



**Cambridge Assessment
International Education**



Cambridge school support

Resources for teaching
and learning in your school

Coming soon - our new School Support Hub

Our new School Support Hub will replace our current Teacher Support site. The new, cleaner design and improved search facility will make it much easier for you to find and download the high-quality assessment and teaching support materials you need to deliver Cambridge programmes.

The School Support Hub will also include online forums, where you can share ideas, experiences and best practice with Cambridge colleagues around the world.

You will be able to use any connected device to find the new hub at www.cambridgeinternational.org/support



“ Cambridge delivers excellent support and training with many opportunities for professional development to develop reflective practice and collaboration within teaching. ”

Patti McCusker, Science and Geography Teacher, Skipper Clement School, Denmark

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About us

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.

Supporting you every step of the way

We provide a wide range of support so that you can give your learners the best possible preparation for Cambridge programmes and qualifications. Our support material is available online through Teacher Support at teachers.cambridgeinternational.org

1

Planning and preparation

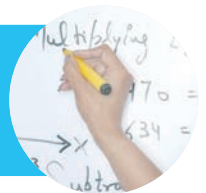


We support you at each stage of your lesson planning:

- **Syllabuses** – be clear about what learners need to know and what they must be able to do, and how they will be assessed
- **Specimen papers** – familiarise yourself with the overall assessment approach
- **Schemes of work** – get ideas for teaching activities and find useful links to learning resources
- **Teacher guides** – find extra guidance to further improve your planning.

2

Teaching and assessment



We have a great range of resources to support you in the classroom:

- **Coursework and speaking test handbooks** – feel confident about teaching coursework and managing speaking tests
- **Endorsed resources** – explore the range of resources (including endorsed textbooks) developed by publishers to support your syllabus
- **Coursework training programmes** – use our online self-study courses to help mark coursework to our standards
- **Online forums** – ask us particular questions about the syllabus or share ideas, challenges, resources and best practice with other Cambridge teachers.

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 number of routes depending on your experience and needs:

- **Introductory Training**
- **Enrichment Professional Development Workshops**
- **Extension Training**
- **Cambridge Professional Development Qualifications.**

3

Learning and revision



Our support helps you understand the standard of Cambridge exams and prepare your learners effectively:

- **Learner guides** – share these with your learners to help them plan their revision programme and better understand what to expect in the exam
- **Past papers and mark schemes** – familiarise your learners with exam requirements, command words in questions and how to answer questions that meet the assessment objectives
- **Example candidate responses** – build up your learners' understanding of what is required to gain marks.

4

Cambridge exams



We provide comprehensive support and guidance to all Cambridge exams officers. If you are involved in administering Cambridge exams, you will find some of these resources useful. Find out more from the exams officer web page at www.cambridgeinternational.org/examsOfficers

5

Results



You can learn a lot from your learners' results to improve your teaching practice and approach. Use our resources to explore your candidates' results in more detail:

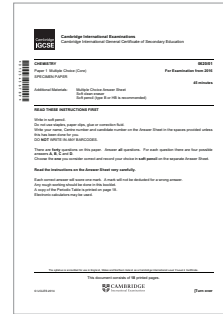
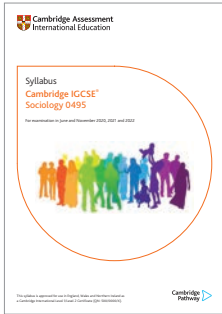
- **Principal examiner reports** – get an insight into common errors made by learners on each part of the exam question
- **Examiner feedback presentations** – take the opportunity to ask questions about the key themes in our principal examiner reports
- **Results Analysis** – use this service, available for eight of our most popular Cambridge IGCSEs, to identify learners' areas of strength and weakness to focus your teaching where it is needed most.



Planning and preparation



We support you with every stage of your lesson planning.



Syllabuses

Our syllabuses are well designed, interesting to teach, accessible to learners and regularly updated. They explain what your learners need to know, how they will be assessed, and the relationship between assessment objectives and papers.

Schemes of work

These are medium-term course plans. They suggest a possible teaching sequence, activities for the classroom and suitable past paper examination resources to use with your learners. You choose which approach to take.

Specimen papers

Use these papers to familiarise yourself with the overall assessment approach.

In focus: Cambridge Primary and Cambridge Lower Secondary



Teachers in schools registered for Cambridge Primary and Cambridge Lower Secondary have access to secure online support sites, where they can download teaching and support resources for English, English as a second language, Cambridge Global Perspectives®, mathematics and science.

Resources available include:

- curriculum frameworks
- schemes of work
- teacher guides
- assessment materials.

We also offer online tools to help you record and analyse assessment results, and to help you compare the learners in your school with Cambridge learners worldwide.

Our Cambridge ICT Starters programme is available at both Primary and Lower Secondary stages. More information can be found at www.cambridgeinternational.org/primary

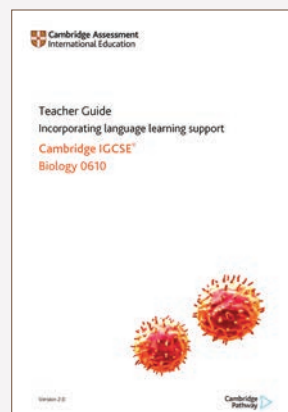




In focus: Teacher Guides incorporating language learning support

Look out for the new Cambridge Teacher Guides incorporating language learning support. These are currently available for the following subjects:

- Cambridge IGCSE/Cambridge O Level Accounting (0452)/(7110)
- Cambridge IGCSE Biology (0610)
- Cambridge IGCSE Business Studies (0450)
- Cambridge IGCSE Chemistry (0620)
- Cambridge IGCSE Computer Science (0478)
- Cambridge IGCSE Economics (0455)
- Cambridge IGCSE Physics (0625)
- Cambridge IGCSE Sociology (0495)
- Cambridge IGCSE World Literature (0408)



For many of our learners, English is an additional language. This can present potential barriers, but can also provide great opportunities.

By integrating language learning into normal classroom teaching, teachers can encourage learners to express themselves in English at the same time as they are acquiring knowledge and skills within the subject.

Our Teacher Guides also offer guidance on organising and planning your teaching as well as how to prepare your learners for the final assessment. They also suggest teaching strategies that incorporate language learning in the classroom.

4.3.1 Some examples of exercises to integrate language learning within lessons

Exercise 1: The use of the passive voice

One of the most common uses of the passive voice is in the writing up of lab reports. Learners are likely to write several lab reports during the two years of the course.

Often teachers write the aim of an experiment on the board and provide an equipment list, which helps with spelling. The procedure is often left for the learners to write themselves. This can be a little daunting for second-language learners and often the incorrect tense and/or voice is used.

If the learner is following a recipe from a text, this can make the task somewhat simpler.

Here is a simple procedure for investigating exothermic and endothermic reactions:

Procedure

1. Place 30 cm³ of water into a polystyrene cup. Measure and record its initial temperature.
2. Add two spatulas full of anhydrous copper (II) sulfate to the water. Stir the solution and check the temperature frequently.
3. Record the highest temperature reached in the data table.
4. Take a new polystyrene cup and add 30 cm³ of water to it.
5. Add two spatulas full of sodium hydrogen carbonate to it. Measure and record its initial temperature.
6. Record the lowest temperature reached.

Here are some strategies that you can try in your next lesson:

- record language prompts on the whiteboard
- encourage learners to underline key terms
- use images
- provide writing frames
- enable learners to write collaboratively
- introduce learners to new language before setting a task
- provide sentence stems and model language
- activate prior knowledge of the subject
- create a bank of useful expressions
- repeat explanations and progressively increase the difficulty of explanations
- provide feedback on language and content
- highlight examples of good language use from learners.

Professional development

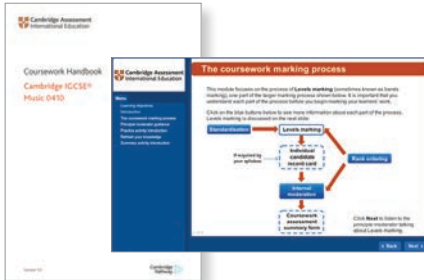
Our Introductory Training, Extension Training, Enrichment Workshops or Professional Development Qualifications can support your planning and preparation (see pages 16 to 17 to learn more).



Teaching and assessment



We have a great range of resources to support you in the classroom.



Coursework training programmes

Our online self-study courses are designed to help you prepare to deliver and mark coursework to Cambridge standards. They are for teachers new to Cambridge coursework, as well as more experienced teachers looking to refresh their skills and knowledge. Guidance on administering, planning, delivering and marking coursework components can be found in the Coursework Handbook.

Online forums

Our online discussion forums are a great way to keep up to date with your subject. You can ask questions, get the latest information and connect with Cambridge teachers around the world. You can also upload your own resources for the community to use.

Speaking test training programmes

This self-study course provides an opportunity to learn about and practise the skills necessary for you to conduct and mark Paper 3 speaking tests. The course contains interactive activities and guidance and when completed you will understand the requirements for conducting and marking speaking tests to Cambridge standards. You can find guidance on administering and marking speaking test components in the Speaking Test Handbook.



In focus: A Learner's Guide to the Cambridge Research Report

Our interactive guide to the Cambridge Research Report provides learners with high quality guidance to support their Cambridge Global Perspectives & Research studies. When viewed on a desktop computer it offers a range of interactive features allowing learners to make notes and record thoughts within the guide itself, or using downloadable templates.

It also includes fully integrated interactive quizzes, hover-over diagrams and downloadable support materials. You can access the guide on a mobile device to use full navigation and note-taking features.





In focus: Endorsed resources

We work with a range of publishers to produce high-quality resources to support our syllabuses. We provide you with a choice of textbooks six months before the first teaching of a new or revised syllabus. Every endorsed title has been reviewed by subject experts and evaluated against detailed criteria to ensure that it:

- is aligned with the syllabus
- has an appropriate focus on knowledge and skills
- promotes effective teaching and learning.

We work with publishers to develop a wide choice of resources so you can offer the most appropriate support to your learners.

How to recognise endorsed resources

Look out for our endorsement logos which show that a resource has passed our quality assurance process. See the example book covers (right) with our logo in the top-right corner.

Endorsement logos

These appear on all endorsed resources. Resources may be 'endorsed for full syllabus coverage' or for a particular syllabus section, topic or for a specific purpose, for example 'learner support'.

Information box

Each endorsed resource also has a blue box (usually on the back cover) which shows the type of endorsement and the syllabus that it supports. See below for examples of our endorsement logos and information boxes.



Endorsed for full syllabus coverage



Endorsed for learner support

This resource is endorsed by Cambridge Assessment International Education

- ✓ Supports the full Cambridge IGCSE Mathematics syllabus 0580 for examination from 2015
- ✓ Has passed Cambridge International's rigorous quality-assurance process
- ✓ Developed by subject experts
- ✓ For Cambridge schools worldwide

This resource is endorsed by Cambridge Assessment International Education

- ✓ Provides learner support for the Cambridge International AS & A Level Geography syllabus 9696 for examination from 2018.
- ✓ Has passed Cambridge International's rigorous quality-assurance process
- ✓ Developed by subject experts
- ✓ For Cambridge schools worldwide



Teaching and assessment: digital support



In focus: The Online Learning Area

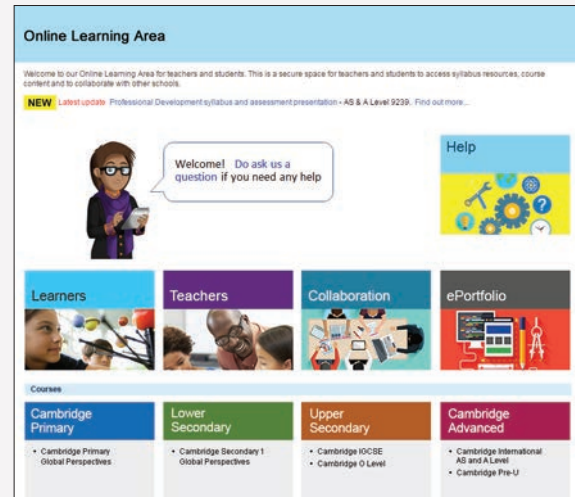
The Cambridge Global Perspectives online learning area is available to all Cambridge schools currently offering or considering Cambridge Global Perspectives.

The site includes the following to support the teaching of Cambridge Global Perspectives for 5 to 19 year olds:

- online courses and teaching materials which can be adapted to meet your needs
- online guidance and learning activities
- space for teachers and learners to build online communities where they can share resources and work with other schools around the world.

Teachers can also provide individual access for learners, encouraging the use of personal journals, collaboration opportunities and the construction of formative ePortfolios.

The online learning area adapts dynamically on mobile devices and provides extensive support for those studying Global Perspectives courses.



How can you get access to the online learning area?

Complete the online form at www.cambridgeinternational.org/registergp to register for a teacher account. Once registered, teachers can then request personalised accounts for their learners.



In focus: Resource Plus

Resource Plus is a collection of additional teaching and learning resources designed to help you deliver key topics and skills across three Cambridge IGCSE science syllabuses: Biology, Chemistry and Physics. These resources provide teaching support for the syllabus as a whole and also cover individual topics in depth.

What does Resource Plus include?

Resource Plus materials are written by subject experts and focus on specific experiments and practical skills. They are designed to provide support at each stage of teaching, from preparation and planning, to delivering and evaluating lessons. For each syllabus, the following materials are available.

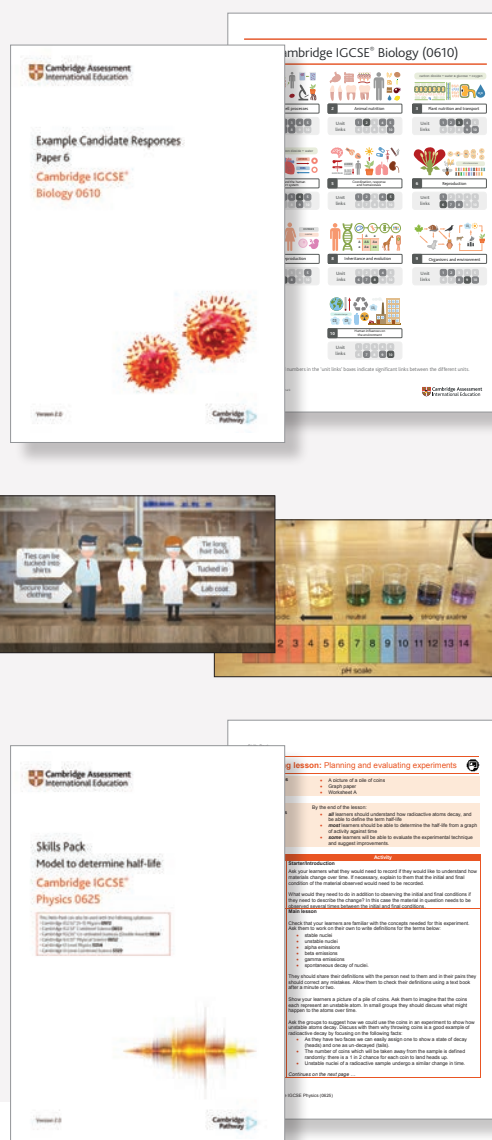
To help you with your planning and preparation:

- **Schemes of work** for both the full syllabus and each individual topic area, including suggested teaching activities for each topic area.
- **A Teacher Guide** including guidance on organising and planning teaching, as well as preparing learners for final assessment.
- **A safety animation** detailing risk, hazards and best practice in the laboratory.

To support your teaching and assessment:

- **Three experiment videos** for each topic area including an interactive video for teachers and a virtual practical for learners.
- **A skills pack for each topic area** containing lesson plans, safety guidance and worksheets for learners.
- **Infographic posters** which visually represent syllabus content as well as the links between different topics.
- **Interactive example candidate responses** which can be reviewed and marked on-screen against the mark scheme and examiner comments.
- **A selection of past paper questions** for each topic area, which can be used in class or as homework.

To find out more, or to subscribe, visit www.cambridgeinternational.org/resourceplus



Professional development

Our Introductory Training, Extension Training, Enrichment Workshops or Professional Development Qualifications can support your planning and preparation (see pages 16 to 17 to learn more).



Learning and revision



Our support helps you to understand the standard of Cambridge exams and prepare your learners effectively.

Past papers and mark schemes

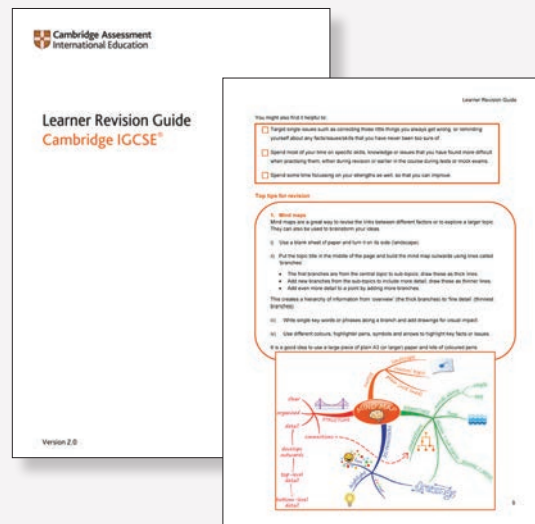
Past papers help your learners become familiar with exam requirements and command words in questions. Mark schemes explain how learners should answer questions to meet the assessment objectives.



In focus: Support for Cambridge learners

- **Learner Guides** – a subject-specific guide to the syllabus, which includes an example candidate answer with examiner comments.
- **Revision Guide for Learners** – this guide gives learners suggestions on how to plan their revision and advice about good revision techniques. Learners should use this guide alongside their subject specific Learner Guide.
- **Video: Learner Revision** – a short video with some tips and advice on how to revise effectively.
- **Video: Introduction to Learner Guides**

You can find all these resources on our website: www.cambridgeinternational.org





In focus: Example candidate responses

These booklets use examples of candidates' work to show how different levels of performance (high, middle and low) relate to the subject's curriculum and assessment objectives. They will help you understand the standard required to achieve marks, beyond the guidance of the mark scheme. Here is how to use the booklets.

Example candidate response – high	Examiner comments
<p>Ms Gillard's speech is characterized by strong, emotive language and accusatory, outraged tone. It is written in an thought-provoking manner, and exposes the flaws of the Leader of the opposition. ¹</p> <p>at she and the be misted by and conviction. law, ² something. The attention of they feel compelled to listen to her.</p> <p>She refers to Abbott repeatedly as "this man". Such a phrase resonates as slight bathing, contempt and disgusts. By choosing not to give him a name or title here, she reduces his influence and importance in the eyes of the audience. She uses such a common article, ³ subtly stripping him of some of the dignity his position would give him.</p> <p>She begins her speech by thanking the Deputy Speaker,</p>	<p>¹ Immediate and purposeful assessment of the tone of the passage.</p> <p>² A perceptive and effective language.</p> <p>³ A developed account, albeit imperfectly expressed, of the effect of one phrase in diminishing Mr Abbott's authority.</p>

Answers by real candidates in exam conditions. These show you the types of answers for each level. Discuss and analyse the answers with your learners in the classroom to improve their skills.

Examiner comments are alongside the answers, linked to specific part of the answer. These explain where and why marks were awarded.

How the candidate could have improved the answer

There was some engagement with the passage with an understanding of aspects of its style and purpose, but the focus was very variable and rhetorical devices employed were described in very general terms.

The response would have benefited from a more certain sense of direction: the points made tend to be disconnected and this prevented any clear examination of the progression of the passage.

There was a very uneven focus on style and language. The candidate sometimes explained the effect of the passage and sometimes speculated on aspects of the writing which had little relevance to the question.

The critical vocabulary used in examining the examples tended to be highly generalised and the effects described needed more precise definition. Band 4

Improving the response: This explains how the candidate could have improved the answer given. This helps you to interpret the standard of Cambridge exams and helps your learners refine exam technique.

Common mistakes candidates made in this question

The examiner expected candidates to:

- identify language examples and features which they considered significant in establishing the effect of the passage
- comment on specific effects of the chosen language examples and consider their contribution to the effect of the passage as a whole
- support their comments with an economical use of quotations.

The majority of candidates approved of Ms. Gillard's outrage at Mr Abbott's behaviour and this sometimes resulted in a lack of critical distance and focus in approaching the passage. This was manifested in some responses which listed the success and justice of the accusations without examining the rhetorical devices employed.

Common mistakes: a list of the common mistakes made in answering each question is provided. This will help your learners avoid these mistakes in the exam and give them the best chance of achieving a high mark.

Professional development
Our Introductory Training, Extension Training, Enrichment Workshops or Professional Development Qualifications can support your planning and preparation (see pages 16 to 17 to learn more).



Cambridge exams



We provide comprehensive support and guidance to all Cambridge exams officers. If you are involved in administering Cambridge exams, you will find some of these resources useful.

Webinar topics

In this centre you will be able to access all of our regular live webinars and also the recordings of any webinars you were unable to attend. Each webinar has its own title and content for you to find out about. Click on the individual webinar title (below) to navigate to the pre-webinar links, links and post-webinar resources.

Click on the blue buttons or scroll down to access the webinar details.

Webinar title	Webinar details	Webinar date
Welcome to being a Cambridge exams officer	Attend this webinar if you are a new exams officer. This webinar covers the main support and resources available to you as an exams officer, and gives you more information about your role. The webinar also tells you about the Cambridge Exams Cycle and provides you an opportunity for you to ask any general questions you have.	24 May 2017
How to prepare for results release	Attend this webinar to find out more about preparing for results release day for the June 2017 entries. The webinar covers all the documents we send you, how you can publish candidates results in your Centre, and what to do if you need to make enquiries about results. You will also be able to ask our dedicated results team any questions you have about results release.	7 June 2017
How to make entries	Attend this webinar to find out more about how to make entries for the November 2017 entries. The webinar focuses on the Guide to Making Entries and how you can make entries on CIE Direct. You will also have the opportunity to ask any entries related questions to our dedicated entries team.	12 July 2017

Webinars forum

Please submit any questions you have into the [webinars forum](#) below. Each webinar topic has its own separate thread where all the questions and



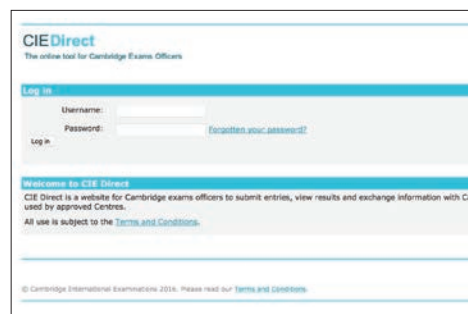
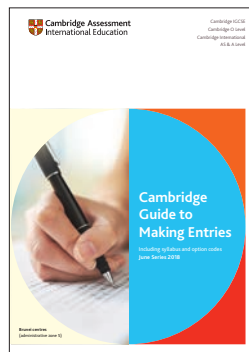
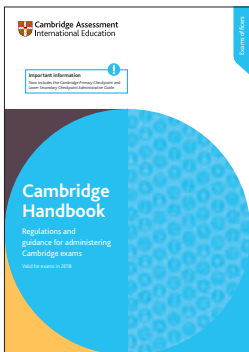
Online training

Our online training is free to access and available to all exams officers, new or experienced. We offer interactive webinars and self-completion courses on all our key regulations and processes.

Video tutorials

You can access our tutorials in the Cambridge Exams Officers' Guide on our website at www.cambridgeinternational.org/examsofficersguide

Topics include Key Times, receiving and storing question papers, packing and despatching scripts, and submitting enquiries about results.



Support material

Our *Cambridge Handbook* contains all the information you need to meet our regulations and manage a successful exam series. You can download the latest copy from the Cambridge Exams Officers' web pages.

The *Cambridge Guide to Making Entries* tells you exactly how to enter candidates for our exams. This is available from CIE Direct.

CIE Direct

Our secure online tool for all Cambridge exams officers to:

- securely submit/amend entries
- submit internally assessed marks and forecast grades
- download results
- create centre-specific timetables
- control access to the Candidate Results Service
- submit enquiries about results
- download the *Cambridge Guide to Making Entries* and statements of entry.

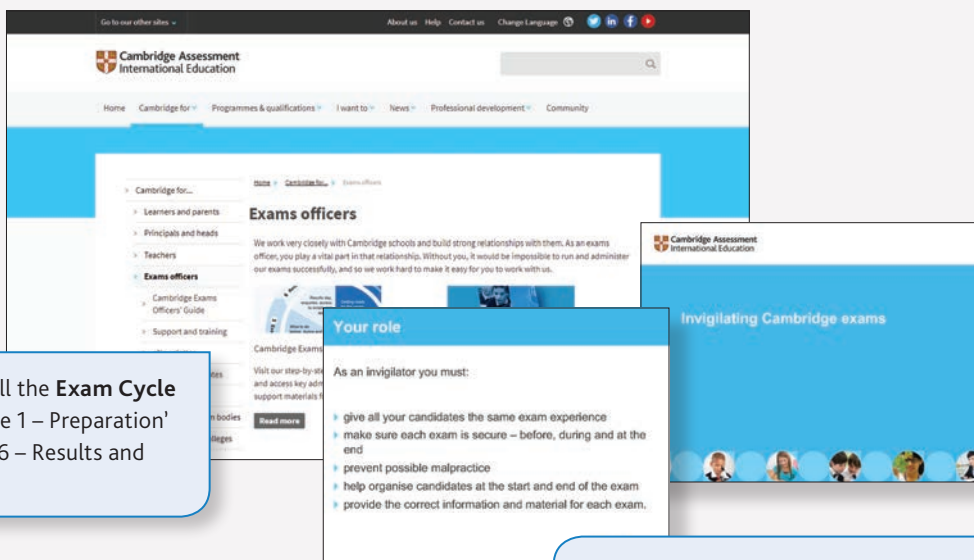


In focus: Cambridge Exams Officers' Guide

You can find a step-by-step guide at cambridgeinternational.org/examsofficersguide

Go to the relevant phase of the Cambridge Exams Cycle to access our key administrative documents, forms and a wide range of support materials. Below we focus on Phase 4 and Phase 5.

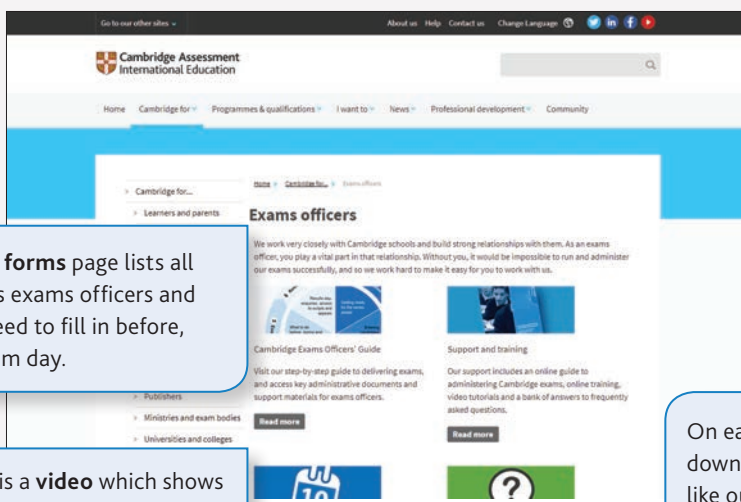
Phase 4 – Before the exams: Invigilating Cambridge exams



The menu shows all the **Exam Cycle phases** from 'Phase 1 – Preparation' through to 'Phase 6 – Results and certificates'.

A useful presentation, **Invigilating Cambridge Exams** is available to help train invigilators and make sure they are comfortable in this role.

Phase 5 – Exam day: Running exams



The **administrative forms** page lists all the important forms exams officers and invigilators might need to fill in before, on and after the exam day.

On this page, there is a **video** which shows how to set up and run an exam according to our regulations.

On each page, exams officers can download a range of materials, like our **exam day checklist** and **candidate warning posters**.

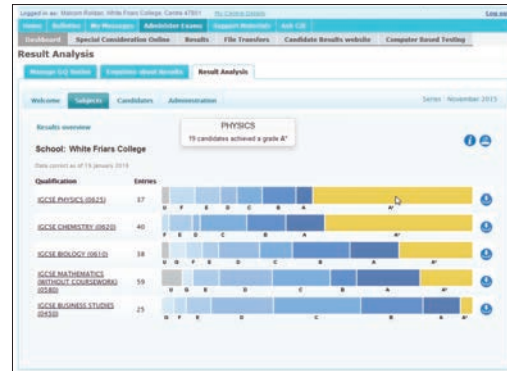
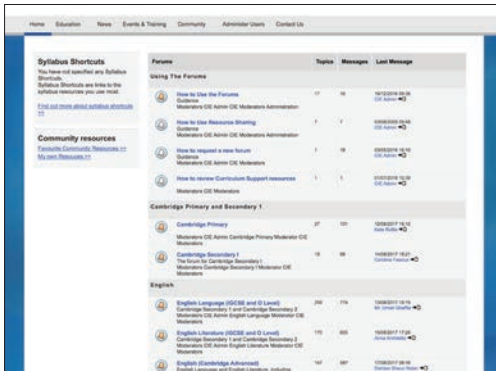
You can find the **additional exam materials database** on both Phase 4 and Phase 5 web pages. This database tells you what extra materials candidates need in the exams, including whether they are allowed to write on the question paper directly or need an answer booklet.



Results



You can learn a lot from your learners' results to improve your teaching practice and approach. Use our resources to explore your candidates' results in more detail.



Examiner feedback presentations

Our pre-recorded examiner feedback presentations give:

- feedback on the key themes in the principal examiner report
- suggestions on how to put the feedback into practice
- top tips to help develop new teaching methods.

The presentation and discussion forum are hosted on Teacher Support. Over a two-week period you can ask questions about the exam series and get feedback from a senior Cambridge examiner.

Results Analysis

Detailed information about your learners' exam performance at Cambridge IGCSE is available through Results Analysis.

This service helps you understand in more detail how your students are learning, and how they have performed in each area of the syllabus.

Use it to identify areas of strength and weakness, and focus your teaching where it is needed most. Results Analysis is available for Cambridge IGCSE Accounting, Additional Mathematics, Art & Design, Biology, Business Studies, Chemistry, Physics and Mathematics.

This service is now also available for Cambridge Associate Schools.





In focus: Principal examiner reports

Our principal examiners write detailed reports describing learners' overall performance on each part of the questions. The reports give insight into common learner mistakes, which you can explore in lessons.

If you have not taught the syllabus for long, use these to better understand what our examiners are looking for from candidates and where the common errors occur. You can also share them with learners in class before the exam.

Syllabus
Cambridge IGCSE®
Mathematics 0580

For examination in June and November 2020, 2021 and 2022

This syllabus is approved for use by a Cambridge International Learning Centre

Key issues from a particular paper are described in detail by the principal examiner.

Cambridge International General Certificate of Secondary Education
0580 Mathematics June 2015
Principal Examiner Report for Teachers

MATHEMATICS

Paper 0580/11
Paper 11 (Core)

Key Messages

To succeed in this paper, candidates need to have completed the full Core syllabus, be able to remember and apply formulae and to give answers in the form required. Candidates are reminded of the need to read the question carefully, focussing on key words.

General Comments

Candidates must check their work for sense and accuracy as it was answers in context that weren't realistic for the context. Candidate marks to be awarded. This is vital in two or multi-step problems, it should be shown separately to maximise the chance of gaining marks and 18. This will also help candidates check their own work. It is a use HB pencils for diagrams. Some candidates used pens, and it

The questions that presented least difficulty were Questions 2(b) proved to be the most challenging were Questions 12, 14, 20(a) questions with no responses was similar to past series. It is likely syllabus area being tested rather than lack of time.

Comments on Specific Questions

Question 1

This was a straightforward start to ease candidates into the paper and many gave the correct answer. Workings were useful here for candidates to check they had the correct day and the most successful way was to make a mini calendar.

Answer: Sunday

Question 2

Sometimes this type of question asks for the difference between two temperatures so a negative answer is acceptable. But here, the question asks how many degrees colder it is in Berlin so -4 is not correct. This negative answer showed some understanding but could not gain the mark. Candidates were much more successful in part (b) although a common incorrect answer was 30.

Answers: (a) 4 (b) 16

Question 3

In part (a), the majority of candidates were able to calculate 8% of 300kg, but went on to add this increase to 300kg. As this is a one mark question, this could not receive any credit. A large majority correctly answered part (b) but a few only gave 68% or truncated the answer to 67%, neither of which scored the mark.

Answers: (a) 24 (b) 67.5

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An **overview** of the questions is given alongside examples of questions that were answered well and questions that candidates found more difficult.

Cambridge International General Certificate of Secondary Education
0580 Mathematics
Principal Examiner Report for Teachers

Question 12

(a) The majority of candidates were able to indicate added diagonal lines.

(b) This part was generally answered correctly, with

Answer: (b) 2

Question 13

Only a few of the more able candidates answered this correctly many hadn't rounded to two decimal places. $1.252 \div 2$ an

Answer: 1.60

Question 14

This fractions question was answered very well with near were only very occasionally seen as was inverting the wrong demonstrate an understanding of the common denominator

Answer: $\frac{27}{15}$

Question 15

This was a rather more challenging linear equation than it brackets but then had problems re-arranging the algebraic

Answer: 2.8

Question 16

The reduction of \$17.50 was given by some candidates a percentage reduction, some using 67.5 as the denominator 79.4.

Answer: 20.6.

Question 17

(a) This part was generally correct. A small number of candidates reversed the co-ordinates.

(b) This part was the least well answered of this question. Common incorrect answers were

$\begin{pmatrix} -2 \\ 5 \end{pmatrix}$.

(c) The majority of candidates gave the correct answer for this vector addition.

(d) The majority of candidates gave the correct answer. However in parts (c) and (d) cannot understand how to deal with vectors but made errors in the addition and multiplication numbers.

Answer: (a) (1, 5) (b) $\begin{pmatrix} 5 \\ -2 \end{pmatrix}$ (c) $\begin{pmatrix} 6 \\ -1 \end{pmatrix}$ (d) $\begin{pmatrix} -18 \\ 42 \end{pmatrix}$

© 2015

Issues on specific questions are highlighted alongside the common misconceptions and suggestions on how candidates could have improved their answers.

Professional development

Our Introductory Training, Extension Training, Enrichment Workshops or Professional Development Qualifications can support your planning and preparation (see pages 16 to 17 to learn more).

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.

From Introductory Training to transforming classroom practice we offer a number of different training and professional development opportunities for teachers and school leaders according to their experience and needs. They are grouped under three distinct categories:

Introductory Training

Introducing you to Cambridge programmes and qualifications

Training at this level 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.

Recommended for: Teachers who are new to Cambridge programmes or new to a specific syllabus qualification.

Extension Training

Developing your understanding of Cambridge programmes and qualifications

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.

The focus is on covering any major updates or changes to the curriculum; furthering a teacher's understanding of the curriculum's key concepts and assessment processes; and facilitating the sharing of a range of approaches to teaching and learning.

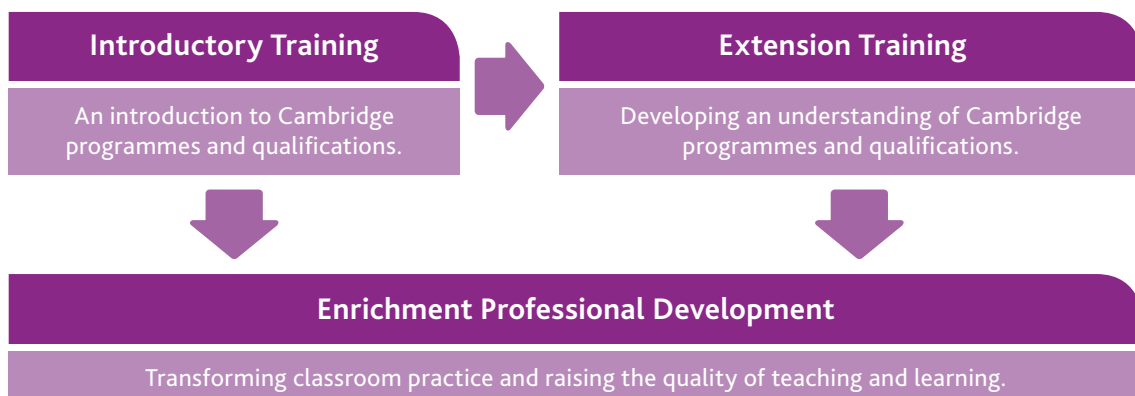
Recommended for: Teachers who have attended Introductory Training or who have been teaching Cambridge programmes and qualifications for at least one year or cycle.

Enrichment Professional Development

Transforming classroom practice and raising the quality of teaching and learning in your school.

This new level encourages teachers to reflect upon, take greater responsibility for, and become more innovative in their teaching. Here, the 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.

Recommended 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.



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.



In focus: Enrichment Professional Development workshops



Enrichment Professional Development workshops are a new level we have introduced to our training offer. They are dynamic and reflective workshops, giving teachers the tools they need to transform their classroom practice and improve the quality of teaching and learning in schools.

This level encourages teachers to reflect on, take greater responsibility for, and become more innovative in their teaching. The learning is focused on skills, understanding, concepts and ideas in teaching and

learning. This can be with or without an emphasis on a particular Cambridge syllabus or curriculum framework. Examples of workshops already on offer in this area include Active Learning and Assessment for Learning, Language Awareness and School Leadership Development.

These workshops are designed to complement our syllabus-specific Introductory and Extension Training and have direct connections to our Professional Development Qualifications. They are recommended for teachers and school leaders who have been teaching or implementing Cambridge programmes and qualifications for at least a year and would like to develop their practice further.

Cambridge Professional Development Qualifications (PDQs)

Part of our Enrichment Professional Development, Cambridge PDQs are offered to teachers and leaders to enhance their professional life and help them to:

- engage critically with relevant concepts, principles, theories and international best practice
- apply new ideas and approaches in reflective practice
- evaluate experiences and outcomes to plan further development
- improve the standard of their teaching and leadership to enhance the quality of their students' learning.

Cambridge PDQs cover four themed areas:

- Teaching & Learning
- Teaching Bilingual Learners
- Teaching with Digital Technologies
- Educational Leadership.

We offer a Certificate and Diploma in each area.

Recommended for: Practising teachers and education leaders. Cambridge PDQs are relevant to all general education teaching and learning contexts. They can be run as in-house programmes at a Cambridge school or teachers can enrol for a course at a Cambridge-approved centre.

Cambridge PDQs – the essentials
The qualifications are designed to ensure that Cambridge PDQ programmes meet teachers' goals, schools' objectives and our standards.

Who are the qualifications for?
Cambridge PDQs are for practising teachers and educational leaders. The qualifications are relevant to all general education teaching and learning contexts. They can be run as in-house programmes at a Cambridge school, teachers can enrol for a course at a Cambridge-approved centre, or teachers can enrol for a course at a Cambridge-approved centre.

Who designs and teaches the Cambridge PDQ programmes?
Cambridge Professional Development Centres can be Cambridge schools or training providers. The quality of the programmes is assured by Cambridge International Education. The Cambridge PDQ programmes are designed and developed by Cambridge International Education. The Cambridge PDQ programmes are designed and developed by Cambridge International Education. The Cambridge PDQ programmes are designed and developed by Cambridge International Education.

What are the areas of focus?
Cambridge PDQs cover four themed areas:
• Teaching & Learning
• Educational Leadership
• Teaching with Digital Technologies

What is the qualification and assessment structure?
The Cambridge PDQ Diploma consists of three learning and assessment modules. Each module should be completed sequentially. The Cambridge PDQ Certificate consists of two learning and assessment modules. Each module should be completed sequentially. The Cambridge PDQ Certificate consists of two learning and assessment modules. Each module should be completed sequentially.

6 6 The structure of these qualifications shows the importance of informal practice. The richness of self-reflection and the power of collaboration among peers offers a sound framework for school improvement. 3 3
Shirley Taylor, Academic Director, English Speaking Centres, Association of the Royal Free (ASRC), Argentina

www.cambridge.org/edpdm

Learn more! Go to www.cambridgeinternational.org/professionaldevelopment

Engaging with the Cambridge community

Cambridge schools benefit from being part of a global community of over 10 000 schools in 160 countries. We encourage our teachers and school leaders to share views, information and resources, and learn from one another.

Cambridge Schools Conferences

Our Cambridge Schools Conferences are an opportunity for teachers and school leaders from different countries and contexts to share knowledge and discuss common challenges in education. We run three conferences every year, each in a different location around the world.

Our conferences combine education debate with practical workshops, and also provide teachers with the opportunity to build a support network of peers from around the world.

Social media

We encourage members of the Cambridge community to share their ideas and experiences with us and each other on our social media platforms.



LinkedIn

Our LinkedIn group provides a place for Cambridge principals and teachers to share ideas, ask questions and connect with other international education professionals. To join the group, go to www.cambridgeinternational.org/linkedin

You can also keep up to date with all the latest news from Cambridge by following our company page: www.cambridgeinternational.org/linkedin-company



Twitter

Follow @CambridgeInt for all the latest news and information on our programmes and qualifications, professional development opportunities and training events.



Facebook

Catch up with what Cambridge learners are talking about on our Facebook page at: www.cambridgeinternational.org/facebook

Staying in touch with Cambridge

Look out for our regular communications to help you stay up to date with news from Cambridge.

Cambridge Outlook – our magazine for Cambridge schools

We will send *Cambridge Outlook* to your school three times a year. We welcome contributions to the magazine. To suggest an idea for an article, please email outlook@cambridgeinternational.org

Cambridge Exams Officer eNews – a monthly eNewsletter

We will automatically send this newsletter to the exams officer at your school at the beginning of each month. This essential resource contains key dates and useful reminders to help them administer Cambridge exams. If the exams officer at your school is not receiving this newsletter, please ask them to contact us at info@cambridgeinternational.org

Cambridge Outlook eNews – a monthly eNewsletter

This eNewsletter contains the latest news from Cambridge. Join the mailing list at www.cambridgeinternational.org/newsletters and encourage the other teachers in your school to sign up too.

Syllabus Updates for Cambridge Schools – an annual update

To help you plan ahead, we update the What's new section of our public website twice a year, in February and September. The update includes information about new and revised qualifications and teacher support services.

It is easy to keep up to date with the latest changes. Visit the What's new section on our website at www.cambridgeinternational.org/new and sign up for email notifications of changes to syllabuses you teach.

How to order paid-for teaching resources

We charge for a small number of our resources as listed in our catalogue. The catalogue and order form are available at www.cambridgeinternational.org/orderpub

Catalogue of resources September 2017

Subject	Nov 2019	Jun 2019	Nov 2018	Jun 2017	Price
Listening CDs (IGCSE®)					
Afrikaans as a Second Language 0548/2	7841239876		8072230653		£6.60 each
Dutch 0515/1		9902807877		6019965021	£6.60 each
English as a Second Language 0510/31 (Core)	0497772500	1276654633	0451334750	8225918334	£6.60 each
English as a Second Language 0510/32 (Core)	7574506453	4334414036	2233884507	2992267887	£6.60 each
English as a Second Language 0510/33 (Core)	8380308859	4209298090	8483437738	8447830977	£6.60 each
English as a Second Language 0510/41 (Extended)	4071415587	2288391844	6246390263	2489181036	£6.60 each
English as a Second Language 0510/42 (Extended)	8270831371	5705853870	6853269954	8390342275	£6.60 each
English as a Second Language 0510/43 (Extended)	2087739559	8775673713	6264089251	7815217251	£6.60 each
English as a Second Language (count-in speaking) 0511/01	2294498804	0936312075	8434947400	2995637301	£6.60 each
English as a Second Language (count-in speaking) 0511/02	4185020781	9129848088	8335910280	3093897635	£6.60 each
English as a Second Language (count-in speaking) 0511/03	2450123706	5204789909	0453985908	2922677854	£6.60 each
English as a Second Language (count-in speaking) 0511/04	3033016333	0031176518	3255600085	8562905247	£6.60 each
English as a Second Language (count-in speaking) 0511/05	3354688388	4192211836	1526066609	2644542978	£6.60 each
English as a Second Language (count-in speaking) 0511/06	3475856010	0482291119	7860775280	2051793760	£6.60 each
French 0520/11	6827339765	5005856497	0815711629	3980347559	£6.60 each
French 0520/12	1789591885	2498124439	4582845251	2891024201	£6.60 each
French 0520/13	6048451014	0313373296	0614065780	8484975757	£6.60 each
German 0525/11		6382112032		9649400014	£6.60 each
German 0525/12		2511242690		6040919654	£6.60 each
German 0525/13		0734184857		4896978634	£6.60 each

ORDER FORM for private institutions with Cambridge only (Instructions)

Cambridge Assessment International Education

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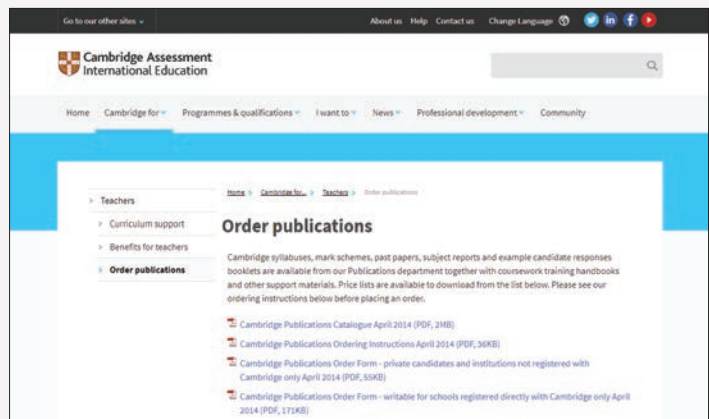
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With Cambridge Assessment International Education, all orders for publications are subject to a 2% credit card charge. Please see the customer order form instructions in Section 3 of the catalogue.

Payments made by cheque: Cheque number, Must provide to UCLES for

Please read the instructions before completing the order form and ensure the *Catalogue of Resources* you are ordering from is the most recent issue.

For security reasons we are unable to accept orders by email from candidates and private institutions not registered with Cambridge.



“ Parents choose us for our student-centred approach, and Cambridge fits in perfectly with this. Through orientation sessions, good use of online resources, and teacher training, we managed a smooth and successful transition. ”

Iranthi Gunawardena, Coordinating Principal, Royal Institute, Sri Lanka

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