improve their performance.

The first packs will be published in January 2013 for Cambridge IGCSE:

- English First Language
- English Second Language
- English Literature.

To pre-order, go to www.oxfordsecondary.co.uk/cambridge



Cambridge Global Perspectives resources

We have developed some great new support resources for our ground-breaking suite of Cambridge Global Perspectives qualifications.

- *Cambridge IGCSE Global Perspectives Teaching Pack* – this new version of our teaching pack gives comprehensive guidance on each of the assessment components and ideas for teaching.
- *Cambridge Pre-U Global Perspectives Teacher Guide* – supports teaching of the Global Perspectives element of Cambridge Pre-U Global Perspectives and Research (GPR), as well as our new Cambridge International AS Level Global Perspectives and Cambridge Pre-U Global Perspectives Short Course.
- *Coursework Training DVD for Cambridge IGCSE Global Perspectives* – a new training DVD for teachers who are marking coursework for Cambridge IGCSE Global Perspectives.

The guides are available free on our Teacher Support website. Please contact our Customer Services team for a copy of the DVD at international@cie.org.uk

New textbooks for Cambridge Primary and Cambridge Secondary 1

We have been working with key educational publishers to update and expand the range of textbooks published to support Cambridge Primary and Cambridge Secondary 1. Hodder Education, Nelson Thornes, Oxford University Press and Collins Education have all produced textbooks which align with the programmes and have been through our detailed quality assurance process.

You can find resource lists for Cambridge Primary and Cambridge Secondary 1 on our secure support websites for these programmes, or at www.cie.org.uk/primary and www.cie.org.uk/secondary1



What's new in development?

Things never stand still with us in Cambridge. We continually review our portfolio of qualifications to ensure that they are fit for purpose and offer our schools what they need to help develop successful learners. Our development and review process involves working with schools to get feedback on the content and assessment models of our existing syllabuses. We also work with schools to develop and introduce new qualifications.

We have a number of new qualifications under development. We publish details about these qualifications in the New Qualifications area of our website, saying whether the qualification is in pilot or available for general teaching. For example, in the past two years we have gone 'live' with Cambridge IGCSEs in International Mathematics, Global Perspectives, India Studies and Enterprise. These subjects have been launched following a controlled 'pilot' phase where we work closely with a small group of schools who have joined with us to develop the qualifications. We are currently working with such a group for Cambridge IGCSE World Literature. Feedback from teachers – and students – during this phase helps us to ensure that the qualifications are meeting their aims and developing 21st century skills and knowledge.

Exciting new developments that we are currently working on include:

Cambridge IGCSE Italian

This new Cambridge IGCSE will extend our existing suite of language qualifications. We will submit our new Cambridge IGCSE Italian to Ofqual, the exams regulator in England, for approval so that it can join our other recognised language qualifications for teaching in state schools in England. The draft syllabus will be available from March 2012.

Cambridge International A Level English Language

Our new Cambridge International A Level offers learners a distinct AS Level and a clear progression from Cambridge IGCSE or O Level. It gives learners the opportunity to study the English language and its use in contemporary communication. The syllabus aims to encourage critical response to text in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Through their study, learners develop an ability to



read and analyse material, gaining further knowledge and understanding of English language features and issues, and writing clearly, accurately, creatively and effectively for different purposes and audiences. The syllabus will be available from March 2012.

Cambridge International A Level Media Studies

This new Cambridge syllabus will offer learners an insight into today's media and give them an appreciation of the media and its role in their daily lives. Their study will help them develop a critical understanding of the media through engagement with media products and concepts as well as develop practical skills. This new syllabus will be available soon – look out for more details on our website.

In addition, we are redeveloping our existing Cambridge International A Levels in History and Sociology, and Cambridge O Level Fashion and Fabrics.

Learn more! Go to the New Qualifications area of our website at www.cie.org.uk/newquals

Read our *Syllabus Updates for Cambridge Schools 2012* – available on our website from March 2012.

Introducing...

We welcome two new people to the Schools Development team – Ben Schmidt in Singapore and Paula Apostolou in the USA.

Ben Schmidt Asia Pacific

Ben Schmidt has joined us as Regional Director, Asia Pacific. He will be based in our new office in Singapore.

Ben is an educationalist with more than 15 years of experience in all stages, including primary, secondary, further and higher education. He has a doctorate in philosophy from the University of Zurich, where he worked as a lecturer and researcher.

In 2004, Ben moved to the UK, where he has created and led a number of school improvement

networks. In his most recent position, he worked as a consultant to architects and building contractors, advising on the design of educational facilities.

As a fervent believer in lifelong learning, Ben completed a second MA in Education with a thesis on learning-led design, and he is about to complete a Bachelor of Law.

Ben is a keen linguist – he speaks seven languages, including Tibetan. He has previously lived and worked in India and Nepal.



Paula Apostolou USA

Paula Apostolou has joined us as US Schools Development Manager, based in Florida.

Paula has experience in teaching primary grades and French at high school level, including the instruction of Cambridge IGCSE and Cambridge International AS and A Level courses. She has a National Board for Professional Teaching Standards Certification in French and has been recognised for her excellence in teaching by school districts where she has worked. Paula has also worked as a Cambridge Program

Coordinator at a US Centre in the state of Florida and is currently pursuing her Doctorate degree in Curriculum and Instruction.

Our US team also includes Sherry Reach, Regional Manager, and our recognition consultants in the US, Bill Kolb, Paula Johnson and Bob Monson, who work to extend understanding of Cambridge programmes and qualifications among US higher education institutions.

Contact Paula at apostolou.p@cie.org.uk



Cambridge professional development for teachers

Forthcoming courses

Cambridge
Professional
Development

April 2012

Location: online

Stage 2 online tutor-led courses: Cambridge International AS and A Level Economics (9708), Geography (9696), History (9697), Psychology (9698)

Cambridge IGCSE Biology (0610), Chemistry (0620), Computer Studies (0420), English as a Second Language (0510), Enterprise (0454), Global Perspectives (0457), Mathematics (0580)

Teaching skills Assessment for Learning, Teaching and Assessing Skills in English, Teaching and Assessing Skills in Mathematics, Using the Web for Learning

Dates: 26 March–14 May 2012

Details: Open to all Cambridge teachers

Location: Beijing, China

Cambridge International AS and A Level Art and Design (9704), Business Studies (9707), Chemistry (9701), Economics (9708), Geography (9696), Mathematics (9709), Further Mathematics (9231), Physics (9702)

Dates: 13–14 April 2012

Details: Open to all Cambridge schools

Location: Pakistan

Stage 2 courses*: Cambridge International AS and A Level Urdu (9676), Law (9084)

Cambridge International AS Level General Paper (8004)

Cambridge IGCSE Global Perspectives (0457)

Cambridge Primary English (0844), Mathematics (0845), Science (0846)

Dates: Islamabad (2–3 April 2012), Lahore (5–6 April 2012), Karachi (8–9 April 2012)

Details: Open to all British Council Schools in Pakistan

**courses are subject to change*

May 2012

Location: Harare, Zimbabwe

Stage 2 courses: Cambridge International AS and A Level subjects to be confirmed

Cambridge IGCSE subjects to be confirmed

Cambridge O Level subjects to be confirmed

Dates: Dates: 5–6 May 2012

Details: Open to all Cambridge International Schools

June 2012

Location: online

Stage 1 online self-study courses: Cambridge International AS and A Level Applied ICT (9713), Business Studies (9707), Chemistry (9701), Economics (9708), Literature in English (9695), Mathematics (9709), Physics (9702)

Cambridge IGCSE Biology (0610), Business Studies (0450), Chemistry (0620) Economics (0455), English as a Second Language (0510), First Language English (0500), History (0470), Literature in English (0486), Mathematics (0580), Physics (0625)

Dates: 4 June–31 August 2012

Details: Open to all Cambridge teachers

Provisional courses (to be confirmed)

Location: Miami, USA

Stage 2 courses: Cambridge IGCSE Spanish, French, Environmental Management and three more subjects to be confirmed

Dates: May 2012 (to be confirmed)

Details: Open to all Cambridge International Schools

Location: Lagos, Nigeria

Stage 2 courses: Cambridge IGCSE subjects to be confirmed

Cambridge International AS and A Level subjects to be confirmed

Dates: July 2012 (to be confirmed)

Details: Open to all British Council Schools in Nigeria

Location: Thailand

Stage 2 courses: Cambridge International AS and A Level Applied ICT (9713), Business Studies (9707), Mathematics (9709)

Dates: to be confirmed

Details: to be confirmed

This is an extract from our training calendar. For further details about all these events and more, go to www.cie.org.uk/events



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