

Cambridge Outlook

THE MAGAZINE FOR CAMBRIDGE SCHOOLS WORLDWIDE

ISSUE 23, 2016

Inside



An uncommon approach

The schools helping disadvantaged students to aim high



Enrichment Workshops

A new type of training



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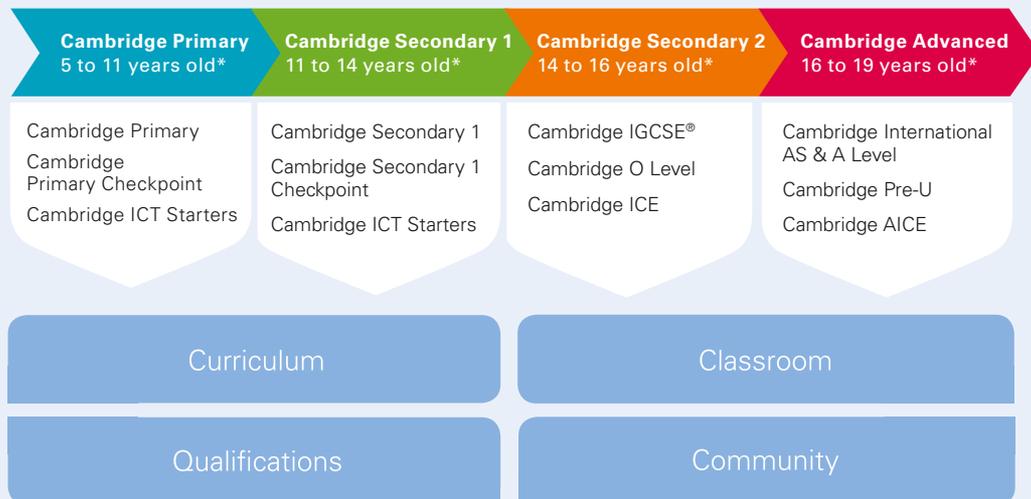


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Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our programmes and qualifications



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Cambridge Primary develops learners' 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

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

Welcome

ISSUE 23, 2016

In many parts of the world, Cambridge schools will now be watching proudly as their former students take their first steps into higher education. We know those students will be well prepared and ready to succeed – our schools (page 12), our students (pages 7-16), universities (pages 12-13) and our research findings (page 15) tell us that.

We work closely with universities to make sure our programmes provide an excellent foundation for university study. In this issue of *Cambridge Outlook*, we've included an A3 poster to show the results of our recent survey of university admission staff. We wanted to ask them what they think about Cambridge qualifications. You can also find this poster – and many other resources to help you talk to parents and students about Cambridge – at www.cie.org.uk/toolkit

We look forward to helping many future generations of young people succeed, whatever their background or nationality. If you have any questions, email me at outlook@cie.org.uk



Michael O'Sullivan

Chief Executive
Cambridge International
Examinations

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.

Any feedback on this issue? Anything you would like to read about in the next issue? Contact us at:

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Follow our code

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



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Cambridge Outlook is published on behalf of Cambridge International Examinations by John Brown. www.johnbrownmedia.com info@johnbrownmedia.com
For John Brown: Group Editor: Sarah Kovandzich Cover Illustration: Michael Kirkham



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Cambridge IGCSE students at Landakotsskóli combine Cambridge programmes with the Icelandic curriculum

Iceland joins the Cambridge community

Country's first Cambridge school celebrates immediate success

The oldest private school in Iceland has become the country's first Cambridge school. Landakotsskóli, established in 1897, now offers Cambridge IGCSEs to 30 students representing 14 nationalities.

Teacher Laurie Berg said: "Our students love learning with the Cambridge curriculum. In addition, we have already seen improvements in our academic progress tests this year."

Laurie said that parents were totally behind the introduction of Cambridge programmes, so much so that the majority of the Cambridge fees were paid for through their own fundraising efforts.

She added: "We are immensely proud to be the only school in Iceland to offer Cambridge programmes. We are confident that Cambridge will support our vision of being an empowered and connected global community, where learning is adaptive, continuous and relevant."

Cambridge pays a visit to 'world's oldest school'

British politicians and Cambridge Chief Executive impressed by students' professionalism

Cambridge Chief Executive Michael O'Sullivan was joined by a group of British Members of Parliament (MPs) on a tour of Chengdu Shishi High School in Sichuan province in China.

The school stands on the site of the first Chinese state school, founded around 141BC. The school has had numerous names over the years, but the address remains the same.

Nowadays, it offers a range of Cambridge programmes including Cambridge International A Levels and Cambridge IGCSEs.

The delegation was given a tour of the school by Cambridge International A Level students.



"The students handled the tour very well, leaving the MPs with a deep impression of what Cambridge programmes achieve"

*Michael O'Sullivan,
Cambridge Chief Executive*

Michael said: "The students handled the tour very well, leaving the MPs with a deep impression of what Cambridge programmes achieve."

The leader of the group of British MPs, Lord Clement-Jones, spoke at a press conference at the school about the importance of UK-China relations and the UK welcoming Chinese students.

Michael, who is fluent in Mandarin Chinese, praised the school, Cambridge programme partners and the Chengdu government for their support.

Cambridge expands local services

New offices open in sub-Saharan Africa as regional teams grow

The network of regional Cambridge offices has expanded significantly over recent months to deliver more services, events and support to Cambridge schools locally.

The newest offices are in Kenya and Ghana. We now have staff working in 26 locations across the world, from New York to Auckland – and the network is growing all the time.

These local offices run more than 1100 training events a year. Cambridge has also created roles for specialists to continue to build recognition of Cambridge qualifications among universities.

"We're growing so we can provide all Cambridge schools with local support," said Janet Morris, Director, International Network at Cambridge. "We want to understand their context, relate to their culture, and we want to be there for them during the working day."



THINKSTOCK

Global roundup

What's happening in the world of international education

■ What matters most to students?

Young people around the world have very different perceptions of the benefits of going to university abroad. A report by research organisation QS Intelligence Unit* found that for Indian, Chinese and South East Asian students, the quality of education was the greatest concern. For US students, however, making connections worldwide was the top perceived benefit. And for European students, employment prospects topped the list. Aside from these factors, the report also found that students were strongly motivated to study abroad by opportunities for personal development through immersion in a new culture.

■ 'Global competence' likely to be part of 2018 PISA tests

A new test to assess young people's understanding of global issues and attitudes towards cultural diversity is likely to be added to the Organisation for Economic Co-operation and Development's 2018 Programme for International Student Assessment

(PISA) – an international survey which aims to evaluate education systems worldwide. The assessment would involve a test of 15-year-olds, taken alongside separate tests in reading, mathematics and science. A questionnaire would analyse attitudes such as respect for others, responsibility, and the value they place on human dignity and cultural diversity.

■ 'Education for all' goal still far from reality

About 263 million children and young people worldwide are out of school from primary to upper secondary – equivalent to more than a third of the population of Europe – according to new data from the UNESCO Institute for Statistics. Sub-Saharan Africa has the highest rates of exclusion. The figures also show that girls are more likely than boys to never set foot in a classroom. Quality education for all by 2030 is one of the United Nations' 17 Sustainable Development Goals, and the new data serves to highlight how far this target is from being achieved.

Exams officers praise Cambridge service

Examinations officers have reported high levels of satisfaction with Cambridge services during the November 2015 exam series, with 96 per cent in non-UK countries saying they are satisfied or highly satisfied, and 72 per cent in the UK expressing the same. Results of the Customer Satisfaction Survey for the November 2015 series were particularly encouraging in non-UK countries, where 71 per cent of exams officers said they were very likely to recommend Cambridge qualifications.

Respondents to the survey did point out, however, that one area that could be improved is the Help section of the website (www.cie.org.uk/help) so we are exploring ways of making the Help section more visible, and integrating some of the frequently asked questions into relevant sections of the website.



In brief

Cambridge Schools Conferences 2016: Leading Learning

The 2016 conference series is already well under way. St John's College in Johannesburg, South Africa, hosted the first of this year's three Cambridge Schools Conferences, which all focus on the subject of 'Leading learning'. Delegates also gathered in Cambridge, UK, in September, and our final conference this year will be in Malaysia on Tuesday 6 and Wednesday 7 December.

Visit www.cie.org.uk/conference to book for future events. You can also view reports, photos, videos and presentation slides from previous conferences.

Cambridge qualifications 'globally relevant and robust', says UK NARIC

An independent study by UK NARIC, the UK's agency for the recognition of international qualifications, has found that Cambridge IGCSE and Cambridge International AS & A Levels are 'globally relevant and robust qualifications' comparable in standard to the national GCSE and AS & A Levels.

UK NARIC also reviewed our Global Perspectives programmes and found that, at Cambridge International AS & A Level in particular, Global Perspectives develops skills that are 'particularly relevant for higher education internationally'.

Download the UK NARIC reports and read more on how universities worldwide value Cambridge qualifications at www.cie.org.uk/recognition

Interested in assessment research?

Every exam we produce is the result of research. Twice a year, our parent organisation, Cambridge Assessment, produces a free publication, *Research Matters*, to share our research with the wider assessment community. Find it at www.cambridgeassessment.org.uk/our-research

Stay up to date

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

IN FOCUS



Preparing for university success

Tristian Stobie, Director of Education, discusses how equipping students with the right skills is the best preparation you can give them for university

Universities want knowledgeable students with good learning habits who are passionate about the discipline they are studying. In this issue of *Cambridge Outlook*, the articles in the 'In Focus' section highlight the implications for schools and teachers who are preparing students for university, and identify some common themes.

Knowledgeable students demonstrate understanding of what they are learning, combining knowledge of content with skilled application. Skills are developed through, and embedded in, subject content and both are critical.

To flourish at university, students need to understand the nature of the discipline they are studying. This requires students, while they are at school, to make connections across the different content areas and apply their knowledge in unfamiliar circumstances, developing an awareness of the discipline as a whole. Linear approaches, where high-stakes assessment takes place at the end of the course, allow students more time to think, mature and practise before they are assessed. Teachers have more time to engage students' interests and support their development through assessment that supports learning, in the words of



Neil Smith from The Manchester Grammar School, UK, "allowing for the natural academic development of the pupils" (page 11).

Learning to be self-reliant

Developing effective learning habits is critical. Once at university, and in life beyond, students have to be self-reliant, cope with uncertainty and be masters of their own learning. Katherine Bennett from the International School of Cape Town (page 12) says: "When students have reached the stage of 'owning' their progress and learning before leaving school – then we know they'll be equipped for university."

Great teachers, therefore, focus on developing the ability of learners to teach themselves. One dangerous misconception is that teachers have to teach to the test in order to get the highest grades. The evidence is conclusive; teaching students to be good



"Teaching students to be good learners not only prepares them for university and life, it also results in higher grades in examinations"



learners not only prepares them for university and life, it also results in higher grades in examinations.

Developing a culture of learning in a school that emphasises effective learning habits will create a supportive environment. Nothing is more important than teachers being good role models, and teachers and students need to live the Cambridge learner attributes by being confident, responsible, reflective, innovative and engaged. Parents need to understand and support the school's vision at home.

Critical thinking and problem-solving also have general applications beyond particular academic disciplines and one essential purpose of school is to develop these more general competencies. Teachers have a responsibility to help students make connections, to build bridges in their minds, between what they are learning across the curriculum. Schools need to focus on the broader curriculum giving students rich experiences that nurture leadership and responsibility. ■

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Also inside this issue

A3 poster: Why do admissions officers rate Cambridge so highly?

Great teachers focus on developing learners' ability to teach themselves

My university journey

Name: Sidharth Ranjith

Age: 18

From: India

Studying: Accounting and Finance at the University of Bath, UK



I am currently waiting for my university course to start in October. I believe that university life will be drastically different to school. The biggest challenge I will face is being self-reliant. But I look forward to joining societies at university, where I will meet a whole range of people and partake in events. I believe that the subjects and exams will be more difficult at university. However, since the course I have chosen consists of the subjects I like, it will also be more enjoyable learning them. Furthermore, I will have to learn by myself at university. Unlike school, you don't have a teacher constantly making sure that you do well. The first week will be the most hectic: this is when I'll be out on my own in an unknown country. I may also find it difficult to cook for myself since cooking isn't my forte. However, I hope it will get easier from then on as I get acclimatised.



“Since the course I have chosen consists of the subjects that I like, it will be more enjoyable learning them”

NES International School Mumbai prepared me well for university. Academically, taking Cambridge International A Levels means that, hopefully, most of what I learn during the first year at university will be easier to grasp. From a social perspective, my school has given me opportunities to host events and work with others, which will be extremely useful. Cambridge examinations take a very application-based approach, meaning that you need to understand what you learn and not just memorise it. The much deeper understanding of the subjects should mean that I will be able to link the new things that I learn at university with what I already know quite easily.

Find more 'My university journey' stories in the next few pages

An *uncommon* approach

Children at the Uncommon Schools group in the USA are expected to leave school with the skills to thrive at university – whatever their background

If there's anyone who knows about preparing schoolchildren for university, it's Doug Lemov. The former teacher is Managing Director and founder of Uncommon Schools, a group of 49 public (state-backed) schools in the USA that prepares students from predominantly low-income backgrounds to graduate from university. These children arguably travel further than most academically, socially and emotionally to become ready to achieve a university degree.

"With the massive economic changes occurring in all societies, university is increasingly the gateway for opportunity," says Doug. "Yes you can be successful, and a great member of your community, if you don't go to university, but we feel that every child should be able to go if they choose. I don't see how democracy sustains itself in a society that doesn't provide equal choice. One of the people who will cure cancer is just as likely to be a student from a low-income family as a wealthy family."

So what does 'ready for university' actually mean to Doug? "It means that a student is ready to learn autonomously, and that often involves highly developed reading and writing skills," Doug says. "If you aspire to be a scientist or a lawyer, at university you will be handed texts full of obscure syntax and complex sentences, which are often several hundred years old. There's a culture in our country of reading only books that are understandable to the student. They don't know how to struggle with a book."

It's not all about difficult old texts though. "Knowledge is key. I really believe in developing deep thinking skills but you can't think deeply unless you have the facts or enough context. So in our schools we don't apologise for learning facts."

Uncommon Schools have high expectations of students who traditionally would not be expected to do well at school. And the key to turning those expectations into reality is culture, says Doug.



Students at an Uncommon School, where classroom behaviour and respect are as important as the learning itself



**“A school is first
and foremost a culture”**

*Doug Lemov, Managing Director
of Uncommon Schools*

“A school is first and foremost a culture. It has a language, traditions, rituals that express membership of the culture. Our culture starts from the minute students enter the school. The school shows respect for students. However, we also expect a lot from students because we believe in them.”

Some of the rituals that Doug is talking about refer to classroom behaviour. One rule in Uncommon Schools is ‘track the speaker’ – when a person is speaking, everyone else in the classroom should be looking at them. It’s a simple concept, but “the classroom is such a deeply important space in society that even the most mundane things that happen there are incredibly important,” Doug says.

“We really believe that teachers do the most important work in a society,” he goes on. “They help develop and grow the next generation of thinkers.”

Doug Lemov
addressing a
teacher workshop.
“Teachers do the
most important
work in a society,”
he says

My university journey

Name: Nicel Mohamed-Hinds
Age: 18
From: Guyana
Studying: Physics at Stanford
University, USA



I have always been drawn to the sciences, enthralled by the idea of explaining the way the world works. With physics, I could seek understanding not only of the world, but the entire universe.

I chose my subjects at Nations Sixth Form College in Georgetown based on my interests. At the time, university seemed so far away. I was not very concerned with major life decisions, but rather learning what I enjoy.

University life is quite the rollercoaster ride and for me the difference between school and university was large. Nevertheless, it is definitely worth the journey. There can be late nights and stressful moments rife with doubt, but also plentiful opportunities for knowledge, exploration, friendship and community.

School provided me with a good academic and social foundation. I gained study skills while preparing for Cambridge IGCSE exams and became more comfortable talking to teachers, students, and even a crowd. I think Cambridge prepared me for university. The programme is balanced, practical, and globally recognised, widening the scope of opportunity for all students who complete it. I am grateful for the good prospects I gained through the programme.



Find out more...

Doug Lemov is also the author of
Teach Like a Champion 2.0

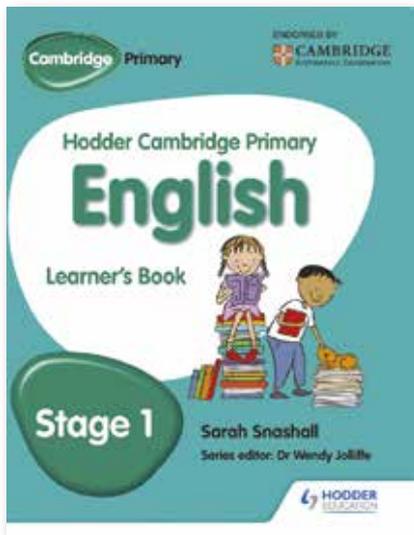
Read his blog at teachlikeachampion.com/blog



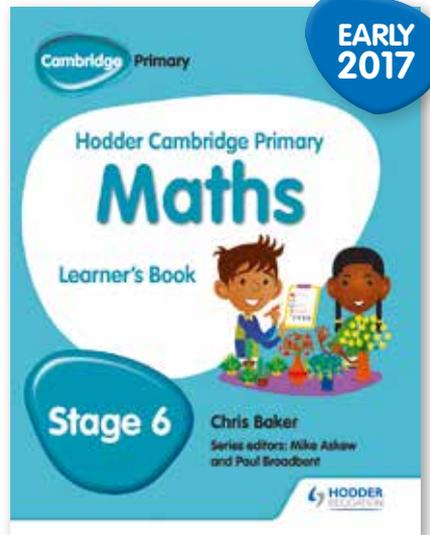
New resources for Cambridge Primary



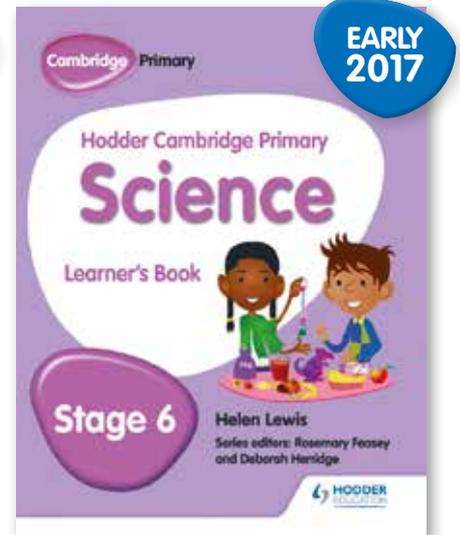
Introducing learner and teacher focused resources for English, Maths and Science that support delivery of the Cambridge Primary framework, aiding preparation for Progression tests and the Cambridge Primary Checkpoint test.



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A straight line to university



How important is the format of a course? Many Cambridge qualifications follow the linear model (culminating in one final exam) rather than a modular model (consisting of individual units, each with its own exam). We asked one Cambridge school why they prefer the linear approach

Exam season in June marks the end of students’ school journey at The Manchester Grammar School in the UK. Many learners here are studying for Cambridge International A Levels or Cambridge Pre-U, and so they work towards final exams, rather than taking regular tests that count towards their final mark.

The decision to offer predominantly linear courses over modular was based on a desire to provide the most challenging and enriching programme for the students, according to Neil Smith, the school’s Academic Deputy Head.

He says: “We wanted to provide demanding courses for the pupils which are going to prepare them for life at university, but departments had freedom to choose those courses themselves.”

Benefits for students and teachers alike

Neil believes linear courses allow students more time and space to think, and give teachers more flexibility with their planning so they can explore many different aspects of a subject.

“We feel that it allows for the natural academic development of the pupils,” he says. “Year 12 [students’ penultimate year] can be something of a transition year and you want to establish habits for success. I see students in Year 13 [final year] who have really grown into the subject and end up with outcomes far in excess of what you thought they would have got in Year 12.”

This isn’t to say that the school is anti-exams. Students are regularly tested. This helps to get

them used to sitting formal exams, but the results are for the school’s own progress checks.

Neil says: “The benefit of setting our own exams is that you can decide what feedback you need, do it on your own terms and get the results straight away. It’s more flexible in how pupils are assessed.”

In terms of preparing students for university, Neil believes that his school’s approach gives them the chance to build up important study skills.

“For example, all pupils do an independent research project over the summer break between Years 12 and 13,” he says. “Our linear approach allows us to look at developing the whole pupil, and develop some of those skills that they’ll require when they go to university.”



GETTY IMAGES



“I see students who have really grown into their subject and end up with outcomes far in excess of what you would expect”

Neil Smith, The Manchester Grammar School, UK

Developing the whole pupil

A linear course can allow students the time and space to build up important study skills

How we equip our students to *succeed*

These two very different Cambridge schools have similar ambitions in making sure their students are ready for the world of higher education

Independence and self-motivation are desirable qualities in university students

As Director of Studies at the International School of Cape Town (ISCT) in South Africa, Katherine Bennet feels a personal responsibility to her students as they head to university. “I try to keep in touch with as many as possible,” she says. Given that almost all ISCT students aspire to university, this is quite a feat.

Preparing students for their next stage of study is understandably a big priority for Katherine. She’s well aware of the challenges they face leaving ISCT. “The most difficult thing is the change from having a very low ratio of students to teacher. At university it’s more likely they’ll have large classes with far less opportunity to obtain specific guidance.”

In China, meanwhile, Joe Greenwood, Principal of ShenZhen College of International Education (SCIE), has similar priorities in preparing students for onward study. But the challenges for his school leavers are different, he says. “For non-native English speakers, the one factor that equips students well for university study is speaking and listening ability in English. Poor English skills would be a universal barrier to university entry.”

Both Katherine and Joe work to develop qualities in students that will serve them well at university.

A university’s perspective



Carl Herman, Director of Admissions, University of Cape Town, South Africa

The transition to university can be challenging for some students. It’s a leap from school both academically and psychologically. Students need to be self-motivated and manage their time. There will be learning situations they may be unfamiliar with, such as large-group learning in a lecture hall. They need to adjust to the pace of academic programmes too.

The students who thrive at UCT are those who come to us with not only a strong academic background, but also strong personal attributes and a desire to get the most out of the institution. In our experience, Cambridge schools in southern Africa prepare their students well for further study.

Cambridge schools are able to combine the programmes and the school environment to produce confident, engaged students.

We sometimes refer to non-academic skills as ‘graduateness’, as they are skills that we want students to build on and graduate from UCT with. These include an interest in politics and the world around them, and a strong network of friends. Most importantly, they need to be good communicators, whether that’s with their fellow students or with their professors.

The five Cambridge learner attributes (confident, responsible, reflective, innovative and engaged) are among those qualities for both school leaders. Katherine says ISCT develops these qualities through its college-style structure, with fewer contact hours and a clear programme of study laid out in subject manuals.

At SCIE, Joe says that the Cambridge learner attributes are aligned closely with those specified in the school's guiding statements. He adds: "As an international school, we are also interested in other attributes such as international-mindedness. We carefully map how these desired attributes are being developed in each individual syllabus and hence across the entire school curriculum and beyond into extra-curricular programmes."

Ultimately though, independence is what Katherine and Joe and their colleagues wish for students. "When students have reached the stage of 'owning' their progress and learning before leaving school – then we know they'll be equipped for university," says Katherine.

Joe agrees. "Learning how to take responsibility, interact with others and deal with problems as they arise in life are the most useful lessons our students can take from our school," he says. ■

My university journey

Name: Mustafa Parekh
Age: 18
From: Pakistan
Studying: Cambridge International A Levels at Nixor College, Karachi, Pakistan



I don't particularly know what career I will pursue. However, I'm thinking about mathematics and computer science. I have made a list of universities where I hope to apply: the University of Cambridge in the UK, Princeton University and Amherst College in the USA, and the Hong Kong University of Science and Technology.

Whenever I think about university I think of a long hall which is all illuminated. I enter from one door and leave from another and in the process get fully transformed.

However, I believe university life will be very much about learning from our hardships, our failures, our victories and our experiences in general. Things will be tough – and they will make us tougher eventually.

A university's perspective



university of
groningen



*Liza Ten Velde, Admissions Officer,
University of Groningen, Netherlands*

It is very important to us that students are able to work independently, plan their own studies and manage their time successfully. Even as early as the application process, we often see a reflection of the development of those skills: students whose secondary education has encouraged independent learning are generally able to navigate the university's application and registration procedures.

When the academic year starts, students really have to focus on their studies straight away. As this generally comes right after having moved to Groningen, this can be a somewhat intense but also often very meaningful experience in terms of our students' personal development.

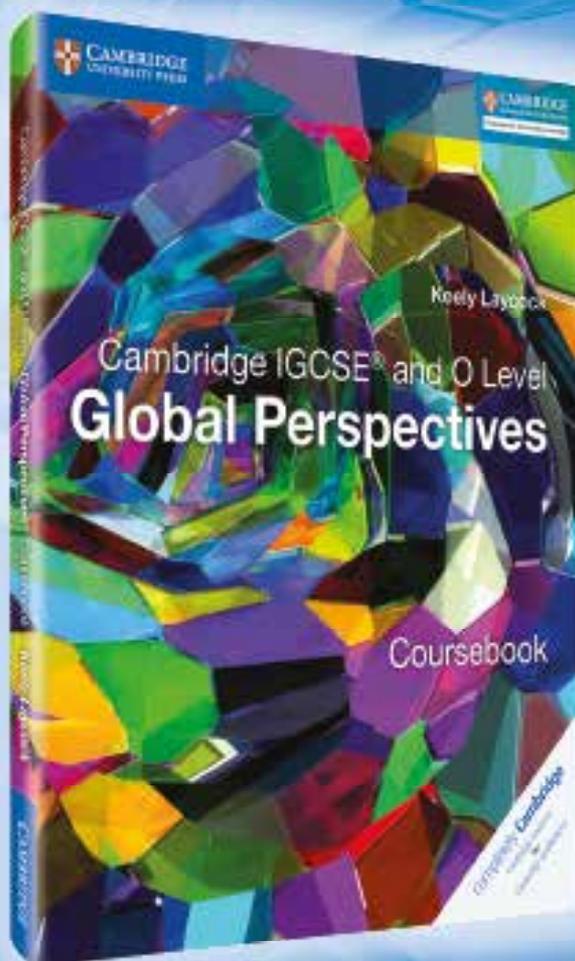
The challenging nature of Cambridge programmes ensures that students that have successfully completed them have a strong academic record and level in general. Furthermore, the fact that Cambridge programmes are frequently offered at international schools has the effect of preparing students very well in terms of intercultural sensitivity and communication skills, which are very beneficial for their time at the University of Groningen.



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Written by Keely Laycock, a Global Perspectives specialist with worldwide experience in teaching this course.

education.cambridge.org/globalperspectives

Ready to take on the world

A research perspective

Cambridge programmes are an excellent foundation for university study, as some recent research confirms

Cambridge's priority is to ensure that our programmes prepare students well for future study. So we regularly conduct research to check that they do just that.

One recent study, carried out by researchers Stuart Shaw and Magda Werno, delved into the experiences of students at Florida State University (FSU) in the USA*. All of the students in the study had completed Cambridge qualifications, and were at various points in their university journey. Broadly speaking, the research found that the students believed that their Cambridge education had helped them to develop a range of skills and learning attitudes that were useful for university. But how had it done that, and what else did the research find?

The study

The participants were 104 FSU students with Cambridge programme credits. They were aged between 17 and 22, and came from a range of degree courses and year groups. A senior member of the FSU admissions team sent potential participants an online questionnaire, which provided a framework for evaluating the impact of the Cambridge high school programme on university readiness.

The findings

Most of the participants (83 per cent) said they had had a choice in opting for a Cambridge programme at school. The most prominent reasons for their choices related to the rigorous and challenging nature of the curriculum; flexibility of the Cambridge programme and the broad range of subjects offered; gaining college credits; and obtaining qualifications recognised by universities in the USA and beyond.

The students said they had developed a number of important skills throughout their Cambridge programmes which are useful for university study:

- writing skills and critical thinking, analysis, and evaluation skills
- time management and note-taking skills and the ability to study independently
- perseverance and the ability to work under pressure.

Academic rigour

Cambridge regularly conducts research to ensure programmes prepare students for university



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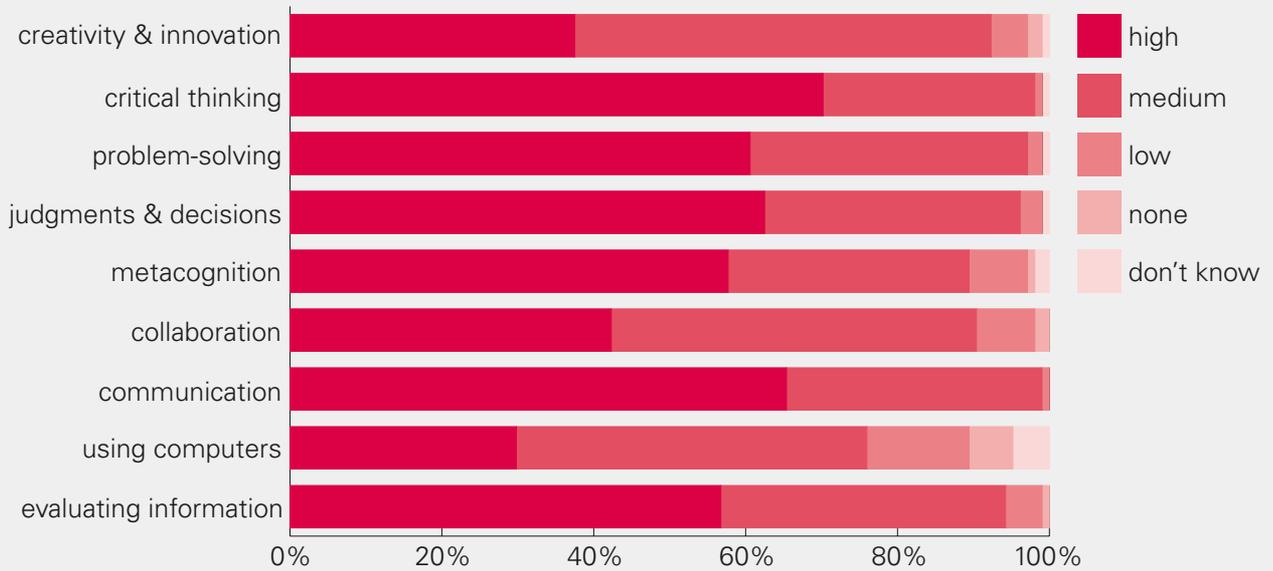


Students said they had developed important skills throughout their Cambridge programmes which are useful for university study

*For full details of this study please refer to Shaw, S. D. & Werno, M. (2016). Preparing for College Success: exploring the impact of the high school Cambridge acceleration program on US university students. *College & University: Educating the Modern Higher Education Administration Professional* Vol. 91, No. 3 (Fall 2016)

Skills gained at school

How students in the study rated their skill levels after completing Cambridge programmes



We wanted to gain a better understanding of the students' perceived areas of strength and weakness at the point of entering university. So we asked them to rate their skills upon completion of their Cambridge programmes (see graph, above).

Students appeared very confident in critical thinking, communicating clearly and logically, making judgments and decisions, problem solving, and evaluating different sources of information.

Students were also asked to reflect on the main differences between the Cambridge programme and university. In particular, we asked them to compare expectations in school and university regarding workload, subject knowledge and understanding, tutor expectations, lesson format, and ways of learning. The greatest differences related to tutor expectations and lesson format.

Finally, we asked the students to tell us how interesting, challenging, and stimulating the Cambridge programme was. Overall, more than 90 students in each category said that the programme was 'very' or 'quite'



Students appeared very confident in critical thinking, communicating clearly, making decisions, problem solving and evaluating information

My university journey

Name: Sara Janssens

Age: 17

From: South Africa

Studying: Cambridge International AS Levels at International School of Cape Town, South Africa



I would like my career to take me somewhere in the health or medical industry – ideally a researcher somewhere in the field of neurobiology. So after I complete my Cambridge International A Levels, I would like to study medicine or neurobiology.

I have my heart set on the University of St Andrews in the UK. This summer I was there for their International Summer Programme, where I did science. I love the feel of the university and all the lectures so far have been incredible.

I think going to university, especially overseas, requires a great emotional as well as academic maturity. On the academic side I feel well prepared, as I am used to doing my own research if I do not understand something and know that hard work is required to reach any goal. Emotionally, I think the only way to prepare is to actually go and experience it for yourself.

interesting, challenging and stimulating (see graphic, below).

In terms of the Cambridge examinations themselves, again an overwhelming majority of students considered the Cambridge programme to be either 'very' or 'quite' effective

- in equipping them with the knowledge needed for the Cambridge exams
- in teaching them the skills they required for their Cambridge exams
- in preparing them for Cambridge exams.

Students reported that teaching quality was an important factor in influencing their attitudes towards particular subjects. A number of students commented on the very high level of teaching on the Cambridge programme, and singled out important contributions made by specific teachers.



Conclusions

The Cambridge programme allows students to develop a range of skills and learning attitudes that help them adjust to many of the demands of university.

Most of the participants in our study said they found at least some aspects of the transition from school to university difficult. These included increased coursework, limited support from college tutors, the need to study independently, and problems with concentration and motivation.

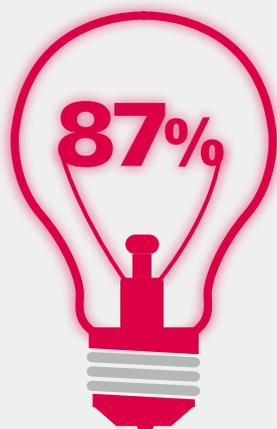
The findings of this study provide important insights into the impact of the Cambridge programme on students' transition to higher education. According to the perceptions, opinions and experiences of students who participated in this study, the Cambridge programme is good preparation for college study, helping students develop academic skills and attitudes that are important to succeed in subsequent stages of education. ▀



Students reported that teaching quality was an important factor in influencing their attitudes towards particular subjects

What students thought of Cambridge programmes

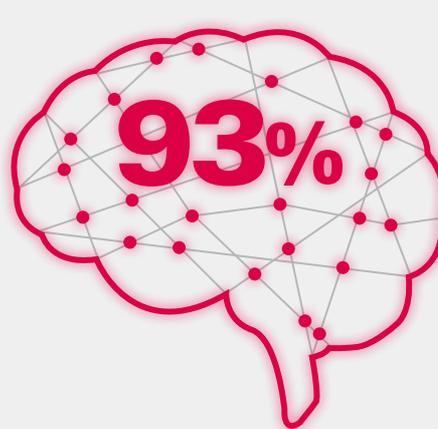
Percentage of students in the study who said that they found Cambridge programmes 'very' or 'quite' interesting, challenging and stimulating



Interesting



Challenging



Stimulating

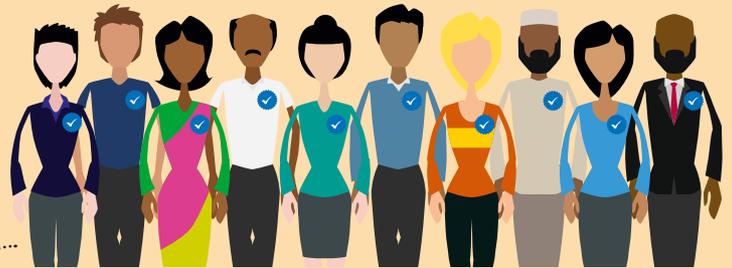
How we mark and grade papers

Cambridge International Examinations receives over eight million answer scripts a year from all over the world. Every script needs the correct mark so that everybody gets the correct grade. This is how it happens.



Start here...

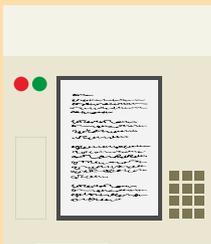
Your students put down their pens. The exam is over, and the scripts are packaged up and sent back to Cambridge



Cambridge examiners are teachers or experts in their subject

Then the scripts are passed to our teams of examiners. Every examiner practises by marking the same scripts as the senior team to make sure they understand how to mark to the same standard

Most scripts are scanned, ready to be marked on a computer screen by examiners. For any exam, every student's work is marked in the same way



Some scripts are marked on paper and some, such as multiple-choice exams, are marked automatically by a computer



A few days after the exam, a team of our experienced senior examiners get together to mark a sample set of scripts



Our examiners are now ready to start marking. Senior examiners check the marking of every examiner to make sure that they keep marking correctly



If one examiner is not able to mark consistently, they're asked to stop. Another examiner then re-marks their scripts

So now we have marks for every script. How do we work out the grades?

We turn marks into grades by using grade boundaries. Grade boundaries are the minimum marks that students need to achieve a grade

Every year, we use a mixture of statistical evidence and expert judgment to agree grade boundaries



Once the grade boundaries have been agreed, we apply them to your students' marks to give them a grade

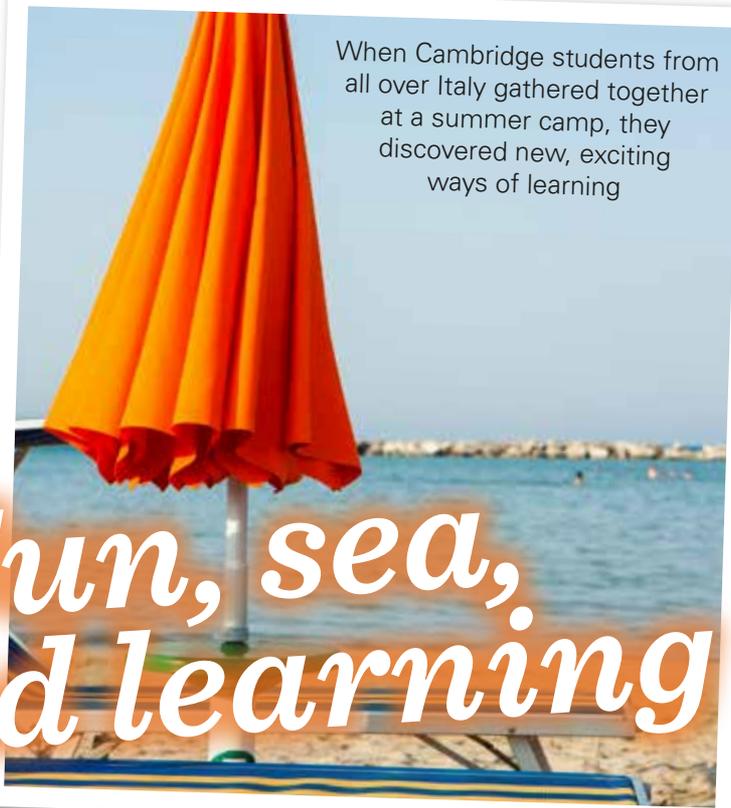


Senior examiners carry out final checks on the marking. Once we've done all of our checks, your students' results are sent back to your school



Watch the video

Find out more at www.cie.org.uk/marking-grading



When Cambridge students from all over Italy gathered together at a summer camp, they discovered new, exciting ways of learning



Sun, sea, and learning

There can't be many lessons around the world that take place on a beach with the sea lapping at students' feet. However, as 150 students from Cambridge schools in Italy found out, it turns out that beach-based classes are a brilliant way to learn.

In June this year, a network of Cambridge schools in Italy that call themselves La Rete ("The Network") organised their first summer camp for students aged 14–16 in Cesenatico on the east coast of Italy. "It was an opportunity for students and teachers to share and get to know each other, and to improve. And of course, to have fun," says Dea Campana, Head Teacher of Liceo Scientifico Righi in Cesena and the organiser of the camp.

La Rete was formed in 2013 for Cambridge schools to support each other and share best practice, and has been growing ever since. It now has about 80 school members across the country,

and is enthusiastically supported by Cambridge's regional manager for Italy, Alessandra Varriale. "The idea for the summer camp came out of La Rete's annual meeting," says Alessandra. "Its purpose was to give students the feeling of belonging to the same international community: Cambridge International Examinations."

It certainly seems to have fulfilled its intention. "It was a great experience for students," says Dea. "They were really motivated to work in classes on the beach, and made friends outside their usual school groups."

The students were organised into six groups taking programmes of classes and activities from 8.30am to 7pm. Each group had students from different schools doing three subjects for the first or second half of each day (Cambridge IGCSE Maths, Geography and English as a Second Language) complemented by sports and other extra-curricular activities for the other half of the day.

Dea concludes: "I truly believe in this experience because I am certain that the benefits went way beyond the academic study. We might have some more subjects here next year and I'm looking forward to it being bigger and better in the future." ▀



"At camp I made friends and the activities have helped me improve my English a lot. It was also a great way to have fun because it's summer!"

Elenia, 16, student at Istituto Magistrale Giovanni Da San Giovanni

Schools that took part

- Liceo Scientifico Righi Cesena;
- Liceo Scientifico Rummo Benevento;
- Cambridge Secondary 2** Istituto Magistrale Giovanni Da San Giovanni Valdarno, Arezzo; Liceo Aristotele Rome;
- Collegio San Giuseppe Istituto De Merode Rome;
- Liceo Scientifico Volterra Ciampino, Rome;
- Liceo Classico Morea Conversano, Bari;
- Istituto Parificato Bonifacio VIII Anagni;
- Liceo De Sanctis Rome

Promoting inclusivity

We asked teachers to share their ideas for making sure every single student feels confident and empowered in the classroom

Observe students with special educational needs and share their interests with the class, so they don't feel detached from the lesson. Find out what they like and use it as an excuse to talk to them, or give them the chance to talk about it to the whole class.

Offer practical, real life tasks. For example, using brochures from a local bank, ask them to evaluate which bank offers better interest rates and which bank to go for in applying for loans. Everyone can get involved.

Allow the introverts to talk in a safe zone. For instance, there are apps that allow students to record themselves explaining their homework. Choose the best recorded explanations and play them to the class. When a student realises that their contribution is valuable, they may start sharing their thoughts more openly and confidently in class.



ALAMY

In bilingual classrooms, for students who struggle to communicate in the main teaching language, learn the culture and their native language structure. Learning a few phrases of their language can certainly help too.

Encourage singing! Songs express membership of a group or a school culture. Students remember the lyrics for a long time after they've left

No one left out
With planning and consideration, students of all abilities and backgrounds can learn together

school, so they'll always feel part of that culture.

Encourage participation in inter-school activities. It encourages students to feel as though they belong to a larger community.

Work on building a culture where it's safe to be wrong. That applies to both students and teachers. Everyone needs to be confident to make mistakes and, most importantly, to learn from them.

Thanks to: Uncommon Schools, USA; La Rete di Scuole Cambridge, Italy; HELP International School, Kuala Lumpur, Malaysia

A mathematical challenge



In Asian countries, maths is often regarded as the most important subject. Some students take maths so seriously they think the world is going to collapse if they get less than 100 per cent on a test. With these students, I ask them to help the others, and to express their mathematical abilities by creating videos and poems. I also purposely mix them with other students because I want them to understand that their classmates are talented in so many different areas. It's a constant battle but it's starting to work.

Siti Zaleha, Head of Maths, HELP International School, Kuala Lumpur, Malaysia

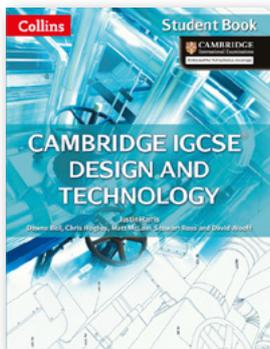
Find out more...
Find resources to support teaching and learning in your school at www.cie.org.uk/learning

Support for schools

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

Endorsed resources

At Cambridge, we work with publishers to produce resources to support your teaching. Our subject experts thoroughly evaluate each of these titles to make sure they are highly appropriate for Cambridge programmes.



COLLINS CAMBRIDGE IGCSE DESIGN AND TECHNOLOGY

RESOURCE: Student's Book, Teacher's Guide and online resource via Collins Connect
PUBLISHED BY: Collins

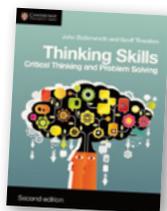
Prepare for the new Cambridge IGCSE Design and Technology syllabus with the only book endorsed by Cambridge International Examinations. The title follows a skills-building approach that links together the theory and practical parts of the syllabus to effectively build students' key skills and knowledge, while also providing support and guidance for teachers.

Visit: www.collins.co.uk/igcsedandt
Email: collins.international@harpercollins.co.uk

THINKING SKILLS: CRITICAL THINKING AND PROBLEM SOLVING

RESOURCE: Book
PUBLISHED BY: Cambridge University Press

This endorsed text (second edition) provides complete coverage of the Cambridge International AS & A Level Thinking Skills syllabus. Written by highly experienced authors, this coursebook provides a thorough grounding in critical thinking and problem solving, helping to prepare students for their future.

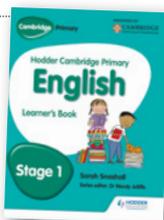


Visit: education.cambridge.org/thinkingskills

HODDER CAMBRIDGE PRIMARY ENGLISH

RESOURCE: Student's Book
PUBLISHED BY: Hodder Education

This book aids preparation for Cambridge Primary Checkpoint and Progression Tests. It also offers full coverage of the Cambridge Primary English curriculum frameworks for Stages 1-6. There is a Student's Book, Workbook and a Teacher's Pack available for each stage.



Visit: bit.ly/HodderCPEnglish
Email: international.sales@hodder.co.uk

Online improvements

We've been busy updating our website and other online offerings. Here are the main changes we've made:

New resources lists for Cambridge Primary and Cambridge Secondary 1

All endorsed resources are now described in detail and include sample pages so that teachers can preview them:
www.cie.org.uk/primaryresources
www.cie.org.uk/secondaryresources

Noticed anything new about Teacher Support?

Regular users of Teacher Support (teachers.cie.org.uk) will see some changes. We've reorganised the forums and reviewed all our documents to make sure everything is up to date and relevant to you. This is part of our ongoing commitment to expand the range of support that we offer and we'll be making further updates and changes in the future.

Updated support sites coming soon

Our Cambridge Primary and Cambridge Secondary 1 support sites are being refreshed. These are due to be live by the end of the year and you'll see significant improvements in functionality and usability. Progression Tests will continue to be available on these sites – they'll be easier to administer and the improved reporting will make it easier for you to analyse results. Look out for further updates.



More ways we're supporting you...



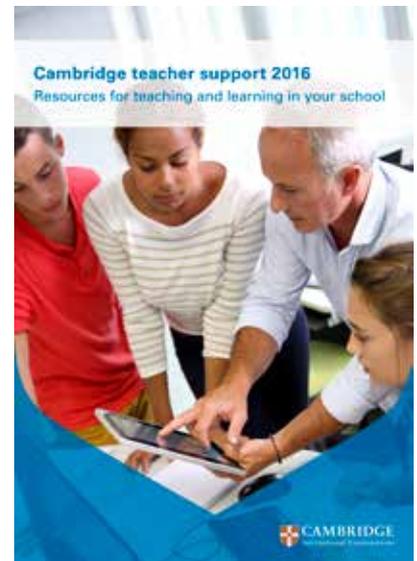
New-look syllabuses

We are improving the look and structure of our syllabuses. We're making them more visually engaging, and we're simplifying the layout so that they are easier for teachers to use.

OUT NOW

Resources catalogue

Our new brochure, *Cambridge Teacher Support 2016*, is a catalogue of the resources that we produce to support teaching and learning in your school. For schools who receive *Cambridge Outlook* by post, we've included the brochure with this issue. Or you can download it at www.cie.org.uk/orderpub



New secondary tests for English as a Second Language

Cambridge Secondary 1 Checkpoint tests assess learning at the end of the Cambridge Secondary 1 programme. They are already available in English, mathematics and science and give valuable feedback on learners' strengths and weaknesses.

Now, we've added English as a Second Language to this group of tests so that students whose first language is not English can take a test produced with their language needs in mind.

We are also developing a Cambridge Primary Checkpoint English as a Second Language test – look out for updates.

Find out more at www.cie.org.uk/secondary-1-checkpoint

Check out our
'WHAT'S NEW'

pages on the website for new resources, plus syllabus updates, revisions and withdrawals.

www.cie.org.uk/new

Training *and* events

News and resources to support your continued professional learning



Bringing Cambridge IGCSE Latin to life in Rome

Far from being a 'dead language', Latin is experiencing a resurgence among Cambridge learners. The number of students taking Cambridge IGCSE Latin is increasing worldwide. In April 2016, Cambridge hosted its first Introductory Training for teachers of Latin in Rome. The workshop brought together 13 delegates from Centres in Italy, Singapore and South Korea.

An enriching experience

As part of our support for Cambridge teachers, we will hold Enrichment Workshops ahead of the Cambridge Schools Conference in Kuala Lumpur, Malaysia, in December. These workshops offer a new type of training from Cambridge, designed to help you innovate in the classroom and transform your teaching. They are open to all Cambridge school leaders and teachers.

We will hold a series of 'Active Learning & Assessment for Learning' two-day workshops in English, mathematics, science, humanities & social sciences and Cambridge Primary.

Alongside these workshops, we will also run a four-day leadership workshop. The 'Developing your school with Cambridge' Enrichment Workshop is for new and aspiring senior leaders. Delegates will explore many of the key responsibilities of a school leader, with opportunities for networking and discussion. It is an excellent pathway to the Cambridge International Certificate and Diploma in Educational Leadership.

For more details about these workshops, or to find out about Cambridge Professional Development Qualifications, visit www.cie.org.uk/professionaldevelopment

Enrichment Workshops link transformation in classroom practice with improvement in student outcomes



"This course was exactly what I needed. It covered the basics of introducing, teaching and assessing Cambridge IGCSE Latin"

Di, North London Collegiate School, Jeju, South Korea

Cambridge trainer Dr Arlene Holmes-Henderson explained core elements and assessment objectives of the qualification. She also guided delegates through marking activities and provoked stimulating discussion and ideas-sharing.

Delegates particularly enjoyed the session on innovative and interactive teaching strategies in the Latin classroom. These new and exciting approaches help bring Latin to life for learners, and allow teachers to harness the best of modern educational technology to convey effectively their passion and enthusiasm for the ancient world.

We are planning to hold more Cambridge IGCSE Latin training in 2016–17. Visit www.cie.org.uk/events for information on our training in November and April.

Find training

Our Introductory Training and Extension Training cover a wide range of subjects at all levels, and our range of Enrichment Workshops further support the development of teachers and learners. For more information on our upcoming training or to book onto a course, visit our training calendar at www.cie.org.uk/events

Any questions?

To get in touch, go to our Help pages at www.cie.org.uk/help or email us at info@cie.org.uk



Cambridge's *test* pilot

An organisation like Cambridge has to innovate constantly, but we can't do it without the views and experience of Cambridge schools themselves. Meet the woman who collects those views: ***School Liaison Manager Lynda Bramwell***



What it's like being a *trainer*



Each issue, we catch up with a member of our global teacher trainer team to find out how being a trainer has helped their professional development.

Terry Cook says:

"I have been fortunate enough to have conducted training for Cambridge in more than 20 countries and I have always enjoyed the experience. The delegates are always extremely enthusiastic and are keen to learn as much as possible during the workshops. It is very satisfying to discover the high regard they have for the link with Cambridge.

"I have been to countries all over the world, from Jamaica to New Zealand and from China to South Africa, and I am always made very welcome.

"It is indeed a privilege and a very humbling experience to visit countries that value education so highly."



Do you think you could be an Accredited Cambridge Trainer? Visit www.cie.org.uk/trainerrecruitment to find out more about our trainer recruitment process.

My job is to represent the views of schools when we're preparing to introduce new qualifications, programmes or ways of working.

I do that by running pilot programmes and trials with schools. There's a difference between pilots and trials: a pilot is generally long, with a lot of communication between Cambridge and the school. A trial, however, is more likely to involve simply asking a school to test something for us and feed back.

For example, a pilot that's running at the moment is for a brand new skills-based Cambridge programme. The pilot lasts for two years and the schools went through an application process and were carefully trained. Some of the trials we are running, on the other hand, are for on-screen tests – so that's more a case of asking schools to do the test and then I'll call them to find out how they got on.

I sometimes get asked why schools would bother to help us with pilots and trials, but lots of schools do want

to take part because there are benefits for the school. They discover things about how they may work in the future. For example, for the onscreen tests, it makes them think about the practicalities – where the screens



"I'm gregarious and I like to put people at their ease. I used to be a teacher of English so I understand the challenges of a classroom"

are, having the IT person on hand, and all the other logistics that are different from paper-based testing.

This job really suits my personality. I'm gregarious and I like to put people at their ease. I used to

be a teacher of English so I understand the challenges of a classroom. But schools often go the extra mile. They give us detailed feedback and provide videos and photos of their teachers and learners talking about their experiences. Others have allowed us to use their schools to run training sessions about on-screen tests.

Do get in touch with me if your Cambridge school – new or well established – would like to take part in our pilots or trials. 🍀

Email Lynda at bramwell.l@cie.org.uk

A view from... Vietnam



Nguyen Thi Minh Thuy (left), Principal of Nguyen Sieu High School, talks to *Melvyn Lim* (right), Cambridge Manager, Vietnam & Myanmar, about how they combine programmes to offer students a bilingual education



Students at Nguyen Sieu High School follow a combination of programmes to foster an understanding of their own culture and of the wider world

ML: Which Cambridge programmes do you offer?

NTMT: We offer Cambridge Primary, Cambridge Secondary 1 and Cambridge IGCSE and we will offer Cambridge International AS & A Level subjects in the next two years. We also provide Cambridge English* programmes from primary level through to high school.

Why are you a Cambridge school?

In 1990, when private schools were first allowed to operate in Vietnam, we became one of the first private schools in Hanoi. Our target was to adopt an English programme. It was a very unusual approach at the time, but we wanted our students to have opportunities beyond Vietnam. For 10 years we have been using Cambridge English qualifications to evaluate our students and help them to progress. More recently, we registered with Cambridge International Examinations to become a Cambridge school, realising our goal to become a bilingual school teaching both English and Vietnamese curricula.

How do you think your approach prepares your students for the future?

On one hand, we maintain national identity and our national curriculum. On the other, we have

opened up new possibilities for students through international programmes. The aim is to benefit students who cannot afford to study abroad, but they can still receive training and education to be global citizens in their home country.

How have you used a combination of programmes in your school?

Students follow the Cambridge curriculum for English as a Second Language, and we use Cambridge English qualifications to measure their progress. With academic subjects, we mapped the Cambridge syllabus with the Vietnamese curriculum so students can enjoy an international approach with a Vietnamese background.



How do students benefit?

Students can quickly identify what language level they are and what they need to improve upon. They are also well equipped with skills for further education and living overseas.

Describe your relationship with the Cambridge regional team

We are thankful for the dedicated support from our Cambridge regional team. They also connect us with other schools locally and internationally to help build a network for the students' benefit.

What makes you proud about your school?

Building better and global citizens is the tradition of our school. We have a global approach but still keep our own unique culture: that makes us proud. 



*Cambridge English provides a range of programmes and exams to help learners develop real-life English skills. Like Cambridge International Examinations, Cambridge English is part of Cambridge Assessment, a department of the University of Cambridge. To find out more, visit www.cambridgeenglish.org

Cambridge Schools Conference 2016

6–7 December, Kuala Lumpur, Malaysia



Places at our Cambridge Schools Conferences have gone quickly this year! Book now for our final conference of 2016, in Malaysia.

“A wonderful experience that was incredibly beneficial. The learning experience of our students (across the whole school) will be enhanced as a result of this conference.”

Delegate, Cambridge Schools Conference, Johannesburg 2016

Book your place at our conference in Malaysia at www.cie.org.uk/conference

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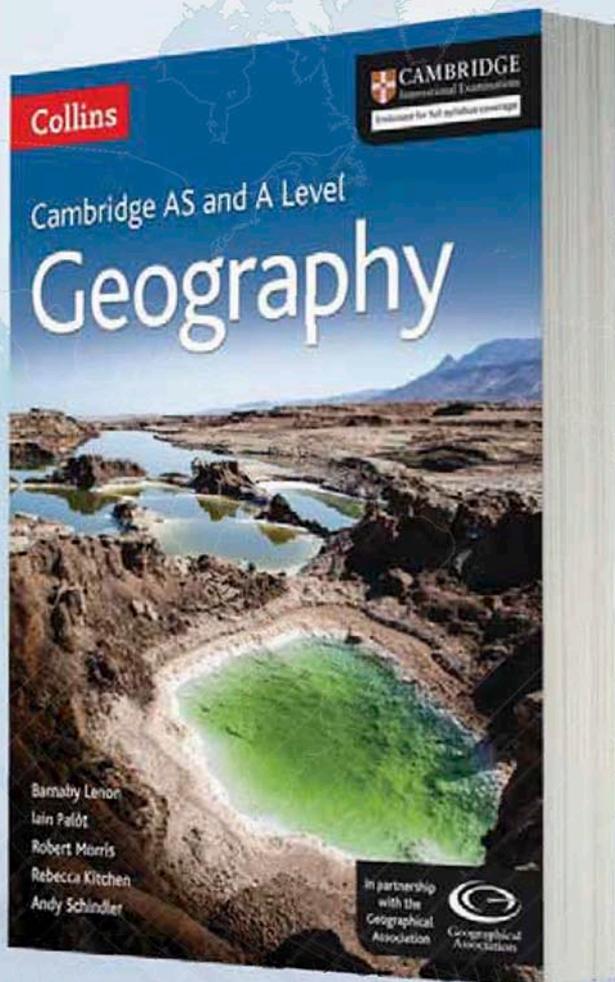
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Collins Cambridge AS and A Level Geography

Covers all the core syllabus topics as well as the physical and human geography options



- Helps students to develop an understanding of complex topics and the inter-relationships between processes
- Includes a wealth of maps, diagrams and infographics helping students to explore geographical patterns and data
- Accompanied by a Teachers' Resources DVD including new approaches to strengthen and deepen students' understanding of our complex world

This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2018

Find out more at www.collins.co.uk/cambridge