

CAMBRIDGE outlook

Issue 13, 2012

**Top tips for
science students**

**School leadership
in the spotlight**

**Language Awareness
in Teaching**

New online training course

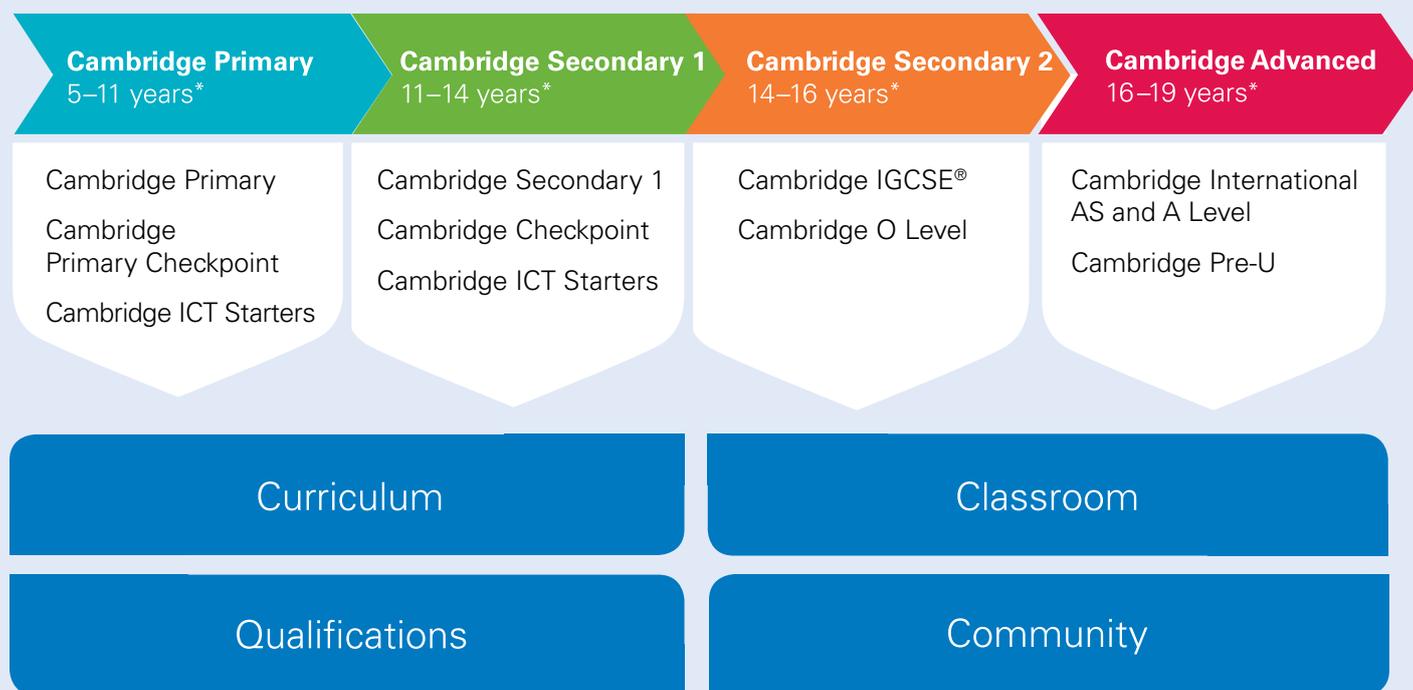


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Issue 13, 2012

www.cie.org.uk

Editor Caroline Gavine

Cambridge Outlook is an important way of communicating with Cambridge schools and readers around the world. We welcome suggestions for inclusion in the magazine. Please contact:

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Welcome to the latest issue of *Cambridge Outlook*

We're now approaching the end of 2012, and the Cambridge Teachers Conference and November exam series are in our sights. It's been another year of growth and change at Cambridge, as we continue to develop what we do and work with an ever-increasing number of schools.

In this issue you can read about some of our latest initiatives, influenced by the feedback we get from education partners, universities and schools. We are developing new qualifications, new curriculum support resources and new professional development courses – all aimed at helping schools deliver world-class education.

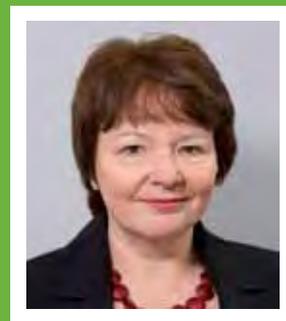
Leadership in schools is the theme of our Cambridge Teachers Conference in September 2012, and so there is a special report on leadership in this issue with contributions from the conference speakers. We'd like to give Cambridge schools more support with leadership – and so I'm looking forward to hearing the views of principals and teachers at the conference. It will give us food for thought.

We've also put the spotlight on our university recognition team (page 8). Their work with universities opens doors for Cambridge learners, and gets them the recognition they deserve.

I hope you enjoy this issue. Please keep in touch.



Ann Puntis, Chief Executive



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New ways of looking at leadership



Strong leadership is essential for excellent education, but it is not just an issue for school principals. Our Education Director, Dr Tristian Stobie, explains why leadership is the theme of this year's Cambridge Teachers Conference and introduces articles by two of the experts speaking at the conference in September 2012: Dr David Frost and Professor Geoff Southworth.

As an organisation providing education programmes and qualifications in over 160 countries, we understand that the education a student experiences is the result of a complex web of interdependent parts. Providing excellence in education requires recognising this interdependence and striving to improve both the components and the dynamics of the system. This includes a concern for curriculum, assessment, the school's culture and values, the role of parents and the community. Above all, it is about developing learners and striving for excellent teaching – because teachers are the most powerful influence on student learning.

At Cambridge we can support schools, and try to inform the debate with our concern for research-based best practice, but our role is a modest one. All the real action happens in school environments, with every school being a unique community with its own identity. We take seriously the need to listen and consult with schools, and believe there is something uniquely powerful about a community of schools and education partners in so many different countries and contexts. It enables us to search for best practice, wherever it is, and learn from it. It also means that we are part of a fantastically vibrant and rich educational community which should share its experiences.

“We will be working with the University of Cambridge Faculty of Education to deliver a pilot of their Leadership for Learning initiative – with the aim of making it available to Cambridge schools worldwide.”

The focus of this year's Cambridge Teachers Conference is 'Confident Learners, Confident Teachers: New Ways of Looking at Leadership'. At first impression, the word 'leadership' might suggest relevance only to school principals and administrators. One of the fundamental ideas of the conference is that leadership should be distributed. If schools are a complex web of interdependent parts, then leadership might be viewed as the responsibility and the process of getting the best out of, and developing, the system. Schools who strive for excellence understand this and are constantly striving for school improvement based on collective responsibility. Having strong leadership is a necessary condition for educational excellence and must concern all educators – classroom teachers and principals alike.

The importance of leadership in creating an outstanding school is well established in research. John Hattie's excellent book *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (2009) identifies the most important role of school principals as providing 'Instructional Leadership'. This is done through nurturing an excellent learning climate, setting high expectations and challenging goals for teachers and students, focusing on effective instructional strategies and clear learning objectives, and promoting and participating in teacher learning and development. Above all, Hattie's synthesis of findings emphasises that the most important factor in defining an outstanding school is the presence of excellent teachers.

Recognising this fact, **Dr David Frost**, Senior Lecturer at the University of Cambridge Faculty of Education, and his colleagues have focused on the concept of 'Leadership for Learning' and the cultivation and support of professional learning communities (see page 5). Leadership is distributed and the challenge for the principal and school management team becomes capacity building which creates the conditions necessary for teachers' potential to be developed and realised. In this model, the role of the teacher as leader is fundamental and schools need to support and encourage teachers to lead innovation and improve their own and their institutions' professional practice. We will be working with the Faculty of Education to deliver a pilot of their Leadership for Learning initiative. If this works well the intention will be to make it widely available to Cambridge schools around the world.

Professor Geoff Southworth, Visiting Professor at the Institute of Education, London, reinforces a similar idea in his article (see page 7) when he says that one important aspect of leadership involves the liberation of talent. He also calls for excellent school principals to become liberated so that they can influence other schools and school systems. This is another important idea for Cambridge schools. We need to work together to use our strengths for the collective good. We will all benefit as a consequence.

The Cambridge Teachers Conference will also explore other leadership contexts. Universities and employers are desperate for students who are adaptable and able to work together and lead teams effectively, but what can schools do to develop leadership in students? And how can schools play a leadership role in community life? Learning does not begin or end at the school gate, particularly when the world we live in requires students to become lifelong learners.

We are looking forward to exploring all these issues at the conference on 17 to 19 September 2012, and sharing the discussion with Cambridge schools worldwide. Look out for conference resources on our website after the event.

Transforming education through teacher leadership

by Dr David Frost, Senior Lecturer, University of Cambridge Faculty of Education and one of the founder members of 'Leadership for Learning: the Cambridge Network'.



Policy makers know that improving economic prosperity and social cohesion depends on successful education reform. However, the search for the most productive approach to reform remains elusive. Governments have tried large-scale training programmes, targeted funding schemes and compulsory curriculum specifications, all of which

are expensive but have low levels of impact. In the UK, policy aims to create a climate of competition to 'drive up standards' by market forces. All of these approaches to reform are inadequate because they fail to enhance teacher commitment (Rosenholtz, 1987). Moral purpose and change agency are essential ingredients of successful reform (Fullan, 1993).

It is commonly assumed that it is the school principal who is the sole agent of change; having a clear mission and exercising skilled leadership in order to influence the teaching staff. However, the 'heroic leadership paradigm' is hollow, as many research reports and commentaries have warned (Yukl, 2010; Spillane, 2006). The alternative is distributed leadership, which has been widely recommended, most notably by the OECD (Pont, Nusche & Hopkins, 2008). Distributed leadership is essential, it is argued, because the principal simply cannot do everything that needs to be done in order to maintain the effectiveness of the organisation and lead innovation.

However, in my opinion, a managerialist approach is not the answer. Creating an evermore complex array of posts of responsibility – such as 'Head of Humanities' or 'Coordinator of Key Stage 3' – is not practical, especially in countries where there are insufficient resources to pay differential salaries. It is more important to cultivate professional learning communities, as described in the following extract:

"...in a learning community, individuals feel a deep sense of empowerment and autonomy and a deep personal commitment to the work of the school. This implies that people in the school form not just a community of learners but also a community of leaders."

(Mitchell & Sackney, 2000: 93)

Profound school improvement depends on maximising what Thomas Sergiovanni (2001) calls 'leadership density' where teachers, students and other members of the school community share in the responsibility to create and nurture conditions that favour learning. The challenge for the school principal is capacity building, which entails the mobilisation and enhancement of both intellectual and social capital (Hargreaves, 2003) to create a powerful engine for transformation.

When I speak at the Cambridge Teachers Conference in September 2012, I shall be arguing that the key to capacity building is teacher leadership. The term 'teacher leadership' has been in common use for many years, especially in the USA where it has been promoted as a key lever for professionalisation. However, initiatives have tended to assume that the only way to do this is through designated roles. My argument is that you do not necessarily enhance leadership capacity by simply calling people 'teacher leader'. Instead, I shall be arguing for 'non-positional teacher leadership' which has been the key concept underpinning many years of research and development within the HertsCam Network in the UK and the International Teacher Leadership (ITL) project involving partners in 15 countries.

In a recent report on the ITL project it is demonstrated that:

"...teachers really can lead innovation; teachers really can build professional knowledge; teachers really can develop the capacity for leadership, and teachers really can influence their colleagues and the nature of professional practice in their schools. However, what is abundantly clear is that teachers are only likely to do these things if they are provided with appropriate support."

(Frost, 2011: 57)



The report goes on to explain the nature of this 'appropriate support', which has four dimensions:

1. Appropriate methodologies for teacher leadership.
2. Partnerships with external agencies.
3. Deliberate cultivation within the schools.
4. Appropriate contexts for knowledge building.

The last of these four dimensions is perhaps the one where the impact of teacher leadership becomes most visible. An example of this occurred in May 2012 when teachers from Serbia, Montenegro and Croatia crossed national borders to meet teachers from Bosnia and Herzegovina at an ITL project network event in Sarajevo.

The programme included three sessions of parallel workshops, each focused on a teachers' development project. This meant that delegates could choose from 30 workshops and take part in at least three of them. Afterwards we all looked at posters depicting the teachers' development projects and had informal discussions. During this time I was privileged to meet the teacher who had been quoted in the ITL project report submitted by our Bosnian colleagues as follows:

"I caught myself participating in discussions with all my heart, getting excited about the most ordinary talk between colleagues from our school and the colleagues from Hrasno. Exchanging ideas, listening to each other with respect, giving support to each other, one gets tremendous self-esteem, and that is all I need. So I managed to go beyond the limits of my previous work, I set my goals on a higher level. Having seen the results of what I initiated with my idea in cooperation with my colleagues, I am encouraged to find new ways to continue something that improves the quality of work with children, which encourages me personally, thereby making me happier."

This comment from the Sarajevo teacher shows us that such knowledge-building opportunities are inspiring for teachers. They enable teachers to develop their professionalism and to raise their expectations. They also raise staff morale.

I believe that the key to educational reform is to reconstruct the professional identity of the teacher. When I speak at the Cambridge Teachers Conference in September 2012, I will defend this claim and explore in depth how it can be achieved.

Dr David Frost is a member of the Educational Leadership and School Improvement team at the University of Cambridge Faculty of Education and one of the founder members of 'Leadership for Learning: the Cambridge Network'. Learn more at www.educ.cam.ac.uk – just search for Leadership for Learning.

"The key to educational reform is to reconstruct the professional identity of the teacher."



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The future of school leadership



Professor Geoff Southworth, Visiting Professor at the Institute of Education, London, will speak about the future of school leadership at the Cambridge Teachers Conference in September 2012. Here he gives a flavour of his thinking.

The invitation to speak at the Cambridge Teachers Conference 2012 was initially pleasing – it is always good to be asked to do things. Later though I began to find the chosen topic – the future of leadership – something of a challenge.

Leadership is currently a very hot topic. Whilst in the 1980s and 1990s there was interest in management, today the search is for the secrets of successful leadership. If you Google leadership, as I did, in less than a second it produces about 500,000,000 results. I was overwhelmed and so decided to limit the search to 'school leadership'. This produced 38,600,000 results; many fewer than the former but still a lot of material.

Clearly there is huge interest in leadership in general and school leadership in particular. What is also striking about so much of the writing on leadership is that it isn't forward looking, but focuses on the past, or is stuck in the present.

Trying to predict the future is a risky business. Instead it might be better to adopt the idea of strategic foresight, a

“Too many headteachers are ‘prisoners’ within their own schools.”

principle of Futures Thinking. Strategic foresight is not so much concerned with prediction as searching for possibilities. Moreover, the possibilities can be detected in today's world if we look hard enough.

According to William Gibson, a science fiction writer, the future is already here, it is just not yet very well distributed. I like this idea. Some of the recent developments in English education started not because of policy mandates,

“Leadership is, in part, the liberation of talent.”

but because individual headteachers were trying to do things differently. For example, 10 years ago we could see principals who were running more than one school, being an executive leader, federating with other schools and developing student leadership. These ideas were then picked up by policy makers and promoted through advocacy or legislation.

So what is happening today that might become more widespread tomorrow? That is a question I shall attempt to answer in my conference presentation. Here are a couple of things I'll be discussing:

First, we know that many principals are successful and outstanding leaders. We also know that schools as organisations can lock them away from other schools. Too many headteachers are 'prisoners' within their own schools. How might we liberate them so they can influence and improve other schools?

Second, I take the view that leadership is, in part, the liberation of talent. This means it is a leader's job to identify colleagues' strengths and talents and to encourage them to use their skills to the greatest effect. Schools are generally good at developing children and young people; often though they are less good at developing the adults who work there. To maximise the contribution of everyone who works in a school requires more concerted efforts to manage talent in all schools. We have many examples of headteachers who are doing this, and have done so for many years. Talent management is not anything new, but to increase its scale and scope across the school system would be a dramatic change.



I am not saying that these things will happen, only that I think they might, or should! What is of more value is to ask you, in your own schools and systems, to look at what is happening around you, and in your own leadership, and to consider what individuals are currently doing which may for everyone else be the shape of things to come. This question is the real challenge in thinking about the future of leadership.

Professor Geoff Southworth OBE has been a teacher and principal before working at the Universities of Cambridge and Reading where he directed leadership programmes for serving teachers and principals. He joined the National College for School Leadership in 2002 as Director of Research and then became Deputy CEO. He is now a visiting Professor at the Institute of Education, London, and a freelance consultant in the UK and internationally.

Opening doors to universities worldwide

Where will a Cambridge qualification take your learners? The possibilities are endless – Cambridge qualifications are a passport to success in education, university and work.

Every year thousands of learners use Cambridge qualifications to gain places at top universities worldwide. And they don't just get into university – they get on at university. Cambridge Advanced programmes, such as Cambridge Pre-U and Cambridge International AS and A Level, are proven qualifications in helping students hit the ground running when they start higher education.

We work closely with universities worldwide to make sure they understand Cambridge programmes and qualifications, and reward Cambridge learners appropriately for their achievements. Our Recognitions team in Cambridge, and our consultants around the world, work with key influencers – such as ministries of education and bodies that regulate universities – to extend university recognition. They also raise the profile of Cambridge qualifications by giving presentations at major conferences and attending seminars and meetings hosted by universities around the world.

Did you know?

- Cambridge qualifications are recognised by universities worldwide, including the UK, US, Canada, Australia, New Zealand, India, Singapore, Egypt, Jordan, South Africa, the Netherlands, Germany and Spain.
- All UK universities accept Cambridge International AS and A Level.
- Over 450 US universities accept Cambridge International AS and A Level, including all Ivy League and Ivy Plus universities.
- In places such as the US and Canada, good grades in carefully chosen Cambridge International A Level subjects can result in up to one year of university course credit.
- Over 150 UK universities accept Cambridge Pre-U.
- All Ivy League and Ivy Plus universities in the US accept Cambridge Pre-U.



Videos for school open days

“We think the Cambridge curriculum is superb preparation for university” says Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, US.

Find out what other US university admissions staff think about Cambridge programmes and qualifications by watching our short videos. We filmed the latest videos in June 2012. You might find it useful to show them to parents and learners. Go to www.cie.org.uk/countries/usa/videos

Meet our Recognitions team

Our research tells us that university recognition is a key priority for schools. That's why we are always working to extend recognition of Cambridge programmes and qualifications, and add to our database of universities that accept Cambridge qualifications.

In this issue we are shining the spotlight on some of our recent activities to show how we work with universities and education bodies around the world.



Getting in and getting on

The challenge of educating young people for success in the 21st century was addressed by our Education Director, Dr Tristian Stobie, in his keynote speech at the 21st Century Knowledge and Skills conference organised by the University of Southern California Center for Enrollment Research, Policy and Practice (CERPP) in January 2012. He spoke about the 21st century skills students need to develop in readiness for university and employment.

We have attended and presented at conferences and seminars for university representatives, admissions staff and guidance counsellors across the US in 2012 – contributing to the education debate and raising understanding of the Cambridge approach.



Our Recognitions team in Cambridge, from left to right: Rhona Armour, Val Sismey, Jayne Warren

In the US

The US is the top destination for Cambridge learners, and the number of US schools offering Cambridge programmes is rising significantly. US entries for Cambridge IGCSE and Cambridge International AS and A Level in June 2012 were up 36 per cent on last year.

Bill Kolb, former Director of Admissions of the University of Florida, is our US Recognitions Consultant. He visits universities and colleges across the US and Canada to talk to admissions staff about Cambridge programmes and qualifications, and his efforts are strengthened by Sherry Reach, Regional Manager, US and Canada, who focuses on the legislative and funding requirements. Our Head of Recognitions, Val Sismey, also regularly gives seminars and presentations to US university admissions staff.

Because the US is one of the main destinations for internationally mobile students, we founded a US Higher Education Advisory Council (HEAC) to advise us on raising the profile of Cambridge qualifications in US universities. The current membership includes representatives from Columbia University, Duke University, Florida State University, University of Maryland, University of Michigan, MIT, Pennsylvania State University, University of Southern California, University of Texas at Austin, University of Virginia, University of Washington and Yale University.

We held the latest HEAC meeting in Cambridge in June 2012 (pictured). As well as advising on recognition issues, the group is also advising on the content of Cambridge Advanced qualifications to make sure they continue to meet the needs of higher education.



US Higher Education Advisory Council, June 2012

In Europe

Rhona Armour, Recognitions Manager, is responsible for university recognition in Europe. She is supported by consultants in Germany, Italy and Croatia.

By working closely with key organisations, the team is widening acceptance of Cambridge qualifications among European universities. For example, through our work with Kultusministerkonferenz (KMK), the body in Germany responsible for the recognition of foreign qualifications, we now have recognition from all German universities for Cambridge Pre-U. In the Netherlands, we recently met with NUFFIC – the organisation responsible for the equivalence of foreign qualifications, and in Croatia we met with the Ministry of Science, Education and Sports to raise awareness of Cambridge programmes. These are just a few examples of our work.

We are also supporting the development of bilingual education programmes by seeking 'added value' from universities for Cambridge IGCSE and Cambridge International AS and A Level in a number of countries – including Italy and Germany. Where students are studying in two languages, and taking their own national qualifications as well as Cambridge qualifications, they deserve to be rewarded for their additional work and talents.

In South Africa

Patti Borman is our Recognitions Consultant in South Africa. She organised two Higher Education seminars in Johannesburg and Cape Town in October 2011 and a series of ministerial visits. These activities were very successful in raising Cambridge's profile, and Patti is building on this work.

We work closely with Higher Education South Africa (HESA) to support Cambridge learners wanting to go to universities in South Africa. Together with HESA, we have produced a reference guide that summarises their entry criteria for students holding Cambridge qualifications. You can find it on our website at www.cie.org.uk/government – just click on 'case studies'.

HESA has recently recognised Cambridge Pre-U, our new Cambridge Advanced qualification, which means it is now accepted in all 23 public universities in South Africa.

In India

Our Recognitions Consultant in India, Anil Bakshi, is dedicated to opening up progression pathways for Cambridge learners in India. She has gained letters of acceptance from a range of Indian universities for Cambridge International AS and A Level qualifications – you can find them at www.cie.org.uk/india

Anil also works successfully with state education boards to make sure that Cambridge qualifications are granted equivalence with Indian qualifications – so that Cambridge learners in India are not disadvantaged when they apply to local colleges. She is supported in her work by our Schools Development representatives in India.

In the Middle East

We have ministerial recognition from a range of countries including Egypt, Jordan, Oman, Saudi Arabia and UAE as well as universities in Bahrain and Qatar. Our regional Schools Development team is based in Dubai, and they are supported on recognition issues by the team in Cambridge.

In Asia Pacific

We are recruiting a University Liaison Manager in Asia Pacific as part of the expansion of our Singapore office (learn more on page 22). They will focus on widening university recognition in Australia, Hong Kong and Singapore and developing local recognition for the Asia Pacific region.

Here to help

Our Recognitions team works with universities worldwide to open doors for Cambridge learners. If you have any issues relating to recognition of Cambridge qualifications, please let us know and we will do our best to assist you. Contact us at info@cie.org.uk and please include 'university recognition' in the subject line of your email.

Search our recognitions database

Find out which universities recognise Cambridge programmes and qualifications by searching our online recognitions database. You can look up specific universities to check their entry criteria for Cambridge learners.

Go to www.cie.org.uk/recognition



New US standards Cambridge IGCSE ticks the right boxes

Our work with education partners in the US has led us to map a range of Cambridge IGCSE syllabuses to the Common Core State Standards. These bespoke Cambridge IGCSE qualifications are currently being trialled in a US education programme – called ‘Excellence for All’ – aimed at increasing the number of high school students who are ‘college ready’ when they graduate.

The Common Core State Standards initiative (CCSS) was launched in June 2010 to bring consistency in education across the US. It is a state-led initiative coordinated by the National Governors Association Center and the Council of Chief State School Officers. Currently the Common Core State Standards establish a shared set of standards for 1) English Language Arts, and 2) Mathematics. They have been adopted by 45 US states.

The standards are designed to provide a clear understanding of what American high school students are expected to learn. And they are designed to ensure that – from school to school and state to state – all US students are receiving a consistent, high-quality education that prepares them for future success in college and careers.

The National Center on Education and the Economy (NCEE), coordinators of the ‘Excellence for All’ programme, asked us to map the Cambridge IGCSE English and Mathematics syllabuses used in the programme to the Common Core State Standards. We have completed the mapping exercise and the findings confirm that students who are prepared for these qualifications will cover the required Common Core State Standards. We have published additional resources which detail where each standard is covered in the syllabus and scheme of work for each qualification.

The assessment model (and vast majority of the content) of the Cambridge IGCSE Literature in English and First Language English qualifications used in the ‘Excellence for All’ programme is identical to the syllabuses used by Cambridge learners worldwide.

The content of the Cambridge IGCSE Mathematics syllabus used in the programme is different from the syllabus offered elsewhere in the world, however the assessment structure is similar.



Ann Puntis, Chief Executive, Cambridge International Examinations said: “We are committed to developing what we do and meeting the needs of our international customers. More and more schools in the US are offering Cambridge programmes, and we will work with our partners to make sure our qualifications meet local requirements while maintaining international standards.”

To find out more about our work in the US, go to www.cie.org.uk/usa

The sky's the limit

Dreams came true for graphic design student, Adri le Roux, when her design was chosen over 25 000 others for the plane that would transport the South African athletes to the London Olympics 2012.

Adri, who studied Cambridge IGCSE and Cambridge International A Level Art and Design at El Shaddai Christian School in South Africa, won the South African Airways (SAA) Paint the Plane competition, organised by SAA to find a design for their Olympic Airbus. She is now studying Visual Communication Design at Stellenbosch University's Department of Visual Arts.



First Cambridge International Examinations bursary awarded for new Master's degree

Congratulations to Kerry Louise Wood, a Cambridge teacher at King's College, The British School in Alicante, Spain on receiving a Cambridge International Examinations bursary for a new Master's degree at the University of Cambridge. We announced the new bursary scheme for Cambridge teachers in the last issue of *Cambridge Outlook*, and Kerry is the first successful applicant.

The bursaries are available for teachers who want to study the new Master of Studies (MSt) in Advanced Subject Teaching at the University of Cambridge Institute of Continuing Education (pictured). Applicants must be current teachers of Cambridge syllabuses in either English or History, and work in Cambridge schools outside the UK.

We'll keep you updated in *Cambridge Outlook* about future opportunities to apply for the bursaries. Or you can go direct to the Institute of Continuing Education website at www.ice.cam.ac.uk

International Teacher Certificate gets underway

Twelve teachers from international schools kicked off their studies for the ECIS International Teacher Certificate (ITC) with a three-day professional development institute in Cambridge on 24 to 26 July 2012. They came from countries including the Netherlands, Spain, Italy, Tanzania and Colombia – all with the aim of developing their teaching knowledge and practice. The ITC, assessed and certificated by Cambridge, is a one-year programme for experienced teachers in internationally minded schools, blending online with face-to-face learning. Institutes are held in various locations worldwide. To find out more, go to www.internationalteachercertificate.com



We've shortened our name

We have shortened our name to Cambridge International Examinations. We are still part of the University of Cambridge and our logo includes the University's crest, but we wanted to make our name quicker and easier to write and say. When we consulted with customers, many said they already call us 'Cambridge International Examinations'.

We started introducing our new name on materials in August 2012. Please play your part by updating our logo on your website. You can find the logos on Marketing Resources, the secure area of our website for Cambridge schools. Just go to www.cie.org.uk/marketingresources



Bilingual education book launch

May 2012 saw the launch of two new guides for heads and teachers who work in a bilingual education context, commissioned by Cambridge International Examinations. The photo shows Timothy Chadwick (left), author of *Language Awareness in Teaching*, with Peeter Mehisto, author of *Excellence in Bilingual Education: A Guide for School Principals* at the book launch in the Cambridge University Press bookshop in Cambridge.

Find out about a new online training course to support teachers with language issues in the classroom – go to page 15.

The books and the training course have grown out of our new bilingual education research programme, highlighted in the last issue of *Cambridge Outlook*.



Tablet technology on trial

A class of learners at Impington Village College, Cambridge helped us research the use of tablet technology in exams in May 2012. During the exercise, students sat a mock Cambridge IGCSE Biology exam using iPads, Kindles and laptops. The students used the devices to read the exam paper, and then answered the questions on written scripts. "The iPad enabled you to zoom in to questions and highlight sections, which during an exam is very useful," said one student.

The research project is a vital step for Cambridge in confirming the validity of using tablet technology in assessment.

Examiners wanted!

Have you considered becoming a Cambridge examiner? We want to expand our team of examiners, and are looking for teachers from schools around the world to join us.

Cambridge is growing. We work in over 160 countries and exam entries are rising year-on-year. As a part of the University of Cambridge, we uphold high standards in every aspect of our work. If you are committed to delivering high-quality education, we want to work with you.

Why become an examiner?

- Examining will enhance your teaching knowledge and practice through insight into the international education context.
- You will develop your skills alongside education experts and join a community of similar professionals working across the globe.
- The roles are flexible and you can fit them around your existing work commitments.
- Your role as an examiner might open up future opportunities to deliver professional development training for Cambridge.

What's involved

You will be based at home and responsible for marking examination scripts and reviewing coursework. The main periods of work are from May to July and October to January, and we will appoint you on a freelance basis. You will need to plan your examiner work around any existing work commitments.

How to apply

All examiners need to meet the same selection criteria:

- You must have relevant academic qualifications and teaching experience.
- You must have access to suitable computer equipment (as defined by us) and a broadband connection.
- You must have a UK bank account. If you do not meet this requirement, you can still apply for a position. We will keep your application on file until this requirement changes.

You do not need to be based in the UK to be an examiner. To find out more and to apply, go to www.cie.org.uk/makeyourmark



Cambridge examiners carrying out grade reviews

My life as a Cambridge examiner

Lauris Crook is Academic Dean and Head of Centre at a Cambridge school in New Zealand. She became a Cambridge examiner in 2006.



What is your role?

I am an Assistant Examiner. I mark maths papers in the November and June exam series.

You live in New Zealand. How do you work with Cambridge?

We are given access to the exam paper and a provisional mark scheme once candidates have sat the paper. Being 12 000 miles from Cambridge, I obviously do not attend the marking co-ordination meeting; however I have detailed communication about the mark scheme with my Team Leaders (who guide and supervise the work of Assistant Examiners). Once the mark scheme is finalised, we work through 'practice scripts'. We then complete a standardisation process to check that we fully understand the mark scheme. My most important tool is a computer which can support Scoris Assessor, the online marking system. All the marking is done online with scanned scripts.

How do you fit examining around your permanent job?

The marking period lasts about a month and I have to be very focused. I set myself target numbers of scripts to mark during the working week and at weekends. Usually the marking periods overlap with our winter vacation which starts late June, and the end of our school year at the beginning of December – so this takes some of the pressure away.

What do you enjoy about the role?

The flexibility about where I mark, and to a certain extent when I mark, makes it enjoyable. I have made some great friends through being an examiner. Professionally, participation in marking is incredibly valuable.

New online training courses

We are adding two new courses to our wide range of online training.

Language Awareness in Teaching

A course for content and language teachers

Do you have students in your class who struggle with English because it is not their first language? If you are an English language teacher or a 'content' teacher – perhaps a science or history teacher – how can you support your students with language in the classroom? How can different teaching departments work together to support students with language issues?

Based on a new book, *Language Awareness in Teaching: A Toolkit for Content and Language Teachers* by Timothy Chadwick (a Cambridge International Examinations – Cambridge University Press publication), our new online training course will help you develop language awareness to support your students.

Great if you teach bilingual students

The Language Awareness in Teaching course is for practising teachers who teach content subjects (such as science or maths) through English in a bilingual education context. It is also for English language teachers who work in schools where some or all subjects are taught through English.

You'll learn how to plan language support into lessons, techniques for overcoming language issues, and much more. Videos will guide your learning, and you will interact with other participants and the tutor. You will receive a certificate on completion.

This course is also useful preparation for professional development qualifications such as the Cambridge International Certificate for Teachers in Bilingual Education.

Course dates

24 September to 12 November 2012

21 January to 10 March 2013

To register go to www.cie.org.uk/events



Online training for Cambridge exams officers

Step-by-step guidance

We are working on a new initiative designed to make it easier for schools to administer our exams: online training for exams officers.

The training is user-friendly and visually engaging, with interactive case studies so exams officers can try out key tasks.

Completing the training will give exams officers confidence that they are following our processes correctly.

There are six training modules – one for each phase of the Cambridge Exams Cycle. It is an ideal introduction for new exams officers who can work through each module in order. Experienced exams officers can dip in and out of the modules when they need a reminder of a particular process. A certificate is provided on completion of the course.

The training will be free to all Cambridge exams officers, and available later this year.

If you are an exams officer, please look out for more information in the *Exams Officers eNewsletter*. Not receiving our eNewsletter? Contact us at info@cie.org.uk

We offer self-study and tutor-led online training, as well as Ask the Examiner online seminars after each exam series. Find out more and register for events at www.cie.org.uk/events

Qualification development at Cambridge

We are always looking to develop what we do. Here is a quick guide to our new qualifications – you can find the syllabuses at www.cie.org.uk/education. We continually review our programmes and qualifications to make sure they deliver the best possible education to learners worldwide.

Cambridge Languages

Our portfolio of language qualifications is one of our fastest expanding suites. We are really investing in this area and working with schools to meet their learners' needs.

Cambridge IGCSE Second Language Chinese Pilot exam in 2012

First Language and Foreign Language options are already available.

Cambridge IGCSE Italian – Foreign Language First exam in 2014

Designed to develop the skills, language and attitudes needed for further study, work and leisure. We are submitting this qualification to Ofqual, the exams regulator in England, for approval so that it can be taught in state schools in England.

Cambridge IGCSE Urdu as a Second Language First exam in 2015

Designed for students who already have a working knowledge of Urdu and who want to develop their language skills.

Cambridge IGCSE Bahasa Indonesia In development

This qualification will support schools in Indonesia in educating students to a high level of Bahasa Indonesia. The Ministry of Education in Indonesia asked us to develop this qualification to build and certificate students' language skills.



Cambridge English Language and Literature

Again, listening to our customers, we are developing new English qualifications.

Cambridge IGCSE World Literature

First exam in 2014 (pilot exams in 2012 and 2013)

If you teach students from a wide range of cultural backgrounds, this course will interest you. It gives you freedom to choose texts that reflect the interests of your students, and is good preparation for literature study at Cambridge International A Level or the IB.

Cambridge International A Level English Language First exam in 2014

The English language is changing and evolving. Learners will gain confidence in using English in contemporary communication – from adverts and brochures to news reports and blogs – and will acquire high-level language skills. Schools asked us for a follow-on qualification from our Cambridge International AS Level English Language – and so here it is.



Cambridge Business, Technical and Vocational

These new qualifications develop theoretical understanding and practical skills:

Cambridge IGCSE Enterprise First exam 2012

Brings the world of business into the classroom by asking learners to set up and run their own enterprise – putting business theory into practice.

Cambridge International A Level Media Studies First exam 2015

Learners will develop practical skills and a critical understanding of today's media through engagement with media products and concepts.

Cambridge Pre-U Drama and Theatre First exam 2014

Combining practice and theory, this course also gives learners freedom to investigate an area of drama and theatre that particularly interests them.



Cambridge Humanities and Social Sciences

These new qualifications add breadth to students' learning.

Cambridge IGCSE Islamiyat First exam 2012

Develops learners' knowledge and understanding of the main elements of Islamic faith and history. It is also available at Cambridge O Level.

Cambridge International AS Level Global Perspectives First exam 2012

A flexible qualification that takes themes of global relevance and interest to young people and encourages learners to explore them in an open and disciplined way. Gives excellent preparation for university study by developing skills in independent research, critical thinking and communication.

Cambridge Pre-U Global Perspectives Short Course First exam 2012

A one-year Global Perspectives course for schools offering Cambridge Pre-U.



Cambridge Mathematics

Schools asked us to develop one-year Cambridge Pre-U Mathematics courses (Short Courses) for students who want to broaden their subject range. Cambridge Pre-U is mainly taught in UK schools as an alternative to UK A Level.

Cambridge Pre-U Short Course in Mathematics (Statistics with Pure Mathematics) First exam 2012

Cambridge Pre-U Short Course in Further Mathematics First exam 2012

Cambridge Primary Checkpoint

This new assessment gives schools a means of monitoring the performance of young learners (typically aged 5 to 11) in English, maths and science. The first tests took place in May 2012. We developed Cambridge Primary Checkpoint in response to demand from schools, and take-up has been even higher than anticipated. You can learn more at www.cie.org.uk/primary



Note: schools outside the UK need our approval before offering Cambridge Pre-U qualifications. Contact us at info@cie.org.uk

You ask, we deliver

We've been listening to Cambridge schools and making the improvements you want.

In recent issues of *Cambridge Outlook* we have been bringing you the results of our customer surveys, which showed very high levels of satisfaction. They also revealed some areas for improvement. Here is an update on the steps we've been taking following your feedback.

More resources to help you talk to parents about Cambridge

Principals asked us to help them communicate the features of a Cambridge education to parents. So we have launched a new secure area of our website called Marketing Resources where you can find factsheets for parents and a PowerPoint presentation, as well as lots of materials to support your marketing: posters, press releases, our logos and other materials. Just go to www.cie.org.uk/marketingresources and download all the resources for free.



Quicker responses to your queries

Although satisfaction ratings with our customer services were very high, some principals felt that improvements could be made to the speed and continuity of response. Since the survey, we have been focusing on our response times and making improvements. We hope you are noticing a difference.

Larger Schools Development team

Feedback on our Schools Development team – who are based around the world – was very positive. Indeed, many respondents asked if more roles are going to be created. As more and more schools register with us, we will recruit more Schools Development staff to work with existing colleagues and increase support in countries where take-up of Cambridge qualifications is growing. We have opened a new office in Singapore this year and are expanding our Asia Pacific team – read more on page 22.

Improved guidance for exams officers

Feedback from exams officers was very positive, but some would welcome more guidance on key regulations. So we have produced a series of step-by-step guides and how-to videos for exams officers. These have proved very popular and have helped our exams officers in their day-to-day work. Go to our online Cambridge Exams Officers' Guide to find all the new materials – www.cie.org.uk/examsOfficers

We are also launching new online training for exams officers – learn more on page 15.



Thank you to everyone who took part in the surveys. Your feedback really does make a difference. Please look out for the next round of surveys later this year and give us your views.

Snapshot: Cambridge around the world

Indonesia

New training to support pre-14 teachers

Strong take-up of Cambridge Primary Checkpoint and Cambridge Checkpoint in Indonesia has created demand for more training. So in May 2012 we held Cambridge Primary and Cambridge Secondary 1 training for teachers – the first Cambridge training event of its kind in Indonesia, and attended by over 100 teachers. Our photo shows Cambridge staff, trainers, and representatives from the host school, Sekolah Tiara Bangsa – ACS (International) Jakarta, at the event.



China

Award recognises educational excellence

Senior representatives from Cambridge travelled to Shanghai, China in July 2012 to attend the World Leading Schools Association (WLSA) International Symposium. During the symposium, our Chief Executive, Ann Puntis, presented an award for excellence in education to Mr Xun'an Liang of ULink, a Cambridge Associate in China. There is a growing Cambridge community in China, and so Ann also took the opportunity to visit schools.



UK

Learners bridge the gap with Cambridge Pre-U



We've been holding events to give students insight into university study. Called 'Bridging the Gap', the one-day seminars bring Cambridge Pre-U students together to hear from university lecturers and admissions staff, and take part in university-style tutorials.

This photo shows our event for science students in July 2012. We held it at the University of Cambridge Chemistry Department, giving students a chance to work in the labs. "We've learnt new techniques which will be useful when we go to university," said one student.

Sri Lanka

Seminar for school leaders

We held a Cambridge Leaders Seminar in Sri Lanka on 26 June 2012, the first event of its kind in Sri Lanka for principals and deputy principals. It reflects our aim to support school leaders by providing them with the skills to deliver the best educational experience for their students.



US

Teachers prepare for new education programme

In June 2012, we trained teachers in the US on a new qualification we have developed with the College Board's Advanced Placement Program®. The AP® Cambridge Capstone Program and Credential is designed to equip US high school students with the knowledge and skills valued by higher education. The qualification will be piloted in a group of US schools from September 2012. We ran the training sessions with

the College Board in Miami, focusing on giving teachers strategies to teach a skills-based curriculum.



Top tips

for science students

We asked Dr Peter Wothers, Director of Studies in Chemistry at the University of Cambridge, what advice he would give to students planning on studying science at university. Here are his top tips for you to pass on to your students.

1 Know your maths

My biggest piece of advice for students who want to study any physical science at university is to take as much maths as possible. This is something that is often overlooked by students at school, who then struggle with the maths content of their course in their first year as an undergraduate. In my experience, the more maths you have, the easier it will be to continue with maths once you get to university. It will also leave more options available to you later on.

The international science Olympiads, which cover maths, chemistry, physics and biology, provide excellent challenges for pre-university students from all over the world. Through my involvement with the International Chemistry Olympiad, I know students find the tasks very hard compared to their usual studies – but their scientific skills are greatly increased as a result. International teams of chemistry students entered this year's Olympiad in Washington, DC, in July: www.icho2012.org

2 Stretch your skills and knowledge

Universities really like students to be able to tackle problems unfamiliar to them. I chair two international competitions that I'd recommend to all young scientists. The Cambridge Chemistry Challenge gives students, typically aged 16 to 17, a new and fun way of approaching chemistry and gets them to approach science problem solving in a way that prepares them for undergraduate study. The online competition will start again on 1 January 2013. Go to www.c316.org

3 Have a passion for your subject

Universities look for students who are passionate about their subject, who want to read around their subject and take it further than their school studies. Likewise a student's university experience will always be enhanced by choosing a subject that they really enjoy and want to study in more depth. It's important to get this decision right from the start.



Dr Peter Wothers (pictured) helped develop Cambridge Pre-U Chemistry

Hold a science festival at your school

The University of Cambridge holds annual festivals to celebrate knowledge and inspire ideas. Check out the festival websites for videos and podcasts. Could you hold a festival at your school to inspire students to think creatively about science?

Cambridge Festival of Ideas: 24 October to 4 November 2012

This year's theme is 'Dreams and Nightmares'.

www.cam.ac.uk/festivalofideas

Cambridge Science Festival: every March

Over 35 000 people attended this year's event.

www.cam.ac.uk/sciencefestival

NGG International School in Denmark held a Science Day earlier this year for learners following Cambridge Secondary 1 and Cambridge Secondary 2 (pictured). Students tried out new experiments and met a senior scientist. "We got to be very creative," said Maia, a student who took part.



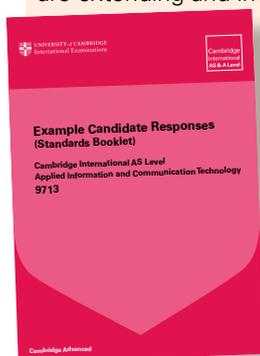
Curriculum support – what's new for teachers in 2012

Extended range of *Example Candidate Responses*

We publish standards booklets in most subjects to help teachers understand the standards required for Cambridge exams. You can use them to guide your learners, so that they know the depth of knowledge needed for each grade and the skills they need to develop. We are extending and improving our suite

of standards booklets – now called *Example Candidate Responses*.

Each booklet contains examples of exam questions



and candidate answers at different levels of performance. They also include a commentary from an examiner on why an answer achieved the number of marks or grade that it was awarded.

You can download *Example Candidate Responses* from Teacher Support. Here is a list of some of the new booklets available this year:

Cambridge IGCSE

English as a Second Language (0510/0511)
Mathematics (0580)
Geography (0460)
Economics (0455)
Development Studies (0453)
Literature (English) (0486/0476)

Cambridge International AS and A Level

Divinity (9011/8041)
Economics (9708)
Geography (9696)
Islamic Studies (8053/9013)
Spanish (9719)
Spanish Literature (8673)
Spanish Language (8685)
Business Studies (9707)
General Paper (AS Level) (8001/8004)
Chemistry (9701)

Cambridge Pre-U

Geography (9768)
Comparative Government and Politics (9770)
Music (9800)

Schemes of work

A scheme of work is a medium-term course plan for teachers. It gives suggestions about how you might divide your course into units, and ideas about how you might teach particular topics. You can download schemes of work free of charge from Teacher Support.

Here is a list of new, or revised, schemes of work available this year:

Cambridge IGCSE

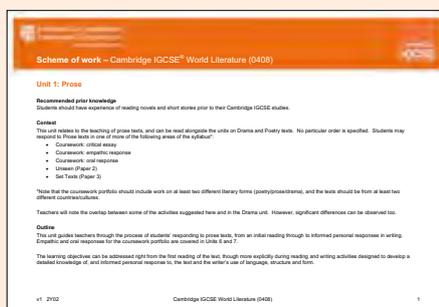
Biology (0610)
Physics (0625)
Computer Studies (0420)
English as a Second Language (0510/0511)
History (0470)
Music (0410)
World Literature (0409)

Cambridge O Level

Computer Studies (7010)

Cambridge International AS and A Level

Computing (9691)
English Literature (9695)
Geography (9696)
Applied ICT (9713)
Physical Science (8780)



Teacher guides

Our teacher guides give more guidance on planning and delivering specific courses. They are free for Cambridge teachers to download from Teacher Support.

Here is a list of new teacher guides available by the end of 2012:

Cambridge IGCSE

World Literature (0408)

Cambridge International AS and A Level

Literature in English (9695)
Geography (9696)

Cambridge Pre-U

Comparative Government and Politics (9770)
Biology (9790)
Physics (9792)
Mandarin Chinese (9778/1341)
Chemistry (9791)
(available October 2012)

Teacher Support is a secure online resource bank and community forum for Cambridge teachers. Go to <http://teachers.cie.org.uk>

Introducing...

Our new Singapore office is up and running and we are expanding the Asia Pacific team. Dr Ben Schmidt, who joined as Regional Director Asia Pacific in March 2012, tells us more.

As I look at my new home town, I find that Singapore's predominant colours seem to be grey and green: the grey of a modern, dynamic metropolis with its concrete, glass and steel, and the green of an abundant jungle asserting its right of place wherever it is given half a chance. The founder and architect of modern Singapore, Minister Mentor Lee Kuan Yew, once described the city state as 'an 80-storey building standing on marshy land'.

The Singapore office is the central hub for our work in the Asia Pacific region. At present we are a small team representing Cambridge in Singapore. I work alongside Isabel Nisbet, Senior Education Adviser, who has been based here since late 2011, and Melvyn Lim and Daryl Khong, Schools Development Managers for Vietnam and Thailand respectively, who joined in April 2012.

Soon we will be adding a University Liaison Manager and Office Manager to our team. And after that, more new roles will be created. The University Liaison Manager will help

us further the recognition of Cambridge programmes and qualifications in this region.

Together with our colleagues in China, Indonesia, Malaysia and New Zealand, we are dedicated to supporting Cambridge schools in Asia Pacific, and working with education partners and ministries of education to deliver high-quality curricula and professional development across the region.

From August 2012 we will be operating from our new premises in Odeon Towers. There, we will have more space to grow our support for schools and develop our education research capability. We are looking forward to welcoming the Vice-Chancellor of the University of Cambridge, Professor Sir Leszek Borysiewicz, to open our new office officially in November 2012.

Contact Ben Schmidt at schmidt.b@cie.org.uk or find your local representative at www.cie.org.uk/help



Our Asia Pacific team with Janet Morris, Director of Communications and Customer Relationships (front row, second left). Ben Schmidt (back row, second left) joined as Regional Director Asia Pacific in March 2012.

Cambridge professional development for teachers

Forthcoming courses

Cambridge
Professional
Development

October 2012

London, UK

Cambridge Pre-U Global Perspectives (9777), History (9769), French (9779)

Cambridge IGCSE First Language English (Coursework, component 4), Food and Nutrition

Dates: 1 October 2012

Details: Open to all Cambridge teachers

Ho Chi Minh City, Vietnam

Stage 1 courses: Cambridge IGCSE Business Studies (0450), English as a Second Language (0510), ICT (0417), Mathematics (0580)

Dates: 1–2 October 2012

Details: Open to all Cambridge teachers

London, UK

Cambridge Pre-U Mathematics (9794), Physics (9792)

Cambridge IGCSE Mathematics

Dates: 5 October 2012

Details: Open to all Cambridge teachers

Mumbai, India

Stage 2 courses: Cambridge Primary English (0844), Mathematics (0845), Science (0846)

Dates: 3–4 October 2012

Details: Open to all Cambridge teachers

London, UK

Cambridge Pre-U Art and Design (9798), Biology (9790), Chemistry (9791), Drama and Theatre (9801)

Cambridge IGCSE French (0520), German (0525), Spanish (0530)

Dates: 8 October 2012

Details: Open to all Cambridge teachers

London, UK

Cambridge Pre-U English (9765)

Dates: 10 October 2012

Details: Open to all Cambridge teachers

London, UK

Cambridge Pre-U Global Perspectives (9777)

Dates: 11 October 2012

Details: Open to all Cambridge teachers

London, UK

Cambridge Pre-U English (9765), French (9779), German (9780), Research Report (9777)

Dates: 12 October 2012

Details: Open to all Cambridge teachers

Dhaka, Bangladesh

Stage 2 courses: Cambridge International AS and A Level Accounting (9706), Chemistry (9701)

Cambridge O Level Principles of Accounts (7110), Physics (5054)

Dates: 12–13 October 2012

Details: Open to all British Council schools

Beijing, China

Stage 1 courses: Cambridge IGCSE Business Studies (0450), Chemistry (0620), Economics (0455), English as a Second Language (0511), Mathematics (0580), Physics (0625), First Language Chinese (0509) – 12 October only, Foreign Language Mandarin (0547) – 13 October only

Dates: 12–13 October 2012

Details: Open to all Cambridge teachers

Cairo, Egypt

Stage 2 courses: Cambridge IGCSE Biology (0610), Mathematics (0580)

Dates: 12–13 October 2012

Details: Open to all Cambridge teachers

London, UK

Cambridge Pre-U Physics (9792)

Dates: 15 October 2012

Details: Open to all Cambridge teachers

Dubai, UAE

Stage 2 courses: Cambridge IGCSE Biology (0610), Mathematics (0580)

Dates: 15–16 October 2012

Details: Open to all Cambridge teachers

London, UK

Cambridge Pre-U Geography (9768), History (9769), Mathematics (9794), Philosophy & Theology (9774), Spanish (9781)

Dates: 19 October 2012

Details: Open to all Cambridge teachers

Johannesburg, South Africa

Stage 2 courses: Cambridge International AS and A Level Accounting (9706), Mathematics (9709), English (8695)

Cambridge IGCSE

First Language English (0500)

Dates: 19–20 October 2012

Details: Open to all Cambridge teachers

Colombo, Sri Lanka

Stage 2 courses: Cambridge International AS and A Level Literature in English (9695), Mathematics (9709), Physics (9702)

Dates: 21–22 October 2012

Details: Open to all British Council schools

Harare, Zimbabwe

Stage 2 courses: Subjects to be confirmed

Dates: 13–14 October 2012

Details: Open to all Cambridge teachers

London, UK

Cambridge Pre-U Sports Science (9793)

Dates: 26 October 2012

Details: Open to all Cambridge teachers

Miami, USA

Stage 1 and 2 courses: Cambridge International AS and A Level Biology (9701), English Language (8693), Mathematics (9709), Art, Global Perspectives (8987)

Dates: 29–30 October 2012

Details: Open to all Cambridge teachers

November 2012

Online

Self-study courses

– register by 16 November 2012:

Cambridge International AS and A Level Applied ICT (9713), Business Studies (9707), Chemistry (9701), Economics (9708), Literature in English (9695), Mathematics (9709), Physics (9702)

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

Dates: 26 November 2012 –

17 February 2013

Details: Open to all Cambridge teachers

Lagos, Nigeria

Cambridge International AS and A Level Chemistry (9701), Mathematics (9709)

Cambridge IGCSE Biology (0610), First Language English (0500)

Dates: 19–20 November 2012

Details: Open to all Cambridge schools

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



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