

# CAMBRIDGE outlook

**Cambridge's  
student-centred  
approach**

**What makes Cambridge students  
so special?**

**Extending access to the  
benefits of education**



UNIVERSITY of CAMBRIDGE  
International Examinations

The photograph is by one of the CIE 150th Anniversary Competition winners – M.K. Danial Ron, a student at Bina Bangsa School PIK, Indonesia.



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

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

Students in 157 countries study the Cambridge international curriculum, through a network of 6,000 Cambridge schools.

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

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

- Students develop knowledge and skills through a coherent programme
- Guaranteed assessment standards
- High quality resources
- Extensive training and professional development for teachers
- International in outlook and commitment
- Collaborative approach

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

**Cambridge Lower Secondary** builds on the primary stage, and develops children's knowledge and skills in Mathematics, English and Science.

At the end of Lower Secondary, students can sit Cambridge Checkpoint tests, providing detailed diagnostic information on students' strengths and weaknesses before pupils move into the 14 – 16 Cambridge IGCSE/O Level stage. This information is invaluable for staff and parents.

**Cambridge IGCSE and O Level** qualifications give students in secondary education an excellent preparation for their next steps, including progression to Cambridge International A/AS Level. Cambridge IGCSE and O Level are recognised by universities and employers worldwide

because they develop problem-solving, investigative and practical skills. Cambridge IGCSE is the world's most popular international qualification for 14 – 16 year olds.

**Cambridge International A/AS Levels** enable tens of thousands of students to win places every year at more top universities worldwide than any other international qualification. Cambridge International A/AS Levels offer a stimulating, flexible course of post-16 study that gives students the freedom to select the mix of subjects right for them.

**Teacher support, professional development:** CIE's excellent teacher support ensures effective, confident teaching to help students reach their full potential. Support includes workshops and online courses, textbooks, schemes of work and a large bank of examination materials. Many Ministries of Education have developed their staff using our professional qualifications for teachers.

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

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

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

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Welcome to the latest issue of *Cambridge Outlook*, which has a student-centred focus.

We report on the Cambridge education conference held in Mumbai, where delegates from 120 schools celebrated the Cambridge approach to student-centred education; and share with you the success of one particular student in Tanzania, whose story on page 10 is truly inspiring.

We hosted one of the largest ever series of workshops for Cambridge teachers at the end of last year. Dubai was chosen as an easy-to-reach destination for a large number of delegates – feedback from delegates on page 14 shows how useful they find training from CIE.

We are also delighted to announce the results of the CIE 150th Anniversary Competition, and reveal some of the winning entries. This issue is illustrated with photographs taken by Cambridge students from around the world, and you will notice extracts from the creative writing competition throughout the magazine. We have thoroughly enjoyed receiving photographs from Cambridge schools, and ask you to continue sending high resolution photographs for inclusion in our publications.

Finally, we are always interested in your views on our provision and suggestions for new developments. Please send them to [international@cie.org.uk](mailto:international@cie.org.uk)

**Ann Puntis**  
Chief Executive

Picture shows: Ann Puntis with the Rt Hon David Miliband MP, UK Secretary of State for Foreign and Commonwealth Affairs (left) and the UK Minister of State for Schools and Learners, the Rt Hon Jim Knight MP.



Interactive workshops gave participants the opportunity to work in groups.

## Towards a student-centred classroom

**We may all assume that we know what is meant by ‘a student-centred approach to education’, but are we all thinking of the same thing?**

Heads and teachers are always interested in different approaches to teaching and the context in which their colleagues work internationally. A recent debate in *The Times Higher Education Supplement* on a student-centred approach to education showed a range of interpretations of the concept in UK universities, and great differences in how the concept is put into practice.

At CIE, the student-centred approach puts the learner at the heart of the learning process, and is central to the Cambridge philosophy. It promotes autonomy in the classroom, so that students are able to take responsibility for their work, and play an active role in their own development.

As a department of the University of Cambridge, CIE has strong links with the University’s Faculty of Education. We work hard to make sure that schools offering the Cambridge International Curriculum are connected to the latest research on education.

We were delighted to be able to share University of Cambridge research into student-centred education with

over 300 educators from schools across India at a recent conference. Delegates thoroughly enjoyed participating in the *Towards a student-centred classroom* conference in Mumbai in November. In total, 120 schools were represented at the event – more than at any other CIE conference in India to date.

The keynote address was delivered by Sue Swaffield, Senior Lecturer at the University of Cambridge Faculty of Education. She spoke about the findings of a five-year research project into UK schools, and discussed the benefits and challenges of placing the student at the centre of learning and teaching.

‘In recent years, the focus of education has shifted to the process of learning. Student-centred education has learner-based activity and responsibility at its heart. This is in contrast to the stronger emphasis on teacher control found in more conventional teaching practices. Research proves that a student-centric classroom can improve both learning and examination results.’

Sarojini Rao, Principal, Indus International School, said: ‘This conference reinforces our belief in personalised

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Research proves that a student-centric classroom can improve both learning and examination results.

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learning, which is about creating deep experiences and deep learning for our students. This type of learning would not be possible without collaborative networking in forums like this.’

Dr Bindu Hari, Senior Principal and Director of The International School Bangalore, commented: ‘Students who

understand the assessment process and have a part to play in it are likely to be engaged, responsive learners, which accelerates their learning.'

In his closing remarks, Dr Kevin Stannard, CIE Director of International Curriculum Development, said: 'CIE aims to support schools by providing a flexible curriculum framework, and to promote active and autonomous learning by putting the student at the heart of syllabus design. Conferences like this one allow us to share ideas and learn from each other. We share with schools a common purpose – transformative education, and a common focus – the student.'

### Cambridge resources for a student-centred approach

CIE is delighted to be able to share the presentations and workshops from the conference with all Cambridge international schools. The complete set of videos and PowerPoint presentations is available to download from CIE online at [www.cie.org.uk/india](http://www.cie.org.uk/india), free of charge. These are designed to be used as INSET resources for schools wishing to discuss further a student-centred approach to education.



Sue Swaffield, Senior Lecturer at the University of Cambridge Faculty of Education, delivering the keynote speech at the conference.

“

Students who understand the assessment process and have a part to play in it are likely to be engaged, responsive learners, which accelerates their learning.”

## Autonomous learners in action

One of the many highlights of the *Towards a student-centred classroom* conference was the opportunity to share examples of a student-centred approach to education. A group of Young Enterprise students from Mallya Aditi International School, Bangalore presented their project work to the audience in order to demonstrate the positive impact of the student-centred approach on their learning. Presentations were also given by Cambridge IGCSE students from three schools in Mumbai: VIBGYOR High School, Jamnabai

Narsee School, and Avalon Heights International School.

### Student-led open day, Avalon Heights International School

Students from Avalon Heights International School gave a presentation about their student-led open day. Parents typically talk to teachers at open days to learn more about their child's progress. But this time, it was the students who were responsible for giving feedback to parents.

Shruti Sharma and Mugdha Kinjawadekar, two Avalon Heights students, described the day. Mugdha said: 'The event was completely organised by the students. We became the teachers. Everyone in the class chose a role and we worked as a team. We had a registration desk, we made a folder for each person, we made designs on the computer, and when the parents arrived they discussed their children with us.'

*(continued on page 6)*

## In Depth

Peer assessment is an important element of student-centred learning, and during this project, the students discussed how they had each performed and what work was needed to improve. They acted as mentors to each other.

When asked to describe the benefits of the project, Shruti said: 'It has helped us in so many ways. We learnt how to manage effectively, communicate well and how to become more responsible.' And the open day was popular with the parents too!

### World Tourism Day, VIBGYOR High School

At VIBGYOR High School, several year groups were involved in a project for World Tourism Day. Each class chose a different continent, and carried out research into its geography, customs, and people. The Year 10 group chose Europe, and created a range of materials including a model of Shakespeare's Globe Theatre in London, a recipe book written in French, and a map of Europe. One of the students, Shruti Shastri, said: 'I liked the artistic part of the project, and the teamwork. We worked together to reach the same goal.' The students enjoyed gathering all the information together – working autonomously – in order to create a classroom display.

### Alternative fuels project, Jamnabai Narsee School

Cambridge IGCSE science students from Jamnabai Narsee School carried out a project on alternative fuels for cars – alternatives that could be used now, rather than a long way into the future. The students investigated solar power, hydrogen fuel cells, and bio diesel, and conducted tests to understand how the different fuels worked in practice. The students demonstrated the different techniques to the delegates: using light to power a toy car, and bio diesel to power an engine. They concluded that bio diesel was the best solution in the short-term.

#### The autonomous learner

The Cambridge International Curriculum is designed to teach students how to learn and go on learning. Autonomous students become independent learners, while at the same time being able to cooperate and learn collaboratively with others.

This includes developing:

- A firm foundation of knowledge and skills
- The ability to work independently
- The ability to apply specific learning to new contexts



From top to bottom: Students from Avalon Heights International School, VIBGYOR High School and Jamnabai Narsee School displayed their work at the conference and delivered a presentation to delegates.

### Top international universities welcome Cambridge students

Advisors from universities in the United States and India help to increase student access



Members of the US Higher Education Advisory Council.

**Cambridge International A and AS Levels enable tens of thousands of students every year to win places at more top universities worldwide than any other international qualification.**

The United States is one of the most popular destinations for Cambridge students. Recently, CIE formed a Higher Education Advisory Council in the US, to ensure that we are maximising the recognition and acceptance of Cambridge IGCSE, International A/AS Level, ICE and AICE.

Val Sismey, Qualifications Development Manager (CIE), welcomed participants to the Council, which took place in Houston, Texas.

She said: 'The Council will advise us on progression into US Higher Education for students with Cambridge international qualifications. The group comprises representatives from prestigious US universities including Duke, Notre Dame and Stanford.'

Sherry Reach, CIE US Representative, said: 'This is the beginning of what promises to be a very fruitful

**Cambridge international qualifications are welcomed at the world's leading universities – Cambridge, Harvard, Stanford, Yale, Massachusetts Institute of Technology and Oxford.**

**Many universities offer course credit and advanced standing, particularly in the US and Canada.**

**Good grades at Cambridge International A Level can result in up to one full year of credit.**

collaboration between CIE and US universities.'

In India, as in most other countries, university degree courses such as medicine or engineering are heavily oversubscribed, attracting thousands of applications for a limited number

of places. CIE has worked closely with universities in India to ensure that Cambridge international qualifications enable students to specialise and are acknowledged as particularly good preparation for such courses.

Recent progress includes the agreement from the Medical Council of India that Cambridge International AS Level English is equivalent to the CBSE Class XII examination for admission to undergraduate medical courses, provided all other requirements have been met.

The Indian Higher Education Council met with Dame Sandra Dawson, Chair of the Cambridge India Partnership, and Ann Puntis, CIE Chief Executive, in October. The Council includes representatives from major universities as well as the Medical Council of India.

The Association of Indian Universities has published a formal acceptance statement for Cambridge O Levels/IGCSE and International A/AS Levels, which is available to read online at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)



One of the CIE 150th Anniversary Competition winners, Alakyaz Ohan Assadourian, a student at National Orthodox School, Amman, Jordan captured a budding scientist in action.

# School life

## We enjoyed hearing from Cambridge students when they entered a recent competition.

Cambridge students are confident, articulate, aware young people, and at the centre of everything we do. Their active engagement with the world around them reflects well on their teachers and schools.

Entries in a recent CIE competition, held to celebrate our 150th anniversary, captured the authentic student voice as they described their schools in words,

video and photographs. In the pages of this issue of *Cambridge Outlook* you will see many of the photographs submitted along with excerpts from students' writing.

To view all winning entries, please go to [www.cambridgestudents.org.uk](http://www.cambridgestudents.org.uk)  
Congratulations to all our winners!

If you would like to see photographs of your school included in CIE publications, please send high resolution images (file size around 1mb or greater), with captions to [international@cie.org.uk](mailto:international@cie.org.uk)



## Developing successful students

“ “ School isn't simply about memorising abstract facts and figures. Rather, we learn how to overcome challenges, persevere against hardship, and how to reach for the stars. ” ”

Gareth Chun Hen Cheng, German Swiss International School, Hong Kong

### Winners of the CIE 150th Anniversary competition



#### Short Film Category

Shaheer Shahid, Roots Montessori High School, Pakistan

André Castro Lundin, Sir Alexander Fleming College, Peru

Muhammad Alman Rashad bin Yusof, Kolej Yayasan Uem (KYUEM), Malaysia

#### Photography Category

Maaz Ahmed, The Fahims Schools System A-level Karachi, Pakistan

Alakyaz Ohan Assadourian, National Orthodox School, Amman, Jordan

M.K. Danial Ron, Bina Bangsa School PIK, Indonesia

#### Writing Category

Tiffany Britton, Eagle Academy of Ohio, USA

Gareth Chun Heng Cheng, German Swiss International School, Hong Kong

Keisha K. Moreau, Dominica State College, Dominica

Marc Weissmann, Lodge International School, Malaysia

Meena Murugappan, International School of Lusaka, Zambia

Mennatallah Hassan Abouzeid, The Continental International School, Egypt

Neel Karpe, Bombay International School, India

Rayyan Aziz Ansari, Beaconhouse School, Pakistan

Sabin Gnawali, Xavier International College, Nepal



*In his winning photograph, Maaz Ahmed, from The Fahims School System A-Level, in Karachi, captured this striking image.*

“ “ Learning chemistry as a separate subject is the best thing that happened this year. At home I would just mix anything and watch it change colour, sizzle or stink. Now when I mix two things together, I imagine how I will one day do this in a professional laboratory. ” ”

Neel Karpe, Bombay International School, India



# From street child to top student

**A child rescued from the streets of Tanzania has achieved huge success at Cambridge IGCSE. This is the first of two stories in this issue that highlight the real benefits of having access to education.**

Among the winners at CIE's Brilliance in Tanzania 2008 awards ceremony, one student stood out as an inspiring example of how education can transform lives. Emmanuel Mathias, a student from St Constantine's International School, won the Top in Tanzania award for Cambridge IGCSE Art and Design (June 2008). Yet, just ten years before, Emmanuel had faced a difficult and uncertain future living on the streets.

Due to difficult family circumstances, Emmanuel ran away from home when he was just six years old. Initially begging on the streets of Dar es Salaam, his life changed forever when he visited the Drop-In, part of the Dogodogo Centre Street Children Trust.

'It was June 1997, and from that moment, my life changed,' said Emmanuel. 'Before that, I had been in

a dark room, searching for a way out. But then I found a door; that door was Dogodogo. No one opened it for me. I opened it myself. Suddenly, after so many years of darkness, it felt like someone had switched on all the lights.'

The Dogodogo Centre Street Children Trust is dedicated to empowering street children in Tanzania aged between 7 – 17 years old. The Trust provides them with shelter, medical treatment, clothing, as well as education and numerous other services. Their vision is of a Tanzania in which all children can enjoy their basic rights to survival, development, protection and participation in society.

Dogodogo (Swahili for the 'young ones') provided primary school education for Emmanuel, and gave him shelter at the Kigogo Home. At school he discovered a talent for painting that was fostered by Sister

Jean Pruitt, the centre's founder. With her help, he secured a scholarship at St Constantine's to continue his secondary education. Emmanuel explains: 'Sister Jean recognised that St Constantine's was the only place in Tanzania where I could develop my artistic potential.'

Following his success at Cambridge IGCSE Art and Design, Emmanuel is now hoping to pursue a career as an illustrator. He is currently working as a volunteer with the Global Network of Religions for Children (GNRC) in Dar es Salaam, and Sister Jean is searching for a scholarship to enable him to go to art school to continue his studies.

Emmanuel is passionate about the Dogodogo Centre, and wants to help other children who are living on the streets in Tanzania. With this in mind, he contributed his story to a book to raise money for the Trust, *Dodogogo: Tanzanian street children tell their stories*.

The book was compiled by Kasia Parham, the wife of the British High Commissioner in Tanzania, who is a volunteer teacher at Dogodogo. The stories are told and illustrated by the children, and show how lives can be transformed through education.

The number of street children in Tanzania is rising dramatically, and it is estimated that there are 3,500 in Dar es Salaam alone. Emmanuel says: 'Without the founder of Dogodogo and my own efforts, my artistic talent would not exist. I was not only fished out of my difficulties, I was rescued. Whoever buys the book, he or she is fishing and rescuing more street children and opening the door so that street children can step into the future.'

'One day, I hope to help other street children and to find out what they are good at. I hope to help them shine.'

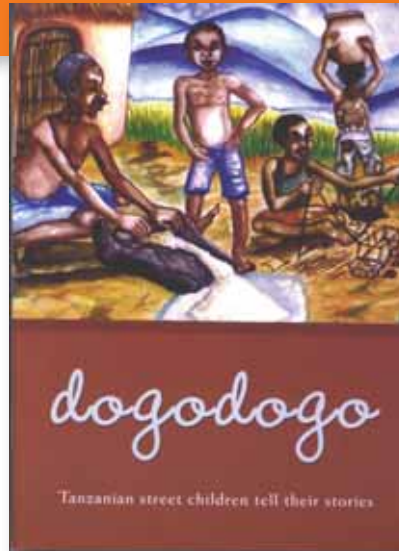
#### How to buy the book

*Dogodogo* by Kasia Parham is published by Macmillan. It can be purchased online from [www.amazon.com](http://www.amazon.com)

#### Learn More

The Drop-In Centre visited by Emmanuel was opened in Dar es Salaam in 1994, and takes care of up to 100 children every day. It is just one of several centres run by Dogodogo in the capital. They also run residential homes and have a multi-purpose training centre.

Learn more about the work of the Dogodogo Centre Street Children Trust at [www.dogodogocentre.org](http://www.dogodogocentre.org)



*Dogodogo, edited by Kasia Parham, is being sold to raise funds for the Dogodogo Centre. Emmanuel drew many of the illustrations in the book, including the book jacket images.*

## English with Cambridge is key to success

Instituto Bilingue Victoria, a Cambridge International school in Mexico, is just one of 34 schools in the republic to have been granted a 'School of Excellence' award by the Tecnológico de Monterrey (ITESM), considered to be one of Mexico's top private universities.

The 'School of Excellence' award signifies that students from the Instituto Bilingue Victoria enter university with a high level of academic and English language skills. The award confers many benefits on the school, and is perceived locally as an endorsement by ITESM of the educational merits of the Cambridge International Curriculum.

Graciela Sanchez, ITESM spokesperson, said: 'School of Excellence status was awarded by the Tecnológico De Monterrey as a result of the performance the graduates of this school have shown as university

“ “ What I like most about CIE is the number of doors it has opened for me ” ”

students. These young people not only stand out as having excellent academic abilities, but also adapt quickly and easily to courses offered in English.'

Victoria Headmaster, Richard Gilby, said: 'All Mexican universities now require a good level of English as well as a good academic level. We accept students with a wide range of abilities and from many different backgrounds – some whose parents did not complete formal education – but our students learn in English and sit Cambridge examinations successfully.

'The opportunity to sit international examinations, using a strong national education system as a base, is a distinct advantage in Mexico. The range of

subjects available at Cambridge IGCSE and International A/AS Level enables us to tailor our programmes to fit the needs of our students.'

The Mexican National University (UNAM), which, like ITESM ranks highly internationally, also recognises and revalidates Cambridge IGCSEs and International A/AS Levels. And many Cambridge students from Mexico take the opportunity to study internationally.

Amaya Morgantini, a Year 13 student at Victoria, said: 'What I like most about CIE is the number of doors it has opened for me.'



Arab Kailany, a teacher at the Al-Mustaqbal School in Palestine found the event very useful.

## Dubai professional development workshops attract record numbers

**Over 300 teachers from around the world attended professional development workshops to rave reviews.**

Dubai was the venue for CIE’s biggest series of professional development workshops to date, attracting over 300 teachers from around the world in four days of cutting-edge teacher training modules that left delegates inspired and uplifted.

CIE examiners across eight Cambridge IGCSE subjects offered insights into exam grading and practical, subject-based lesson tips to an enthusiastic audience of teachers. One delegate remarked that the workshops’

“ We have shared ideas, and have learned more about teaching methods and strategies. We look forward to attending more workshops in the future.”

student-centred methodology provided ‘a vivid example of what lessons should be like.’ Laboratory sessions enhanced delegates’ confidence with practical work, and in the computer rooms they explored online resources to enhance their learning experience.

The vibrant emirate of Dubai had been chosen for the large-scale event because of its excellent air connections to many other locations. Delegates from Gulf countries such as Oman, Qatar and the Kingdom of Saudi Arabia

joined Cambridge colleagues from countries as far-flung as China, Thailand, Singapore, India, Sudan and Azerbaijan. Delegates from the Baku Oxford School in Azerbaijan’s capital found their journey immensely rewarding and worthwhile. Elmira Pashayeva said: ‘We have shared ideas, and have learned more about teaching methods and strategies. We look forward to attending more workshops in the future.’

### Progression pathway

CIE professional development courses give teachers a progression pathway, enabling them to move through three stages of development workshops according to their level of experience. In Dubai, Stage 1 and Stage 2 workshops were on offer and suitable for teachers who have been delivering Cambridge syllabuses for less than three years.

Arab Kailany from the Al-Mustaqbal School in Palestine travelled for three days to attend the event. 'I am fairly new to the teaching field,' she said. 'So, many of my questions were answered by the trainers and the experienced teachers I met at the event.' Her words were echoed by many of the Stage 1 programme participants who were relatively new to teaching or who had limited experience of Cambridge syllabuses.

The Stage 2 training, for delegates already familiar with Cambridge syllabuses, was equally well received. Bassam Samir El Masri, Head of Biology at the International Community School, Abu Dhabi said the event was excellent. 'I have attended numerous trainings and conferences organised by CIE over the past eight years, and I find such events invaluable, particularly those conducted face-to-face over the two-day period. This gives teachers from different corners of the world the chance to interact with highly professional educators and to benefit from their expertise. I would like to thank CIE for the opportunity to attend these events, and I look forward to attending many more.'

### Training for our Examination Officers

An additional, much appreciated feature of the Dubai programme was training for examination officers hosted by Westminster School Dubai. Raju Verma, from the Muscat International School in Oman said: 'The sessions were well organised and planned. Any of the old questions I had, plus some new ones, were answered fully. Now I feel completely knowledgeable about the systems in place.'

The attendance showed that many schools are prepared to send their teachers a long way for a worthwhile training event. As a result, CIE plans to put into place a regular cycle of professional development training in Dubai and Kuala Lumpur, in a bid to help schools across these regions plan their teachers' professional development.

Thanks to Repton School and

Westminster School in Dubai for hosting both events.

### Forthcoming training events:

- Cambridge International A/AS Level training, March/April 2009, Dubai
- Cambridge IGCSE training, October/November 2009, Dubai
- Cambridge IGCSE training, March/April 2009, Kuala Lumpur
- Cambridge International A/AS Level training, October/November 2009, Kuala Lumpur

Additional exam officer training will be included whenever possible.

*Continued on page 14*

Visit [www.cie.org.uk/events](http://www.cie.org.uk/events) for full details of all professional development courses, or see the calendar on page 19. Discounts are available on some courses for early registrations.



*Bassam Samir El Masri, Head of Biology at the International Community School, Abu Dhabi at the event.*

# Supporting teachers

## Your feedback

Here are some of your comments on the Cambridge IGCSE workshops in Dubai.

'Even though I am an experienced teacher and vice-principal, the training was very helpful. We had the opportunity to share ideas with others from around the world. The trip from Jeddah to Dubai was really worth it.'

Mr. Mohammad Tariq Khan, Vice-Principal and teacher, Hala International School, Kingdom of Saudi Arabia



'The workshops' content and the business training sessions were well planned, enriching and inspiring. Teachers had the opportunity to re-evaluate and broaden their teaching techniques, and to exchange ideas with colleagues. The programme was student-centred, giving us the chance to become students again and experience the teaching environment from a different perspective. Hands-on activities showed us what lessons should be like.'

Ms. Amal Azoury, The English Modern School, Qatar with Gillian Moore, (left) CIE CTS Group Manager



'The workshops gave us invaluable training, and offered us practical skills to enhance our teaching, exploring subjects such as exam marking, extended multimedia and IT. We were given excellent notes, and the presentations by the trainers were superb.'

Faris Kadoura, Chemistry teacher, Al Nahda National School, Abu Dhabi, pictured with James Lord (left) CIE Customer Services Manager



'The programme was amazing. It was extremely beneficial to be able to communicate with the CIE educators, and has given me valuable new insight into teaching IGCSE English as a second language.'

Ms. Ibtisam Al-Najjar, IGCSE English teacher, Dorat Al Khaleej School, Oman

'We found it very useful and enjoyable. We learned a lot about the course structure, marking schemes and assessment strategies. We were told about very useful resources, such as Internet sites and revision books which we were able to order at the conference. The trainers were professional and we enjoyed talking to them, as well as networking with other teachers from different countries. It was good to listen to other people's experiences and to share ours.'

Samia El Hajj, teacher, Brummana High School, Lebanon



Valuable training for examination officers was held at Westminster School, Dubai.

# New look for Cambridge syllabuses

**One hundred and forty 2011 Cambridge IGCSE, O Level and International A/AS Level syllabuses have been edited and redesigned to make them easier to use and to read.**

Syllabuses are updated regularly and as part of the process, the syllabus documents themselves have been redesigned by a dedicated team of editors. The format of the syllabuses has been standardised and Plain English guidelines have been applied throughout.

'We have considered all the syllabuses in terms of how they look, how they read and the order and information contained within them,'

explained Editor, Nick Mazur, who is managing the project. 'Many of the syllabuses have developed over a number of years, and have been written by different people in different styles. The editorial team has rewritten each syllabus, put the contents into a standard order and edited them for clarity, always keeping the reader in mind. The main aim is to make the syllabuses easier to use.'

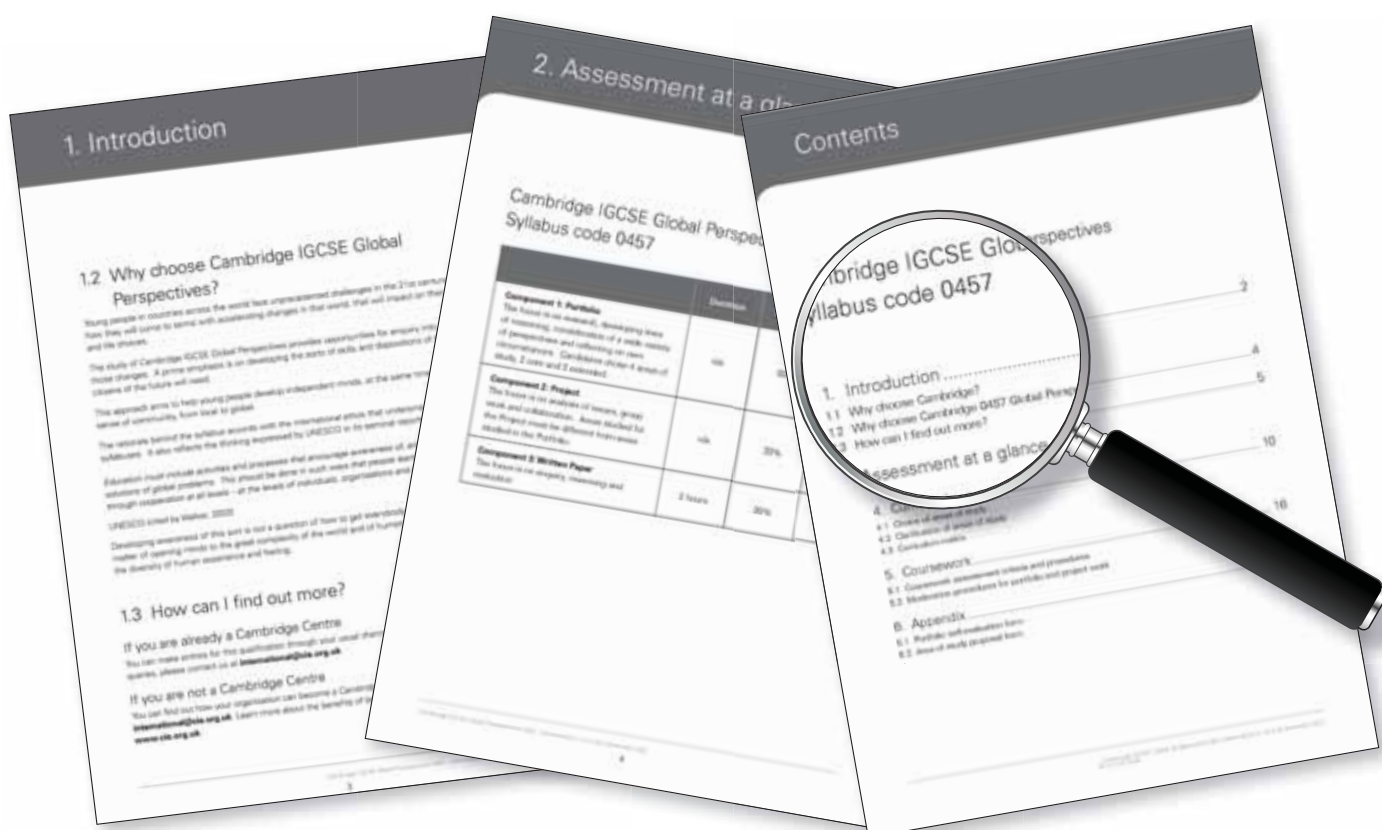
## New features

Highlights of the redesigned syllabus include:

- An 'Assessment at a glance' section, which summarises the assessment structure for busy teachers

- Plain English throughout
- A new introduction, which outlines the main aims of a particular syllabus and skills which candidates will acquire through their study
- Helpful headings that are easier to navigate

Download the new-look 2011 syllabuses now, from [www.cie.org.uk/qualifications](http://www.cie.org.uk/qualifications) and let us have your feedback.





# Empowering young Zambian women

**We continue our focus on the benefits of having access to education with a report about a project taking place in Zambia.**

What brings together an investment bank, a leading university and a 16-year-old Zambian student? The answer is a powerful joint initiative from the University of Cambridge, Camfed International, and US banking group, Goldman Sachs. One hundred and fifty young Zambian women have just completed the first part of an amazing journey to greater financial and personal independence thanks to this influential trio.

Two departments of the University of Cambridge, CIE and the Judge Business School, worked together to develop The Goldman Sachs 10,000 Women Certificate Programme in Young Women's Leadership and Enterprise, a five-year programme designed to help up to 500 young Zambian

women to develop business skills. Entitled *The Journey*, the programme has started teaching young women about leadership, business set-up and management, confidence building, problem-solving and overcoming barriers to success. The entire programme including workbooks, IT access, accommodation and food is being funded by donors.

The programme started on 1 December in the rural Zambian village of Samfya, north-east of the country's capital Lusaka. The education of girls is not considered a priority in Zambia as most schools are fee-paying and chronic poverty forces many families to put their teenage daughters to work in a bid to feed extended families.

The group chose Zambia because Camfed has been working extensively

in the country for over a decade, and has been instrumental in raising awareness of the importance of education for girls there.

## **Three-phase programme**

The programme – delivered in English by Zambian trainers - involves three phases; an 18-day residential course, three months of distance learning, then a further 12-day residential course to consolidate learning. These three phases will be supported by lifelong peer support and networking.

Phase One has just ended and its success has inspired both students and tutors. This first phase has seen students planning to start a variety of ventures including a pre-school for street children in Mpika, a goat-rearing and meat trading company, a talk-time



## Developing successful students

selling enterprise, an advocacy campaign against sexual exploitation and early marriage, a sunflower oil pressing company, and a hardware store with some of its profits allocated to providing meeting and social opportunities for people with disabilities. Phase Two and Three will take place over the next few months.

Head of Enterprise and Leadership at Camfed, Catherine Boyce said: 'The diversity of the enterprises reveals how student-led these initiatives are. The passion and commitment that lies behind them are very impressive. Many of the groups have action plans which started on 23 December, just a few days after the certificate ceremony took place.'

Executive Director and founder of Camfed International, Ann Cotton said that CIE and the Judge Business School had produced a first class, certificated programme tailor-made for young Zambian women on their path to greater independence.

'The generous sponsorship by The Goldman Sachs 10,000 Women initiative has enabled us to train and support young Zambian women as they carve out their own futures, to build businesses, and to become leaders in their communities, transforming their lives and those of their families, communities and nations.'

### Using our influence for change

CIE Qualification Manager, Ursula Underhill, who helped to design the programme, is optimistic that things are changing for the better for Zambian women. The 150 young women

who have started the programme have been chosen because they had completed their secondary education.

'This, in itself, is an amazing feat,' she said, 'considering how many girls and young women are forced to give up school in their early teens due to poverty or family pressure. Our passion was to design a course that empowered women in Zambia and to make these young women realise just how amazing they are.'

Upon completion of all three phases, the young women will graduate with a Cambridge Certificate in Leadership and Enterprise, a qualification that will open doors for them in their search for meaningful, well-paid employment or business opportunities.

CIE Chief Executive Ann Puntis said the programme was an interactive journey designed to educate young women to become leaders, thinkers and doers.

'CIE is committed to extending access to the benefits of education. We are proud to be involved, and to witness the growing empowerment of these young Zambian women. Our programme will help them become more confident, to speak out, to become leaders and to turn their own lives around. The knock-on effect is that whole communities will benefit, and eventually an entire nation.'

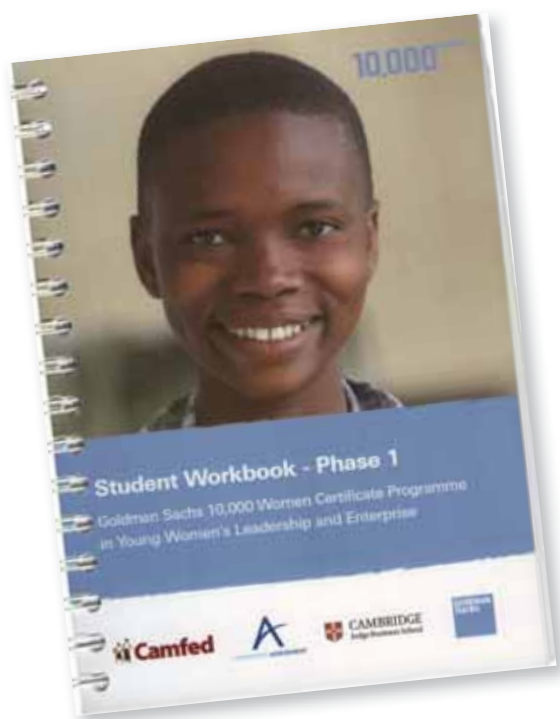
### Learn more

You can learn more about Camfed International by visiting their website at [www.camfed.org](http://www.camfed.org)

“

By being a Cambridge student, I have gained an international outlook. This has made me view with tolerance, and appreciate different perspectives.”

Meena Murugappan, student, International School of Lusaka, Zambia



*The Student Workbook and Trainer Manual for Phase One of the Goldman Sachs 10,000 Women Certificate Programme in Young Women's Leadership and Enterprise.*

## European schools embrace Cambridge qualifications

CIE is increasingly becoming the examination board of choice in Europe, as more and more European schools offer the Cambridge International Curriculum.

Schools in 17 European countries including Spain, Italy, The Netherlands, Sweden, Poland, Switzerland and Croatia are already part of the CIE family, and many more are expressing an interest in Cambridge international qualifications, particularly Cambridge IGCSE.

Jeremy Hibbins, Headmaster of the newly opened British International School of Ljubljana, Slovenia, said: 'The high esteem in which the rigorous CIE qualifications are regarded globally made Cambridge a natural choice for us as Slovenia's first truly independent school. Slovenian families are delighted to discover that they now have a choice of an alternative system for the first time.'

The European Council of International Schools (ECIS) annual conference proved the perfect opportunity for CIE to listen to delegates' views. Four CIE workshops held during the conference promoted dialogue between heads, teachers and CIE. A session on Cambridge's approach to bilingual education generated a high level of interest and opportunities for further discussion.

Also popular was an interactive session looking at the ways technology can be used to support e-learning, e-assessment and e-administration. CIE's e-learning strategy focuses on supporting Cambridge teachers by providing, through electronic media, the means for teachers to improve the performance of candidates.

Many teachers use the technology to participate in online training courses and in professional networks, or to develop their own resources and share them with other teachers.

Additional feedback from ECIS delegates showed continuing high levels of enthusiasm for Cambridge international qualifications and the new Cambridge IGCSEs - International Mathematics, Twenty-First Century Science and Global Perspectives, now available for first teaching.

Learn more about the new Cambridge IGCSEs at [www.cie.org.uk/igcse](http://www.cie.org.uk/igcse)

## Science in School seeks European translators

*Science in School* is a European journal that promotes inspiring science teaching by encouraging communication between teachers, scientists, and everyone else involved in European science education.

*Science in School* covers not only biology, physics and chemistry, but also maths and earth sciences. It highlights the best in teaching and cutting-edge research, and focuses on inter-disciplinary work.

### Would you like to contribute to *Science in School*?

Schools are invited to help the organisation continue publishing the magazine and website by:

- Submitting articles for publication
- Joining the reviewer panel and helping to decide which articles to publish
- Translating articles into their own languages.

*Science in School* is published by EIROforum (a collaboration between seven European inter-governmental scientific

research organisations) and is based at the European Molecular Biology Laboratory (EMBL) in Heidelberg, Germany. *Science in School* is a not-for-profit publication, part of the NUCLEUS project supported by the European Union.



Learn more about the journal at [www.scienceinschool.org](http://www.scienceinschool.org)

# CIE Professional Development for Teachers Calendar 2009

## February 2009

**Location:** Worldwide – Online Seminars

**Ask the Examiner Sessions:** O Level – Additional Mathematics, Chemistry, Physics, Biology, Business Studies, Economics, English Language, Geography, History (World Affairs)

A Level – Mathematics, Chemistry, Physics, Biology, Business Studies, Economics, English Literature, Applied ICT, Art and Design, Design and Textiles, History, Psychology, Thinking Skills

AS Level – English Language, General Paper 8001, General Paper 8004, Thinking Skills

IGCSE – Mathematics, Additional Mathematics, Chemistry, Physics, Biology, Business Studies, History, First Language English, English Literature, French – Foreign Language, Economics, Geography, Accounting

**Details:** 23rd February – 1st March. Open to all Cambridge International Centres.

**Location:** Colombo, Sri Lanka

**Stage 2 Courses:** AS/AL Computing and Physics

**Details:** 28th February – 1st March. Open to all Cambridge schools in Sri Lanka.

**Location:** Johannesburg, South Africa

**Stage 2 Courses:** AS/AL Accounting, AS/AL Mathematics, AS English Language

**Details:** 28th February – 1st March. Open to all Cambridge International Centres.

## March 2009

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

**Stage 1 Courses:** IGCSE – Mathematics, First Language English, English as Second Language, Chemistry, Biology and History, Business Studies, Physics

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

**Details:** 2nd March – 28th August. Open to all Cambridge International Centres

**Location:** Guangzhou, China

**Stage 1 Courses:** AS/AL Mathematics, Chemistry and Physics and IGCSE English as a Second Language

**Details:** 13th – 14th March. Open to all Cambridge International Centres

**Location:** Bali, Indonesia

**Stage 1 Courses:** IGCSE Biology, Chemistry and Physics

**Details:** 23rd – 24th March. Open to all Cambridge International Centres.

**Location:** Kuala Lumpur, Malaysia

**Stage 2 Courses:** IGCSE Mathematics, Biology, Chemistry, Physics, ICT and English Literature

**Details:** 26th – 27th March. Open to all Cambridge International Centres.

**Location:** Dubai, UAE

**Stage 2 Courses:** AS/AL Mathematics, Physics, Chemistry, Business Studies, Biology, English Literature, Geography and History

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

**Location:** Gujarat, India

**Stage 1 Courses:** IGCSE Information Technology, Hindi and Geography

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

## April 2009

**Location:** Riyadh, Jeddah, Al Khobar – Saudi Arabia

**Stage 2 Courses:** IGCSE Mathematics, Biology and Information Technology

**Details:** 2nd – 9th April. Open to all Cambridge schools in Saudi Arabia.

**Location:** Islamabad, Lahore, Karachi – Pakistan

**Stage 2 Courses:** AS/AL Business Studies, O Level English Language and O Level/IGCSE Mathematics, Biology, Chemistry and Physics

**Details:** 3rd – 10th April. Open to all Cambridge schools in Pakistan.

**Location:** Mumbai, India

**Stage 1 Courses:** AS/AL Physics, Accounting and Biology

**Details:** 4th – 5th April. Open to all Cambridge International Centres.

**Location:** Miami, USA

**Stage 1 Courses:** AS/AL History, Spanish Foreign Language, Mathematics, English Language, Economics and IGCSE Geography and Economics

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

## May 2009 onwards

Details about training courses taking place from May 2009 onwards will be published in the next edition of International Outlook and posted to the CIE Website.

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

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