



CAMBRIDGE
outlook

Issue 15, 2013

**Cambridge International
AS and A Level – fit for
the future**

**New teaching package
for Cambridge Primary**

**How do you use
technology in the
classroom?**

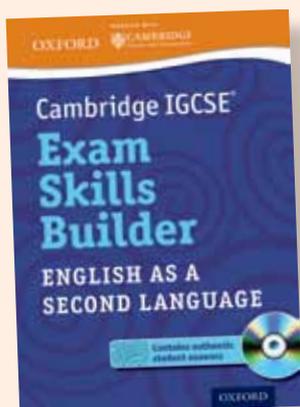


CAMBRIDGE
International Examinations

Excellence in education

Develop confident speaking skills for Cambridge IGCSE® English as a Second Language

By Dean Roberts, teacher trainer and examiner



As a trainer and examiner, teachers often ask me for advice on developing secure and fluent speaking skills in the context of a focused discussion.

I've put together a sample lesson using resources from *Cambridge IGCSE Exam Skills Builders*, so you can try the unique approach to skills development in your classroom.

1. Drive discussion

First, I would play students an authentic student response to the Freedom to Travel topic, from the *Cambridge IGCSE Exam Skills Builder, English as a Second Language* CD.

With students working in pairs or small groups, I would then ask them to apply the mark scheme to the recording. This facilitates peer assessment and discussion, helping students think critically about the skills to acquire. Students might notice, for example, that this candidate tries to give full responses, but does not always develop them – crucial for the Development and Fluency criteria.

2. Practise specific exam skills

To follow up, I'd ask students to prepare their own commentary, for a short presentation. They might include examples of where they felt the candidate did well, or where he could have given a better response. They might also demonstrate how they personally might have responded to the prompts. Here, they will be thinking critically about the conversation – and practising their own speaking skills. To get your students ready for the 2014 requirements, encourage them to use each discussion prompt in sequence. Aim for a 6 to 9 minute discussion which has covered all 5 prompts, but added to these with spontaneous and relevant points.

Visit www.oxfordsecondary.co.uk/E2L for all the resources discussed above, plus extra worksheets and recordings to try with your students.

To order your *Cambridge IGCSE English Exam Skills Builders*, email isabel.roth@oup.com

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 *Cambridge Outlook*



It's been a hugely enjoyable first six months for me at Cambridge International Examinations. I have taken the opportunity to meet as many of our schools and education partners as possible, in countries including Brunei, India, Kazakhstan, Malaysia, Pakistan, Singapore, UAE and the US. There is no substitute for seeing at first hand what 'being a Cambridge school' means to learners, teachers and school leaders and I shall of course visit schools wherever I travel. I've been impressed by what I've seen, and the commitment to excellence in education throughout our global community. Thank you to all those teachers who have welcomed me into their classrooms.

There are lots of exciting things happening at Cambridge, and you can read about them in this issue. We are redeveloping our Cambridge International AS and A Level suite, introducing new qualifications and launching a new learning area for Cambridge Global Perspectives where schools can connect with each other online. We are also significantly expanding our staffing in many countries to improve the hands-on support we offer to schools.

As I write this, my thoughts are turning to the Cambridge Schools Conference in Singapore in October 2013. It's going to be our biggest ever annual schools conference. I am looking forward to meeting so many teachers and school leaders, and discussing how best to prepare today's learners for tomorrow's world.

Michael O'Sullivan, Chief Executive

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Educating today's learners for tomorrow's world

Developing learners who are confident, responsible, reflective, innovative and engaged will help prepare them for tomorrow's world, says Tristian Stobie, Education Director, Cambridge International Examinations.

This year's Cambridge Schools Conference, taking place in Singapore on Wednesday 16 and Thursday 17 October 2013, will explore the impact of globalisation and new technologies on young people, both in school and beyond as they move into further education and the workplace. One of the questions we'll be considering is how teachers and school leaders can prepare learners for success in tomorrow's world.

Andreas Schleicher¹ of the OECD Education Directorate explains the challenge facing schools: "A generation ago, teachers could expect that what they taught would last their students a lifetime. Today, because of rapid economic and social change, schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don't yet know will arise."

Back in 1991, Guy Claxton² of The Centre for Real World Learning at the University of Winchester, summarised the implication for education particularly well: "I believe the prime function of education in an uncertain world should be to provide young people with the competence and self-confidence to tackle uncertainty well: in other words to be good learners [...] the main concern [of teachers] is to equip their pupils with the ability to be intelligent in the face of change."

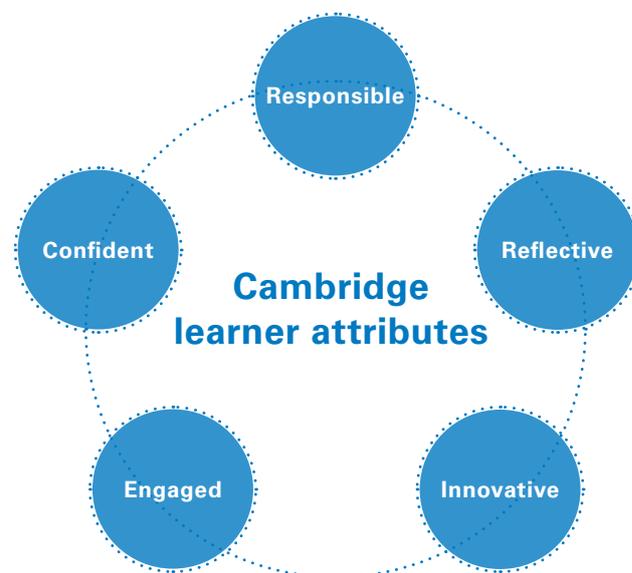
Everyone is talking about the need for 21st century skills in response to these challenges and, as we are already well into the second decade, it is about time that someone came up with a new name. At Cambridge International Examinations, we have chosen to focus on the Cambridge learner attributes as our way of engaging with the same ideas.

The learner attributes go well beyond a set of skills. They are based on attitudes, backed by skilled action, which become effective habits in learning. Their foundation is realistic self-awareness which is as much emotional as it is cognitive. It is important to recognise at the outset that

developing confident, responsible, reflective, innovative and engaged learners starts with developing these broader competences, and needs to involve the home and the school's community as well as the school.

The image John Abbott³ uses of a three-legged stool providing balance on any surface is pertinent. The home is primarily responsible for emotional development, the community for inspiration and the school for developing intellectual power and bringing all three aspects together. Schools need to nurture a sense of identity in students based on their heritage, language, culture and location. This image also emphasises the importance of emotional competence as a platform on which to build cognitive abilities.

The following article (see page 5) is intended to give some perspectives on how schools might make sense of the Cambridge learner attributes.



References

- ¹ Schleicher, A. [2011]. *The Case for 21st-Century Learning*. OECD Education Directorate <http://www.oecd.org/general/thecasefor21st-centurylearning.htm>
- ² Claxton, G. [1990]. *Teaching to Learn: A Direction for Education*. Cassell education, London, UK.
- ³ Abbott, J. *The 21st Century Learning Initiative* <http://www.21learn.org>



What do the Cambridge learner attributes mean in practice?

Stating that Cambridge learners and teachers are confident, responsible, reflective, innovative and engaged is all very well. But how do we ensure that this refers to something meaningful?

A good starting point is to recognise that these attributes are fundamental, not additional, to preparing students to complete Cambridge qualifications successfully. They are necessary for a student's success in the short term (at school) and the long term (in subsequent education and the workplace).

In order to perform well in Cambridge examinations students need to learn to take intellectual risks, evaluate arguments and effectively communicate and defend their ideas. They need to understand themselves as learners, be resourceful, resilient and creative.

Our qualifications are designed with the Cambridge learner attributes in mind. Assessments reward students who can engage creatively and critically with the material. The linear nature of Cambridge qualifications means students need to understand how the course, and the academic discipline they are studying, fit together as a whole. They need to be able to make connections and apply their knowledge in new contexts. Teachers and learners talking about how the learner attributes are relevant to their immediate concern of becoming, for example, a better physicist, historian or linguist and doing well in Cambridge examinations, is a good first step to making them meaningful.

Developing a culture of learning

The second point to understand is that the learner attributes are about developing a culture of learning in the school that applies to the whole community, teachers and administrators as well as students. The attributes are the same for teachers and learners precisely because teachers need to exemplify them. The power of teachers as role models cannot be overstated and the attributes will have little meaning unless teachers live by them. Excellent teaching is the most significant factor that impacts upon both learners' academic performance and the development of the Cambridge learner attributes.

Teachers need to employ a variety and balance of teaching strategies in the classroom. Active learning is not only about individual and group inquiry and project work, with which it is often associated. The critical component is that learners are actively engaged in the learning process and are developing an understanding of themselves as learners.

Teaching strategies should include whole-class instruction, which can be very active provided the voice of the learner as well as the teacher is heard. Developing basic skills and an understanding of the nature of each academic discipline is essential. Interdisciplinary understanding is very important but it needs to be based on disciplinary understanding and foundational skills, otherwise it tends towards superficial coverage and confusion. Being able to learn from mistakes is an important academic as well as life skill, and the systematic use of effective assessment for learning strategies, as well as assessment of learning, is at the heart of the process.

Continued overleaf

'Deep' learning

Learners need to have the opportunity to engage deeply with some of the most powerful concepts embedded within academic disciplines. Too often covering a curriculum overloaded with content means that engagement is superficial. Learners do not get the opportunity to understand the concept and apply their understanding to new contexts. Spending more time supporting deep learning of key concepts is an effective teaching strategy that helps students develop the learner attributes. This has significant implications for us at Cambridge as well. As we review and develop our curricula and assessments we must make sure they support deep learning.

Curriculum represents much more than a group of qualifications and needs to be broad, balanced, coherent and consistent. Different disciplines, for example the arts and physical education, can make a special contribution to the development of the learner attributes, and

qualifications such as Cambridge Global Perspectives [Cambridge IGCSE, Cambridge International AS Level and Cambridge Pre-U] and Enterprise [Cambridge IGCSE] allow for the development of skills associated with these competencies in unique ways. Beyond the formal curriculum, concern with the total educational experience a student receives at school, including the co-curricular curriculum and the informal or unplanned curriculum (the result of the culture of the school and the learning that takes place between classes) is very important.

There is no single recipe for developing the Cambridge learner attributes. They will be nurtured differently according to each school's culture and vision. Ultimately, they are a set of guiding principles to help Cambridge schools build a curriculum that allows learners to fulfil their potential and participate effectively in the modern international world.

Cambridge learners are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.



“The Cambridge Pre-U Global Perspectives and Research course had a greater focus on independent learning. We were expected to conduct our own research and take control of our own progress.”

Jacqui Agate, former Cambridge Pre-U student, Central Sussex College, UK

“The Cambridge curriculum as a whole is oriented around creating better-thinking people. It's really helped me to become a creative, inventive, and well-balanced human being.”

Jamie Blackband, Cambridge AICE Diploma student, Gainesville High School, USA



For more perspectives on issues raised in this article, read *Implementing the Curriculum with Cambridge* at www.cie.org.uk/curriculumguide



Cambridge International AS and A Levels – fit for the future

We are redeveloping seven Cambridge International AS and A Level subjects for first examination in 2016, working closely with schools and Higher Education.

There are exciting times ahead for Cambridge International AS and A Levels as we near the end of an extensive consultation on seven of the most popular subjects.

As Cambridge schools will know, we have a rolling review programme for Cambridge syllabuses to make sure they reflect the latest developments in teaching and learning. For Cambridge International AS and A Levels, this involves consultation not only with Cambridge teachers worldwide, but also with Higher Education. Making sure the content fits the changing needs of universities, and develops the skills and attributes they value, is vital to maintaining the qualifications' 'gold standard' reputation.

We also check that the syllabuses support the development of learners who are confident, responsible, reflective, innovative and engaged. All Cambridge subject syllabuses and assessments are designed with these attributes in mind.

Which subjects are being redeveloped?

For the first wave of Cambridge International A Level redevelopment, we are focusing on some of the most popular subjects. The redeveloped syllabuses will be ready for first examination in 2016.

- Accounting
- Business Studies
- Economics
- English Literature
- Sciences – Biology, Chemistry, Physics

Consultation with Higher Education

By consulting with universities we make sure that Cambridge International A Level sets students up for Higher Education, equipping them with the skills and knowledge they need to do well in their chosen specialism.

We started consulting extensively with Higher Education on the seven Cambridge International A Level subjects in 2012, gathering views from universities in countries including Canada, Germany, Hong Kong, The Netherlands, Pakistan, Singapore, South Africa and the USA.

The in-depth interviews took in a wide range of opinions, from senior professors to first-year teaching programme directors. As well as giving feedback on the current syllabuses, we asked interviewees to tell us about the skills they look for in students, and the content they most value in pre-university courses.

Dean of Admissions at Massachusetts Institute of Technology, Stuart Schmill, said his faculty staff greatly appreciated the chance to take part in the consultation: "We have a real interest in seeing students come to our campuses with certain skills and knowledge. The opportunity to help influence that has been really terrific."

Consultation with teachers

Teachers at Cambridge schools worldwide have also fed into the review of Cambridge International A Level. It's vital we get a range of views to make sure syllabuses meet the needs of Cambridge learners internationally, and so we are very grateful to all the teachers who took part.

Following a survey in early 2013 on the content of the current Cambridge International A Level subjects, we circulated draft versions of the redeveloped syllabuses to schools. We are now working on final versions of the syllabuses following teachers' feedback.

Sneak preview – what can you expect?

1. Increased focus on 'key concepts'

Faculty staff told us that what really helps learners succeed at university is a firm grasp of a subject's 'key concepts'. These are the big ideas that help to develop deep understanding and allow learners to solve problems or understand new aspects of their subject.

The redeveloped Cambridge International AS and A Level syllabuses identify key concepts to help teachers see the bigger picture as they teach the syllabus topics. Our new schemes of work will show teachers how they can use the key concepts in their teaching.

2. Innovative teacher support

We are developing a whole new range of curriculum support materials for teachers to help them deliver the redeveloped syllabuses.

The enhancements we are making will improve but not fundamentally change the qualification. We have kept the familiar features of Cambridge International AS and A Level that are valued by teachers worldwide.

Timeline of consultation

Mid-2012

Consultation begins with Higher Education in eight countries



January 2013

Cambridge schools worldwide surveyed on current syllabus content



Mid-2013

Redeveloped draft syllabuses sent to schools and Higher Education for feedback

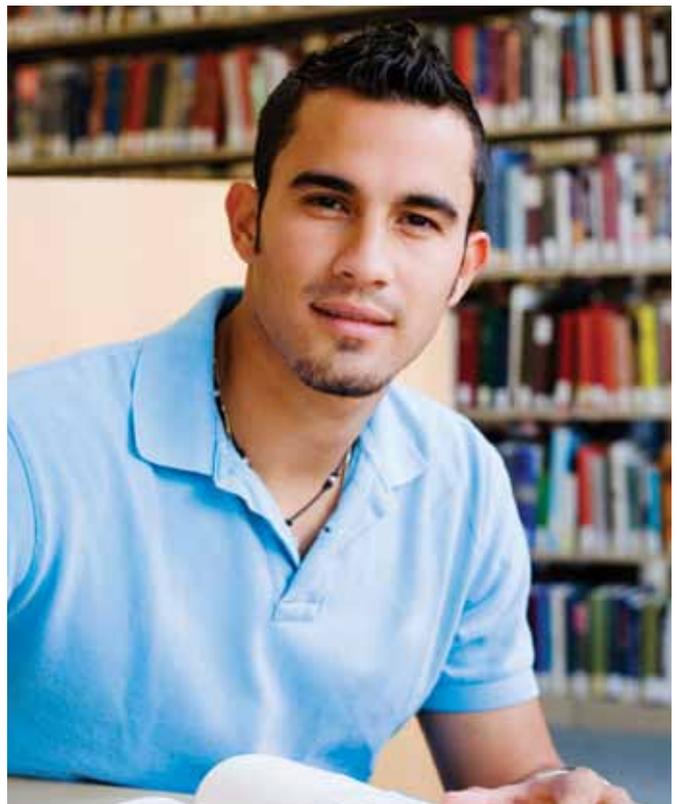


Ongoing development at Cambridge



February 2014

New syllabuses available to schools



Destination USA

Many Cambridge learners worldwide set their sights on studying at a US university. Our new resources will give them insight into recognition of Cambridge qualifications across the USA and the application process.

Did you know that many US universities offer advanced credit to students holding Cambridge International A Levels? And more than 450 institutions across the US formally recognise our qualifications (with many more accepting them upon application)?

We've produced a new *Destination USA* brochure and video to give learners all the essential facts about using Cambridge qualifications to apply to US universities.

The **brochure** gives examples of official university recognition policies for Cambridge qualifications and answers questions like:

- do I need a Grade Point Average?
- do I need to take SATs?
- do I need to take an English proficiency test?

It also includes case studies from Cambridge learners who are now studying at US universities.

The **video** features interviews with admissions staff from leading US universities who give advice on the application process, such as:

- when to apply (the best time is from August to January)
- things to consider (location, size, areas of discipline, enrichment opportunities)
- how to complete an application (it's a chance for learners to show how well they write and think as well as giving details of their academic and extra-curricular achievements).



Learn more

You can find the resources at www.cie.org.uk/usa/recognition

“Cambridge International A Level got me ahead”

It's not just about getting into university in the US, it's about being able to succeed on arrival. These students told us how their Cambridge International AS and A Level studies helped them get ahead.



“Taking Cambridge International A Levels really prepared me for my studies and life at Cornell. I was also able to transfer a lot of credits from the subjects I took at Cambridge International A Level. Moreover, the maths, physics and chemistry courses overlapped with some of the materials taught here.”

Guo Xiaoyue is majoring in Physics at Cornell University after taking Cambridge International A Levels at U-Link College of International Culture in South China Normal University.

“Having my Cambridge qualifications put me at a huge advantage when applying to American universities. Furthermore, the exams prepared me superbly for my courses, with much of the material in the first year at Stern already covered in the Cambridge International A Level curriculum.”



James Young studied at King's College in New Zealand before being admitted to the Stern School of Business at New York University to major in Finance.

New Chief Executive meets Cambridge US Higher Education Advisory Council

The latest meeting of our US Higher Education Advisory Council (HEAC) took place in Cambridge in July 2013, giving our new Chief Executive, Michael O'Sullivan, the chance to meet Council members for the first time.

HEAC members give us expert advice and recommendations to assist our liaison with US Higher Education institutions in developing appropriate recognition for Cambridge qualifications. Members also assist in presentations at international, national and regional conferences to help to raise the profile of Cambridge qualifications. The HEAC group meets twice a year and its current members include the universities of Columbia, Duke, Florida State, Maryland, Michigan, MIT, Penn State, Texas, USC, Virginia, Washington and Yale.



Picture shows: Chief Executive, Michael O'Sullivan greeting Jessica Marinaccio, Dean of Undergraduate Admissions, Columbia University (centre), with Christoph Guttentag, Dean of Undergraduate Admissions, Duke University (left) and Kedra Ishop, Vice Provost and Director of Admissions, The University of Texas at Austin (right).

Survey shows more students going to university overseas

We surveyed Cambridge schools in June 2013 to find out where their learners go to university. We wanted to check that our priorities for extending recognition of Cambridge qualifications match those of our schools.

86 schools responded to the survey, spread across: Sub-Saharan Africa, Asia Pacific, Europe, MENA, South Asia and Americas. Here's what they told us:

- **52%** said all their students go on to university.
- **75%** have students who go to universities in both their own country and overseas.
- **51%** said the trend for students going to university overseas is increasing.

Top study destinations for Cambridge learners applying to universities overseas:

1. **UK**
2. **USA**
3. **Australia**

The most popular degree subjects studied by Cambridge learners at university subjects are:

1. **Engineering**
2. **Medicine**
3. **Business and management**
4. **Accounting and finance**
5. **Economics**



The survey confirmed that the acceptance of Cambridge qualifications by local universities is just as important for schools as recognition by universities in top study destination countries, such as the UK, US and Australia. It also confirmed that more students are applying to universities overseas. Scholarship opportunities, better career prospects, and desire for an international experience are some of the reasons why students choose to study abroad.

The survey gives just a snapshot of opinion. We are constantly improving the recognition of Cambridge qualifications and will keep working closely with schools to listen to your views.

Want to know which universities accept Cambridge qualifications?
Go to www.cie.org.uk/recognitionsearch

New Cambridge International Examinations website

Thank you to all our customers who gave us feedback on our new public website during its development. It's now launched and we hope you're finding it quicker and easier to use.

New functions include a 'resource centre' where you can find support materials, an 'I want to' feature to help you perform tasks quickly, a 'what's new?' section and a 'find a school' directory. Find our website at www.cie.org.uk



Survey shows technology is revolutionising classrooms

A recent Cambridge survey shows that today's students are reaping the benefits of technology in the classroom, thanks to confident and tech-savvy teachers. We surveyed over 500 teachers to find out how technology impacts teaching and learning.

- The majority of schools have a written IT strategy.
- Over a third of teachers use the latest smartphones and tablets in class.
- Over 80 per cent of teachers use laptops in the classroom to support their teaching.
- Over two-thirds of students have individual access to laptops and PCs in their lessons.
- Over 60 per cent of teachers say their students are allowed to bring their own devices into the classroom to support their learning.

Looking to the future, 80 per cent of teachers would like to see technology used to link classrooms around the world to share information and best practice, while two-thirds would like to see interactive lessons delivered online by the brightest minds in their field. One in three respondents felt that in ten years' time students would be learning in virtual classrooms, making the physical classroom all but obsolete.

Go to page 19 to read how Cambridge teachers are leading the way in using technology in the classroom.

March exam series launched in India

More than 200 teachers from 150 Cambridge schools in India attended the Cambridge Teachers Conference in Mumbai on 24 September 2013. The conference theme was 'Building a curriculum that equips learners for the future'.

Our Chief Executive, Michael O'Sullivan, took the opportunity to announce the introduction of a new March exam series for Indian schools in 2015. For the first exam series in March 2015 schools will be able to make entries for 15 of our most popular Cambridge IGCSE syllabuses in India. A selection of Cambridge International AS Level syllabuses and Cambridge International A Level syllabuses will be added to the March exam series in 2016 and 2017 respectively. This new exam series will help students in India meet local college and university admission deadlines.



Pictures show keynote speakers Isabel Nisbet, Abha Adams and Kiran Sethi, and teachers at the Cambridge Teachers Conference, Mumbai

Collaboration with US school district is a first for Cambridge

Schools in Miami-Dade County, Florida, are working together to offer learners a Cambridge education from 5 to 19.

Earlier this year we entered into a ground-breaking collaboration with the fourth largest school district in the US, Miami-Dade County Public Schools. It is the first major school district in the US to build such a relationship with us, and will see Cambridge programmes and qualifications rolled out in 70 schools in Miami-Dade County, Florida, over the next 3 years.

When Ronald Reagan Doral High School opened its doors as a brand new school in Miami-Dade County in 2006, it joined Doral Middle School, Eugenia B. Thomas K-8 and John I. Smith Elementary School in offering the Cambridge curriculum. The success of this joined-up approach – with Cambridge being offered in elementary, middle and senior high schools – is the model for the roll-out of Cambridge programmes across Miami-Dade County. The aim is to offer learners a Cambridge route through education as they move between schools.

Developing global learners

G. Holmes Braddock Senior High School is 1 of 16 schools already offering Cambridge programmes in Miami-Dade County. It runs a successful 'Cambridge Global Studies Academy' – described as a 'school within a school' – where students work towards the Cambridge AICE Diploma (a group award made up of Cambridge International AS and A Levels). This specialist approach within a school is known as a 'magnet' in the US, as it draws in students with particular skills and interests.

As well as giving students good preparation for university, the Cambridge Global Studies Academy promotes international-mindedness. "Students in our programme are interested in global awareness. Graduates will have developed the knowledge, skills and attitudes that will empower them to work toward viable solutions to urgent global issues that threaten our planet," explains Ron Ferguson, Magnet Lead Teacher at G. Holmes Braddock Senior High School.

Students from any area of Miami-Dade County can apply for admission into the programme. However, G. Holmes Braddock Senior High School works closely with other Cambridge schools in the area.

"We have developed relationships with Cambridge middle schools to ensure a better transition from

middle school to high school," says Ron. "It's exciting that we are now matriculating students with three years of Cambridge International Examinations under their belt before coming to high school. This will only grow as several elementary schools in Miami-Dade County are offering Cambridge programmes, such as Greenglade Elementary School. Soon we will have students who started Cambridge in kindergarten and have stayed with the programme throughout all their school years."

From primary to senior high

Maria Tercilla, Principal of Greenglade Elementary, says the success of the Cambridge Secondary 1 programme offered by W.R. Thomas Middle School influenced her decision to offer Cambridge Primary. She said: "I saw how the students were becoming global learners and succeeding with the academic rigour. So I decided that if the students arrived there with a strong base in Cambridge Primary, the Secondary programmes would flourish even more."

Maria's decision to offer Cambridge Primary opens the way for young learners at her school to take the Cambridge track right up to senior high.

As part of the new collaboration, elementary, middle and high school teachers in Miami-Dade Public Schools will receive training and curriculum support from Cambridge over the next three years.



Picture shows: Chief Executive, Cambridge International Examinations, Michael O'Sullivan (centre left) with Superintendent, Miami-Dade County Public Schools, Alberto Carvalho announcing the agreement in May 2013.

Customer satisfaction with Cambridge remains high

A recent survey of 115 Cambridge principals from around the world shows that satisfaction with Cambridge remains very high. We will keep listening to your suggestions on areas where we can improve further so that we can make the changes you want. Thank you to all those who took part.

What did principals tell us?

We interviewed 115 Cambridge principals worldwide for our survey. Here are some of the findings.

94% of principals are satisfied that Cambridge provides the skills and knowledge students need for the next stage of their education.

93% of principals are likely to recommend Cambridge to other principals.

94% of principals who had registered with Cambridge in the last five years thought the process of becoming a Cambridge school was excellent.

High satisfaction with the service from Cambridge

80% of principals are satisfied with the service they receive from Cambridge

100% of principals are satisfied with regional representatives

85% of principals are satisfied with Ask CIE*

80% of principals are satisfied with our phoneline

*Online FAQs at www.cie.org.uk/help

Making improvements

We are always looking for ways to improve and we will keep listening to you to find out those areas where we need to work harder or make changes.

Training

Satisfaction with our training is high – we asked what you'd like more of and received lots of suggestions, including more localised training, longer courses, help with how best to use technology in teaching, and other ideas. We'll take your ideas forward and keep improving and expanding our training programme.

Registration

We received some suggestions for how to improve the process of becoming a Cambridge school even further, and will be using the results to introduce some improvements later this year.

Website

Some principals found our public website difficult to find their way around. We have now launched a new website with clearer navigation and a searchable resource centre. We've added a 'find a school' directory – much requested by schools – too.



What's new from Cambridge?

Have you looked at our new qualifications recently? We've developed them by working closely with schools.

Our range of qualifications is always growing as we develop new qualifications to meet schools' changing curriculum needs. All our new qualifications go through a rigorous review programme using subject and educational experts and, where appropriate, schools and universities too.

Here is a list of our latest qualifications, and those still in development. You can find the syllabuses at www.cie.org.uk/new



New qualifications – available now

Cambridge IGCSE Chinese as a Second Language

First examination: June 2015

Why choose it? Offers learners, who already have a working knowledge of the language, an opportunity to improve their practical communication skills.

Cambridge IGCSE Italian (Foreign Language)

First examination: June 2014

Why choose it? Designed for students encountering Italian for the first time, this syllabus develops the ability to use Italian effectively for practical communication.

Cambridge IGCSE Urdu as a Second Language

First examination: June 2015

Why choose it? Designed for learners with a working knowledge of Urdu, this syllabus develops understanding of how to use Urdu effectively in the types of situations learners will encounter in their daily lives. An optional speaking test is also available.

Cambridge IGCSE World Literature

First examination: June 2014

Why choose it? Gives you freedom to select texts that reflect the interests of your students. Learners will explore literature from different countries and cultures. Assessment is based on written examination and a coursework portfolio which includes oral assignments.

Cambridge International AS and A Level English Language

First examination: June 2014

Why choose it? This syllabus builds on progression from our existing Cambridge International AS Level English Language. It offers learners the opportunity to develop further their skills in textual analysis and in writing creatively and effectively.

Cambridge International AS and A Level Media Studies

First examination: June 2015

Why choose it? Engages learners with media products and concepts and develops a critical understanding of the media. Assessment is through written examinations and coursework, giving learners a chance to create their own media products.

Coming soon

Cambridge IGCSE Bahasa Indonesia

First examination: June 2016

Why choose it? Will support schools in developing learners' skills in Bahasa Indonesia, the national language of Indonesia. We are developing this qualification at the request of the Indonesian Ministry of Education.

Cambridge International AS Level Nepal Studies

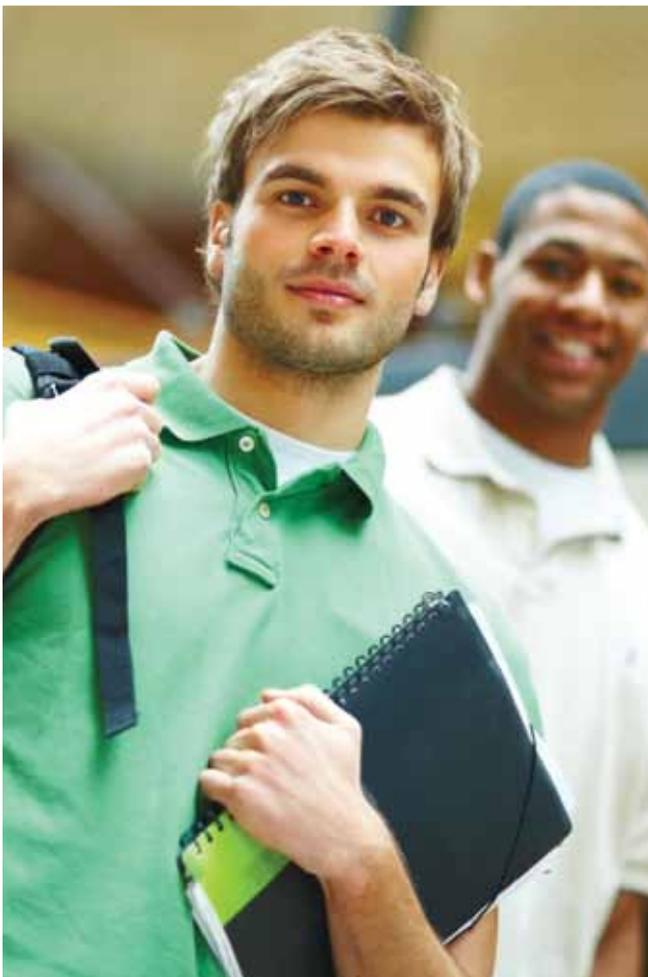
First examination: June 2016

Why choose it? This vibrant syllabus will develop knowledge and understanding of the geography, history, international affairs, culture and economy of Nepal, as well as skills in analysis and evaluation.

Sign up for email alerts



You can now sign up to receive email alerts about syllabuses you teach. The alerts will keep you up to date with new syllabuses, revisions to content and assessment of existing syllabuses and syllabuses we are withdrawing. To sign up, go to www.cie.org.uk/new



We spoke to Pete Fraser, Principal Examiner, to get his thoughts on the Cambridge International AS and A Level Media Studies syllabus.

Q. What is the most exciting thing about this syllabus?

A. The opportunity for students to create their own media products using the latest technology and to share them online with others.

Q. What is different about this syllabus when compared to other international media studies courses?

A. This course takes contemporary media as its object of study, allows flexibility in terms of the media texts studied and encourages a hands-on student-centred approach.

Q. How is the course assessed?

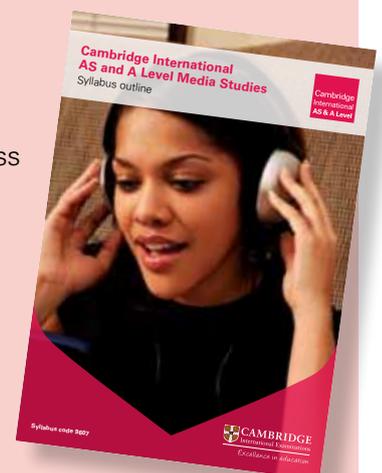
A. It is assessed through a combination of coursework and examination, with all coursework being online and involving the production of media texts by the students.

Q. What are the most valuable skills learners will develop through this syllabus?

A. Students will develop their analytical, essay-writing skills, will become better researchers, develop skills with media technology and build their ability to be reflective learners. Through collaborative projects, they should also become better team workers and communicators.

Q. Does the syllabus encourage creative use of the latest technology?

A. Yes. Creative use of the latest technology is actively encouraged – for productions, for the process of research and planning, and for the reflective element of the course. By putting all work online, students showcase every element of their practice.



New online learning area for Cambridge Global Perspectives™

From October 2013, Cambridge IGCSE Global Perspectives teachers and learners can collaborate with schools worldwide using our new online learning area.

We are inviting schools that offer Cambridge IGCSE Global Perspectives to access a new online learning area, giving their students an education experience that reaches into classrooms worldwide.

The online learning area will make it easier for Cambridge IGCSE Global Perspectives schools to work with each other and build online communities. It is also a secure environment where teachers can keep track of students' activities and monitor their progress.

Features of the learning area

- **Portfolios** – a permanent home for any materials that learners or teachers have gathered in their research for projects. Teachers can share information and resources with their class and review how projects are progressing.
- **Courses** – teachers can use these courses as homework assignments. They can be edited and adapted.
- **Online communities** – it will support forums and groups which can be open to all or to a select audience, and it will provide a network for teachers who can interact with colleagues from other schools.

Keely Laycock, Global Perspectives subject expert and part of the team behind the new initiative, said it supports group and independent study. She said: "The Cambridge Global Perspectives learning area helps teachers and their students collaborate on projects, but it also helps students work independently on their own portfolios. They can upload documents, video and other media."

If your school offers Cambridge IGCSE Global Perspectives, look out for our invitation to join the learning area. It will include your secure login details. We will extend the learning area to schools offering advanced level Cambridge Global Perspectives in the future.

What is Cambridge Global Perspectives?

Cambridge Global Perspectives is available at Cambridge IGCSE, Cambridge International AS Level and Cambridge Pre-U. Learners develop skills in communication, independent research and critical thinking by exploring a range of global issues from personal, national and international perspectives. Cambridge Global Perspectives removes traditional teaching boundaries and gives learners the freedom to lead their own learning journey.

"The learning area is such a good way of connecting with people. You can share information, upload pictures and videos."

Student, Caistor Yarborough Academy, UK

"I can link myself to other members of staff globally who are doing a very similar job to me."

Jackie Burton, Cambridge IGCSE Global Perspectives teacher, Caistor Yarborough Academy, UK

"Cambridge Global Perspectives allows students to study outside of their own comfort zone. They cover subjects that they would perhaps otherwise not look at until later in life."

Gayle Coventry, Cambridge IGCSE Global Perspectives teacher, Macleans College, New Zealand

"We are working with a school in the UK and by doing that it helps me to understand different perspectives on issues."

Student, Macleans College, New Zealand

Macleans College, New Zealand and Caistor Yarborough Academy, UK helped us trial the new learning area alongside other Cambridge schools.

Cambridge
Primary
Maths

Making maths fun for young learners

Look out for *Cambridge Primary Maths*, a new teaching package available from January 2014.

We are collaborating with Cambridge University Press and the University of Cambridge NRICH Project to develop an exciting new teaching package mapped to the Cambridge Primary curriculum.

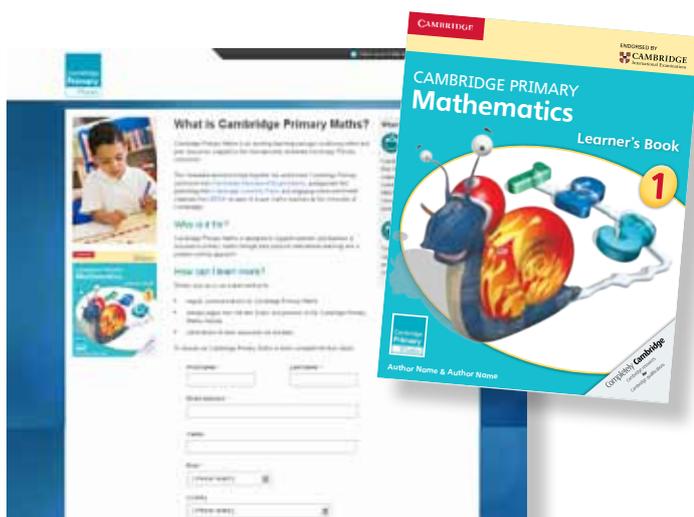
Cambridge Primary Maths combines online and print resources, and will help teachers bring the Cambridge Primary curriculum to life in the classroom.

The online part of the package (available from January 2014) maps resources and links to specific areas of the curriculum. The resources include:

- relevant online activities that develop mathematical thinking and problem solving
- best-in-class support from Cambridge Primary textbooks and ebooks
- best practice guidelines
- examples of *Cambridge Primary Maths* in action.

The textbooks and ebooks, published by Cambridge University Press, will be available in May 2014.

Cambridge Primary Maths supports the problem-solving approach of the Cambridge Primary curriculum and is founded on the values of the University of Cambridge and best practice in maths teaching.



Learn more

For more details and to sign up for email alerts about *Cambridge Primary Maths*, go to www.cie.org.uk/cambridgeprimarymaths

“If our students are going to develop the habits of good mathematicians, it is important to introduce them to engaging contexts which encourage curiosity and provoke questions that can lead to important insights and discoveries.”

Charlie Gilderdale, a maths education specialist who works on the University of Cambridge NRICH Project – a project that aims to enrich the mathematical experiences of all learners



Cambridge around the world

Our training and events help put Cambridge principals and teachers in touch with each other. Here's a look at what's been happening recently.

Zimbabwe

Physics teachers in Zimbabwe took part in a two-day Cambridge International A Level training course in August 2013. One of the sessions covered how to use ICT effectively in physics lessons, as shown in our photo. We now offer more training courses for teachers than ever before – check our events calendar for details at www.cie.org.uk/events



Physics teachers at a Cambridge training workshop in Zimbabwe

South Africa

We held Learn More! seminars for principals and teachers in Cape Town and Johannesburg in September 2013. They included discussion on the skills needed for Higher Education, as well as ceremonies for local Outstanding Cambridge Learner Award winners. "I'm really pleased to have this opportunity to share schools' experiences of Cambridge," said Mark Barber, our Senior Schools Development Manager for Sub-Saharan Africa.



Learners congratulated at Learn More! seminar

Pakistan

Our Cambridge Pakistan Advisory Council met in Lahore in June 2013. Made up of leaders of Cambridge schools in Pakistan and senior Cambridge representatives, the Council gives schools a chance to influence developments that affect learners in Pakistan. With more than 500 schools offering Cambridge programmes in Pakistan, the Council is fundamental to helping us support schools' needs.



Working together with schools in Pakistan

Sri Lanka

A Cambridge Principals Forum in Colombo in May 2013 brought together over 70 school principals to discuss school leadership. Claire Wijayatilake, Principal of Nice International School, said: "I attended with one of our school's Directors, so it was a perfect opportunity for us to reflect together on our leadership of our school."



School leadership issues explored at forum

Find out more about events in your region. Go to www.cie.org.uk/events



How do you use technology in the classroom?

We know that education technology is of key interest to Cambridge schools worldwide, so it's a central theme of this year's Cambridge Schools Conference.

Schools use technology in different ways, and some can access it more easily than others. In our latest customer satisfaction survey, principals told us they'd like to read articles about education technology in *Cambridge Outlook* and gain insight into other schools' experiences. We've spoken to two Cambridge teachers to find out how they are using technology to support learning.

View from the classroom: Turkey



Bilkent Laboratory & International School provides education to both Turkish and international students from Kindergarten to Grade 12.

Anne Akay, Head of English, is developing courses for Cambridge IGCSE English Literature using iTunes U – a free app from Apple that allows teachers to develop interactive courses that students can access using their iPhone or iPad.

Q. Why did you start developing courses on iTunes U?

A. Incorporating computer technology into our educational programme is a strategic aim for our school because students are more engaged and motivated when they are doing enjoyable, meaningful work. Our students are all digital natives and 90 per cent of them have iPads or iPhones, so using these to create short videos, research novels, collaborate on writing projects and tap into resources from around the world makes our work interesting and more productive.

Q. How do you plan to use the courses?

A. I am developing two courses for Cambridge IGCSE English Literature – one on the poetry of Thomas Hardy and one on Dr. Jekyll and Mr. Hyde. The courses will include short video tutorials, assignments, links to further resources and assessment practice activities.

Q. How do the courses integrate with students' learning?

A. These iTunes U courses are perfect for experimenting with 'flipped instruction', where a teacher offers a brief video lesson for students to watch before class – then, during class, the teacher can work one-on-one with students, while the class works either collaboratively or independently on various projects relating to the lesson.

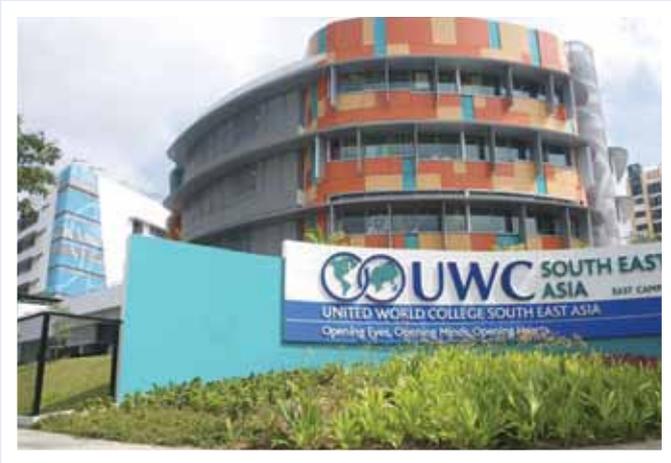
Q. How does the technology benefit your students?

A. 21st century learning is all about living and working in our modern, connected, digital world. Our students are very comfortable experimenting with new technology. Cambridge IGCSE English Language and Literature courses can be a framework for teaching students how to use technology in a responsible way, while deepening their skills and understanding of their subject.

Learn more Anne's courses are available to view on iTunes. Go to iTunes U / K-12 / BLIS-Bilkent

View from the classroom: Singapore

United World College of South East Asia (East Campus) offers an international education to over 2000 students, from Kindergarten to Grade 12. It's the venue for the Cambridge Schools Conference 2013.



As a Digital Literacy Coach, Jeff Plaman's role includes helping teachers integrate ICT into lessons. He believes students, staff and parents all have a role to play in engaging with technology in the classroom.

Q. How integrated is ICT at your school?

A. Our students have MacBooks to take to every lesson – except physical education and outdoor education – and ICT is integrated into every lesson, as well as being taught as a distinct subject in Grades 9 and 10.

Our students still, rightly, do a lot of things that aren't technology based. When coaching teachers, it is important to develop their knowledge of how technology can add value in class, and when it is better for students to capitalise on the human resources around them.

Popular apps

Here are some popular education apps you might like to try, available from app stores online.

- **For languages:** Duolingo
- **For science:** Merck Periodic Table of the Elements
- **For maths:** MyScript Calculator
- **For history:** Life and Death in Pompeii and Herculaneum (The British Museum)
- **For English:** Flipboard
- **For social networking in the classroom:** Edmodo

Q. Why is it important for you to have students, staff and parents learning from each other when it comes to technology in the classroom?

A. We have found that having students, staff and parents learning from each other really helps to close the gaps that can exist between different groups.

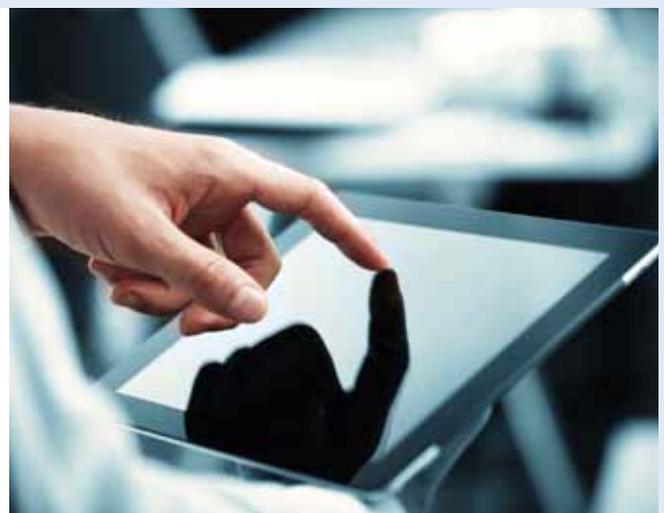
Most parents remember a time when there was no technology in schools at all, so it is a big mind shift for them to understand that things such as social networks have academic value and can be effective communication tools for students as they do homework.

Students don't have that fear or apprehension of technology. They see it as a natural part of their world. Our students have led keynote sessions on technology for our staff conferences. It helps our teachers recognise how students use technology to enhance their learning and challenges some of their assumptions. Many students join online communities or read blogs on subjects that interest them – one student has been researching theoretical physics and another teaching himself to code. Staff are often surprised by this 'free-range' learning and reassess their expectations of what students are capable of.

Q. What are the benefits of the partnership approach?

A. The biggest benefit is having everyone thinking in the same way about how technology can enhance learning. We're trying to do everything we can to ensure that we're all pulling together and working toward a common goal, and that goal is student learning.

Learn more Read Jeff's blog for more details on UWC's approach <http://eastech.blogspot.co.uk/search/label/parents>



Sharing classroom resources on Teacher Support

Share your teaching resources on our secure Teacher Support site and inspire Cambridge teachers around the world.

Why share resources?

- Bring fresh ideas to your teaching.
- Get feedback from other teachers on your materials.
- Compare different approaches from around the world.
- Expand your professional network.
- Find tried and tested resources that other teachers have already rated.

Sharon Evangelista, Network International School, Myanmar



"I recently posted some of my own ideas, having previously benefited from the ideas of other teachers. The feedback I received from teachers across several continents was very satisfying.

"In my last position I was the only English teacher in my school, so the Teacher Support site helped me to feel less isolated and provided an opportunity for professional collaboration. Sharing ideas can also only have positive benefits for the students in our international community."

Resource shared: Cambridge IGCSE English Literature – a task to help students structure an essay on a literary text.

Used by: Teachers in China, India and Pakistan.

Example feedback: "Very useful and a great strategy for unlocking the story for the student. Thanks."

How to share your resources

It's easy to share and download resources on Teacher Support. You can find resources for your subject on the relevant qualification page – the 'Community Resources' panel on the right of the screen shows the most popular resources and gives a link for adding your own.

Go to <http://teachers.cie.org.uk>

Pramod Kanakath, teacher at Sekolah Lentera, Indonesia



"I have added several resources. It's really encouraging to see positive feedback from teachers around the world. It helps teachers to interact with each other and creates useful discussions.

"I sometimes download resources submitted by other teachers that I find helpful in my lessons. I also use the forum to discuss topics related to my subject. It helps to compare my teaching standard with that of my fellow teachers around the world."

Resource shared: Cambridge IGCSE English First Language – improving students' skills in summarising texts.

Used by: Teachers in Zimbabwe, India and Thailand.

Example feedback: "I will be using this as a summary revision resource. Thank you very much."

George Were, Head of Physics, Brookhouse International School, Kenya



"I use the Teacher Support site on an almost daily basis as a tool for my teaching. As well as uploading resources, I have also downloaded some resources to use with my class.

"I also use the forum to communicate with other physics teachers around the world on various issues such as problem solving from past paper questions, different approaches on how to teach certain topics and sometimes just seeking other opinions."

Resource shared: Cambridge International AS Level Physics – mechanics test and mark scheme.

Used by: Teachers in Pakistan and Tanzania.

Example feedback: "Much appreciate your sharing of this comprehensive test."

Introducing...

We will be significantly expanding our regional team over the coming months.

We are expanding our regional teams to improve our support for Cambridge schools worldwide. In addition to the new roles announced below, we are currently recruiting a Regional Director North Asia, a Senior Schools Development Manager in Argentina, and new roles in Indonesia and Pakistan.

These are exciting times. If you are passionate about international education and are interested in joining us, you can find out about career opportunities at www.cie.org.uk/about-us/careers/

Uzma Yousuf Zaka – Pakistan



We are pleased to announce the appointment of Uzma Yousuf Zaka as our new Country Director, Pakistan. Our schools in Pakistan will already know Uzma, who has made an outstanding contribution to our Schools Development team since 2008. With more than 500 schools

offering Cambridge qualifications in Pakistan, demand for our services is growing significantly. The new role of Country Director forms part of our increased support in

the country, and Uzma will be working closely with the British Council and our other key partners in Pakistan.

Uzma says: "I have worked with Cambridge International Examinations in Pakistan for five years and it has been a very fulfilling experience. It has been a privilege being part of this distinguished community that helps prepare young people for the future. I look forward to working with our partners in Pakistan in continuing to provide world-class education services to our schools in Pakistan and helping students to be the best they can be."

Contact Uzma at yousuf.u@cie.org.uk

Mark Hurrell – UK

Mark Hurrell took on the role of UK Schools Coordinator in June 2013. He joins Regional Manager, Peter Monteath and UK Schools Development Manager, Nicola Lawton in providing support to the growing number of UK schools offering Cambridge qualifications. Mark has worked for Cambridge International Examinations for five years, and has gained experience in working with schools worldwide. His previous roles included coordinating our training courses and events. Since the launch of our Cambridge

Pre-U qualification in the UK in 2008, and the UK government's decision to fund Cambridge IGCSE in state schools in 2010, we have seen a rapid rise in exam entries from UK schools. Mark is working closely with UK schools as they make the transition to Cambridge, and has made an excellent contribution to the team.



Contact Mark at hurrell.m@cie.org.uk

Ariel Foster – USA



We are expanding our team in the US and are delighted to welcome a new member, Ariel Foster. She joins Regional Manager, Sherry Reach and Schools Development Manager, Paula Apostolou, as well as our recognition consultants in the US – Bill Kolb and Paula

Johnson. Ariel will focus her efforts on the Mid-

Atlantic region, primarily in New York and Virginia, as well as Washington DC and Maryland. Her role will involve strengthening our relationships and support for schools and universities in these states. Ariel was most recently with the College Board's Advanced Placement programme, where she shaped Higher Education outreach strategies. Previously, Ariel headed the College Board's College-Level Examination Program (CLEP).

Contact Ariel at foster.a@cie.org.uk

Cambridge professional development for teachers

Forthcoming courses

Cambridge
Professional
Development

December 2013

Location: Muscat, Oman

Intermediate Cambridge IGCSE English as a Second Language (0510), ICT (0417), Mathematics (0580)

Dates: 3–4 December 2013

Details: Open to all Cambridge teachers.

Location: Amman, Jordan

Intermediate Cambridge IGCSE English as a Second Language (0510), ICT (0417), Mathematics (0580)

Dates: 6–7 December 2013

Details: Open to all Cambridge teachers from Cambridge Associate Schools linked to the British Council in Jordan.

Location: Rockledge, FL, USA

Introductory/Intermediate

Cambridge International AS and A Level Environmental Management (8291)

Dates: 9–10 December 2013

Details: Open to all Cambridge teachers.

Location: Rockledge, FL, USA

Best Practice Workshops Cambridge International AS and A Level Thinking Skills (9694), General Paper (8001), Global Perspectives (8987)

Dates: 9–10 December 2013

Details: Open to all Cambridge teachers.

Location: Rockledge, FL, USA

New High School Coordinator Training

Dates: 9–10 December 2013

Details: Open to all Cambridge teachers.

Location: Rockledge, FL, USA

Best Practice Workshop

Cambridge International AS and A Level Environmental Management (8291)

Dates: 11 December 2013

Details: Open to all Cambridge teachers.

January 2014

Location: Online

Introductory Self-Study courses

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

Cambridge IGCSE Biology (0610), Business Studies (0450), Chemistry (0620), Economics (0455), English as a Second Language (0510), First Language English (0500), Geography (0460), History (0470), ICT (0417), Literature in English (0486), Mathematics (0580), Physics (0625)

Dates: 13 January 2014 – 4 April 2014

Details: Open to all Cambridge teachers.

Location: Online

Intermediate Tutor-Led courses

Cambridge International AS and A Level Biology (9700), English Language (8693), General Paper (8001), Mathematics (9709), Psychology (9698)

Cambridge IGCSE Additional Mathematics (0606), Art & Design (0400), Biology (0610), Business Studies (0450), Chemistry (0620), English as a Second Language (0510), Enterprise (0454), First Language English (0500), Geography (0460), Global Perspectives (0457), History (0470), ICT (0417), Literature in English (0486), Mathematics (0580), Physics (0620)

Generic courses: Assessment for Learning; Assessment for Learning – Cambridge Primary; Teaching and Assessing Skills for Mathematics; Teaching and Assessing Skills for Science; Planning and Implementation in Cambridge Primary

Dates: 20 January 2014 – 10 March 2014

Details: Open to all Cambridge teachers.

Location: USA

Exam Entries Orientation

Dates: 23–24 January 2014

Details: Open to all Cambridge teachers.

Location: Bangalore, India

Intermediate

Cambridge International AS and A Level Biology (9700), Economics (9708)
Cambridge IGCSE Chemistry (0620)

Dates: 31 January 2014 – 1 February 2014

Details: Open to all Cambridge teachers.

Location: Kuwait City, Kuwait

Intermediate Cambridge IGCSE

Biology (0610), Chemistry (0620), Physics (0625)

Dates: 31 January 2014 – 1 February 2014

Details: Open to all Cambridge teachers.

February 2014

Location: Mumbai, India

Intermediate Cambridge International AS and A Level Biology (9700), Economics (9708)
Cambridge IGCSE Chemistry (0620)

Dates: 3–4 February 2014

Details: Open to all Cambridge teachers.

Location: New Delhi, India

Intermediate Cambridge IGCSE Business Studies (0450), ICT (0417)

Dates: 7–8 February 2014

Details: Open to all Cambridge teachers.

Location: Jeddah, Saudi Arabia

Intermediate Cambridge IGCSE English as a Second Language (0510), ICT (0417), Physics (0625)

Dates: 9–10 February 2014

Details: Open to all Cambridge teachers from Cambridge Associate Schools linked to the British Council in Saudi Arabia.

Location: Miami, USA

Introductory/Intermediate

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

Cambridge International AS and A Level Chemistry (9701), Marine Science (9693), Psychology (9698)

Dates: 10–11 February 2014

Details: Open to all Cambridge teachers.

Location: Hyderabad, India

Intermediate Cambridge IGCSE

Business Studies (0450), ICT (0417)

Dates: 10–11 February 2014

Details: Open to all Cambridge teachers.

Location: Riyadh, Saudi Arabia

Intermediate Cambridge IGCSE English as a Second Language (0510), ICT (0417), Physics (0625)

Dates: 12–13 February 2014

Details: Open to all Cambridge teachers from Cambridge Associate Schools linked to the British Council in Saudi Arabia.

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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