



**Cambridge Assessment  
International Education**

# Cambridge prospectus

We prepare school students  
for life, helping them develop  
an informed curiosity and a  
lasting passion for learning



**Cambridge  
Pathway** 

Learn • Discover • Achieve

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# Welcome to Cambridge International

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

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

We believe education works best when curriculum, teaching, learning and assessment are closely aligned. Our programmes develop deep knowledge, conceptual understanding and higher-order thinking skills, to prepare students for their future. We encourage teaching practice that engages students in their own learning, and we support our programmes with high-quality resources. Our view is that assessment should both prove and improve students' learning, giving them focus, pace and challenge. We organise our assessment in a way that maximises time for teaching and learning.

We have been providing international exams for 160 years. We are a not-for-profit organisation and the only exam board wholly owned by a world-leading university.

Cambridge Assessment, our parent organisation, has deep experience and expertise in English language learning, developing education on a national level and international education. It provides leading academic and assessment research, and has the largest assessment research team in Europe.



“Cambridge International provides students with an outstanding education. It promotes critical thinking, creativity and a global view.”

Susan Griffin, Headteacher, Woodside Secondary School, Uruguay

## Our approach to education

Five elements lie at the heart of a Cambridge education: international curriculum, teaching and learning, assessment, international recognition and global community.

### International curriculum

When you choose Cambridge International, you create a relationship with an organisation that has an excellent reputation as the leader in international education. We support schools in developing a curriculum that suits their context, culture and ethos, and that they can tailor to their students' needs.

Our programmes stretch, challenge and inspire students of all abilities. They reflect the latest thinking in each subject area, drawn from expert international research and consultation with schools and other stakeholders.

### Teaching and learning

We support the development of Cambridge learners and teachers who are confident, responsible, reflective, innovative and engaged: the Cambridge learner and teacher attributes.

We encourage teaching practices that actively engage students in their own learning. This approach develops students' ability to reflect on their learning, so they can plan, monitor and control their learning strategies. Our professional development for teachers helps them improve their performance and practice throughout their careers.

We recognise that effective learning and teaching can encompass a variety of approaches. All of our programmes and qualifications are well supported with teaching and learning resources. You can find out more about teaching and learning on page 25.

### Assessment

We design our assessments to be fair, valid, reliable and practicable, and we recognise that assessment needs to support student learning, providing focus, pace and challenge to learners. We assess what we know to be of value: deep subject knowledge, conceptual understanding, and higher-level thinking skills. Our flexible assessment structure helps students develop a strong grasp of each subject as a whole.

We design English-medium assessments that are accessible to speakers of English as a second or foreign language.



### International recognition

Our expertise in curriculum, teaching, learning and assessment is the basis for the local and international recognition of our programmes and qualifications around the world. Our qualifications are widely recognised by employers and universities worldwide – including over 600 universities in the US (including the Ivy League) and all UK universities. Cambridge students can be confident that their qualifications will be understood and valued throughout their education and career, in their home country and internationally.

### Global community

Cambridge schools benefit from being part of a global community. It is made up of nearly a million students in 10 000 schools in 160 countries. We involve our community of schools to make sure that our programmes are rigorous, relevant and world class. We organise a range of community events for Cambridge school leaders and teachers, including local, regional and global conferences every year, and we run a busy programme of training and events.

We support professional learning communities which connect teachers around the world so they can share views, information and resources, and learn from one another. You can find out more about the Cambridge global community on page 30.

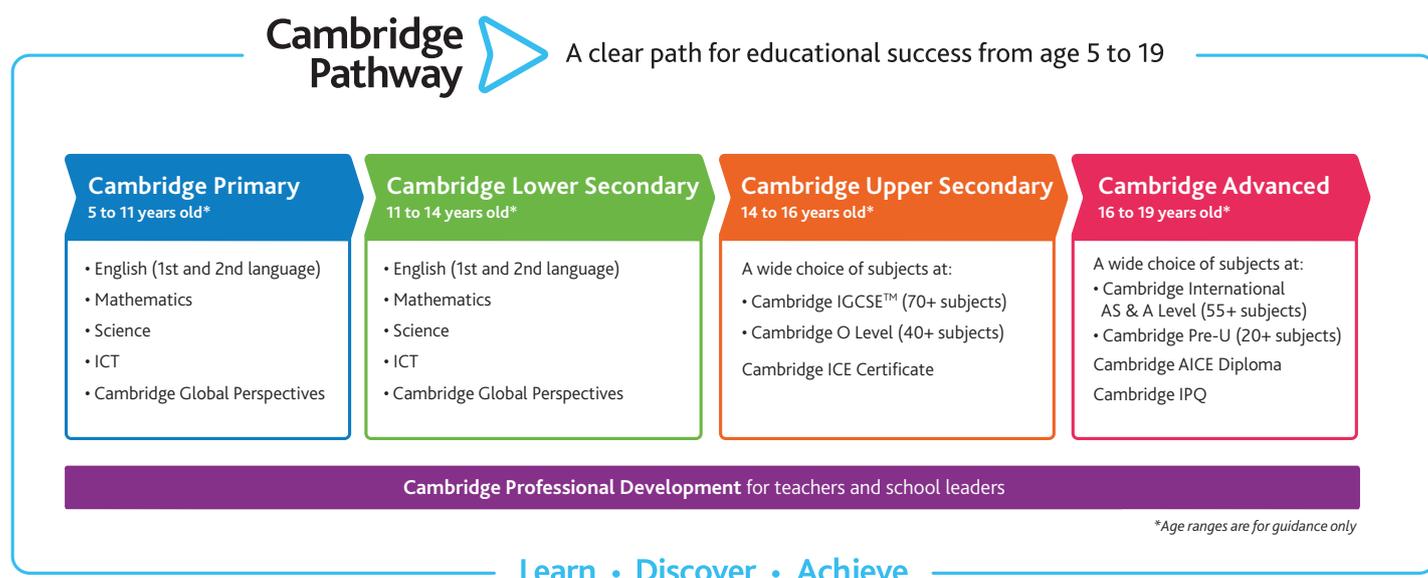
# The Cambridge Pathway

Our Cambridge Pathway helps students develop the knowledge, understanding and skills they need to achieve success at school, university and beyond. Its wide range of subjects and flexibility gives schools the chance to shape the curriculum so that it is exciting and relevant for their students.

The four stages of the Cambridge Pathway lead seamlessly from primary to secondary and pre-university years. Each stage builds on the learners' development from the previous one, but can also be offered separately.

We offer the skills-based programme Cambridge Global Perspectives™ at all stages of the Cambridge Pathway. Cambridge Global Perspectives develops and embeds cross-curricular skills, supporting learners as they progress from Cambridge Primary to Cambridge Advanced and beyond.

We believe that supporting teachers in their professional development leads to improved outcomes for learners. Good-quality training and reflective practice are essential parts of a teacher's professional life. We offer a number of different training and professional development opportunities for teachers according to their experience and needs.



“We chose Cambridge International because of its international reputation, and the support and infrastructure based around its qualifications.”

Neil Barnes, Headteacher, British School of Valencia, Spain



**“ Cambridge Primary has a very flexible curriculum. It is not restrictive. I can bring local and international examples into my class, and it works very well with my students. ”**

Doaa Hamdy El Shaar, Teacher, International School of Elite Education, Egypt

# Cambridge Primary

Cambridge Primary is typically for learners aged 5 to 11 years. It develops learner skills and understanding through the primary years in English as a first or second language, mathematics, science, Cambridge Global Perspectives and ICT.

Cambridge Primary provides you with a flexible framework which you can use to tailor the curriculum to your needs. We provide assessment tools to help you identify what children are learning, monitor their progress and report to parents. Cambridge Primary is an excellent preparation for Cambridge Lower Secondary, and for progression to other educational systems.

## Our curriculum

- sets clear learning objectives in English as a first or second language, mathematics, science and Cambridge Global Perspectives
- focuses on developing knowledge and skills in core subjects which form an excellent foundation for future study
- is flexible: schools can offer any combination of the Cambridge Primary subjects
- focuses on learners' development in each year, providing a natural progression throughout primary education
- is compatible with other curricula, internationally relevant and sensitive to different needs and cultures
- supports learners with English as a first or second language
- gives you optional routes to use sections that suit your learners' needs best
- provides schools with international benchmarks.

Cambridge Global Perspectives challenges learners to explore and make judgements on the global issues that really matter to them. It develops the skills of research, analysis, evaluation, reflection, collaboration and communication. At Cambridge Primary level, it also strengthens the links across English as a first or second language, maths and science.

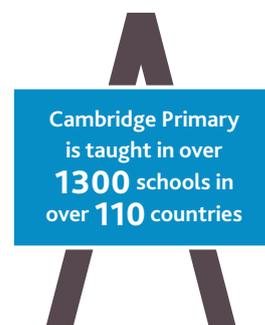
## Cambridge ICT Starters

Information and Communications Technology (ICT) is now part of the educational experience worldwide. It is regarded as a new 'literacy', alongside reading, writing and numeracy.

Cambridge ICT Starters introduces learners, within Cambridge Primary and Cambridge Lower Secondary stages, to the key ICT applications and skills they need to acquire that literacy and to understand the impact of technology on our daily lives.

## Classroom support for teachers and learners

A range of support resources is available to help teachers plan and deliver Cambridge Primary in English as a first or second language, mathematics, science and Cambridge Global Perspectives. Resources are also available for Cambridge ICT Starters. Teachers can access these resources once their school becomes a registered Cambridge school.



## Our assessments

Many schools use the Cambridge Primary testing structure to assess learner performance and report progress to learners and parents. Cambridge Primary uses internationally benchmarked tests, giving parents extra trust in the feedback they receive.

There are two testing options: Cambridge Primary Progression Tests and Cambridge Primary Checkpoint.

### Cambridge Primary Progression Tests:

- provide detailed information about the performance of each learner for stages 3, 4, 5 and 6 of the curriculum
- are available for English as a first or second language, maths and science
- enable teachers to give structured feedback to learners and parents
- enable teachers to compare the strengths and weaknesses of individuals and groups
- are marked by teachers in your school
- come with clear guidance, standards and mark schemes
- can be downloaded securely online.

Cambridge Primary provides a unique analysis tool for Cambridge Primary Progression Tests to track learners' progress. Using test results, teachers can produce detailed reports to highlight the strengths and weaknesses of students and make targeted improvements to teaching and learning. Learners' results can be compared against their class, school or other schools around the world, and on a year-by-year basis.

**Cambridge Primary Checkpoint:**

- tests skills, knowledge and understanding at the end of the primary programme in English as a first or second language, maths, science and Cambridge Global Perspectives
- tests are marked in Cambridge to provide an international benchmark of learner performance
- learners receive a statement of achievement and a diagnostic feedback report
- feedback reports show how a learner has performed in relation to the curriculum, their learning group, the whole school, and against all learners who have taken tests in that series around the world
- helps teachers to monitor group and individual performance, and manage learning programmes.

Cambridge Primary Checkpoint Global Perspectives is assessed by teachers and externally moderated by Cambridge International.

**Resources for teachers of Cambridge Primary**

	English, maths and science	Cambridge Global Perspectives	Cambridge ICT Starters
Curriculum frameworks or syllabus	✓	✓	✓
Teacher guides	✓	✓	
Schemes of work/Challenges	✓	✓	✓
Textbooks and resources from publishers	✓		✓
Training – face-to-face and online	✓	✓	
Secure online support sites: School Support Hub, Cambridge Primary	✓	✓	✓
Subject communities and discussion forums	✓	✓	✓
Online help – frequently asked questions <a href="http://www.cambridgeinternational.org/help">www.cambridgeinternational.org/help</a>	✓	✓	✓
Online Learning Area		✓	
Cambridge Progression Tests (stages 3–6)	✓		
Analysis tool for Cambridge Primary Progression Tests	✓		
Past/specimen question papers and mark schemes	✓		✓
Examiner reports for Cambridge Primary Checkpoint	✓		

“Cambridge Primary helps in developing thinking skills by giving ample time for exploration and hands-on activities.”

Hitesh Jain, Maths Teacher, Galaxy School, India

# Cambridge Lower Secondary

Cambridge Lower Secondary is typically for learners aged 11 to 14 years. It builds on the foundations of Cambridge Primary, although it is not essential to have completed that stage before beginning Cambridge Lower Secondary.

Cambridge Lower Secondary develops learner skills and understanding through the primary years in English as a first or second language, mathematics, science, ICT and Cambridge Global Perspectives.

It provides you with a flexible framework which you can use to develop a curriculum that is tailored to your needs. Cambridge Lower Secondary provides excellent preparation for Cambridge Upper Secondary and other educational systems.

## Our curriculum

- provides a natural progression from primary education and to Cambridge Upper Secondary
- sets clear learning objectives for the first three years of secondary education in English as a first or second language, mathematics, science, ICT and Cambridge Global Perspectives
- is compatible with other curricula, internationally relevant and sensitive to different needs and cultures
- supports learners with English as a first or second language
- gives you optional routes to use sections that suit your situation best
- focuses on learners' development and provides schools with international benchmarks.

Cambridge Global Perspectives challenges learners to explore and make judgements on the global issues that really matter to them. It develops the skills of research, analysis, evaluation, reflection, collaboration and communication. At Cambridge Lower Secondary, it also strengthens the links across English as a first or second language, maths and science.

## Cambridge ICT Starters

Information and Communications Technology (ICT) is now part of the educational experience worldwide. It is regarded as a new 'literacy', alongside reading, writing and numeracy.

Cambridge ICT Starters introduces learners, within Cambridge Primary and Cambridge Lower Secondary stages, to the key ICT applications and skills they need to acquire that literacy and to understand and evaluate the impact of technology on our daily lives.



## Classroom support for teachers and learners

A range of support resources is available to help teachers plan and deliver Cambridge Lower Secondary in English as a first or second language, mathematics, science and Cambridge Global Perspectives. Resources are also available for Cambridge ICT Starters. Teachers can access these resources once their school becomes a registered Cambridge school.

## Our assessments

Many schools use the Cambridge Lower Secondary testing structure to assess learner performance and report progress to learners and parents. Cambridge Lower Secondary assessment uses internationally benchmarked tests, giving parents extra trust in the feedback they receive.

There are two testing options: Cambridge Lower Secondary Progression Tests and Cambridge Lower Secondary Checkpoint.

Cambridge Lower Secondary Global Perspectives is assessed formatively throughout the programme in the form of Challenges. There is also a Cambridge Checkpoint test available at the end of the programme to assess how students' skills have developed.

### Cambridge Lower Secondary Progression Tests:

- are available for English as a first or second language, mathematics and science
- available as on-screen tests or on paper
- provide detailed information about the performance of each learner for stages 7, 8 and 9 of the curriculum
- enable teachers to give structured feedback to learners and parents
- enable teachers to compare the strengths and weaknesses of individuals and groups
- are marked by teachers in your school
- come with clear guidance, standards and mark schemes
- can be downloaded securely online.



**“ Cambridge Lower Secondary Checkpoint provides a worthwhile diagnostic tool for the teacher and a valued and significant milestone for students. ”**

Robert Laytham, Teacher, Visser 't Hooft Lyceum, Leiden, The Netherlands

Cambridge Lower Secondary provides a unique analysis tool for Cambridge Lower Secondary Progression Tests to track learners' progress. Using test results, teachers can produce detailed reports to highlight the strengths and weaknesses of students and make targeted improvements to teaching and learning. A learner's results can be compared against their class, school or other schools around the world, and on a year-by-year basis.

### Cambridge Lower Secondary Checkpoint:

- tests skills, knowledge and understanding at the end of Cambridge Lower Secondary in English as a first or second language, mathematics, science and Cambridge Global Perspectives
- feedback reports show how a learner has performed in relation to the curriculum, their learning group, the whole school and against all learners who have taken tests in that series around the world
- tests are marked in Cambridge to provide an international benchmark of learner performance
- learners receive a statement of achievement and a diagnostic feedback report.

Cambridge Lower Secondary Checkpoint Global Perspectives is assessed by teachers and externally moderated by Cambridge International.

## Resources for teachers of Cambridge Lower Secondary

	Cambridge Lower Secondary	Cambridge Global Perspectives	Cambridge ICT Starters
Curriculum frameworks or syllabus	✓	✓	✓
Teacher guides	✓	✓	
Schemes of work/Challenges	✓	✓	✓
Textbooks and resources from publishers	✓		✓
Training – face-to-face and online	✓	✓	
Secure online support sites: School Support Hub, Cambridge Lower Secondary	✓	✓	✓
Subject communities and discussion forums	✓	✓	✓
Online help – frequently asked questions <a href="http://www.cambridgeinternational.org/help">www.cambridgeinternational.org/help</a>	✓	✓	✓
Online Learning Area		✓	
Cambridge Progression Tests (stages 7–9): on-screen and paper-based versions available	✓		
Cambridge Lower Secondary Checkpoint/module tests	✓	✓	✓
Analysis tool for Cambridge Lower Secondary Progression Tests	✓		
Past/specimen question papers and mark schemes	✓		✓
Examiner reports for Cambridge Lower Secondary Checkpoint	✓		



**“ 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. ”**

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

# Cambridge Upper Secondary

Cambridge Upper Secondary is typically for learners aged 14 to 16 years. It builds on the foundations of Cambridge Lower Secondary, although it is not essential to have completed that stage before beginning Cambridge Upper Secondary.

Cambridge Upper Secondary includes Cambridge IGCSE – the world's most popular international qualification for 14 to 16 year olds – and Cambridge O Level, which has been designed especially for an international audience.

Both qualifications provide excellent preparation for Cambridge Advanced and for progression to other educational systems. Syllabuses support schools by using learner-centred and enquiry-based approaches to learning. They describe the knowledge, understanding and skills learners will develop and explain how these will be assessed.

## Cambridge IGCSE™

We developed the International General Certificate of Secondary Education (IGCSE) 30 years ago. It is now taught in schools in over 150 countries.

### Our curriculum

With its 70 subjects, available in any combination and including more than 30 languages, the Cambridge IGCSE curriculum offers a variety of routes for learners with a wide range of abilities, including those whose first language is not English. It develops learner knowledge, understanding and skills in:

- subject content
- applying knowledge and understanding to new as well as familiar situations
- intellectual enquiry
- flexibility and responsiveness to change
- working and communicating in English
- influencing outcomes
- cultural awareness.

Schools worldwide have been – and continue to be – involved in the development of Cambridge IGCSE, so we are confident it represents the best possible international education for 14 to 16 year olds.

The syllabuses are designed for an international context, but are culturally sensitive. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias. The content, the structure and the administrative support mean Cambridge IGCSE answers the needs of many more schools worldwide.

## Building your curriculum

The curriculum is at the heart of your mission and vision. So the best place to make decisions about it is within the school. We will help you make the right decisions in curriculum design, planning and delivery. Encouraging learners to engage with a variety of subjects between the ages of 14 and 16 is fundamental to our approach.

Cambridge  
IGCSE is taken  
in over **150**  
countries

in more than **4700**  
schools worldwide



### Core curriculum

You can build a curriculum around the core subject groups of mathematics, science and English. Each core subject has a range of alternative syllabuses to suit each learner.

For example, in science, you can offer Cambridge IGCSE Biology, Chemistry and/or Physics plus Cambridge IGCSE Sciences – Combined or Co-ordinated (Double award) or Cambridge IGCSE Physical Science.

### Broadening the curriculum

Broadening the curriculum is easy. Simply draw on the wide range of subjects to add breadth and richness to the curriculum. For example, you can offer any of the following in addition:

- over 30 language syllabuses including first, second and foreign language options
- established curriculum components such as Cambridge IGCSE History or Geography.

### Cross-curricular perspectives

Cross-curricular perspectives are a valuable part of learning. Making connections between subjects, skills and other dimensions creates coherence for learners, and increases motivation and engagement for teachers and students alike.

For example, Cambridge IGCSE Global Perspectives complements existing subject-based syllabuses, encourages the development of skills such as creativity and critical thinking, and promotes a joined-up view of the world.

## Cambridge IGCSE subjects

Regularly updated and extended, Cambridge IGCSE provides you with a wide range of well-resourced and supported courses. Please check our website for the latest information on syllabus availability. Go to [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

### English language and literature

Cambridge IGCSE English syllabuses are available for learners whose first language is English and for those with good English skills, but who are not native speakers. The syllabuses develop the ability to communicate clearly, accurately and effectively in both speech and writing, for study and employment.

English – First Language  
English – Second Language  
English – Literature  
World Literature

### Mathematics

An essential subject for all learners, Cambridge IGCSE mathematics syllabuses encourage the development of mathematical knowledge as a key life skill, and as a basis for more advanced study.

Mathematics  
Mathematics – Additional  
International Mathematics

### Sciences

Students learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

Agriculture  
Biology  
Chemistry  
Environmental Management  
Physical Science  
Physics  
Science – Combined  
Science – Co-ordinated (Double award)



## Languages

We offer a wide range of language syllabuses, including first, second and foreign language options. Learners are encouraged to enjoy and appreciate the variety of language, and to understand and respond appropriately to what they read and hear.

Bahasa Indonesia  
Spanish – Literature  
Swahili **NEW**

### First language

Arabic	Portuguese
Chinese	Russian
French	Spanish
German	Thai
Korean	Turkish
Malay <b>NEW</b>	

### Second language

Afrikaans	Hindi
Chinese	IsiZulu

### Foreign language

Arabic	Italian
Dutch	Malay
French	Mandarin Chinese
German	Portuguese
Greek	Spanish
Indonesian	Urdu

## Humanities and social sciences

The study of Cambridge IGCSE humanities and social sciences subjects enables learners to gain a deeper insight into the different communities and cultures that exist around the world.

Development Studies  
Economics  
Geography  
Global Perspectives  
History  
Islamiyat  
Latin  
Pakistan Studies  
Religious Studies  
Sanskrit **NEW**  
Sociology

## Creative and professional

These Cambridge IGCSE subjects introduce learners to the theory and concepts that underpin the subjects as well as providing a good opportunity to engage with the subject practically. The syllabuses provide both a solid foundation for further study at Cambridge International A Level, and an ideal preparation for the world of work and other studies.

Accounting  
Art & Design  
Business Studies  
Computer Science  
Design & Technology  
Drama  
Enterprise  
Food & Nutrition  
Information & Communication Technology  
Music  
Physical Education  
Travel & Tourism



## Classroom support for teachers and learners

A wide range of support resources for teachers and learners is available for Cambridge IGCSE. Resources suit a variety of teaching methods in different international contexts. Teachers can access these resources once their school becomes a registered Cambridge school.

Resources for teachers of Cambridge IGCSE	
Syllabuses	✓
Teacher guides and/or schemes of work	✓
Textbooks and resources from publishers	✓
Listening CDs (music and languages only)	✓
Vocabulary and defined content booklets (languages only)	✓
Training – face-to-face and online	✓
Test Maker for science and maths	✓
Resource Plus – resources to support teaching of challenging concepts	✓
Coursework training handbooks	✓
School Support Hub – secure support site	✓
Subject communities and discussion forums	✓
Online help – frequently asked questions <a href="http://www.cambridgeinternational.org/help">www.cambridgeinternational.org/help</a>	✓
Past/specimen question papers	✓
Mark schemes	✓
Examiner reports	✓
Example candidate responses (standards booklets)	✓

## Our qualifications

### University recognition

Many universities worldwide require a combination of Cambridge International A Levels and Cambridge IGCSEs to meet their entry requirements. For example, leading US and Canadian universities require Cambridge International AS & A Levels, but some US and Canadian colleges and universities will accept learners with five Cambridge IGCSEs at Grade C or above.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of UK GCSE. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities around the world.

It is essential that your students can communicate effectively in English and are able to do so in an academic environment. Cambridge IGCSE English language qualifications are recognised by a good number of UK universities as evidence of English language competency for university study. It is advisable to check the English language requirements of each university students are interested in applying to, before making any applications.

For more information about recognition of Cambridge qualifications, including a database of institutions that accept them, go to [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

### Assessment

Assessment takes place at the end of the course and gives you options to suit your learners, including written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. With a tiered structure in some subjects for different ability levels, learners of all abilities are assessed positively and bright individuals have the chance to excel.

Cambridge IGCSE is graded A\*–G, with A\* being the highest grade. This grading system is well understood and widely recognised by universities internationally.

From June 2017, schools in England, UK, began introducing 9–1 grading for GCSE qualifications to replace A\*–G grading. Over time, we have seen some demand for 9–1 grading from schools in a number of countries, and are now offering 9–1 graded Cambridge IGCSEs in a select region. Schools in this region will have the choice of A\*–G or 9–1 graded Cambridge IGCSEs.

All schools can maintain A\*–G grading. For more information, go to [www.cambridgeinternational.org/grading-choice](http://www.cambridgeinternational.org/grading-choice)

### Group awards

Cambridge ICE is a group award for Cambridge IGCSE, particularly popular in India, South America and the US. It allows you to offer a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups: humanities and social sciences, sciences, mathematics, and creative and professional.

## Cambridge O Level

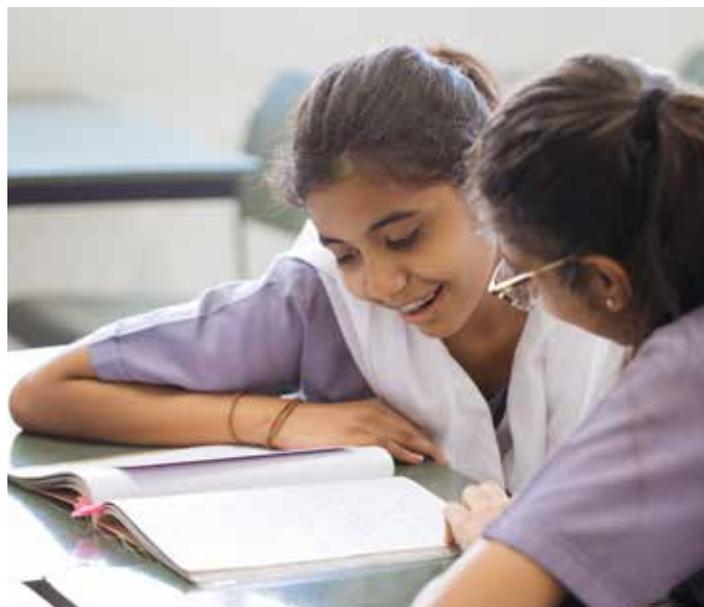
Cambridge O Level is an internationally recognised qualification equivalent to Cambridge IGCSE and the UK GCSE. Cambridge O Level provides learners with excellent preparation for academic progression to Cambridge Advanced as well as other progression routes.

We have designed Cambridge O Levels especially for an international audience. They are sensitive to the needs of different countries and for learners whose first language may not be English – which we acknowledge throughout the examination process. The curriculum also enables teaching to be placed in a localised context, making it relevant wherever you teach it.

In some parts of the world, schools use Cambridge O Level as an international alternative to the local government's examination.

Cambridge  
O Level is  
taken in over  
**50** countries

it is taught in **1900**  
schools



## Our curriculum

You can choose from more than 40 subjects in any combination to provide the building blocks to create your own curriculum.

The Cambridge O Level curriculum emphasises broad and balanced study across a wide range of subjects. The curriculum develops learners' skills in creative thinking, enquiry and problem solving, and is structured so that they attain both practical skills and theoretical knowledge.

Cambridge O Levels develop learner knowledge, understanding and skills in:

- subject content
- applying knowledge and understanding to familiar and new situations
- intellectual enquiry
- flexibility and responsiveness to change
- working and communicating in English
- influencing outcomes
- cultural awareness.

Cambridge O Level is compatible with other curricula. We update the curriculum regularly to make sure it stays relevant to learners' needs.



## Cambridge O Level subjects

A wide range of well-resourced and supported courses is available. Please check our website for the latest information on syllabus availability. Go to [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel)

### English language and literature

English Language  
Literature in English

### Mathematics

Mathematics – Additional  
Mathematics D (Calculator version)

### Sciences

Agriculture  
Biology  
Chemistry  
Environmental Management  
Marine Science  
Physics  
Science – Combined

### Languages

Arabic  
Bengali  
French  
Setswana  
Sinhala  
Swahili  
Tamil  
Urdu – First Language  
Urdu – Second Language

### Humanities and social sciences

Bangladesh Studies  
Economics  
Geography  
Global Perspectives  
Hinduism  
History  
Islamic Studies  
Islamiyat  
Pakistan Studies  
Religious Studies  
Sociology

### Creative and professional

Accounting<sup>1</sup> **NEW**  
Art & Design  
Business Studies  
CDT: Design & Communication  
Commerce  
Computer Science  
Design & Technology  
Fashion & Textiles  
Food & Nutrition  
Statistics  
Travel and Tourism

<sup>1</sup> This syllabus replaces 'Principles of Accounts' after 2019. Available for first examination in 2020.

## Classroom support for teachers and learners

A wide range of support resources for teachers and learners is available for Cambridge O Level. Resources suit a variety of teaching methods in different international contexts. Teachers can access these resources once their school becomes a registered Cambridge school.

Resources for teachers of Cambridge O Level	
Syllabuses	✓
Teacher guides and/or schemes of work	✓
Textbooks and resources from publishers	✓
Listening CDs (music and languages only)	✓
Vocabulary and defined content booklets (languages only)	✓
Training – face-to-face and online	✓
Coursework training handbooks	✓
School Support Hub – secure support site	✓
Subject communities and discussion forums	✓
Online help – frequently asked questions <a href="http://www.cambridgeinternational.org/help">www.cambridgeinternational.org/help</a>	✓
Past/specimen question papers	✓
Mark schemes	✓
Examiner reports	✓
Example candidate responses (standards booklets)	✓



## Our qualifications

### University recognition

Many universities worldwide require a combination of Cambridge International A Levels and Cambridge O Levels to meet their entry requirements. Leading US and Canadian universities require Cambridge International AS & A Levels, but some US and Canadian colleges and universities will accept learners with five Cambridge O Levels at Grade C or above.

In the UK, Cambridge O Level is accepted as equivalent to the GCSE. Many UK universities look at Cambridge O Level grades, as well as predicted grades for Cambridge International A Level, when making admissions decisions.

For more information about recognition of Cambridge qualifications, including a database of institutions that accept them, go to [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

### Assessment

Assessment takes place at the end of the course and includes written, practical and oral assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. The grades awarded at Cambridge O Level are A\*–E, with A\* being the highest.



**“ Students who have studied Cambridge International AS & A Levels have a real depth of understanding of the subject matter. ”**

Stuart Schmill, Dean of Admissions, Massachusetts Institute of Technology (MIT), USA

# Cambridge Advanced

Cambridge Advanced is typically for learners aged 16 to 19 years who need advanced study to prepare for university and higher education. It builds on the foundations of the Cambridge Upper Secondary stage, although learners do not need to have completed that stage.

The Cambridge Advanced stage of the Cambridge Pathway includes Cambridge International AS & A Level qualifications.

## Cambridge International AS & A Level

Thousands of learners use Cambridge International AS & A Level every year to gain places at leading universities worldwide. Students develop a deep understanding of subjects, as well as independent learning and constructive thinking skills – abilities which universities value highly.

Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. You have the freedom to offer Cambridge International AS Levels as qualifications in their own right, or as part of a progression to Cambridge International A Level. Your learners can study for Cambridge International AS Level alongside Cambridge International A Level subjects to increase breadth in the curriculum and to build further knowledge and understanding.

### Our curriculum

Cambridge International AS & A Level curricula are flexible. You can offer almost any combination of 55 subjects. Learners can specialise or study a range of subjects, ensuring breadth.

Giving learners the power to choose helps motivate them throughout their studies. This flexibility gives you building blocks to build an individualised curriculum that develops your learners' knowledge, understanding and skills in:

- in-depth subject content
- independent thinking
- applying knowledge and understanding to new as well as familiar situations
- handling and evaluating different types of information source
- thinking logically and presenting ordered and coherent arguments
- making judgements, recommendations and decisions
- presenting reasoned explanations, understanding implications and communicating them clearly and logically
- working and communicating in English.



The syllabuses are international in outlook, but retain a local relevance. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias. The content, the structure and the administrative support make Cambridge International AS & A Level the answer to the needs of schools worldwide.

### Key concepts

We have a rolling review programme to make sure Cambridge qualifications reflect the latest developments in education. In revising our Cambridge International AS & A Level syllabuses we have consulted with some of the world's leading higher education institutes – including the University of Cambridge, Harvard and MIT. They told us that what really helps learners succeed at university is a firm grasp of the subject's key concepts – concepts that, once grasped, enable learners to solve problems or understand new aspects of their subject.

Our revised syllabuses clearly identify the key concepts in Cambridge International AS & A Level subjects so that teachers can build them into their teaching.

### Cross-curricular perspectives

As well as developing in-depth subject knowledge, students need to be able to connect their learning across the curriculum. Cambridge International AS & A Level Global Perspectives & Research is designed precisely with this in mind. It is a cross-curricular, skills-based course that encourages students to think critically about a range of global issues. It helps schools develop the skills students need for success in higher education.

## Cambridge International AS & A Level subjects

Regularly updated and extended, Cambridge International AS & A Level subjects provide you with a wide range of well-resourced and supported courses. Please check our website for the latest information on syllabus availability. Go to [www.cambridgeinternational.org/alevel](http://www.cambridgeinternational.org/alevel)

### English

Cambridge International AS Level Language & Literature in English encourages an appreciation of literature and develops key language skills.

Cambridge International AS Level English General Paper develops a set of transferable skills including comprehension, constructing an argument, and writing English coherently, in preparation for university study in a variety of subject areas.

Cambridge International AS & A Level English Language is for learners who can already communicate effectively in English. It develops learners' ability to write clearly and persuasively for different audiences, and to respond critically to texts in a range of forms and styles.

Learners choosing Cambridge International AS & A Level Literature in English will study a range of texts in the three main forms: prose, poetry and drama, from a wide range of different periods and cultures.

#### Cambridge International AS Level

- Language & Literature in English
- English General Paper<sup>1</sup>

#### Cambridge International AS & A Level

- English Language
- Literature in English

<sup>1</sup>This syllabus replaces 'General Paper' after 2018. Available for first examination in 2019.

### Mathematics

Cambridge International AS & A Level Mathematics builds on the skills acquired at Cambridge IGCSE or equivalent level. The syllabus gives you the flexibility to choose from three different routes to Cambridge International AS Level Mathematics: Pure Mathematics only, or Pure Mathematics and Mechanics, or Pure Mathematics and Probability and Statistics.

Cambridge International AS Level Further Mathematics students study Further Pure Mathematics and Further Mechanics or Further Probability and Statistics.

Cambridge International A Level Further Mathematics students study all topics.

#### Cambridge International AS & A Level

Mathematics

Mathematics – Further<sup>2</sup>

<sup>2</sup>For examinations starting in 2020 we will offer a new Cambridge International AS Level Further Mathematics qualification in addition to our existing Cambridge International A Level Further Mathematics.

### Sciences

Biology, Chemistry and Physics are available at Cambridge International AS & A Level. They focus on the understanding of concepts and the application of scientific ideas in novel contexts.

The syllabuses develop creative thinking and problem-solving skills which are transferable to any future career path. They are ideal for learners who want to study biology, chemistry or physics or related subjects at university, or to follow a career in science or medicine.

#### Cambridge International AS Level

Environmental Management

#### Cambridge International AS & A Level

Biology

Chemistry

Marine Science

Physics



## Languages

Cambridge International AS & A Levels in languages are the ideal foundation for university study, or to improve career prospects. Students learn how to use the language in a variety of situations. Through their studies, learners can expect to achieve greater fluency, accuracy and confidence in the language.

### Cambridge International AS Level

Afrikaans – Language  
 Chinese – Language  
 French – Language  
 German – Language  
 Hindi – Language  
 Japanese – Language  
 Portuguese – Language  
 Spanish – First Language  
 Spanish – Language  
 Spanish – Literature  
 Urdu – Language

### Cambridge International A Level<sup>3</sup>

Afrikaans  
 Arabic  
 Chinese  
 French  
 German  
 Hindi  
 Portuguese  
 Spanish  
 Urdu

<sup>3</sup>All Cambridge International A Level language syllabuses cover both language and literature content.

## Humanities and social sciences

Humanities and social sciences enable learners to develop a deeper insight and wider perspective on social issues and cultures around the globe.

### Cambridge International AS & A Level

Classical Studies  
 Divinity  
 Economics  
 Geography  
 Global Perspectives & Research  
 Hinduism  
 History  
 Islamic Studies  
 Law  
 Psychology  
 Sociology

## Creative and professional

Creative and professional subjects prepare learners for the world of work, and provide a foundation for university by building on the understanding of concepts and practical skills gained at Cambridge IGCSE or equivalent level.

### Cambridge International AS & A Level

Accounting  
 Art & Design  
 Business  
 Computer Science  
 Design & Technology  
 Design & Textiles  
 Digital Media & Design  
 Information Technology  
 Media Studies  
 Music  
 Physical Education  
 Thinking Skills  
 Travel & Tourism

“We think the Cambridge curriculum is superb preparation for university.”

Christoph Guttentag, Dean of Admissions,  
 Duke University, USA

## Classroom support for teachers and learners

A wide range of support resources is available to help teachers plan and deliver Cambridge International AS & A Level. Resources suit a variety of teaching methods in different international contexts. Teachers can access these resources once their school becomes a registered Cambridge school.

Resources for teachers of Cambridge International AS & A Level	
Syllabuses	✓
Teacher guides and/or schemes of work	✓
Textbooks and resources from publishers	✓
Listening CDs (music and languages only)	✓
Vocabulary and defined content booklets (languages only)	✓
Training – face-to-face and online	✓
Coursework training handbooks	✓
School Support Hub – secure support site	✓
Subject communities and discussion forums	✓
Online help – frequently asked questions <a href="http://www.cambridgeinternational.org/help">www.cambridgeinternational.org/help</a>	✓
Past/specimen question papers	✓
Mark schemes	✓
Examiner reports	✓
Example candidate responses (standards booklets)	✓

## Our qualifications

### University recognition and research

Learners use Cambridge International AS & A Levels to gain places at leading universities worldwide including in the UK, Ireland, US, Canada, Australia, New Zealand, India, Singapore, Egypt, Jordan, South Africa, the Netherlands, Germany and Spain.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge International AS & A Level and found it to be comparable to the standard of UK AS & A Level. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities around the world.

Over 1400 universities recognise our qualifications. Cambridge International AS & A Levels are accepted for entrance to all UK universities. In places such as the United States and Canada, good grades in carefully chosen Cambridge International A Level subjects can result in up to one year of university course credit.

Over 600 US universities accept Cambridge International AS & A Levels, including all Ivy League and Ivy Plus universities. These universities include Brown, Harvard, MIT, Stanford and Yale.

In a 2018 survey of higher education admissions tutors at the world's universities, 100 per cent of respondents said Cambridge programmes give students excellent preparation for university.

A recent study in the US showed that Cambridge students were more likely to enrol at university than the national average. They also showed a strong preference for institutions that were highly selective, and graduated more quickly than other students.

For more information about recognition of Cambridge qualifications, including a database of institutions that accept them, go to [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

### Reporting achievement

Each subject that a learner takes at Cambridge International AS & A Level receives a separate grade. The Cambridge International A Level is reported on a grade scale from A\* grade, awarded for the highest level of achievement, to E, indicating the minimum required performance. There is no A\* grading in the certification of Cambridge International AS Levels, which runs from Grade A to Grade E.

### Performance feedback

Many schools use Cambridge International AS Level to give learners valuable feedback on their performance, identifying strengths and weaknesses before they complete their full Cambridge International A Level. Taking the Cambridge International AS Level examination during the Cambridge International A Level course gives learners helpful pointers that they can use to set learning goals for the second half of the course. It can also give learners the motivation and momentum to complete their studies.

### Group awards

The Cambridge AICE Diploma is a group award which requires learners to study subjects drawn from three curriculum areas within Cambridge International AS & A Level: mathematics and science, languages, and arts and humanities. To achieve the Diploma, all students need to study Cambridge International AS Level Global Perspectives & Research.

## Assessment

Cambridge International AS & A Levels have a linear structure with exams at the end of the course, which gives more time for teaching and learning. Many of the world's top universities have made clear their appreciation of this linear approach, and we share their belief that linear courses allow learners to develop a deeper understanding of subjects. Your learners can choose from a range of assessment options:

\*The staged assessment route is not possible in all subjects. The outcomes awarded for Cambridge International AS Level language syllabuses cannot be carried forward to Cambridge International A Level.

### Option one

Take the Cambridge International AS Level only. The Cambridge International AS Level syllabus content is half a Cambridge International A Level.

### Option two\*

Take a 'staged' assessment route – take the Cambridge International AS Level in one examination series and complete the final Cambridge International A Level in a subsequent series.

### Option three

Take all papers of the Cambridge International A Level course in the same examination series, usually at the end of the course.

## NEW! Cambridge International Project Qualification (Cambridge IPQ)

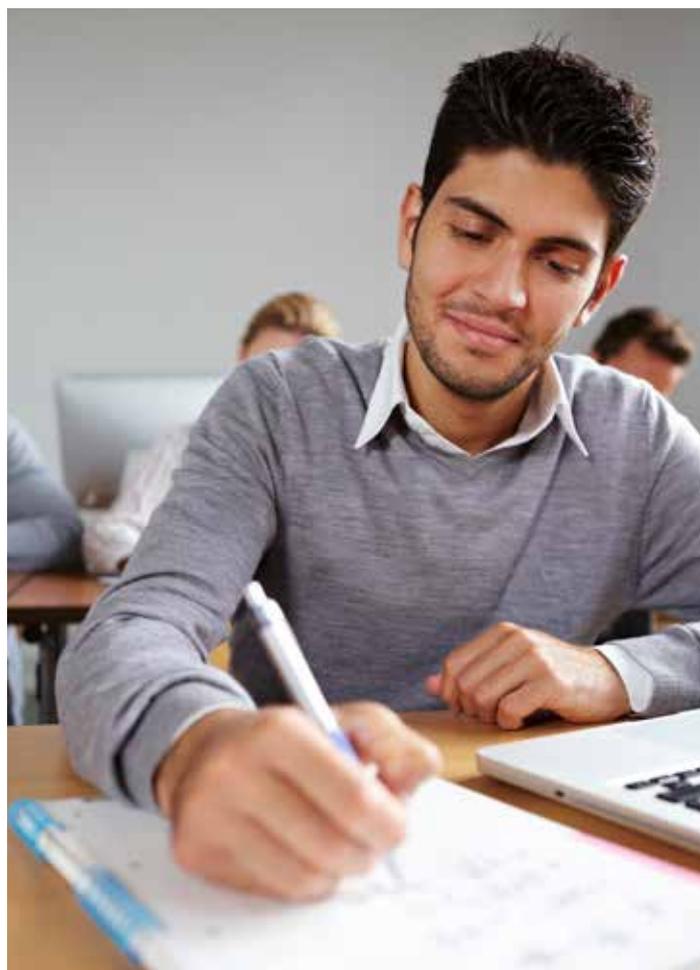
The Cambridge IPQ is a new stand-alone, project-based qualification for students typically aged 16 to 19 years. It can be taken in addition to Cambridge International AS & A Levels.

Students complete a 5000-word research project on a topic of their own choice. They can choose a topic to complement one of their Cambridge International AS or A Levels, or a topic that they are passionate about. They devise and develop a research question, conduct research to answer this question, record their progress in a research log and write a research report.

The Cambridge IPQ develops higher-order thinking skills that universities and employers look for, including analysis, evaluation and synthesis. It also develops students' research, reflection and communication skills. Taking the Cambridge IPQ allows learners to demonstrate engagement with their chosen topic beyond preparation for an exam, helping them to stand out from the crowd with university and job applications.

The qualification is available for first examination in June 2020. It is externally assessed by Cambridge International and graded A\* to E.

Find out more about the Cambridge IPQ and support resources at [www.cambridgeinternational.org/advanced](http://www.cambridgeinternational.org/advanced)





**“I saw things from a fresh perspective during the Cambridge Schools Conference, reflected on current practices in my school, and took back new ways of activating knowledge.”**

Asma Aijaz Khan, Generation's School, Pakistan



# Teaching and learning

We design Cambridge programmes to support the development of learners who are confident, responsible, reflective, innovative and engaged – the attributes of the Cambridge learner.

## Cambridge learner attributes

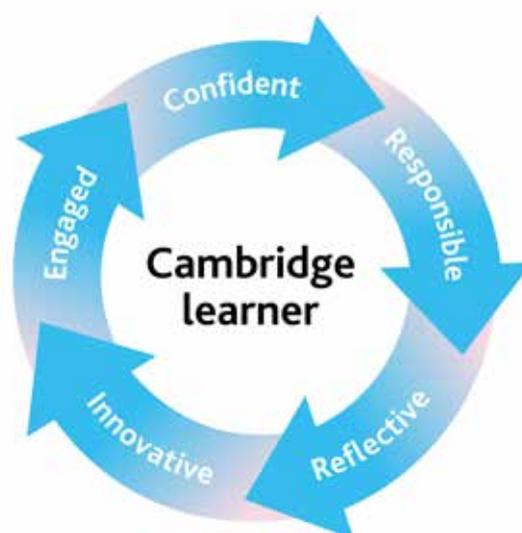
<b>Confident</b> in working with information and ideas – their own and those of others	Cambridge students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.
<b>Responsible</b> for themselves, responsive to and respectful of others	Cambridge students take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.
<b>Reflective</b> as learners, developing their ability to learn	Cambridge students understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.
<b>Innovative</b> and equipped for new and future challenges	Cambridge students welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.
<b>Engaged</b> intellectually and socially, ready to make a difference	Cambridge students are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

What are our aspirations for students when they leave school? This question was the starting point for the development of the Cambridge learner attributes, introduced in 2011. The purpose of these attributes is to support the development of five powerful and highly desirable habits that will inspire students to love learning. This in turn helps them to achieve success in school, higher education, the workplace and life in general.

Learning habits describe how students approach situations, environments and challenges. They include a combination of values, attitudes, knowledge, skills and strategies. They also assume competence, which is the skilled and appropriate application of the attribute.

We know that, in isolation, these attributes are not new. Most education professionals see developing them as part of their job. But in setting out the Cambridge learner attributes, we have created a list of desirable outcomes intended to encourage schools to support these habits. They also help us to design challenging and relevant qualifications and professional development programmes.

Schools can download our guide to *Developing the Cambridge learner attributes* at [www.cambridgeinternational.org/learning](http://www.cambridgeinternational.org/learning)



## Learning to learn

Put simply, learning happens when students think hard, effectively mobilising a number of different mental processes and resources that are both cognitive (such as reasoning and memory) and affective (emotional resources that include habits in learning).

Research shows that engaging students in their own learning – for example, via metacognition and active learning – improves outcomes. As the Cambridge learner attributes suggest, we encourage students to reflect on their learning, so they can articulate where they are in the learning process, and plan and control their learning strategies. The Cambridge learner attributes also provide a cross-curricular language and set of expectations for all students and teachers to engage with.

Learning habits matter. 'Non-cognitive skills' include personality traits and qualities such as perseverance, self-control, attentiveness, resilience to adversity, openness to experience, empathy and tolerance of diverse opinions. They:

- predict life outcomes at least as well as or better than traditional measures of cognition
- have positive and strong effects on educational attainment and also additional significant beneficial effects on important workplace and life outcomes
- can be enhanced, and there are proven and effective ways to do so.

Developing metacognition has several benefits. Metacognition helps students become independent learners. It has a positive impact on learning, over and above the influence of intellectual ability. It is useful across a broad range of ages and subjects. And unlike some other educational interventions, implementing teaching strategies to develop metacognition is not expensive.

Cambridge International supports schools with metacognition. Syllabus design and development is informed by research



evidence about metacognition. Our Cambridge Global Perspectives courses support learners in the process towards metacognition. Cambridge Professional Development Qualifications encourage and support metacognitive practices in programme leaders and participants.

For Cambridge International, active learning fosters understanding, rather than rote-learning facts. Students can apply this understanding to diverse contexts and problems. Active learning fosters students' learning and their autonomy, giving them great involvement and control over their learning and giving them skills for lifelong learning. Also, learners are better able to revise for examinations, because they already understand the ideas.

Cambridge programmes not only develop and assess retention of knowledge, they ask learners to draw on their understanding in order to analyse, evaluate and synthesise ideas. Active learning is also a key part of the professional development we offer, both via our Professional Development Qualifications and shorter courses.

## Cambridge Professional Development

We believe that supporting teachers in their professional development produces the required transformations in classroom practice that lead to improved outcomes for learners. We offer a range of different training and professional development opportunities for teachers according to their experience and needs. These are grouped under three distinct categories.

### Introductory Training

Introductory Training gives teachers an introduction to Cambridge programmes and qualifications. It is for teachers who are new to Cambridge International, or to a specific syllabus or qualification, and is designed to help teachers get started with our programmes, syllabuses and curriculum frameworks. The learning focus is on the structure of the curriculum and includes overall aims, key concepts, assessment aims and objectives, and teaching ideas. We run Introductory Training courses to correspond with each of the programmes that we offer.

### Extension Training

Extension Training develops a deeper understanding of Cambridge programmes and qualifications. It is for teachers who have been teaching Cambridge programmes and qualifications for at least one year or cycle, or who have already attended Introductory Training. This level of training is designed to help teachers engage with our syllabuses and curriculum frameworks in greater depth and build confidence in their delivery.

Teachers will learn about:

- any major updates or changes to the curriculum
- the curriculum's key concepts and assessment processes
- a range of approaches to teaching and learning.

We run an Extension Training course to correspond with each of the programmes that we offer.

## Enrichment Professional Development workshops

These workshops encourage teachers to transform their classroom practice and raise the quality of teaching and learning in your school. The workshops are for teachers and school leaders who have been teaching or implementing Cambridge programmes and qualifications for at least one year, and who would like to develop their practice in specific areas.

Learning is centred on skills, understanding, concepts and ideas in teaching and learning, with or without an emphasis on a particular syllabus or curriculum framework.

Our workshops are designed to complement our syllabus-specific Introductory and Extension Training, and are linked to our Professional Development Qualifications.

All of our workshops:

- provide practical ideas, based on academic research, to be used in the classroom
- aim to fit the teacher's needs and experience
- allow plenty of time for enquiry and collaboration
- provide electronic resources for use before, during and after the course.

We currently offer the following workshops:

- Active Learning & Assessment for Learning
- The Inclusive Classroom – Differentiated Learning
- Language Awareness
- Effective Questioning and Metacognition: Enhancing Students' Learning
- Developing your Leadership with Cambridge International
- Measuring Impact: How do I know if I'm making a difference to my learners?

## Delivering our training

Our professional development training is available either online or face-to-face. This allows teachers to choose training which suits their schedule and budget.

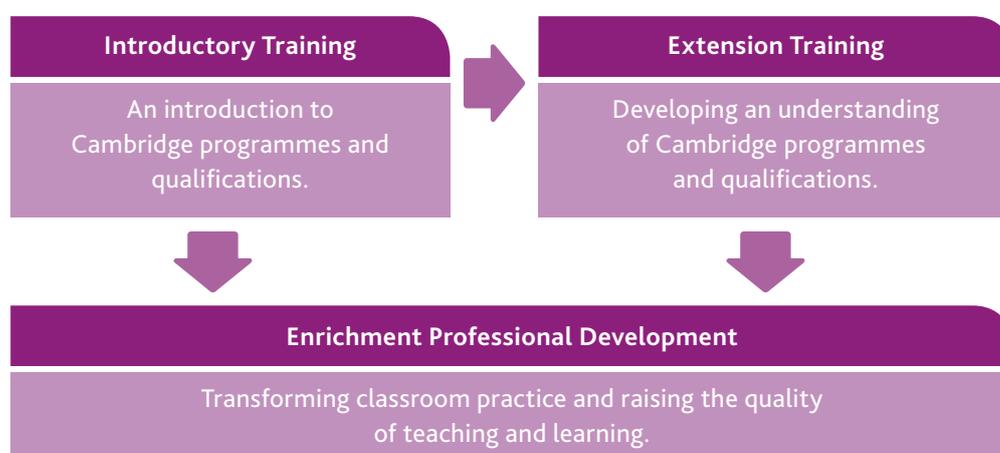
Based on the latest research, our training courses and materials are prepared and delivered by subject experts. Under the guidance of a Cambridge trainer, teachers work together to develop their understanding and share ideas and experiences.

By the end of the training, teachers will be equipped with a range of skills, conceptual understanding and tools to use in their teaching. They will also have deeper insights into their own teaching practices – and those of their international colleagues.

## Our trainers

To help us deliver our training, we depend on trainers based in various countries around the world. These trainers are syllabus and assessment specialists, or people with expertise in approaches to learning and teaching.

We continually review and observe all of our trainers to make sure they meet our standards and to give them feedback on their performance.



*Please note: Training is delivered either face-to-face, online or a blend of both. Length of delivery for all training is flexible according to country or region, and professional development objectives.*

## Cambridge Professional Development Qualifications

Cambridge Professional Development Qualifications (Cambridge PDQs) are one of a number of routes we offer to teachers and leaders to enhance their professional practice. They are based on international best practices and research evidence about the kinds of professional learning that have real impact and value.

### What are Cambridge PDQs?

- Practice-based programmes sustained over time—teachers learn new ideas and approaches and apply these with purpose and reflection in their own school context
- Designed and delivered locally, supported by Cambridge International – relevant to each school's priorities and cost effective
- Qualifications examined by Cambridge International and fully aligned with the Cambridge School Leader and Teacher Standards, which define what we believe to be the key characteristics and practices of effective teachers and school leaders.

### Why should I choose Cambridge PDQs?

They help practising teachers and leaders to:

- engage critically with relevant educational theories and contexts
- apply new ideas and approaches in their own practice
- make their students' learning more active and successful
- reflect on and share experiences purposefully.

They help schools to:

- access quality, accredited and cost-effective professional development
- focus professional development on individual and school needs in their context
- nurture collaborative professional learning in schools
- establish professional development as an integral part of school development
- provide progression to encourage continuous professional development.



### What we offer

We offer four Cambridge PDQs, each at Certificate and Diploma level:

- Teaching and Learning
- Teaching Bilingual Learners
- Teaching with Digital Technologies
- Educational Leadership

### NEW The Cambridge International Award in Teaching and Learning

We have developed a new Award specifically for Cambridge schools. It is a rigorous foundation programme in effective teaching and learning for novice teachers or teachers who need preparation for teaching Cambridge programmes. The Certificate and Diploma cater for teachers and leaders who have at least a year of classroom experience. The new Award means that we are now able to offer a pathway of progression for teachers from the very beginning of their career with Cambridge.

Learn more at [www.cambridgeinternational.org/awardteachingandlearning](http://www.cambridgeinternational.org/awardteachingandlearning)

### How are Cambridge PDQs delivered?

Each centre running a Cambridge PDQ nominates a programme leader to run their programme. We provide dedicated resources to help programme leaders plan and run a Cambridge PDQ programme including:

- Online programme leader induction courses
- Guides to programme design, syllabus learning outcomes and assessment standards
- An online programme leader community for collaboration and peer support.

All Cambridge PDQ programmes share essential features. However, within our guidelines we encourage programme leaders to design programmes that best suit the context and needs of their teachers, leaders and schools. Candidates in a PDQ programme are supported by the programme leader and an in-school mentor, and we provide guidance for school leaders, programme leaders and mentors to make sure that the school environment is as supportive as possible.

### Cambridge Professional Development Centres

Cambridge schools can choose whether to enrol their staff on a programme at a local Cambridge Professional Development Centre or to run their own programme for their own teachers and leaders. School leaders should contact their local Cambridge representative to find out more about the approval process and to discuss requirements.

Find out more at [www.cambridgeinternational.org/pdq](http://www.cambridgeinternational.org/pdq)

## Support for school leaders

At Cambridge International, we know the importance of whole-school improvement and support for school leaders. We offer a range of services designed to meet the needs of schools who are seeking to improve.

### Helping school leaders develop

Our 'Developing your Leadership with Cambridge' workshop explores the key dimensions of effective school design and what leadership can do to nurture these dimensions in their own context. The workshop is for those who are new to a school leadership position or who aspire to attain one soon.

### Teaching and learning resources

The 'Teaching Cambridge at your school' pages on our website offer a range of resources to help teachers and school leaders understand more about approaches to effective classroom practice. This includes our interactive guides *Implementing the Curriculum with Cambridge* and *Developing your School with Cambridge*, which are especially useful for school leaders.

Other resources include curriculum guides, brief explorations of the theory underpinning some important educational themes, a growing series of interactive *Getting Started With* resources and a lively, regular blog, written by a range of contributors. Find all the resources at [www.cambridgeinternational.org/learning](http://www.cambridgeinternational.org/learning)



### Cambridge Schools Conferences

Each year, we run three schools conferences providing participants with an opportunity to engage with important aspects of educational effectiveness and school improvement. We choose a theme relevant to the needs of our schools and invite keynote speakers, who are experts in their field, to share with attendees their current research findings and experience.

As part of the conference programme, we offer a series of optional breakout sessions, led by experienced facilitators, to explore the conference theme further, and to look at other aspects of teaching and learning or the school improvement process.

Whenever possible, we offer Enrichment workshops immediately before each Cambridge conference. This is in order to maximise the opportunity for educators and school leaders to engage in professional development activities while they are with us.

## School improvement and consultancy

Effective schools regularly carry out reviews to identify ways in which they can improve the learning and development of their students. We offer our schools help in doing this through a data-informed and evidence-based approach to school improvement. We use an online evaluation tool which gathers feedback from parents, staff and students.

Schools which use this service receive a report detailing the findings of the evaluation process. The report provides ratings against a series of established standards covering a range of areas, such as student behaviour, the use of formative assessment in the classroom, and engaging

parents and carers in the life of the school. Schools will then be offered support in using these findings to reflect on their performance, design improvement strategies, and evaluate progress over time.

We also offer our schools the opportunity to enlist the help of an educational consultant to advise on specific areas for improvement identified by the school, such as school improvement planning, engaging the school community, and student assessment and tracking.

For more information about the service, go to [www.cambridgeinternational.org/school-improvement](http://www.cambridgeinternational.org/school-improvement)

# Global community

We believe one of the benefits of being a Cambridge school is belonging to a worldwide education community. Nearly a million learners from 10 000 schools in 160 countries are currently preparing for their future with our programmes and qualifications.

We listen to and involve our global community of schools to make sure our programmes are rigorous, relevant and world class. We use feedback from our school community to help us improve what we do.

## Professional learning communities

We support professional learning communities which connect teachers around the world so they can share views, information and resources, and learn from one another. Some of these communities are online. For example, subject communities use our popular discussion forums on our support site for teachers. Our Global Perspectives community uses the Online Learning Area to share approaches with teachers in other countries, and its safe space for students to share perspectives with students in another school, in another country, as part of the programme.

We organise a range of community events for Cambridge school leaders and teachers, including local, regional and global conferences every year, and training events where teachers and school leaders can learn from experts and each other.

## Cambridge School Communities

We support Cambridge schools to set up their own local community of schools, run by schools for schools. They work together to exchange ideas, and to share knowledge and best practice in areas such as school leadership, curriculum planning, professional development and teaching. Working together the community may:

- improve the quality of member schools through exchanging ideas and sharing knowledge and best practice
- support schools new to Cambridge International or experiencing change – for example, when they introduce a new Cambridge programme
- form a collective voice to feed back issues to Cambridge International, including the views of parents and students; or to influence local governing bodies and higher education about the value of international education and Cambridge programmes
- organise shared training opportunities or events for students – for example, sports days or debating societies.



“Being together in one place [at the Cambridge Schools Conference], and sharing our knowledge and practical experience, is very important.”

Fatima Altaweel, Director of International Programs, Bunatalghad Academy (BAA), Jordan

# How to become a Cambridge school

If you would like to offer Cambridge programmes and qualifications, and are already a Cambridge school, please contact us – our details are below. If you are not a Cambridge school already, you need to register first. There are four simple steps and we will guide you.



## Step one: Express your interest

We aim to contact you within two working days of submitting your expression of interest.



## Step two: Complete our Application Form

We aim to contact you within five working days of submitting your *Application Form*.



## Step three: We carry out an approval visit

We will arrange a time that is convenient to you.



## Step four: You become a Cambridge school

If you are approved to become a Cambridge school we will send your contract letter within 30 working days of the approval visit.

You can find more information at: [www.cambridgeinternational.org/startcambridge](http://www.cambridgeinternational.org/startcambridge)

## Start working with us

On completing the registration process, we will send you a *Welcome to Cambridge* pack. This contains a wide range of support materials to get you started.

## Fees

We charge each school an annual registration fee, plus fees for each examination entry.

## Support for exams officers

Exams officers play a vital role in the successful administration and delivery of our exams, and we offer support throughout the year to help you. Our support and communications are structured clearly around each phase of the Cambridge Exams Cycle. We also offer a free online training programme.

You will be able to use CIE Direct, our online tool for exams officers, which allows you to communicate securely with us and exchange all administrative information, including exam entries and results, entry instruction booklets and other documentation.

You can always contact us if you need help, or simply have a question that is on your mind. Our Customer Services team is available 24 hours a day, Sunday to Friday.

## Communications support

The Communications toolkit on our website is full of materials to help schools explain Cambridge programmes to parents, students and others.

The toolkit includes factsheets, posters, presentations, videos and press releases. Registered Cambridge schools can also find our logo here, together with guidelines about how to use it. Just go to [www.cambridgeinternational.org/toolkit](http://www.cambridgeinternational.org/toolkit)

## Learn more!

Getting in touch with Cambridge International is easy:

Email: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

Call: +44 1223 553554

Visit: [www.cambridgeinternational.org](http://www.cambridgeinternational.org)



## Sign up for email alerts

For the latest updates on our new products and services – and to sign up for email alerts – go to [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)





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