

CAMBRIDGE

# outlook

Issue 10, 2011



**Developing Cambridge  
education programmes  
for 5–14 year olds**

**Educating the global  
learner: the Sixth  
Cambridge International  
Teachers' Conference**

**Think like an entrepreneur with  
Cambridge IGCSE Enterprise**



UNIVERSITY of CAMBRIDGE  
International Examinations

Excellence in education



# Cambridge by numbers

Entries for Cambridge IGCSE have grown by **20%** worldwide in the last year

We work with governments in **40** countries on educational reform and assessment

A choice of over **70** subjects at Cambridge IGCSE

Cambridge international education programmes and qualifications are taken in more than **160** countries

**8,785** examiners marked candidates' papers following the May/June 2010 session

**Editor** Geraldine Seymour

*Cambridge Outlook* is an important way of communicating with Cambridge schools and readers around the world. We welcome suggestions for inclusion in the magazine. Should you wish to submit an article, please contact:

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## Welcome to the latest issue of *Cambridge Outlook*

This issue of *Cambridge Outlook* is all about partnerships; we look at the way members of the Cambridge learning community are working together across cities, countries and continents. There are examples in *Cambridge Outlook* of partnerships at all levels, from schools to governments.

The sixth Cambridge International Teachers' Conference was dedicated to educating the global learner. Read more about this and find out where you can watch videos of the keynote presentations on page 8.

We have worked closely with Cambridge schools to improve our services. Read more about some of the latest improvements we have made from page 22. These include making more information about endorsed textbooks available, incorporating additional functionality within the new-look CIE Direct, and extending the examiner network through on-screen marking.

We are always interested to hear your suggestions for new services as well as improvements to existing ones. Getting in touch is easy. Email us at [international@cie.org.uk](mailto:international@cie.org.uk) or telephone +44 1223 553554.



**Ann Puntis, Chief Executive**



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# We're proud to be Cambridge!

We are proud to be part of the University of Cambridge. Our work is part of the University's outreach programme, and the Vice-Chancellor's signature appears on all the certificates awarded to Cambridge students around the world.

## Cambridge is the world's number one university

The University of Cambridge has been ranked the world's top university in the 2010 university rankings league table created by QS, a global careers and education network.

Harvard University was ranked in second place, and Yale was ranked third. The QS league table takes a number of factors into account, including academic reputation, employability of graduates, research, and the staff – student ratio.

Cambridge was voted best for research quality in a survey of 15,000 academics. The University has produced the highest number of Nobel Prize winners for science.

Professor Steve Young, Senior Pro-Vice Chancellor at the University of Cambridge, said: 'While university league tables tend to over-simplify the range of achievements at institutions, it is particularly pleasing to note that the excellence of the transformative research – research that changes people's lives – carried out at Cambridge is so well regarded by fellow academics worldwide.'

## New look for our logo

We have a new strapline that will be used alongside our logo to reflect our commitment to excellence in education.



University of Cambridge International Examinations is the world's largest provider of international education programmes

and qualifications for 5–19 year olds. Our qualifications are taken in over 160 countries and recognised by universities, education providers and employers across the world.

We are part of the Cambridge Assessment Group, a not-for-profit organisation and a department of the University of Cambridge. We share in their mission for providing excellence in education. Our programmes and qualifications develop successful learners and support the economic performance of countries where we work at national level.

## New Vice-Chancellor for Cambridge

Professor Sir Leszek Borysiewicz has become the 345th Vice-Chancellor of the University of Cambridge, succeeding Professor Dame Alison Richard. He was formally admitted to the position at a ceremony, known as a Congregation, in the Senate House.

The new Vice-Chancellor was previously Chief Executive of the UK's Medical Research Council from 2007, and from 2001 to 2007 was at Imperial College London, where he served as Principal of the Faculty of Medicine and later as Deputy Rector.

He first came to Cambridge in 1987 as a Wellcome Trust Senior Lecturer at Addenbrooke's Hospital, then a year later joined the University as a lecturer in medicine and a Fellow of Wolfson College. He moved back to his birthplace, Cardiff, in 1991 where he served 10 years as Professor of Medicine at the University of Wales College of Medicine.

Professor Borysiewicz was knighted in the 2001 New Year's Honours List for his contribution to medical education and research into developing vaccines, including work towards a vaccine therapy for cervical cancer.





## Conference marks French education partnership

The '3ème Congrès des Sections Internationales', marked a 25-year partnership between Cambridge and the French Ministry of Education.

We have been working with the French Ministry of Education for 25 years on the French Baccalaureate, providing international papers for the qualification in the medium of English.

In October, Cambridge staff attended the 3ème Congrès des Sections Internationales, in Sèvres. The conference had two main objectives: to give participants the opportunity to share their experiences and best teaching practices, and to discuss solutions to the challenges for schools teaching the British version of the Baccalaureate with International Option (OIB). The occasion also marked Cambridge's long-standing collaboration with the French Ministry of Education on the OIB.

The Baccalaureate with International Option was developed as a special version of the French Baccalaureate, based on partnerships between the French Ministry of Education and a number of foreign authorities. It is not a separate diploma but rather a specialization within the framework of the French 'bac'. To obtain the British version of the OIB, students must supplement the traditional French Baccalaureate with a History-Geography course (taught bilingually) and

English Language and Literature; both subjects are assessed through written and oral papers in English.

To facilitate good communication and relations between all those involved in the British OIB, we work in close collaboration with an association called ASIBA (Association des Sections Internationales Britanniques et Anglophones). One of the aims of the association is to promote the continued development of the British OIB as an integral part of the French Baccalaureate. To ensure that UK university admissions offices understand the value of this unique examination and how it compares with its UK counterparts, we work with ASIBA to publish a brochure designed to explain the bilateral nature and strengths of the British OIB.

The collaboration on the British OIB is an outstanding example of the way that University of Cambridge International Examinations has always worked with partners overseas to create programmes and qualifications to suit particular purposes.

Find out more about the OIB in the recognition section of our website at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

# Cambridge IGCSE continues to show strong growth

The UK government's decision earlier this year to fund Cambridge IGCSE in state maintained schools has led to a huge increase in the numbers of UK schools offering the qualification

In recent years, the growth of Cambridge IGCSE in the UK has mirrored worldwide growth trends. However, this year we have seen exceptional growth in the UK. Worldwide, the number of Cambridge schools offering Cambridge IGCSE rose by 10 per cent during the past 12 months – the UK figure in state and independent schools is 30 per cent, as schools turn to a qualification that gives learners a solid foundation for A Level study.

Ed Elliott, Head teacher at The Perse School in the UK, said: 'As one of Britain's leading independent

co-educational day schools, The Perse has offered Cambridge IGCSEs in a number of subjects for many years. We find that Cambridge IGCSE is a better preparation for the academic demands of A Level in a number of subjects, and it gives our pupils a head start in the sixth form. We also appreciate the linear nature of Cambridge IGCSE, which means that pupils can be freed from the modular treadmill of endless assessment. This creates valuable time for other educational opportunities.'



## Post-exam resources for teachers

Question papers, mark schemes, examiner reports and information about grade thresholds from the October/November 2010 examination session are now available on our Teacher Support website at <http://teachers.cie.org.uk> All Cambridge teachers have free access to the site. For more information, or to obtain a password, speak to the Cambridge coordinator at your school.

# Educating the global learner: the Sixth Cambridge International Teachers' Conference

The sixth Cambridge International Teachers' Conference was held in Cambridge at the end of September 2010. The conference is Cambridge's annual professional development and networking event for the Cambridge global learning community.

We were delighted to welcome 200 Cambridge teachers from 40 countries across all five continents to this year's conference. Delegates came from as far away as the USA, New Zealand, Mexico, India and Sweden. They brought huge amounts of warmth and enthusiasm to the task of exploring global education, and identifying and sharing best practice for teaching in a connected world.

Keynote speakers put the concept of global learning into context, preparing delegates for facilitated workshops that explored the nature of the global

learner. In the workshops, teachers developed practical classroom techniques that help equip learners with the skills and knowledge they will need in our changing world.

They discussed global education in today's classrooms, where teachers act as facilitators, helping learners to express their own ideas and explore them together in a structured way.

Following the thought-provoking keynote presentations, conference delegates also discussed the cross-curricular approaches that are a feature of many Cambridge qualifications.

## One million learners

Ann Puntis, Chief Executive, University of Cambridge International Examinations, welcomed delegates to the conference and reminded us that there are around a million learners taking Cambridge international education programmes and qualifications every year in 160 countries.

She said: 'This is a global education community. We've been working with schools for over 150 years. It matters to us more than I can describe that we do a stunningly effective job, because education matters to each one of those million learners.'

'You're educating world leaders of tomorrow. They are the people who will lead, nurture, shape and transform society. We find this as exciting as you do!'



Professor Neil Mercer speaks to delegates

The facilitated workshops explored the nature of the global learner





Meeting other Cambridge Teachers is always the highlight of the Cambridge Teachers' Conference

## A deep commitment to global learning

Dr Colleen McLaughlin, Deputy Head of the University of Cambridge Faculty of Education gave an overview of the University's involvement in global learning, and the international work of the Faculty at government level and also with individual schools.

She said: 'The University of Cambridge is engaging with research and knowledge dissemination at every level in every department, and that is an international exercise. We have a deep commitment to learning and to a global community founded on values and principles.

'Globally we are interconnected. We need education to solve some of the big problems we are facing, including conflict and global warming. Teacher education and the quality of teaching is the magic bullet.'

## Keynote speakers

**Dr Colleen McLaughlin**, Deputy Head of Faculty and a Senior Lecturer at the University of Cambridge, Faculty of Education. Opening presentation: Global education within the context of the University of Cambridge.

**Professor David Selby**, Founding Director of Sustainability Frontiers and Adjunct Professor at Mount St Vincent University, Halifax, Nova Scotia, Canada. Keynote: Four dimensions of global education and the implications for the global teacher and learner.

**Professor Neil Mercer**, Faculty of Education, University of Cambridge. Keynote: Dialogue and the role of language in the classroom to develop the four dimensions.

**Keely Laycock**, Principal Examiner for the Cambridge International Certificate for Teachers and Trainers, and Examiner for Cambridge IGCSE Global Perspectives. Keynote: Showcase of global education projects.

**Watch their presentations** – videos are at [www.cie.org.uk](http://www.cie.org.uk) in the 'News' section.

## Conference feedback

'An enjoyable, inspiring and thought-provoking conference. Thank you!'

'...it was one of the best conferences I have ever attended. Well done! The theme was especially important to our school as we will be adopting the Enterprise curriculum for our school.'

'Enriching, and certainly an experience that will help me upgrade my work as a teacher and a learner.'

'The theme was very apt and should play a significant role in the education of any and every child's learning in today's world. This was an opportunity for all of us to make a difference and return to our schools and continue doing so.'

### Developing collaborative skills in the classroom

Professor Neil Mercer, from the University of Cambridge Faculty of Education, attracted a good deal of media coverage of his presentation at the conference.

Professor Mercer encouraged delegates to engage in more group discussions with students in the classroom, arguing that it is important to ensure that children are versed in soft skills such as social interaction – and the classroom is the ideal place to help them to develop these. He believes that, despite the proliferation of social media, learners do not always know how to talk together constructively, or how to set rules for discussion. He presented research from schools around the world that showed how children benefit from classroom discussion and that structured dialogue is crucial for their academic development.

Professor Mercer said: 'Group work is a vital part of teaching because neuroscience shows the brain is designed to learn in collaboration. We

don't just exchange information when we talk; we actually create new knowledge together. From learning to reason together, learners get better at solving problems on their own.'

To make the most effective use of group work, teachers need to know how to recognise it, and how to teach learners the skills they need to participate. Research shows that, where discussion groups agree to work towards a common solution, learning outcomes show a significant improvement.

### A four-dimensional model of global education

Professor David Selby, from Mount St Vincent University, Halifax, Nova Scotia, described his four-dimensional model of global education and its implications for global teachers and global learners.

He argued that global education is the educational expression of a systemic, holistic, or ecological world view, in which relationships and connectivity are everything.

Professor Selby said: 'Everything is dynamically connected: boundaries are permeable. What happens locally is also a global phenomenon. In schools, this is reflected in open disciplinary boundaries (cross-curricular and interdisciplinary learning), and an emphasis on systemic learning (the ability to recognise and understand links and patterns of influence) and how effects and consequences feed through any system.'

'Learners should learn about global issues and themes and be challenged by diverse perspectives on each theme and issue addressed, coming from a variety of cultural, disciplinary and social paradigms. Learners need to understand that all global issues and themes are mutually enfolded.'

More information about the seventh Cambridge Teachers' Conference on 10–13 September 2011 at Robinson College, Cambridge, will be available soon on our website at [www.cie.org.uk/events](http://www.cie.org.uk/events)



## Developing Cambridge education programmes for 5–14 year olds

The Cambridge Primary and Cambridge Secondary 1 programmes provide a coherent education programme of curriculum and assessment for 5–14 year-olds in English, Mathematics and Science. We have refreshed the programmes and their accompanying tests. So we took the opportunity to quiz Development Director Helen Eccles on the main changes our schools will see in 2011.

**What was the rationale behind the redevelopment of the programmes? Have you thrown everything out and started again?**

No. Our work in this area was driven by the feedback we had from Cambridge schools that told us what they liked about the programmes and assessments. We've kept those elements – especially the flexibility – so schools can integrate it within their existing curriculum or their national curriculum. They also told us where they thought we needed to

refresh and extend certain elements and so we've concentrated on these areas. But no, we haven't aimed to have dramatic change - more an evolution and development of what was already there – with some great new features, of course.

**Can you give us some examples of this?**

We have reviewed all the curriculum frameworks against developments in education, and teaching and learning practice. Each framework

provides a comprehensive set of learning objectives for the subject. We've added science curriculum frameworks for the first two years of the Cambridge Primary stage, which gives a fun and gentle introduction to science for our youngest learners. This means that in the core subjects – English, Science and Maths – learners can follow a coherent education programme through to Cambridge IGCSEs or O Levels at Cambridge Secondary 2 stage.

Information and Communication Technology (ICT) is an optional part of all the frameworks so that teachers can gear their teaching around both the facilities in school and the needs of their learners in this vital area.

## And what about assessment – is this integrated within the programmes?

This is certainly an area that our customers asked us – and would expect us – to concentrate on. The Cambridge Primary Programme continues to have Progression Tests (which teachers can download for each curriculum from stage 3 onwards), up to and including stage 9 for all three curricula.

So, Science now has Progression Tests at stages 3, 4 and 5 instead of only stage 6. The Progression Tests allow teachers to assess where their learners are with the skills and knowledge of the curriculum for a particular stage. Perhaps one of the most exciting developments is Cambridge Primary Checkpoint, which provides comprehensive feedback on learners' performance at the end of the Primary stage at around age 10–11 years.

**'We now have Cambridge Primary Checkpoint, which gives teachers and parents comprehensive feedback on learners' performance at the end of the Primary stage.'**

## But there was already Cambridge Checkpoint wasn't there?

Yes, but Cambridge Checkpoint is for learners at the end of Cambridge Secondary 1 (around age 14). Cambridge Primary Checkpoint uses the same style of diagnostic tests to help students in Cambridge Primary schools to learn. This means they leave this stage of their education with a statement of achievement and a report providing information on their strengths and weaknesses in the core curriculum areas. This is a really exciting development for Cambridge Primary schools – these tests will be fully marked in Cambridge – leaving teachers more time for teaching.

## When can learners start taking Cambridge Primary Checkpoint?

The first tests for Cambridge Primary Checkpoint are in May 2012. The last sessions for the Cambridge Primary Achievement tests (the previous tests for the end of Primary Stage) will be May and November 2011. We've worked hard to ensure that the standards from the old Achievement tests are comparable with Cambridge Primary Checkpoint.

## I understand there's a new English as a Second Language curriculum?

Yes, this is another really exciting development. We've worked with our sister organisation Cambridge ESOL to develop curriculum frameworks and Progression Tests for stages 1–9. This means that schools can choose the English curriculum that suits the needs of their learners.

The English as a Second Language curriculum focuses on the English language skills that learners need to function and communicate effectively in an international classroom where some or all subjects are taught in English. For this curriculum, learners take Cambridge ESOL tests to measure English skills alongside other subject assessments.

## Should schools be teaching the new curriculum now?

We've published the new curriculum frameworks on the Cambridge website so schools can see what the new frameworks look like. To help teachers who are already teaching, we've also prepared mapping documents so they can see clearly any changes we've made. We're preparing new Teaching Guides for each subject at each stage and these will be available from April. We're envisaging that many schools will start teaching from September so the plan is to release information in advance as things become available.

**'Learners can follow a coherent education programme to Cambridge through IGCSEs or O Levels.'**

## What support will be available for teachers?

We've looked at the supporting documents and training and revised them within new Teaching Guides. They include schemes of work, sample lesson plans, planning and implementation ideas as well as differentiation. We've revised the resource lists and we're working with publishers to discuss new textbooks and update the existing endorsed textbooks.

We've also redeveloped the Analysis Tool, which allowed teachers to track learner progress through the Progression Tests. The new Progress Checker offers additional reports and functionality to make uploading marks and printing reports much easier and quicker.

## Developments in the Cambridge Primary and Cambridge Secondary 1 programmes

Current Programme	Revised programme from 2011
Curriculum frameworks for English, Maths (stages 1-9), and Science (stages 3-9)	Curriculum frameworks for English, English as a Second Language, Maths, and Science for stages 1–9.  All mapped against the old frameworks to show where the differences are.  Optional opportunities to use ICT to enhance the learning process adapted around schools' own individual circumstances.
Progression tests for: <ul style="list-style-type: none"> <li>• English (stages 3-8)</li> <li>• Maths (stages 3-8)</li> <li>• Science (stage 6-8)</li> </ul>	Progression tests for: <ul style="list-style-type: none"> <li>• English (stages 3-9)</li> <li>• English as a Second Language (stages 3–9)</li> <li>• Maths (stages 3-9)</li> <li>• Science (stages 3-9)</li> </ul>
Analysis tool offering 3 different types of reports to enable teachers to compare progress in core subjects.	Analysis Tool renamed Progress Checker. Additional reports and improved inputting and printing system.
Achievement Tests at stage 6.	No longer available from November 2011. Instead, learners from May 2012 will take Cambridge Primary Checkpoint Tests or ESOL tests for those following the E2L route.
Teacher support including schemes of work, planning and resources lists, training, discussion groups etc.	Comprehensive teacher support package with new Teacher Guides, updated resource lists and training, opportunities for using ICT to enhance teaching and learning.





## Think like an entrepreneur with Cambridge IGCSE Enterprise

Teachers from five very different schools discuss their experience of offering Cambridge IGCSE Enterprise.

Cambridge IGCSE Enterprise is a unique new syllabus that brings the world of business into the classroom and gives learners a clear insight into what it means to think like an entrepreneur. This is the first Cambridge IGCSE syllabus, which asks learners to adopt the thoughts and actions of entrepreneurs, developing their knowledge

and understanding of the practicalities of setting up and running their own new enterprise. Cambridge IGCSE Enterprise equips learners with a range of vital life skills for use in planning and organisation, communication and financial management.

With Cambridge IGCSE Enterprise, learners undertake a coursework project, which asks them to consider the challenges and opportunities of setting up and running their own new enterprise. Cambridge IGCSE Enterprise equips learners with the creative and business skills that will be of significant value in both their educational and future working life.

These include:

- how to set up and run a business
- how to identify target markets
- how to negotiate successfully
- successful planning and organisation
- communication and marketing
- financial management

Through their study, learners also take the opportunity to investigate local, national and international entrepreneurs and what makes a recipe for success in the world of enterprise.

## Pinehurst School, New Zealand

June Baptista, Head of Humanities, Pinehurst School, in New Zealand, has been a Cambridge teacher for 13 years, focusing on subjects including Business Studies, Accounting and Economics. She says: "Designing the Cambridge IGCSE Enterprise course involved coming up with activities and lessons that were new and fun, yet informative. Teaching Cambridge IGCSE Enterprise allows real creativity in lesson planning."

Pinehurst students start Cambridge IGCSE Enterprise in Year 10. Students study entrepreneurs who inspire them, who are good role models, and who they have researched in depth.

Some highlights of the Cambridge IGCSE Enterprise course so far, include:

- Discussing entrepreneurship with the New Zealand Prime Minister on a trip to the capital
- Visiting the Treasury where students were asked to draw up their own budget for New Zealand.

## Livingstone Kolobeng College, Botswana

At Livingstone Kolobeng College, Botswana, Cambridge IGCSE Enterprise is presented as an option with other Cambridge IGCSEs. It is timetabled for four hours a week and runs over two years. The school organises visits to local businesses where students can talk to business owners, and be inspired by experiences that have a real-life context.

"The Enterprise project work is very popular with students at the College, as it allows them to express themselves, and to steer their own learning in a way that keeps their motivation levels high," says Neeru Kapoor, Cambridge IGCSE Enterprise Teacher.

Livingstone Kolobeng College chose to teach Cambridge IGCSE Enterprise because the syllabus offered the opportunity to prepare students for a life after education where securing employment can not always be taken for granted. The balance of theory and the development of practical skills is especially welcomed.

"The practical knowledge our students gain, throughout their Cambridge IGCSE Enterprise studies, is of paramount importance in preparing them for life outside school. It touches on all the areas needed to run a business. My students enjoy the project work and coming up with solutions to the challenges of setting up a business," explains Neeru Kapoor.

## Chisipite Senior School, Zimbabwe

Staff at Chisipite Senior School, a Zimbabwean girls' school, are also enjoying delivering Cambridge IGCSE Enterprise. At Chisipite Senior School, the subject is taken by vocational students in the Lower Sixth Form who have just completed Cambridge IGCSEs.

Deputy Head, Lorraine Hill, explains one of the key benefits: "Cambridge IGCSE Enterprise fits well with our business-oriented course. We really like the practical aspect of the students actually running their own business whilst still being an 'academic' school-based course."

Lorraine also plans to teach the subject over one year in the Lower Sixth Form as it gives the students valuable preparation for the Advanced Diploma in Business or Cambridge International AS Level Business Studies.

The School invited a local motivational speaker and entrepreneur to present to the students, and this inspired them to set up their own promotions company, called 21 Promotions. Each girl has bought shares in the company and they have also devised their own branding. The aim of 21 Promotions is to promote the image of the school community. The school has noticed this has changed the way that the students think about themselves and the school. They know that if they are negative about any aspects within the school this could also potentially affect their business.

Lorraine Hill comments: "The girls are beginning to realise that running a company is not all plain sailing. It has taught them all patience, humility and the acceptance of the abilities and attitudes of others."



## Springbank School, New Zealand

Springbank School in New Zealand sees the teaching of Cambridge IGCSE Enterprise as a natural fit with its academic vision, particularly from Year 6 through to Year 9.

Cambridge IGCSE Enterprise teacher, Michelle Chapman, says: "Cambridge IGCSE Enterprise is an internationally recognised qualification that develops and measures a student's individual skills in enterprise and entrepreneurship, while teaching practical skills such as problem-solving, risk-taking, perseverance and teamwork."

In the last few years, Springbank School has won a number of awards for enterprise projects and student activity, and the students are justifiably proud of their school and achievements.

The students are highly motivated in their work and enjoy engaging in real-life activities. Gaining a qualification, such as Cambridge IGCSE Enterprise, is an exciting milestone in their learning.

"Students really enjoy the practical project work," says Michelle Chapman. "They like the creativity of the course, and the decision-making skills they are developing, all of which allow them to show initiative."



Springbank students worked with a local Maori tribe to carve a canoe for a Maori village museum.

## Christian Brothers College, Zimbabwe

Teachers at Christian Brothers College also like the way the course is designed and its focus on practical application and confidence building. The opportunity to teach Cambridge IGCSE Enterprise was an easy decision for the school to make.

The course is being delivered over two years. Students choose Cambridge IGCSE Enterprise from other Cambridge IGCSE options. It tends to be favoured by boys whose parents own or manage businesses, and who have a strong interest in running a business when they leave school.

The school particularly welcomes the way Cambridge IGCSE Enterprise teaches students to think critically, to research, negotiate, communicate, analyse, apply knowledge and evaluate when assessing whether to, and how to, start a business.

Nkosentsha Mpala, Cambridge IGCSE Enterprise Teacher, says: "I thoroughly enjoy the practical side of the course, taking my students out of the classroom to show them businesses in action. They are getting real experience doing market research, writing business plans, and organising their own projects – either on their own, or with friends."

He likes the approach taken to the teaching of the subject; the way students are introduced to risk analysis and understanding their own strengths and weaknesses, as well as the strengths and weaknesses of their business ideas.

"My students have shown themselves to be truly innovative in their ideas. It is good to see the boys actively researching business models, and enjoying their own self-directed learning. Teaching the course has made it vital that I keep up with the business world, and this is something I really enjoy," says Nkosentsha Mpala.

**Learn more!** More information about Cambridge IGCSE Enterprise is available on our website at [www.cie.org.uk/new\\_qualifications](http://www.cie.org.uk/new_qualifications) or contact Customer Services on +44 01223 553554 or [international@cie.org.uk](mailto:international@cie.org.uk)

# Getting closer to learners: Cambridge IGCSE Global Perspectives



We look at how four schools from around the world have implemented Cambridge IGCSE Global Perspectives.

## The schools

**Riverside School**, a bilingual school in Buenos Aires, Argentina, has introduced both Cambridge IGCSE Global Perspectives and Cambridge Pre-U GPR. The school has 500 students from kindergarten through to secondary. Head teacher Mabel Webb believes the school has gained from a 'whole school' approach to Cambridge Global Perspectives.

Mexico City's **Churchill College**, an independent day school, teaches Cambridge IGCSE, the IB Diploma and the Mexican Colegio de Ciencias y Humanidades. The College's choice of qualifications reinforces its mission to teach its students to become independent learners, to think critically, to value teamwork, to be competent in and comfortable with technology, and to become fluent in English.

The **Singapore International School** (Hong Kong) was set up by the Singapore Ministry of Education, primarily to serve the needs of Singaporean students residing in the Special Administrative Region (SAR) of Hong Kong, China, as well as students from Hong Kong itself, and the UK, US and Canada.

**Waterford Kamhlaba United World College of Southern Africa** is part of the United World Colleges group of schools. It is an independent, co-educational school for students aged 11–18, located in the Kingdom of Swaziland.

## Why choose Cambridge IGCSE Global Perspectives?

**Riverside School:** Adopting the course has allowed our school to shake off the boredom and routine that can be a trait of secondary school students nowadays. It has allowed our students to accept diversity, develop their thinking skills and nourish their creativity and imagination. It helps turn them into active learners from the start.

**Churchill College:** We decided to teach it because it offers excellent

preparation for further education by encouraging group work, learner-centred education and critical thinking skills. Developing learners' critical thinking skills with particular emphasis on critical reading is an important part of teaching.

**Singapore International School:** We are committed to providing a holistic education for all students; one that encourages active learning, not learning by memory

or rote. Cambridge IGCSE Global Perspectives provides a focal point for the school's values, and allows students to study global issues in a 'real life' context through engagement with schools in other countries.

**Waterford Kamhlaba:** We see Cambridge IGCSE Global Perspectives as an introduction to the kinds of thinking that will be required in later stages of education.

## How do you teach it in your school?

**Riverside School:** Our students are engaged in projects of all sorts – many of them following the suggestions given by Cambridge in its areas of study for the Global Perspectives syllabus. We organise debates within the school and with other schools taking Cambridge Global Perspectives courses, and we have weekly classes of ‘Newspaper Reading and Debate’ to cover some of the areas of study. Students learn how to listen to others’ opinions and support their own.

We also took part in a mini-project with Caistor Yarborough School in the UK to discuss the question, ‘What makes me proud of my country and what makes me less proud of my country?’. We exchanged emails and chatted using an online forum. The outcome of this mini-project was sensational. The students were eager to talk with their partners in the UK, ask them questions about their life-style, eating habits, traditions, beliefs, entertainment etc. It was extremely positive and enlightening to hear the comments the students made after this experience, which took three sessions of about 30 minutes each.



Riverside School’s World Cup events



Riverside School, Argentina

**Churchill College:** We teach it as a one-year course for six hours every week. Last year, the course was taught by a History teacher. This year, it is being taught by a teacher with a background in Philosophy. We offer a choice of five topics: Education for All, Belief Systems, Urbanisation, Climate Change, and Law and Criminality.

We have tailored the course to the educational style and future needs of our learners. Portfolio work is good preparation for the extended writing needed to complete the IB Diploma programme. For their project, students can choose between Climate Change or Water. Students then work towards their final portfolio presentations, which feature elements of all previous studies on the course. At the end of the course, students sit the examination.

We have structured the course to give students a clear idea of what deadlines they need to keep for their portfolio and project work, and this has made things easier in terms of our own time-management and teaching.

**Waterford Kamhlaba:** Cambridge IGCSE Global Perspectives is timetabled as a regular IGCSE class and taught over two years. It is taught by a teacher with an ICT and Social Science background. Mock portfolio exercises are carried out in term one before undertaking the real thing. We complete a portfolio each term.

Students were asked to plan a range of activities for children in a local village, which tied in with their areas of study: Education; Tradition, Culture and Language; and Water. They learned to plan and deliver lessons.

An exhibition of the students’ work was held towards the end of last year when parents, teachers and students were invited to see the work. Students were able to present their work to visitors and explain what they had been doing. It was a very successful event and we hope to repeat it every year.



Senior students from Waterford Kamhlaba work with youngsters from a local village

**Singapore International School:** We share delivery of the course among seven members of staff with a range of subject backgrounds – Geography, History, English and Physical Education. We deliver the course for two-and-a-half hours a week, over two years.

The students do the portfolio in the first year of study, followed by the group project. The skills needed for portfolio work, the project and the examination are integrated into the teaching of each study area. We aim to cover 10 areas of study in lessons. Students choose

any of the 15 areas of study for their portfolio work, except Conflict and Peace, as this is the focus of the project work that takes place in the second year.

The school is exploring the possibility of working with a school in Malaysia on the project, and we are interested in working with other schools.

In March 2010, students participated in a simulation called 'Refugee Run', organised by Crossroads International, where they experienced the hardships faced by those living in a refugee camp.



Learners at Singapore International School have participated in a variety of activities, including a trading simulation game



The Jerry Can Challenge was part of the school's portfolio work on Water

## What has been the effect of Cambridge Global Perspectives on your school?

**Riverside School:** Our students have gradually turned into global learners. We are giving them the tools to be able to research and discuss global issues and propose solutions to problems.

**Waterford Kamhlaba:** Students have improved their ability to discuss issues and think more constructively. They have a better understanding of how their learning is connected and can integrate knowledge more successfully from different subject areas. They have realised that thinking about issues is not restricted to certain subjects. They feel confident about holding opinions and viewpoints that are not the same as those around them and are able to express them well.

**Churchill College:** A focus of the course is critical analysis, and we have tried to teach this across everything we do; from watching course videos with a clear purpose, to encouraging open debate about topics we are studying, and promoting the importance of taking pride in our work and listening to feedback.

**Singapore International School:** Cambridge IGCSE Global Perspectives is a compulsory Humanities subject and we like it because it encourages students to be 'broad-minded with an interest in global affairs'. The assessment emphasises the quality of a student's personal voice on key world issues.

**Learn more!** If you would like to learn more about Cambridge IGCSE Global Perspectives, please email [international@cie.org.uk](mailto:international@cie.org.uk) or go to [www.cie.org.uk](http://www.cie.org.uk)

## Travels of a Syndic...

During the past six months, Syndic Dr John Guy, has made visits to Cambridge schools across the southern hemisphere. He shares his impressions of Cambridge teachers and learners.

It may not be widely known that University of Cambridge International Examinations is overseen by a group known as the Syndics – they are, in effect, the Governing Body of the University of Cambridge Local Examinations Syndicate (UCLES), now more often known as Cambridge Assessment. As Principal of one of the UK's largest sixth form colleges, it has been my privilege to serve as a Syndic for the past 8 years. Although well-informed about curriculum and assessment in the UK, my knowledge of the rest of the world was patchy so I welcomed the opportunity last June to visit Argentina and Uruguay. 40,000 flying miles later, I have now added New Zealand, Bangladesh and Sri Lanka to my list!

What I had not realised was the striking difference which a Cambridge education makes to so many children in so many countries across the world. In Argentina and Uruguay, for example, I saw the use of Cambridge Primary, followed by the Cambridge Secondary 1, Cambridge IGCSE and Cambridge International AS and A levels, to produce a wonderfully coherent package of education, taking children through to the age of 18. On reflection, it is probably better and more coherent than any national system I have come across. And it was an inspiration to hold conversations with young learners, who had spoken no English at all on entry to school, as bilingual young men and women, entering a global world with world-class international qualifications.

In several countries, I had the pleasure of meeting young people who had not only achieved wonderful results by any standard but also recognition as top students in their own country – or even top in the world in a subject. The delight and pride of parents, teachers and principals in Bangladesh and Sri Lanka, for example, in celebrating the achievements of these young people was inspiring – and I saw the University of Cambridge in a new light. Here was the world's top university, according to the 2010 international rankings, reaching out to the corners of the globe and lending its name to qualifications and awards not only in schools in international capital cities, but also in lesser-known towns in the provinces.

Parents and students were eager to talk about university entry and it was clear that these qualifications were seen as a major vehicle to access higher education and economic prosperity. In many countries, schools taking Cambridge qualifications do so in spite of the expectation, sometimes the insistence, that they follow their own national curriculum and assessment systems. In Uruguay, for example, schools followed both systems, the national one by requirement and Cambridge by choice.

This division was most stark in New Zealand where a new National Curriculum for Educational Achievement (NCEA) has been introduced, which concentrates upon a competency or skills-based curriculum. A number of schools felt that this relegated content to an unacceptably low level and, despite powerful dissuasion, they approached us to develop an alternative curriculum and assessment system. The Association of Cambridge Schools in New Zealand (ACSNZ) has emerged as a visionary group of educationalists with a shared commitment to the philosophy of a Cambridge international education, empowered to develop a knowledge-based curriculum.



Dr John Guy in the Lyceum classroom, Sri Lanka

At the recent fourth annual conference of ACSNZ schools in Auckland, I was able to participate in continuing professional development at first-hand and to hear, for example, the manager for student recruitment at Auckland University report that, in terms of first degree results, Cambridge International A Level students achieved consistently higher success rates across all faculties compared with the NCEA students, a real vindication for the ACSNZ actions. It was strong confirmation that they were producing confident, enquiring, engaged and autonomous learners well-prepared for higher education and employment.

So, as I have pondered my experiences of the international dimension of Cambridge education in airport transfer lounges across the globe, and more reflectively in the quiet of my study at home, I am left with a lasting impression of the extraordinary passion for education held by Cambridge teachers and principals. They are indeed introducing students to the rigours and enjoyment of deep learning, with an assessment system moderated to international standards by the world's top university.

**Dr John Guy retired from the post of Principal of Farnborough Sixth Form College and as a Syndic, in Autumn 2010. He is now a Special Adviser to University of Cambridge International Examinations.**



## Learners secure top university places with Cambridge A Levels

Each year, Cambridge International A Level students gain entrance to the world's top universities. Students at Shenzhen College of International Education in China have achieved remarkable success rates with admissions to Oxford, Cambridge, London School of Economics, Yale, John Hopkins, Brown and Cornell universities.

Shenzhen College of International Education began offering Cambridge IGCSE and A Levels in 2003, as part of a concerted effort to prepare students for entry into the world's top English language universities.

Universities in the USA and the UK remain the most popular destinations for Shenzhen College students, as faculty and staff at western universities are generally well-funded and well-equipped. Some are at the cutting edge of new developments and technologies that are not currently available in China.

Hong Kong universities are also popular. Students with Cambridge A Levels do not have to sit screening tests or attend the interviews required for most Chinese students who apply for places at Hong Kong universities. Because Shenzhen College students are already fluent in English, they do not have to complete foundation courses to improve their language skills, which means they can finish their undergraduate degrees in three years.

Oxford and Cambridge are the quintessential selective universities. A report on the College's recent graduates describes how Cambridge IGCSE and A Levels prepare students for success: "Successful applicants must demonstrate unique academic abilities and potential including, but not limited to, top grades, strong reasoning skills, independent thinking skills and a capacity for adaptation and imagination. The applicant needs to state the motivation for his or her chosen course, as well as his or her sense of social responsibility and self-discipline."

# Calling all English and History teachers

Adrian Barlow, Director of Public and Professional Programmes at the University of Cambridge Institute of Continuing Education, previews a new Master's degree being developed specially for English and History teachers.



Adrian Barlow

The University of Cambridge Institute of Continuing Education is planning a new postgraduate programme to enable teachers worldwide to enhance their professional and academic standing.

This Master of Studies – the MSt in Advanced Subject Teaching – will provide a two-year part-time route to a full University of Cambridge Master's degree.

We believe that the best teachers are always passionate about their subject. This belief is the cornerstone of the annual Summer Schools for teachers organised in Cambridge by the Prince's Teaching Institute, established by the Prince of Wales. The Institute of Continuing Education has developed this new MSt in association with the Prince's Teaching Institute and the Faculties of Education, English and History. The first students will be admitted in 2012.

Students embarking on this innovative MSt programme will choose an aspect of their subject (English or History, in the first instance) that they would like to explore further or to tackle for the first time. They then study it both academically and pedagogically, so that their new knowledge and skills can be put to effective use in the classroom. We hope that successful graduates of this MSt will go on to make major contributions to syllabus development not only in their schools, but also at national and international level.

It is an important aim of the programme that teachers should focus on areas of the curriculum that are under-represented in schools, in many cases because teachers themselves are less familiar with them.

In English, for instance, there is a real shortage of teachers who are willing and confident to teach Chaucer or the Augustan poets. In History, there are major areas of study – the Crusades, for example – that have strong resonances for today but suffer because of the dominating influence of the twentieth century on the curriculum.

The two-year MSt programme is designed to appeal and be accessible to teachers worldwide. Teaching and supervision by Cambridge academics will be offered through a combination of residential teaching in Cambridge (two concentrated teaching blocks in the first year, scheduled out of term-time) and online tuition. In the second year, as students prepare the dissertation on which their final result will depend, they will have a sequence of supervisions, some of which can be delivered online.

The MSt in Advanced Subject Teaching will be officially launched during autumn 2011. Full details of all courses offered by the Institute of Continuing Education can be found at [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk).

## Bursaries for teachers

We are committed to supporting teachers in a number of ways. From sponsoring the Chemistry Olympiad, providing scholarships for Masters Studies in the Faculty of Education, University of Cambridge and contributing to undergraduate scholarships, our commitment is to encourage excellence in education.

We will provide two study bursaries for teachers of History and English wishing to deepen their knowledge of the subject. Further details will be announced in October 2011.



Ask CIE receives an average of 35,000 visitors every month.



## What are you 'Asking CIE'?

Ask CIE has become a valuable resource for Cambridge schools, teachers and parents. Ask CIE is accessed online at [www.ask.cie.org.uk](http://www.ask.cie.org.uk), and is a database of frequently asked questions – as well as a good source of information about qualifications and programmes, key dates or regulations.

On average, 35,000 of people use Ask CIE every month to find answers to their questions.

Helen O'Leary, Schools Support Manager, said: 'We receive an average of 35,000 visitors every month – although this reached 62,000 last year during exam time. It's a great resource for people who need information fast.'

Ask CIE is organised into the following categories:

- administration of exams
- becoming a Cambridge school
- qualifications
- parents and students
- recognition
- training and events
- websites
- publications and copyright

Ask CIE is maintained and updated by the Customer Services team – the same people who answer your telephone calls and emails – so the information you find there is always up-to-date. Ask CIE is constantly changing. The types of questions we receive vary throughout the year depending on what is popular at that time. As a result, you may notice the content of the site changing on a regular basis.

Some of the most popular questions lately have been:

How can our centre become registered to offer Professional Development Qualifications?

What do I do if I have lost my certificate?

What do we do if we want to start a Cambridge IGCSE programme at our school?

Which universities in Australia and the USA accept Cambridge A Levels?

When are past examination papers available online?

You can access information on all these topics and more at <http://ask.cie.org.uk>

# New-look CIE Direct for exams officers

Over the last few months we have been redeveloping CIE Direct to make it easier for you to manage your exam entries.

CIE Direct is a key tool for examinations officers. We have worked closely with schools to improve our systems and make our processes easier to use. The new-look CIE Direct includes an expanded range of tools that will save you time. There are three key additions to the site:

- an Exams Processing 'Dashboard' giving an overview of upcoming deadlines and entry statuses
- Centre-specific timetables
- the facility for Cambridge International Centres to make online entries for syllabuses

#### The key benefits are:

- an easy-to-use interface with content tailored for Zone and Centre eligibility
- you save time making entries and amendments
- you can use any computer with internet access to make entries – you don't have to use one specific computer

The new system was piloted by a group of schools making entries for the November 2010 exam session. Feedback from schools involved has been very positive:

**'I would definitely use the online system for the next session.'**

**'Entries were exceedingly easy! The system is very intuitive and easy to use.'**

'As a first-timer I felt very cared for; I thought it was mostly self-explanatory and found it easy to use.'

**'The online system is very easy to use.'**

'I had a look at the new system and figured the exams officer and school secretary could run it without help. So, we set it up in my office and I sat back and watched as they made all the entries without mishap.'

**'My main reason for wanting the online system is I do not have an office. In the past I used Cameo in my classroom, but often, other classes were in there, and so even if I was free, I could not access the computer. The online system meant I could access from any computer in the school, and indeed from home.'**

'I would definitely use the online system for the next session.'

**'I will certainly continue to use the online system, whether it is developed further or not and would very positively recommend it to all exams administrators.'**

'Congratulations! It is a great system. I know that it is expensive and time consuming for Cambridge to make these changes. But we are delighted and really appreciate that someone is working so hard to help us. Many thanks.'

The new CIE Direct provides a modern and easy-to-use alternative to Cameo, which we plan to withdraw in 2012. Planned future enhancements to CIE Direct include online submission of Forecast Grades and Internally Assessed Marks and the extension of online entries to Attached and Affiliated Centres.

The screenshot displays the CIE Direct interface. At the top, it says 'CIE Direct The administration resource for Exams Officers at CIE Centres'. The user is logged in as 'Test User, Test Centre Zone 2 (201009)'. The dashboard is divided into sections for 'November 2010 Session' and 'June 2010 Session'. For the November session, it shows 'Entries' as 'Closed', 'Exam Timetables' as 'available Mon 24 Jan 2011', and 'Results' as 'available Mon 24 Jan 2011'. For the June session, it shows 'Entries' as 'Closed', 'Results' as 'released Thu 12 Aug 2010', and a note that 'No candidates in this session'. A 'Notes' sidebar on the right shows the current time as 14:15 UTC+1 on 21 Oct 2010. A footer note indicates the data was last updated on 21 Oct 2010 at 14:14.



## Becoming a Cambridge examiner

Would you like to become an examiner for University of Cambridge International Examinations? We want to hear from suitably qualified teachers to become part of our expanding network.

In the past, our examiners had to be based in the UK. These days, the introduction of new technology means that examiners for University of Cambridge International Examinations can be based anywhere there is a suitable PC and internet connection. We would be delighted to hear from suitably qualified teachers who are interested in becoming examiners.

The benefits of becoming an examiner include:

- making a valuable contribution to the assessment process
- gaining an insight into the assessment system
- enhancing your own professional development
- boosting income

Cambridge examiner, Karen Borrington, teaches Economics and Business Studies at Ecclesbourne School, near Derby in the UK. She has been a Cambridge IGCSE Principal Examiner for 20 years.

Karen says: 'I started examining to help me become a better teacher. Having a good understanding of assessment helps me to be more effective in my teaching of learners of all abilities and helps them to achieve their potential.'

All examiners need to meet the same selection criteria:

- degree-level expertise in the subject
- experience in the likely performance of candidates at the level of the examination. This will normally involve three years' recent and relevant teaching experience.
- English language proficiency

We expect that examiners will be currently employed at a Cambridge school which has offered Cambridge international qualifications for at least three years. Examiners will also need an existing UK bank account.

Once we have ensured that your PC and internet connection is suitable, we will give you access to 'Test to Assess', custom-built software that gives hands-on experience of online marking.

If you have any questions, or would like further information, please contact the Examiner Helpdesk at [CIEExaminers@cie.org.uk](mailto:CIEExaminers@cie.org.uk)

## New appointments

### Janet Morris

Janet Morris is our new Director of Communications and Customer Relationships. Janet was appointed to an interim role with University of Cambridge International Examinations in October 2009 and has agreed to join us on a permanent basis.

Janet has a strong background in marketing, communications and business development. Prior to joining University of Cambridge International Examinations, Janet was an interim manager for 10 years. Janet has worked in various roles in more than 20 commercial, public and not-for-profit organisations, including

the Learning and Skills Network (LSN), Ordnance Survey and the Energy Saving Trust.

Janet was a graduate trainee with the BAA plc, where she worked for 12 years, including leading the marketing and business development function for London's Stansted Airport from 1995 to 2000, during a period of rapid growth for the airport. Her role involved working on an international basis with airlines and the travel industry. During this time Janet completed her MBA.

Due to Janet's extensive background in a variety of sectors she brings a

broad range of experience to her role.

'I am looking forward to working more closely with Cambridge schools around the world and welcoming new schools to the Cambridge community. University of Cambridge International Examinations is a great place to work, with a real sense of dedication and teamwork.'



### Amy Budd

Amy Budd has joined us as Communications Manager for Exams Officers. In this new role Amy will be responsible for planning, designing and delivering

all general communications to exams officers across all Cambridge schools.

Previously Amy worked as a Communications Manager at the UK government education body, the Qualifications and Curriculum Development Agency (QCDA). Amy was at QCDA for eight years and managed communications across a number of programmes, including

the primary curriculum, national curriculum tests and the exams officer support programme.

Amy is very excited about her role. She says: 'It is a massive challenge but one I am really looking forward to taking on. Exams officers are key to the successful delivery of exams and it is essential that we do everything we can to support them in this crucial role.'

## Introducing...

We welcome three new Schools Development Managers to the Communications and Customer Relationships division. Two are based in China, and the third in Sri Lanka.

### Stella Jiang and Lina Li

#### Stella Jiang

Stella Jiang has joined us as Senior Schools Development Manager, China, within the Communications and Customer Relationships Division.

Before joining University of Cambridge International Examinations, Stella worked at the British Council, Beijing, in the examinations department.

Stella has an MA in Comparative Education from the Institute of Education, University of London.

Stella said: 'It was good to meet colleagues from Cambridge at a recent schools development

conference and I am looking forward to working closely with Cambridge schools in China.'

#### Lina Li

Before joining University of Cambridge International Examinations as Schools Development Manager, Lina Li worked for EduGlobal China Ltd, a joint venture activity between a Chinese-based organisation and Navitas Group, Australia's very successful and only publicly listed education provider.

Lina has an MA in Integrated Marketing Communications from Hong Kong University, and a

Lina Li (left),  
Stella Jiang (right)



BBA from Simon Fraser University, Canada. Lina has studied in several countries including Australia, Canada and Hong Kong.

Lina said: 'I am looking forward to contributing to the increasing success and growth of Cambridge international qualifications in China.'

### Panchalika Kulatunga



We are delighted to announce that Panchalika Kulatunga has been appointed as Schools Development Manager for Sri Lanka. Previously,

Panchalika worked at the British Council, Colombo, for 11 years, where she was the Examinations Services Manager. Panchalika is already well-known to Cambridge schools in Sri Lanka through her work at the British Council.

Panchalika has a first degree from the University of Peradeniya, Sri Lanka, a Diploma in Management Studies from the University of East

London and is currently studying for her MSc in Project Management from the University of Southern Queensland.

She said: 'I have enjoyed meeting all the high-achieving Sri Lankan students who received Cambridge Outstanding Learner awards recently.'

# Cambridge professional development for teachers

## March 2011 calendar

Cambridge  
Professional  
Development

### Worldwide – Online self-study

**Stage 1 Courses:** Cambridge International A Level – Business Studies, Applied ICT, Economics, Chemistry, Literature, Mathematics

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

**Details:** 7 March – 6 September. Open to all Cambridge International Centres

### Worldwide – Ask the Examiner Seminars

**Cambridge International A Level** – Physics, Chemistry, Economics, Business Studies, Biology, Accounting, Literature in English, General Paper, English Language, History, Psychology, Thinking Skills, Geography, Sociology.

**Cambridge IGCSE/O Level** – English as a Second Language, First Language English, Biology, Physics, Chemistry, Geography, Literature (English), Business Studies, ICT, History, Economics, Accounting, Foreign Language French, Art and Design

**Details:** 14 March – 25 March 2011

### Copenhagen, Denmark

**Stage 1 Courses:** Cambridge IGCSE English as a Second Language

**Dates:** 8 March

**Details:** Open to all Cambridge International Centres – *Please note that this event is already full.*

### London, UK

**Courses:** Cambridge Pre-U Biology, Chemistry, Maths and Further Maths

**Dates:** 9 March

**Details:** Open to all UK teachers

### London, UK

**Courses:** Cambridge Pre-U Global Perspectives and Independent Research, Literature in English, Philosophy and Theology

**Dates:** 10 March

**Details:** Open to all UK teachers

### London, UK

**Courses:** Cambridge Pre-U Economics

**Dates:** 11 March

**Details:** Open to all UK teachers

### Dubai, UAE

**Stage 2 Courses:** Cambridge International A & AS Level Mathematics, Accounting, Psychology, Chemistry

**Dates:** 11 and 12 March

**Details:** Open to all Cambridge International Centres.

### Kolkata, India

**Stage 1 Courses:** Cambridge IGCSE Environmental Management

**Dates:** 12 and 13 March

**Details:** Open to all Cambridge International Centres

### Nepal

**Stage 2 Courses:** Cambridge International A Level Economics, Computing

**Dates:** 15 and 16 March

**Details:** Open to all British Council schools in Nepal

### London, UK

**Courses:** Cambridge Pre-U French, Cambridge Pre-U German

**Dates:** 16 March

**Details:** Open to all UK teachers

### Jeddah, Saudi Arabia

**Stage 2 Courses:** Cambridge IGCSE English as a Second Language, Physics, Chemistry

**Dates:** 16 and 17 March

**Details:** Open to all British Council schools in Saudi Arabia

### Location: Bangalore, India

**Stage 1 Courses:** Cambridge IGCSE French, Geography, Hindi

**Dates:** 19 and 20 March

**Details:** Open to all Cambridge International Centres

### Riyadh, Saudi Arabia

**Stage 2 Courses:** Cambridge IGCSE English as a Second Language, Physics, Chemistry

**Dates:** 19 and 20 March

**Details:** Open to all British Council schools in Saudi Arabia

### Al Khobar, Saudi Arabia

**Stage 2 Courses:** Cambridge IGCSE English as a Second Language, Physics, Chemistry

**Dates:** 22 and 23 March

**Details:** Open to all British Council schools in Saudi Arabia

### London, UK

**Courses:** Cambridge IGCSE First Language English, English as a Second Language, Mathematics, Biology, Information and Communication Technology

**Dates:** 22 March

**Details:** Open to all UK teachers

### London, UK

**Courses:** Cambridge IGCSE Literature in English, French – Foreign Language, Spanish – Foreign Language, German – Foreign Language, Physics, Chemistry,

**Dates:** 23 March

**Details:** Open to all UK teachers

### Cairo, Egypt

**Stage 2 Courses:** Cambridge IGCSE First Language Arabic, Art and Design, French

**Dates:** 25 and 26 March

**Details:** Open to all British Council schools in Saudi Arabia

### Islamabad, Pakistan

**Stage 2 Courses:** Cambridge O Level Principles of Accounts, Art, Biology, Chemistry, Mathematics

**Details:** Open to all British Council Schools in Pakistan

### Karachi, Pakistan

**Stage 2 Courses:** Cambridge O Level Principles of Accounts, Art, Biology, Chemistry, Mathematics

**Details:** Open to all British Council Schools in Pakistan

### Lahore, Pakistan

**Stage 2 Courses:** Cambridge O Level Principles of Accounts, Art, Biology, Chemistry, Mathematics

**Details:** Open to all British Council Schools in Pakistan

**Stage 1 Courses** are for teaching who are new to teaching or planning to teach the syllabus. Courses include: Overview of syllabus, question papers and mark schemes; Activities relating to the marking of question papers and assessment of standards; ICT and curriculum resources

**Stage 2 Courses** are for teachers who have some experience in delivering the syllabus. Courses include: Review of teachers' assessment issues; Teaching methods and strategies including creating schemes of work and lesson plans; ICT and curriculum resources

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

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