

Cambridge Outlook

THE MAGAZINE FOR CAMBRIDGE SCHOOLS WORLDWIDE

ISSUE 17, 2014

INSIDE



THE DIGITAL AGE

Embracing new technology



CONFERENCE PREVIEW

How to inspire teachers... to inspire learners



WHAT'S NEW?

The latest support materials for you and your students

IN FOCUS

Getting in, Getting on

Preparing your students for university and beyond

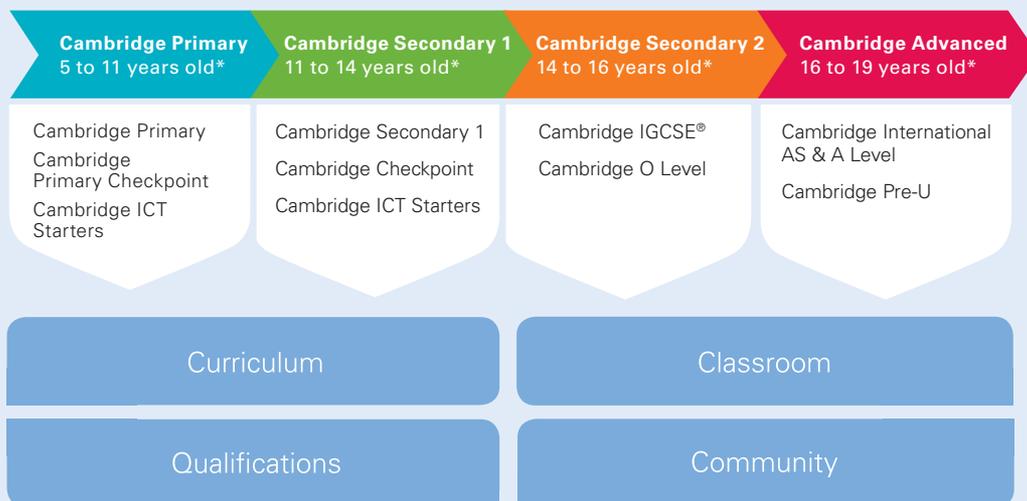


CAMBRIDGE
International Examinations

Excellence in education

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our programmes and qualifications



**Age ranges are for guidance only*

Cambridge Primary

Cambridge Primary develops learner skills and understanding through the primary years in English, mathematics and science. Many schools use Cambridge Primary Checkpoint tests to measure learners' performance at the end of primary education.

Cambridge Secondary 1

Cambridge Secondary 1 builds skills, knowledge and understanding in English, mathematics and science. Cambridge Checkpoint tests can be used at the end of Cambridge Secondary 1 to identify learners' strengths and weaknesses in key curriculum areas.

Cambridge Secondary 2

Cambridge Secondary 2 develops skills in enquiry, creative thinking and problem solving, giving learners excellent preparation for the next stage of education. There are two assessment options: Cambridge IGCSE or Cambridge O Level. Both are globally recognised qualifications.

Cambridge Advanced

Cambridge Advanced is for learners who need advanced study to prepare for university and higher education. This stage includes Cambridge International AS & A Level and Cambridge Pre-U qualifications, providing learners with a passport to success at university and in employment.

We also offer a suite of **Cambridge Professional Development Qualifications** for teachers. These qualifications develop thinking and practice, and are taken by Cambridge teachers around the world.

Learn more! For more details about Cambridge programmes and qualifications at every stage of education, go to www.cie.org.uk/education

Welcome



MICHAEL O'SULLIVAN
CHIEF EXECUTIVE,
CAMBRIDGE
INTERNATIONAL
EXAMINATIONS

Welcome to the first issue of our redesigned *Cambridge Outlook*. As well as having an updated 'look and feel', the new magazine covers a wider range of educational issues, and features the views and experiences of our schools around the world. We will continue to report on the latest Cambridge developments, but we'll also feature contributions from experts in education. In this issue, Guy Claxton, keynote speaker at the forthcoming Cambridge Schools

Conference in Sri Lanka, writes about inspiring teaching and learning. Guy is an international speaker on creativity, learning and the brain. Each issue of the new *Cambridge Outlook* will have a theme. This issue's theme is *Getting in, Getting on* – getting into university and getting on at university and in life. Learners are at the heart of everything we do at Cambridge, and it's vital that we prepare them well for higher education, work and life. We're always interested in hearing your views. If you have any comments about the new magazine or if you'd like to tell us about what's happening at your school, please email us at outlook@cie.org.uk

Michael O'Sullivan
Chief Executive
Cambridge International
Examinations



Find out more...

Read about all our education programmes and qualifications at www.cie.org.uk

Get the latest news sent to you every month with *Cambridge Outlook eNews* – sign up to receive the eNewsletter at www.cie.org.uk/newsletters

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Cambridge Outlook is an important way of communicating with Cambridge schools and readers around the world. Please give us your feedback on this issue and tell us what you would like to read about in the next one. Contact: *Cambridge Outlook* magazine, Graeme Curry, Communications Manager, Cambridge International Examinations, 1 Hills Road, Cambridge CB1 2EU, UK t: +44 1223 553261 f: +44 1223 553558 e: outlook@cie.org.uk

About Cambridge International Examinations

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge. Our international qualifications are recognised by the world's best universities and employers, giving students better options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock students' potential.

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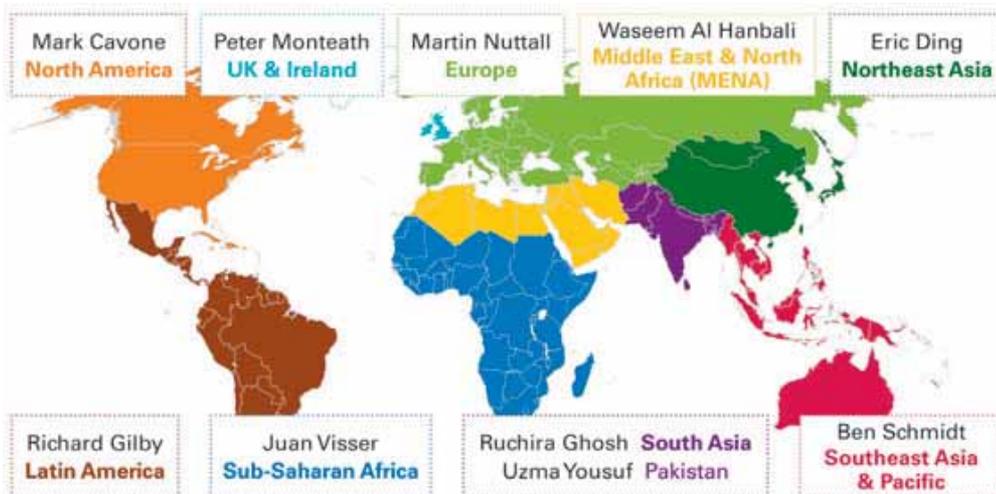
Look out for these icons and colours throughout this magazine – they will help you to easily identify the Cambridge education stages that you want to read about.



Support for our growing community of schools

Regional directors are now in place for all nine regions

As part of our commitment to provide increased local support for schools delivering our programmes and qualifications, we set up teams in nine regions of the world. We now have regional directors in place for all of our regions. Our regional directors will be involved in building and strengthening relationships with schools, universities, governments and key education organisations, including publishers and the British Council. They are:



For contact details of your regional team, go to www.cie.org.uk/about-us/our-regional-teams

Tackling maths



Cambridge workshop in Shanghai focuses on teaching mathematics

Making mathematics fun and engaging students in how mathematics works were two of the key themes that teachers explored at a workshop in Shanghai, China.

The Cambridge Learner Workshop in Mathematics was led by trainer Charlie Gilderdale, a leading mathematics education specialist at the University of Cambridge's Faculty of Education. One of the delegates commented: "The workshop emphasised a key learning point from Cambridge: to engage learners into thinking about what they are doing in an activity and to openly allow discussion, whether right or wrong, to promote learning at any ability."

In brief...

In Uruguay...

A group of teachers have become the first in the country to pass the Diploma in Teaching with ICT – our professional development qualification run in Uruguay by national teacher training agency CFE and digital technologies initiative Plan Ceibal.



In Indonesia...

Cambridge IGCSE Bahasa Indonesia has been launched for learners for whom Bahasa Indonesia is a language of everyday use. The first examinations will be in June 2016.

In Mauritius...

Our Chief Executive Michael O'Sullivan took part in the launch of the Higher School Certificate Professional award. The qualification combines Cambridge International A Levels with OCR's Cambridge Technical qualifications and work experience.



Scholarship awards for outstanding students in Pakistan and India

Full funding for undergraduates to study at the University of Cambridge

Outstanding students in Pakistan and India have been awarded Undergraduate Scholarships to study at the University of Cambridge from this October. Among them are:

■ **Shahzaib Ali** (below) of FFC Grammar School (Natural Sciences at St John's College, Cambridge)

■ **Muhammad Faaiz Taufiq** of Karachi Grammar School (Mathematics at Peterhouse, Cambridge)

■ **Ritu Muralidharan** (bottom) of Dhirubhai Ambani International School in Mumbai (Economics at Christ's College).

Shahzaib Ali and Muhammad Faaiz Taufiq, as well as a third student from Pakistan – **Shaista Mahad** of Beaconhouse Islamabad (who has been offered a scholarship to study for the BA in Education at Jesus College) – all received awards through the Cambridge 800th Anniversary



Scholarships, launched in 2009. Ritu Muralidharan received her award through the Manmohan Singh Undergraduate Scholarship programme

established in 2009. Both programmes provide full funding covering fees and means-tested maintenance. The scholarships have been made possible thanks to funding from our parent organisation Cambridge Assessment.

Places offered by the University of Cambridge are conditional on the students achieving specific grades.



Spotlight on assessment innovations

Cambridge is well represented at the 40th IAEA conference

Cambridge International Examinations representatives, together with colleagues from Cambridge English and Cambridge Assessment, featured prominently at this year's International Association for Educational Assessment (IAEA) conference in Singapore.

They included Helen Eccles, Director of Development, who presented the Cambridge approach to 21st century skills. Chief Executive Michael O'Sullivan said: "The theme for the conference, *Assessment innovations for the 21st century*, is at the heart of our work at Cambridge. It is only through a combination of innovative syllabuses, respected qualifications and effective teaching that we will enable today's learners to become tomorrow's active citizens, capable of achieving their own potential and shaping a better world for all."

CAMBRIDGE SCHOOLS CONFERENCE IN SRI LANKA

Following the sell-out success of our last two conferences in Singapore and Cambridge, we are holding a further Cambridge Schools Conference in Colombo, Sri Lanka.

The conference, from 4 to 5 December, will take as its theme *Inspiring teaching, inspiring learning: How we prepare learners for a lifetime of learning*. It will bring together a community of teachers representing schools from many countries and contexts.

Paul Ellis, Head of Teaching & Learning Strategy, said: "We hope that the conference participants will go home full of ideas on how to engage their students, bring more innovation to the classroom, reflect on what they are doing in lessons, and be more confident in their teaching and how they support their learners."



The conference programme is designed to support professional learning by offering a range of perspectives on the conference theme, with opportunities to debate and discuss these in panel sessions and workshops.

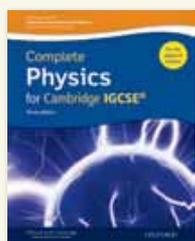
Speakers include Professor Guy Claxton of the UK's University of Winchester. See page 14 for an insight into his keynote speech *Inspiring learning*.

Book a place or find out more at www.cie.org.uk/csc-2014

Support a smooth transition from Cambridge IGCSE® to Cambridge International AS & A Level

Teachers have told us that some students can find the transition from Cambridge IGCSE to Cambridge International A Level a challenge. Here's how a stretching approach, with a focus on building advanced knowledge from the start, can support progression and confidence.

Stretch your students at Cambridge IGCSE level



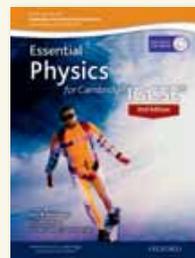
NEW
for September
2014

Trusted by teachers around the world to build advanced scientific skills from age 14, this stretching Cambridge IGCSE Science course will help students feel more confident when they move up to Cambridge International A Level. Its rigorous approach is ideal for high ability students, who aspire to study science in the future.

Now updated for the latest syllabus for first examination in 2016, it includes new online resources to support knowledge and skills for assessment success.

Visit www.oxfordsecondary.com/completescience16 to sign up for free previews and inspection copies.

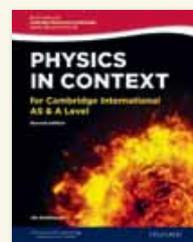
Help English as an Additional Language (EAL) students reach their potential



NEW
for January 2015

A clear, straightforward approach supports confidence from the start, building EAL learners' subject and language knowledge. By embedding the basics, it will build potential for Cambridge IGCSE and a good foundation for higher level study.

Smoothly transition students to Cambridge International A Level Science



NEW
for January 2015

With a practical approach that helps make science meaningful, this resource will help you to equip your learners for the demands of Cambridge International A Level study. Supporting the advanced skills students need for Cambridge International AS & A Level, it encourages students to practise and apply relevant skills, for assessment confidence.

We are working with Cambridge towards endorsement of Physics and Biology in Context, and towards recommendation of Chemistry in Context.

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For more information and advice on ordering inspection copies, visit www.oxfordsecondary.com/cambridge or email schools.enquiries.uk@oup.com

OXFORD

IN FOCUS

GETTING IN, GETTING ON



Tristian Stobie, Director, Education, Cambridge International Examinations, introduces our special section on helping students to get into university, then get on once there and later in life

Our Cambridge Schools Conferences this year focus on the theme *Inspiring teaching, inspiring learning*. To succeed in further education and the modern workplace, teaching needs to inspire learners to be confident, responsible, reflective, innovative and engaged.

We all have a responsibility to help learners develop the habits of mind, skills and strategies needed to be active and independent lifelong learners. Not only does this make learning enjoyable and meaningful for students as well as teachers, it is also the most effective approach to raising academic standards and attainment.

Developing independent thinking – the ability for a student to be reflective, critical and creative – is highlighted in the article ‘Preparing students for university’ (page 8).

Depth of subject understanding and a passion for the discipline, both of which are critical in achieving good examination results, are stressed in ‘What do universities want?’ (page 10).

In ‘Inspiring teaching, inspiring learning’ (page 14), Guy Claxton argues that excellent teaching practice makes students resilient, enabling them to think for themselves, be creative and flexible in handling complexity and uncertainty.

In ‘Equipping students for the world of employment’ (page 16), Emma Brown highlights problem-solving ability, together with teamwork



How do schools such as ULink College in China ensure students make the right subject choices to help them apply to university? See page 8

and communication. We are committed at Cambridge to doing all we can to support teachers’ and schools’ delivery of a curriculum that nurtures these competencies in learners.

Qualification and assessment design need to support active learning, make learning relevant and require students to handle complexity and apply their understanding to new contexts.

We need to offer a wide range of disciplines so that schools are able to select a broad and balanced curriculum for their students.

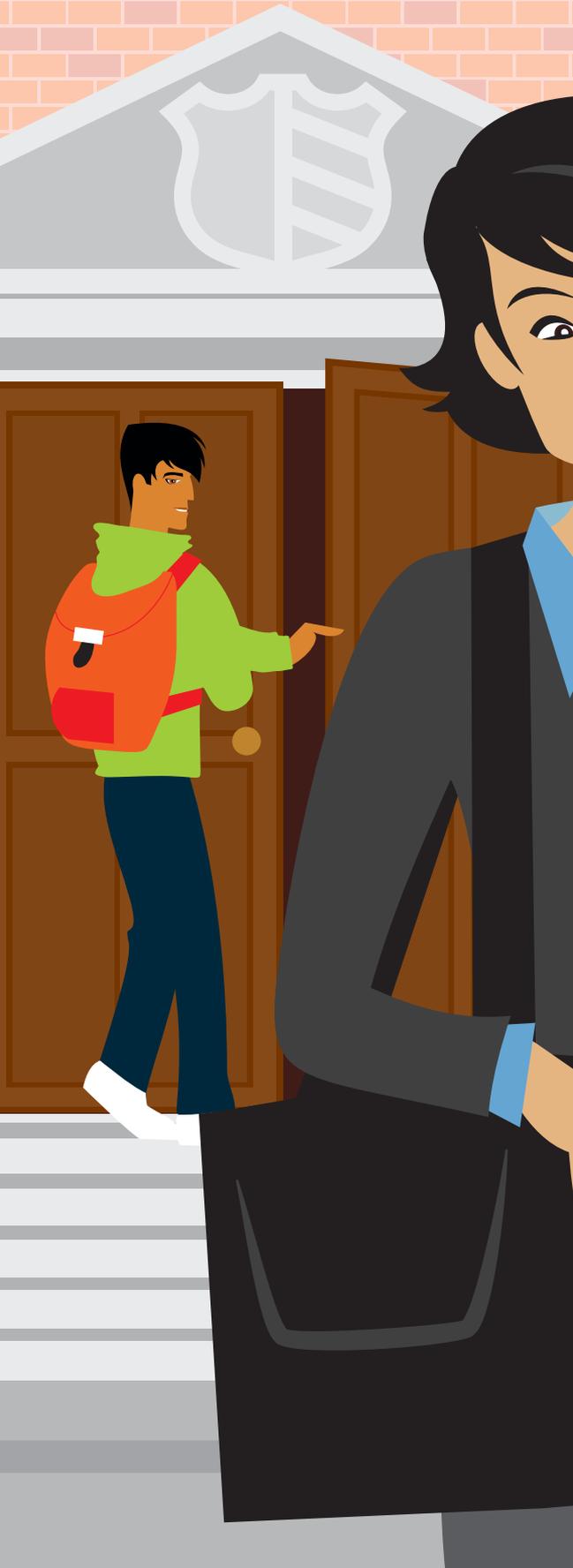
Professional development needs to support teachers to be inspiring and help them become role models for students.

“Qualification and assessment design need to support active learning”

– Tristian Stobie, Director, Education, Cambridge International Examinations

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- 8 Preparing students for university
- 10 What do universities want?
- 12 Key destinations: studying abroad
- 14 Inspiring teaching, inspiring learning
- 16 Equipping students for the world of employment



Preparing students for university

When we asked three Cambridge schools about preparing students for university, they told us about the importance of choosing subjects, developing skills and meeting university counsellors

CHOOSING SUBJECTS

Choosing the right qualifications and subjects at school is vital for a young person's future – and teachers play a crucial role.

Mrs Vasudha Neel Mani is Principal of Vidya Sanskar International School in Faridabad, India. She says: “We organise individual sessions for students with our in-house counsellor who gives them advice based on their aptitude for the subjects, reviews from mentors and parents, their own interest and how their subject choice will help them in pursuing a career. Each student is allocated a mentor for the four years of Cambridge IGCSE and A Level. They form a bond with each other which definitely improves understanding for mentors to help students with their course choice.”

At Dr Pillai Global Academy (DPGA) in New Panvel, India, Section Head Indu Parvathi says: “We encourage students to make informed choices based on their aptitude – this includes their performance in the subject in their Cambridge Checkpoint and IGCSE years. Subject teachers also explain the content of A Level courses and what the scope of each subject will be at university. University and career advice sessions are open to IGCSE students as well as AS and A Level students, meaning students are well informed by the time they make A Level choices.”

Planning often starts even earlier. Vidya Sanskar's Vasudha Neel Mani says: “We have an

Students from Dr Pillai Global Academy engage in creative activities to develop holistically



orientation programme for students and parents to explain Cambridge IGCSE qualifications and subjects. We advise them on subject choices that will help them with admission into Indian or overseas universities and with their careers.”

Phyllis Roderick, Associate Director of ULink College in Guangzhou, China agrees: “If students are interested in particular universities and courses, we check the admission criteria to help them when considering school subject choice.”

DEVELOPING SKILLS FOR UNIVERSITY

As well as choosing the right qualifications, students need to develop skills for success at university. In a Cambridge survey asking over 1000 teachers about the skills students need to prepare them for higher education, almost all (96 per cent) named independent thinking as top¹.

“Independence, like any other skill, cannot be acquired in a day,” says Vidya Sanskar’s Vasudha. “We prepare students to acquire it over a period of time. The school encourages self-study and students take decisions on day-to-day matters to instil research skills and self-discipline.”

Indu Parvathi says DPGA takes a similar approach: “We focus on honing students’ reflective and analytical skills so that they become independent learners who can integrate and apply concepts to various contexts later in life. Apart from vibrant learning based on the curriculum, students engage in a plethora of creative activities, growing richer in terms of skills and personality traits. Every single lesson, every single activity, contributes to their holistic development.”

The school also recently introduced Cambridge IGCSE Global Perspectives. In this course – and in the Cambridge International AS & A Level Global Perspectives & Research courses – learners explore topics that have a global



“Independence, like any other skill, cannot be acquired in a day” – Vasudha Neel Mani, Vidya Sanskar International School, India

significance. The syllabus emphasises the development of skills rather than the acquisition of knowledge – 21st century skills such as communication, collaborating with others, reflectiveness and independent thinking, all of which are important for further study.

Indu says: “The Cambridge qualifications impart skills needed in working effectively in global environments using information from different sources around the world.”

MEETING UNIVERSITY COUNSELLORS

All three schools encourage their students to meet university counsellors and talk to them about their universities and courses. This might be at a university fair – Vidya Sanskar’s Vasudha says that this “helps them a lot in making choices” – or at the school itself when university counsellors visit. Indu explains that at DPGA these “sessions can be attended by both IGCSE and AS and A Level students”.

ULink College has established close relationships with particular universities. Every year university counsellors visit the school from University College London, the University of Bath and The University of Edinburgh. ULink’s Phyllis Roderick, says:

“The connection helps our students get fresh information directly, and students’ questions can be answered by the admissions officers or co-ordinators immediately. We have a considerable number of students accepted to the best universities in the world.”

We talked to:
Vasudha Neel Mani, Principal, Vidya Sanskar International School, Faridabad, India

Indu Parvathi, Section Head, Dr Pillai Global Academy (DPGA) New Panvel, India

Phyllis Roderick, Associate Director, ULink College, Guangzhou, China

What do universities want?

Admissions officers around the world share their advice on what makes a good applicant



“Students who have taken Cambridge International A Levels do very well at our campus”
 – **Stuart Schmill, Massachusetts Institute of Technology**

The Massachusetts Institute of Technology (MIT) website compares its courses to “a very interesting, fairly rugged mountain” and says that it wants people who have “the training, stamina and passion for the climb”. The University of Cambridge website says that it is looking for students with academic ability, motivation and enthusiasm for a course.

We talked to admissions officers about the qualities that they look for in their prospective students and how Cambridge qualifications prepare students for higher education.

GREAT RESULTS

Firstly, universities are looking for students with the academic ability to complete the course. Richard Partington is the Senior Tutor at Churchill College, University of Cambridge. He says:

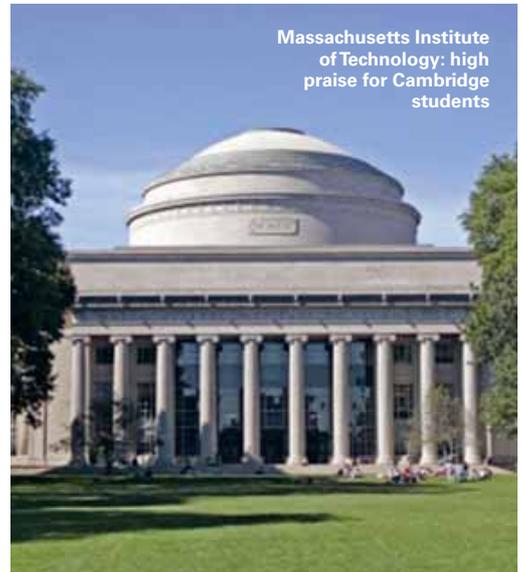
“In the end you cannot get away from examination results. My advice to all learners, international learners among them, is work as hard as you can at school and get the best results you can.”

SUBJECT UNDERSTANDING

Universities are looking for students who can demonstrate that they already have a deep understanding of their subject. These students will be able to hit the ground running at the start of their degree, and will be well equipped to understand the new ideas and concepts introduced at degree level. MIT is a world-class educational institution, specialising in science and technology. Stuart Schmill, Dean of



“In the end, you cannot get away from examination results”
 – **Richard Partington, University of Cambridge**



Massachusetts Institute of Technology: high praise for Cambridge students



ULink College students find out what universities want

Admissions, says: “Students who have taken Cambridge International A Levels do very well at our campus. One of the things we find is that they have a real depth of understanding of the subject matter that they have had classes in, and a real engagement with it.”

This depth of understanding is at the heart of our recently refreshed Cambridge International A Levels. We worked closely with university lecturers and admissions officers to identify key concepts – the underlying principles of each subject.

When learners understand these key concepts they are able to use them to solve problems and to understand new aspects of the subject.

Admissions officers are also looking for evidence of the skills that undergraduates will need to cope with the rigours of university work. Roseanna Cross is Head of Undergraduate Admissions at the University of



“

Cambridge qualifications are excellent as they allow students to develop lots of transferable skills”
– Roseanna Cross, University of Bristol

Bristol, one of the best universities in the UK. She says: “Cambridge qualifications are excellent because they allow students to develop lots of transferable skills, things like independent learning skills and research skills and problem-solving skills – these things are really important for when you are studying at university.”

A GENUINE INTEREST IN THE SUBJECT

Finally, universities are looking for motivated and passionate students – students with the enthusiasm to sustain them through three or more years of study at university.

Richard Partington of Churchill College stresses how important it is for students to have a real interest in a subject. “The critical thing is that students apply for something that they are genuinely interested in,” he says. “And that’s the student, not mum or dad, not social expectation of the society in which they live.”

Philip Ballinger, Associate Vice-Provost for Enrollment and Admissions at the University of Washington, USA, the state’s flagship institution, says that they are looking for students who love to learn: “These students are willing to be challenged, willing to dive into new things, and often more able to synthesise what they have learned. The Cambridge approach fosters such students, such learning, and such results.”

“

The Cambridge approach fosters students who are willing to be challenged, willing to dive into new things”
– Philip Ballinger, University of Washington

Need-to-know

Cambridge International AS & A Levels:

- are taken by more than 175 000 learners in around 125 countries every year and are available in a choice of 55 different subjects
- are regarded as a passport to success in education, university and employment
- help students develop a deep understanding of subjects, as well as independent learning and constructive thinking skills which are so important to universities.



More advice

Find out more and download our Cambridge Advanced brochure at www.cie.org.uk/cambridgeadvanced

Key concepts

When we refreshed our most popular Cambridge International AS & A Level syllabuses, we worked with universities to identify the key concepts of each subject. Understanding these underlying principles helps learners develop the deep subject knowledge that universities are looking for.

Example of key concepts:
Cambridge International AS & A Level Biology

- Cells as the units of life
- Biochemical process
- DNA
- Natural selection
- Observations and experiment
- Organisms in their environment

KEY DESTINATIONS

Former students from Cambridge schools talk about studying abroad

A survey of 220 Cambridge schools (from Sub-Saharan Africa, Asia Pacific, Europe, MENA, South Asia and the Americas) shows that nearly 50 per cent of schools have students who travel abroad for university. The top three destinations for Cambridge learners applying for university overseas are the UK, USA and Canada¹ and the schools said the trend for students going to university overseas is increasing. Here, we talk to three of these students.



UK
NAME: Raunaq Bagchi
SCHOOL: The Cambridge School, Kolkata, India
A LEVELS: Chemistry, Biology, Physics, Mathematics
UNIVERSITY: Imperial College, London
COURSE: Chemical Engineering

“After being accepted into many excellent universities, both local and international, I decided that my best option was to pursue Chemical Engineering at Imperial College, London, which is ranked among the top 10 of its kind in the world. Going to university and the

further exploration of my discipline of interest would not have been possible without the accreditations of the Cambridge system. Through its internationally accredited subject curricula and growing presence among educational institutes in India, this examination board has eased my transition from high school to a leading UK university.”



AUSTRALIA
NAME: Wan Yee Woon
SCHOOL: Taylor’s College, Subang Jaya, Malaysia
A LEVELS: Biology, Chemistry, Mathematics, Physics
UNIVERSITY: University of Queensland, Australia
COURSE: Dentistry

“Cambridge International A Levels gave me sufficient time to explore my options before I finally decided to pursue a degree in Dentistry. During my course, I often grumbled about why we needed to absorb so much knowledge, most of which seemed irrelevant to Dentistry. At university, the workload is much heavier! Now I realise this instilled in me a determination to study hard and study well.”



USA
NAME: Zeng Yiming
SCHOOL: ULink College of International Culture, Guangzhou, China
A LEVELS: Chemistry, Economics, Maths, Further Maths, Physics
UNIVERSITY: Wesleyan University, USA
COURSE: Mathematics, Philosophy

“I didn’t realise how well Cambridge International A Levels had equipped me with general knowledge in natural sciences and economics – this is a real advantage in the sense that I can have more time to explore other academic fields, including philosophy and music, and figure out my genuine interests earlier than other students. In my experience, Cambridge International A Levels can help to get you considered for almost all colleges and universities in the United States, and many admissions officers said that they prefer students who have international educational backgrounds. Holding Cambridge International A Levels will definitely help you to grab the attention of the college admissions officers!”

Need-to-know

Cambridge International AS & A Levels are recognised by all UK universities, more than 450 universities in the USA and many other universities around the world. To check which institutions recognise and award course credits for Cambridge qualifications, visit recognition.cie.org.uk

To find out more about applying to US universities and to read more case studies, download our *Destination USA* brochure at www.cie.org.uk/usa/recognition Look out for our *Destination UK* brochure too.

For more, see www.cie.org.uk/cambridgeadvanced

Cambridge International AS & A Level

Completely Cambridge

Cambridge resources *for* Cambridge qualifications

Cambridge University Press works closely with Cambridge International Examinations as part of the University of Cambridge, and we support thousands of learners each year on their journey to success.

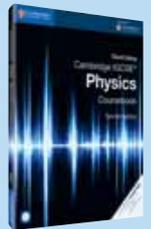
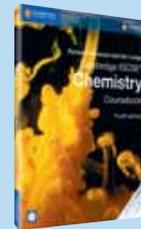
We publish over 100 fully endorsed titles across a broad spectrum of subjects to ensure that both learners and teachers are supported in the classroom and beyond.

With a full suite of resources covering Cambridge Primary, Cambridge Secondary 1, Cambridge IGCSE, Cambridge O Level and Cambridge International AS & A Level qualifications, our commitment to educational excellence is visible through our wide range of comprehensive, high-quality resources.

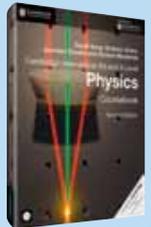
Cambridge University Press: **supporting Cambridge teachers and encouraging Cambridge learners.**

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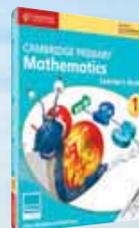
Cambridge IGCSE® Sciences



Cambridge International AS & A Level Sciences



Out Now: Our new Cambridge Primary series: education.cambridge.org/cambridgeprimary



coming
soon

For more information on our full range of publishing for Cambridge courses, visit:
education.cambridge.org/cie

Inspiring teaching, inspiring learning

This December, Guy Claxton will deliver a keynote presentation at the Cambridge Schools Conference in Sri Lanka. In the run-up to the event, he gives us a preview of some of the ideas he will be speaking about

It's a "Google world" in which students need to be taught "a sceptical attitude towards knowledge claims", says Guy Claxton, keynote speaker at both of our Cambridge Schools Conferences this year, which take the theme *Inspiring teaching, inspiring learning*.

Guy, who addressed delegates at our UK event early in September, will speak again in Sri Lanka, where 400 teachers from across the world will come together.

"The traditional approach to textbook teaching, which presumes the textbook is an unimpeachable source of authority, is inadequate in the 21st century," he says. "There's a lot of good, well-expressed knowledge available on the web as well as the dubious stuff. Whether young people are reading something on Wikipedia or watching TV, they should have a natural deep-seated inclination to say, 'How do we know this is true?', 'Where could we go to check?' and 'Who is good on this?'

"Schools also need to engage children with questions, the answers to which are not Googleable."

The conference aims to encourage both teachers and learners to take more

responsibility for their own learning, but also aims to give them practical advice on what constitutes teaching and learning that is inspiring.

Guy says: "To me, that means inspiring students to be more adventurous, inquisitive and creative learners in their own right, and inspiring teaching that is deliberately designed to inspire and encourage students to take more responsibility for their own learning."

Staying focused

A key skill learners need in our media age is the ability to control their own concentration, says Guy: "Google is designed to make you distractible, but being able to stay focused on something without being easily distracted is something you can learn. It's a mental muscle you can exercise."

During his keynote speech, Guy will give lots of examples and data on the benefits of not just concentrating on results:

"Yes, we want results but results are not sufficient. We



Delegates at last year's Cambridge Schools Conference

need to get results in a way that progressively coaches the development of mental attitudes and skills like resilience, independence and self-organisation."

The joy of learning

Schools need to prepare youngsters with the skills and attitudes they need to cope with difficulty, says Guy: "Schools should be teaching that the joy of learning is to be found in the struggle with difficult things. Everyone should be feeling confused and stupid much of the time because that's what real learning requires. We need to be building the emotional tolerance for difficulty – the patience to stay with things – in order to discover the deep pride and satisfaction that comes only on the other side of having struggled as intensely as you can with something tricky."

Developing positive learning dispositions is key for Guy: "With a lot of learning skills or thinking skills training, students learn to mobilise those skills only when they are prompted by their teacher. They don't become dispositional or habitual, which is what we need to help youngsters develop, as we are not always going to be there saying, 'This is the time to wheel out your imagination



fail to develop the mental habits they are going to need later on. Parents should be supporting their schools in making their children think.”

Guy believes there needs to be the same ethos throughout the school: “The staff room, the secretaries, the person who looks after the grounds and the teaching assistants all need to see themselves collectively as a community of enquiry. Inquisitiveness, openness, non-defensiveness, imaginativeness and experimentation need to permeate all activities – if a school does that, it becomes a very powerful incubator of these same attitudes in the students at the school.”



Why are manhole covers round?



For more on the conference... visit www.cie.org.uk/csc-2014



“

The joy of learning is to be found in the struggle with difficult things” – **Guy Claxton, University of Winchester**



or your concentration or your resilience.’ That distinction is really important.

“Resilience isn’t just a skill, it’s an attitude – it’s the way you meet the world and it’s that that we have to try to cultivate in youngsters; not just something that’s merely technical.”

At a university interview, students are often thrown unpredictable questions to see if they can think on their feet:

“When someone is asked ‘Why are manhole covers round?’, if they can take a deep

breath then give their thoughts, they are more likely to get in than someone who’s got the same qualifications but is struck dumb,” says Guy.

More fun and better results

Guy believes that it is a very real possibility for any school to adjust the way it teaches: “The more a teacher understands the importance of teaching students in a way that involves them thinking about how to learn for themselves and how to be more independent, the more enjoyable the teaching is and the better the students do – you’re going to have a lot more fun and you’re going to get better results.”

Parents, says Guy, need to understand this too: “If you only focus on pressurising your children into getting the grades, you not only create a huge amount of stress but you also



Guy Claxton is Emeritus Professor of the Learning Sciences at the University of Winchester and Visiting Professor of Education at King’s College London. He is an international speaker on creativity, learning and the brain, and has worked as a consultant for many education organisations including the New Zealand Ministry of Education, the South Australian Ministry of Education and the football Premier League. He has a double first from Cambridge in Natural Sciences and a DPhil from Oxford in Experimental Psychology. He is also a Fellow of the British Psychological Society and of the Royal Society of Arts. He established the educational Building Learning Power (BLP) programme, which helps students get top marks and become confident real-life learners. BLP has shaped schools in many countries around the world including Poland, the UAE, Indonesia, Australia, New Zealand, Argentina, Brazil and Ireland.

Equipping students for the world of employment

As our ever-changing world makes it hard for us to predict what jobs will exist in the future, we look at the skills that employers seek – and how Cambridge is supporting the development of these skills

“Education for the future... cannot be mainly about equipping today’s students with a narrow range of employment skills based on risky predictions about tomorrow’s economy,” said Chief Executive of Cambridge International Examinations, Michael O’Sullivan, in a speech at the Annual Conference of The Association of Independent Schools of India¹.

“The larger part of it must be about enhancing human capacity to deal with the unexpected, to think creatively in new and unforeseen situations, to take responsibility and shape change for the benefit of society, not just endure it.”

Employers are already alert to the value of such creative and flexible thinking. This approach is one of the three key attributes that global energy and petrochemical group Shell looks for in its employees, says Emma Brown, University Relations Recruiter at Shell.

Emma works with universities to help students apply for Shell’s graduate programme, which runs all over the world. Shell calls this

attribute ‘capacity’. Emma explains: “It’s all about a student’s ability to analyse problems and develop solutions. It’s about how you think – how your brain works and how it draws in the external pieces of information when developing solutions.” Emma says that Shell also tests potential candidates on two other attributes. One is ‘achievement’: “how you get things done”. The other is ‘relationships’: “your ability to build constructive relationships and be able to deliver in a team environment”.

In 2013, the company hired 1241 students onto its graduate programme working in the Americas, Europe and Russia, Africa and the Middle East.

Given this global outlook, Emma says there is increased emphasis on interactivity and collaboration in the company:

“In the graduate programme and within many areas in Shell, you will be expected to be working in virtual teams and diverse teams with a lot of your colleagues based all around the world rather than in your immediate vicinities.”

Top 10 skills

IN A SURVEY BY THE NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS (NACE)², MANAGERS WERE ASKED WHAT SKILLS THEY PRIORITISE WHEN HIRING GRADUATES. THE RESPONSES SHOWED THE TOP 10 SKILLS, IN ORDER OF IMPORTANCE, WERE:

- 1 Ability to work in a team
- 2 Ability to make decisions and solve problems
- 3 Ability to plan, organise and prioritise work
- 4 Ability to communicate verbally with people inside and outside an organisation
- 5 Ability to obtain and process information

1. Michael O’Sullivan quotes from his speech at the Annual Conference of The Association of Independent Schools of India, Kolkata 26.9.13 2. Forbes, survey by the National Association of Colleges and Employers (NACE), USA www.forbes.com/sites/susanadams/2013/10/11/the-10-skills-employers-most-want-in-20-something-employees



“

It's about how you think; how your brain works and how it draws in the external pieces of information when developing solutions”

– **Emma Brown, Shell**

Cambridge is also alert to the importance of interpersonal skills such as collaboration. Chief Executive Michael O'Sullivan acknowledges that assessing the development of these skills poses a challenge for examination boards, but Cambridge is moving ahead in this area. He says:

“A great example of this is Cambridge Global Perspectives®, which is a unique cross-curriculum course encouraging learners to think critically about a range of global issues through independent research and group learning.”

Throughout the courses there is an emphasis on communication and

collaboration. One element of the course is the team project, where students work together to identify a local problem with global relevance and to propose workable solutions.

“It is taken by a growing number of schools around the world,” adds Michael O'Sullivan. “One teacher summed it up particularly well, saying: ‘I now have a class of great thinkers and writers, who are able to assess what constitutes a good and a bad argument. This gives these students a great advantage over their peers. It gives them the experience of having real ownership of their work; a taste of real scholarly study which is driven by them – not the teacher.’”

- 6 Ability to analyse quantitative data
- 7 Technical knowledge related to the job
- 8 Proficiency with computer software programs
- 9 Ability to create and/or edit written reports
- 10 Ability to sell to and influence others

ILLUSTRATION: TIM WEIFFENBACH



A shining example

Training and retaining teachers is a challenge for educators all over the world, not least in remote parts of Pakistan. Here we look at what that country's Beaconhouse School System, a network of close to 100 000 students, is doing to address the issue

The ethos of the Beaconhouse School System (BSS) in Pakistan is distinctly student centred, according to Fareeha Ahmad, Deputy Director Curriculum Development. "Teachers are seen as facilitators and children learn through doing," says Fareeha. "We feel this leads to deeper understanding and it's more meaningful."

BSS has its own Early Years and Primary school curricula, but its students take Cambridge O Levels and International A Levels. "This approach to curriculum delivery works extremely well for us, as is evident from our internal and external examination results," adds Fareeha. "Beaconhouse designs and implements its own indigenous curriculum which is influenced by the UK national curriculum. Hence, when students move to O Level, there is a smooth transition. However, at times, recruiting and retaining experienced teachers is a challenge.

"Trained teachers are the backbone of an effective school system. Beaconhouse has established a Teacher Education department for in-service teachers that provides both generic and subject-specific training. This training equips teachers with the knowledge, skills and attitudes that promote learning in the classroom. The in-house training of O and A Level teachers is complemented by virtual and face-to-face training provided by Cambridge International Examinations, which keeps them abreast of curriculum and assessment requirements.

"We also believe in systemic collaboration," continues Fareeha, "so BSS schools work closely



At Beaconhouse School System schools, "children learn through doing"

together. We have three regions and each has three to four groups of 10 to 15 schools. Each School Group Head ensures that there is collaboration and co-ordination between the schools. This allows for the exchange of best practices, and offers opportunities for coaching and mentoring, which promotes excellence across all schools."

Underlining the importance of mentoring and collaboration, Fareeha

“Collaboration and co-ordination between schools promotes excellence”

– Fareeha Ahmad, Deputy Director Curriculum Development, Beaconhouse School System, Pakistan

cites the case of a Beaconhouse school that introduced Cambridge O Levels a few years ago. She says:

"Being an outstation school – that is a school in a distant location – we had some difficulties in getting teachers who had previous experience of teaching O Levels. To ascertain teachers' knowledge and understanding of subject content, the selection process included teachers attempting past Cambridge O Level papers. Once the faculty members were in place, experienced teachers from a well-established O Level school provided training on syllabus requirements, lesson planning, assessment, maintaining assessment records, providing differentiation, and using the Cambridge Teacher Support site effectively. The website's resources are tremendously useful for new teachers.

"Teachers from the mentor school also conducted model lessons and shared lesson plans," adds Fareeha. "During their visits they also jointly designed lesson plans and co-taught lessons with new teachers. Once the school started administering assessments, the marked papers were moderated by the mentor school. Both onsite and Skype sessions were regularly held to discuss issues.

"It was a long process, but with ongoing evaluation we observed the huge benefit of collaboration between schools. Evaluation was built into the programme, starting from day one. We took feedback on various aspects of the support programme from teachers in both the outstation schools and the mentor school. The feedback was regularly reviewed and changes were made accordingly." ■



Moving on up

If a Cambridge IGCSE student has a chosen degree or career, we must of course make sure they select the right Cambridge International A Levels to enable them to pursue it. But how else can we prepare them for the next stage? Cambridge teachers share their tips

TIP Advise students to choose Cambridge

International A Levels they are interested in
They'll find it much easier to do the extra reading and research required for good grades. Check these are also the subjects needed for their chosen degree.

TIP Remind them of the value of notes

These will help them to focus, reflect on their learning and learn the vocabulary they need. Ask them to trade notes with a partner at the end of a lesson to see how well they understood the class.

TIP Respect your students' views and ideas

At this age, many young adults are starting to formulate interesting ideas and thoughts. Listen to their views – you never know what you might learn and they will be encouraged and motivated if they are shown that their opinions count.

TIP Be a listening ear

If a student is struggling with his or her studies, ask why and find out how they can be encouraged to persevere and get back on track.

TIP Give students more responsibility

If the school has a student council, encourage students to join to improve their communication skills and confidence. It will also help with decision-making and analytical thinking – two key skills for A Level and beyond.

TIP Invite successful Cambridge International A Level students back to give speeches and talks

This will help to motivate your current students by showing them good learning role models.

TIP Help your students to manage their time

Most students will not be used to the concept of self-study time and will need hints to help them manage their work effectively. Learning to plan their workload is one of the most useful skills that an A Level student can acquire.

Thanks to all the schools that contributed to the advice in this article.

If your school has any further advice to offer, please email your tips to: outlook@cie.org.uk



“For students, teachers and schools, Cambridge IGCSE is the best possible preparation for Cambridge International A Level. Cambridge IGCSE offers students challenging but interesting syllabuses that allow them to develop confidence about working entirely in English before they begin their further education. Our students begin Cambridge International A Level knowing that they can succeed because Cambridge IGCSE has shown them that they can.”

– Samantha Zhang, Executive Principal, WHBC of Wuhan Foreign Languages School, China

Collins

INTERNATIONAL PRIMARY SCIENCE

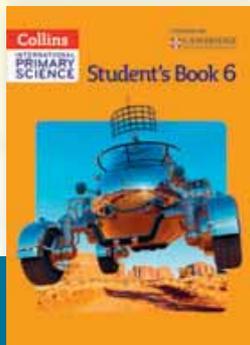
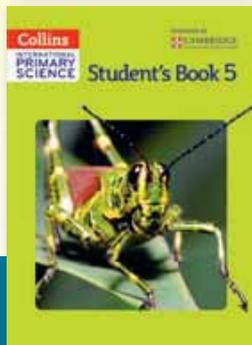
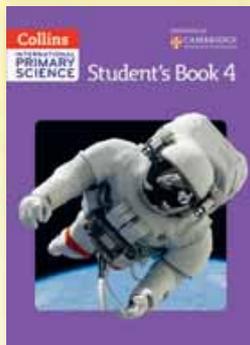
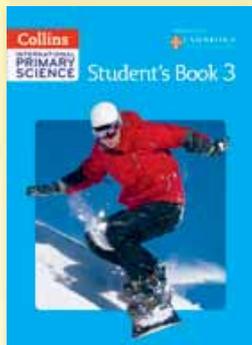
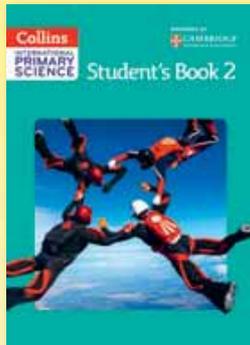
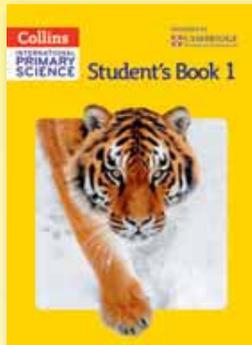
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with a student-centred
course that develops
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www.collins.co.uk/internationalprimaryscience

Born digital: teaching a new generation

As digital-age technology becomes increasingly integral to daily life, we look at how two of our schools are using new innovations to benefit their learners



In a survey of more than 500 Cambridge schools¹, the ability to connect classrooms around the world was the technological application that most appealed to teachers.

Caistor Yarborough Academy is the first state school in the UK to teach Cambridge IGCSE Global Perspectives and is using Cambridge's secure online learning platform to communicate and collaborate with peers in Cyprus, Finland and New Zealand.

CONNECTING SCHOOLS

The school's recent link-ups by email, Skype and video have covered a diverse range of topics – from technological advances for deaf people to the use of hedgerows for green farming. Jackie Burton, Lead Practitioner at the Academy, says: "Through these, my students become aware of what it is to be a global learner."

The online learning platform also enables teachers to interact with international colleagues in online communities, share resources and access homework assignments.

TECHNOLOGY STRATEGIES

More than half of teachers surveyed already have a strategy for using technology in the classroom. Over a third of teachers are already using smartphones or tablets in their schools and 60 per cent of teachers say students are allowed to bring their own devices into the classroom. They include Westlake Boys High School in New Zealand, which sees the potential of these devices to "further enhance learning".

MAKING LEARNING FUN

Westlake introduced their Bring Your Own Device (BYOD) policy following the upgrading of its school network to enable wireless access across the school and an increase in the capacity to handle multiple devices. Headmaster D R Ferguson wrote to parents in advance to explain the potential of these devices, clarify guidelines and pre-empt potential concerns: "We see the change in policy simply as a way to allow students greater access to tools that may help them in their learning in some of their lessons. We will continue to provide access to computers at school for students who do not have their own devices."²

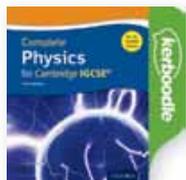
EMBRACING TECHNOLOGY

Michael O'Sullivan, Chief Executive of Cambridge International Examinations, says: "Already the ways in which technology is being used to support assessment and curricula have become crucial." The key, he believes, is working together: "By working in partnership with schools, new strategies and technologies can be embraced in ways which improve learning and prepare learners for a fast-moving and fast-changing world." ♥

1. *Technology in the classroom*, 2013, Cambridge International Examinations
2. www.westlake.school.nz/uploads/2013/09/Headmasters-Letter.pdf

Endorsed resources

Here's a selection of the latest teaching and learning materials developed by publishers to help you deliver Cambridge IGCSE programmes.



COMPLETE SCIENCE FOR CAMBRIDGE IGCSE – UPDATED EDITIONS

SUBJECT: Science
RESOURCE: Print and online student and teacher resources
PUBLISHED BY: Oxford University Press

This comprehensive course has now been updated for the latest Cambridge syllabus. The stretching approach challenges Cambridge IGCSE students to reach their full potential, and lays solid foundations for Cambridge International A Level Science. The new online homework and assessment tool *Kerboodle*[®] supports confidence and stronger achievement.

👉 Visit: www.oxfordsecondary.com/completescience16
Email: schools.orders.uk@oup.com

CAMBRIDGE IGCSE GEOGRAPHY

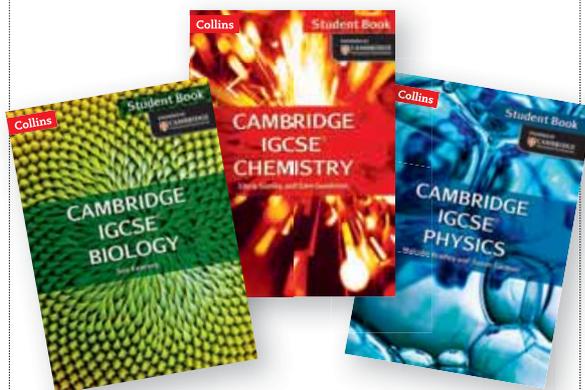
SUBJECT: Geography
RESOURCE: Student's book with CD-ROM
PUBLISHED BY: Hodder Education

Covering the full curriculum and including up-to-date case studies from around the world and a free CD-ROM of study and revision support, this brand-new Cambridge-endorsed book is a key resource for teaching the 2016 syllabus.

👉 Visit: www.hoddereducation.com/IGCSE

SUPPORT FOR SCHOOLS

The latest tools and developments to help you and your learners to get the most out of the Cambridge syllabuses

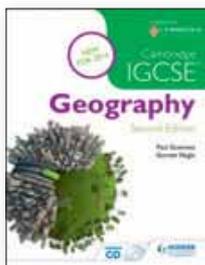


CAMBRIDGE IGCSE SCIENCE

SUBJECT: Science
RESOURCE: Student Books and Teacher Packs
PUBLISHED BY: Collins

Collins' brand-new resources for Cambridge IGCSE Science engage students with international case studies and examples of how science is used in the real world. The Student Books support each individual student to help them achieve success, and the Teacher Packs help you deliver the syllabus with confidence.

👉 Visit: <http://bit.ly/IGCSEScience>
Email: collins.international@harpercollins.co.uk



CAMBRIDGE IGCSE SCIENCES

SUBJECT: Science – Biology, Chemistry and Physics
RESOURCE: Student Coursebooks with CD-ROMs, Student Workbooks with CD-ROMs, Teacher's Resource CD-ROMs
PUBLISHED BY: Cambridge University Press

In these fully updated editions for the new syllabus, the components work together to cover all required content and skills. The student components are accessible to students with a wide range of abilities, and lead on to our popular Cambridge International AS & A Level Science titles (also available).

👉 Visit: education.cambridge.org/cie

Teacher Support

Teacher Support is a free online resource bank and community forum for Cambridge teachers. You can find it at **teachers.cie.org.uk**. Here are some of the many resources that we have recently added to Teacher Support.

CAMBRIDGE SECONDARY 2

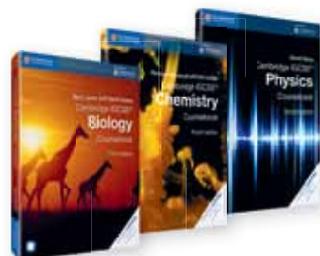
Speaking Test Training Handbook for Cambridge IGCSE German – Foreign Language

Coursework and speaking test training handbooks include guidance on assessment and administration, and include candidate samples for marking practice. The handbooks are now free on Teacher Support – previously they were only available to order.

CAMBRIDGE SECONDARY 2

Example Candidate Responses for Cambridge IGCSE and O Level Art & Design

Real candidate answers are shown alongside examiner





comments so teachers can see the level of performance needed to achieve each grade.

CAMBRIDGE ADVANCED

Scheme of work for Cambridge International AS Level Global Perspectives & Research

A scheme of work is a medium-term course plan, available in many different subjects. It provides suggestions about how you might divide your course into units, and ideas about how you might teach particular subjects.

New ways to explore online

From the end of September, you will be able to browse our revised 2016 Cambridge International AS & A Level syllabuses in new ways online. Choose to view by syllabus content, by scheme of work or by assessment.

1. Explore by syllabus content

Select this option and you can then delve deeper by section, topic or sub-topic. Simply check the appropriate box for AS Level or A Level – or select ‘About the syllabus’ for an overview.

2. Explore by scheme of work

Choose the unit you are interested in to see a list of relevant learning objectives and associated teaching activities – or choose to read an overview of the scheme of work, or view key concepts.



through the study of global topics.

The A Level qualification is a full two-year syllabus. In the second year, learners will develop a broad-based understanding of research methodology and carry out their own 5000-word extended essay on a topic of their choice.

Find out...

Go to www.cie.org.uk/new for further information on this and other new qualifications, plus details of syllabus changes and new support services.



THINKSTOCK

3. Explore by assessment

You can explore the assessment by specimen paper or syllabus content. You can look at questions in detail, view the mark scheme and download any confidential instructions.

You will be able to explore all seven of our revised Cambridge International AS & A Levels:

- Biology
- Chemistry
- Physics
- Accounting
- Business
- Economics
- Literature in English

We tested the new ways of exploring our syllabuses with some of our teachers. Here's what two of them had to say:

“It's nice! I'm able to filter by A Level content, scheme of work and specimen questions. The filters are very useful.”

Feedback on search functions from a teacher based in Indonesia

“This is great. I never expected Cambridge to provide such information on teaching activities. I will definitely download some of the worksheets, maybe for formative assessment of my students.”

Feedback on teaching activities from a teacher based in China

Discover more...

Go to www.teachers.cie.org.uk then locate the relevant subject page and follow the link.

Find out what's new from Cambridge

At Cambridge, we are always improving our qualifications and updating our syllabuses. It's all part of our commitment to support teachers whenever we can.

We have recently added Cambridge International AS & A Level Global Perspectives & Research to our list of qualifications.

The AS Level comprises a stand-alone, skills-based, one-year course enabling learners to develop their research and critical skills

Professional development

FOR TEACHERS

A SELECTION OF FORTHCOMING FACE-TO-FACE TRAINING EVENTS AND WEBINARS FOR TEACHERS AROUND THE WORLD

SEPTEMBER

24–25 SEPTEMBER

Intermediate

Cambridge IGCSE: Business Studies (0450)

Guangzhou, China

Open to all Cambridge teachers.

25–26 SEPTEMBER

Intermediate

Cambridge International AS & A Level: Sociology (9699)

Kathmandu, Nepal

Open to all Cambridge teachers.

26–27 SEPTEMBER

Intermediate

Cambridge IGCSE: Biology (0610)

Amman, Jordan

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

OCTOBER

1–3 OCTOBER

Introductory and intermediate

Cambridge International AS & A Level: Mathematics (9709)

Orlando, USA

Open to all Cambridge teachers.

4–5 OCTOBER

Intermediate

Cambridge International AS Level: Physical Science (8780)

Johannesburg, South Africa

Open to all Cambridge teachers.

5–6 OCTOBER

Introductory and intermediate

Cambridge O Level: English Language (1123)

Colombo, Sri Lanka

Open to all Cambridge teachers.

9 OCTOBER

Intermediate

Cambridge IGCSE: Art & Design (0400)

London, UK

Open to all Cambridge teachers.

9–10 OCTOBER

Intermediate

Cambridge IGCSE: History (0470)

Kuala Lumpur, Malaysia

Open to all Cambridge teachers.

16–17 OCTOBER

Intermediate

Cambridge IGCSE: First Language English (0500)

Bali, Indonesia

Open to all Cambridge teachers.

17–18 OCTOBER

Intermediate

Cambridge International AS & A Level: Physics (9702)

Dubai, UAE

Open to all Cambridge teachers.



QUESTIONS ABOUT OUR TRAINING EVENTS? EMAIL info@cie.org.uk

Spotlight

New webinars

We will be expanding our range of language-based online training over the coming year in response to the numerous positive reviews from the teachers who participated in these sessions.

Our recent training seminar in Cambridge IGCSE French – First Language was the first time we have delivered a webinar primarily in another language, and we were delighted with how much the teachers enjoyed it. Visit www.cie.org.uk/events for more online training courses.



Spotlight**Teachers develop their skills at Cambridge learner workshops**

In May 2014, we provided training to a number of teachers delivering Cambridge IGCSE Literature in English in Buenos Aires, Argentina. One teacher told us:

“I found that after many years of teaching Cambridge IGCSE Literature in English, it was highly refreshing and motivating to take the professional development course delivered by the trainer. I was most definitely able to take directly back into the classroom all the new ideas and insights the very next day!”

LOOK OUT FOR
CAMBRIDGE
LEARNER
WORKSHOPS IN
YOUR REGION. GO TO
[WWW.CIE.ORG.UK/
EVENTS](http://WWW.CIE.ORG.UK/EVENTS)

NOVEMBER**6–7 NOVEMBER****Intermediate**

Cambridge Secondary 1: English (1111)

 Auckland, New Zealand

Open to all Cambridge teachers.

6–7 NOVEMBER**Intermediate**

Cambridge International AS & A Level: Computing (9691/9608)

 Auckland, New Zealand

Open to all Cambridge teachers.

11 NOVEMBER**Syllabus – changes**

Cambridge International AS & A Level: Accounting (9706)

 Webinar

Open to all Cambridge teachers.

12 NOVEMBER**Component 3**

Cambridge International AS & A Level: Global Perspectives (8987)

 Webinar

Open to all Cambridge teachers.

13–14 NOVEMBER**Intermediate**

Cambridge Primary: English (0844)

 Kuala Lumpur, Malaysia

Open to all Cambridge teachers.

18 NOVEMBER**Intermediate**

Cambridge O Level: Sociology (2251)

 Webinar, Pakistan

Open to all Cambridge teachers from Cambridge Associate Schools linked to the British Council in Pakistan.

20 NOVEMBER**Intermediate**

Cambridge O Level: Literature in English (2010)

 Webinar, Pakistan

Open to all Cambridge teachers from Cambridge Associate Schools linked to the British Council in Pakistan.

DECEMBER**4 DECEMBER****Core**

Cambridge IGCSE: Maths – Core (0580)

 Webinar

Open to all Cambridge teachers.

9 DECEMBER**Syllabus – changes**

Cambridge International AS & A Level: Chemistry (9701)

 Webinar

Open to all Cambridge teachers.

20–21 OCTOBER**Intermediate**

Cambridge O Level: Biology (5090)

 Karachi, Pakistan

Open to all Cambridge teachers.

20 OCTOBER – 8 DECEMBER**Intermediate**

Cambridge IGCSE: Drama (0411)

 Online, tutor-led

Open to all Cambridge teachers.

20 OCTOBER – 8 DECEMBER**Intermediate**

Cambridge IGCSE: Environmental Management (0680)

 Online, tutor-led

Open to all Cambridge teachers.

20 OCTOBER – 8 DECEMBER**Intermediate**

Cambridge IGCSE: Biology (0610)

 Online, tutor-led

Open to all Cambridge teachers.

20 OCTOBER – 8 DECEMBER**Intermediate**

Cambridge IGCSE: French (0520)

 Online, tutor-led

Open to all Cambridge teachers.

20 OCTOBER – 8 DECEMBER**Intermediate**

Cambridge IGCSE: English as a Second Language (0510)

 Online, tutor-led

Open to all Cambridge teachers.

More courses

You can find a complete list of all our courses – both face-to-face and online – in our **Events and training calendar** on our website.

It allows you to either view the full list or search by event type, region, qualification subject group, qualification type and/or month.

You can also find out how to book, including the cost of registration. For more details, go to www.cie.org.uk/events



Cambridge
Professional
Development

Email us

If you have any questions about our training courses, we will be pleased to help you. Email us at info@cie.org.uk

A VIEW FROM... INDONESIA



Anbarasu Balrasan (left), former Principal of Bina Bangsa School, Jakarta, Indonesia, spoke to Ben Schmidt (right), Cambridge International Examinations' Regional Director, Southeast Asia & Pacific, during his last term at the school



Students at Bina Bangsa School, Indonesia

BS What Cambridge programmes are offered at the school?

AB IGCSE and International A Level in a wide range of subjects – including English, Maths, Additional Maths, the pure sciences, Sociology, Art, Business Studies, Economics, Accounting, Mandarin, Bahasa Indonesia, Information Technology, Computing and General Paper.

BS Why has the school chosen Cambridge for these education stages?

AB Cambridge is the gold standard in education. As a school, we found the curriculum content to be rigorous and the assessments appropriately challenging. Cambridge is an excellent preparation for higher education.

BS What challenges have there been?

AB The first challenge was the transition from Bahasa Indonesia to English as a medium of instruction. English is not the main language in Indonesia, which means we conduct teaching and learning in a foreign language environment. This is a challenge especially in subjects such as economics or business studies where students need to read more. The second challenge was the

increased emphasis on application of knowledge as opposed to rote learning. With Cambridge, there came a stronger focus on the application of learning and on why to learn, which meant that we also had to focus on how we teach.

BS What support have you had from our regional team?

AB It is fantastic that the team conducts face-to-face training. We are always happy to host these sessions. Teachers go home more confident and more knowledgeable about the expectations and standards of Cambridge programmes.

BS How else has the team helped?

AB One example was where we encountered a notion that Cambridge International A Levels were not recognised in the USA, and some agencies aggressively tried to create anxiety among parents. The regional team responded by publishing materials, such as a brochure, that have directly helped address these anxieties and promote the A Level programme at Bina Bangsa.

BS What recent developments at the school have improved delivery of the curriculum?

AB We have recently gone more into co-operative learning. We have changed the seating arrangements, putting students in fours. There are now more interdisciplinary studies – for example, connecting nuclear physics with politics and humanities, so students have a better sense of the world and connect their learning.

BS What's special about Bina Bangsa School?

AB The quality of the teachers is wonderful. They are dedicated and passionate about teaching, and they are not afraid of change. I have a very good school management and the students are great. ■

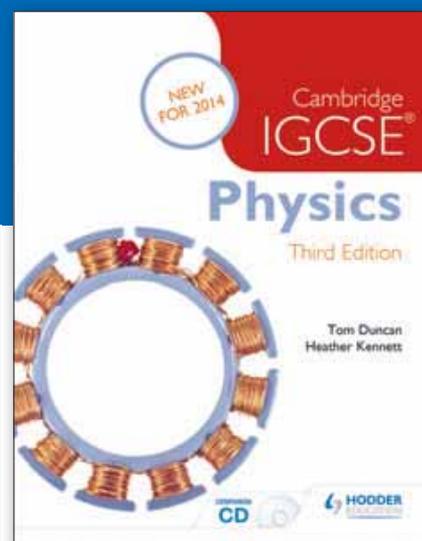
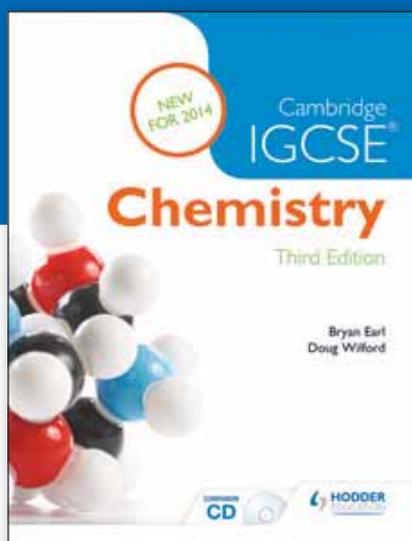
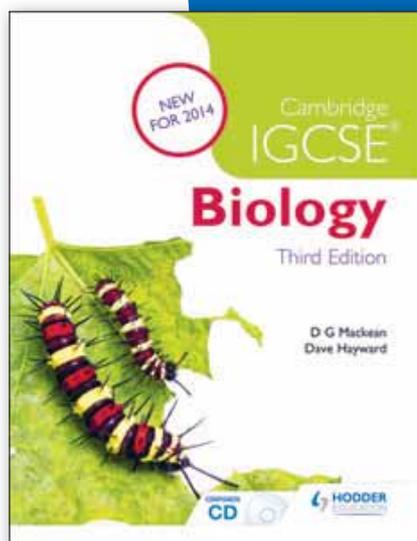
About... Anbarasu Balrasan was Principal of Bina Bangsa School for 10 years and taught Cambridge IGCSE Sociology in years 9 and 10. He left in June to travel around Indonesia and help other schools

develop their programmes, especially Cambridge International A Level and Cambridge IGCSE. His interests include football, reading books on philosophy and history, and – of course – his family.

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Josephine Tan Hwee Hwee, Bina Persada School, Indonesia



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