



**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**
- **Extension Training**
- **Enrichment Professional Development Workshops**
- **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/examofficers

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:

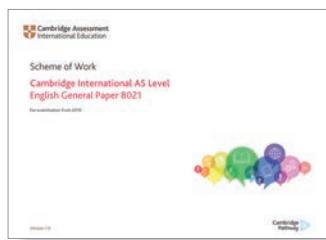
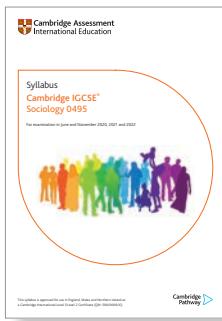
- **Principal examiner reports** – get an insight into common errors made by learners on each part of the exam question
- **Examiner feedback presentations** – take the opportunity to ask questions about the key themes in our principal examiner reports
- **Results Analysis** – use this service, available 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.

1

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



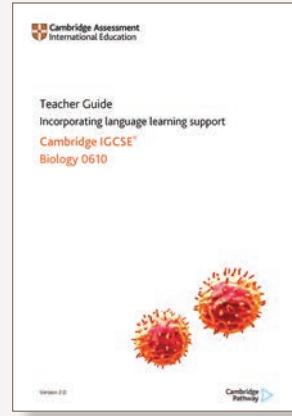


In focus: Teacher Guides incorporating language learning support

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.

The coursework marking process diagram shows a flow from 'Preparing your students' through 'Individual marking', 'Record card', 'Assessment and moderation', and finally 'Marking'.

A screenshot of the Teacher Support website showing a resource for IGCSE French, titled 'Resources for IGCSE French'.

A screenshot of the Speaking Test Training Programme for Cambridge IGCSE French, showing a timeline for 'Test 1 Preparation'.

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.

A screenshot of the A Learner's Guide to doing a Cambridge Research Report, showing sections like 'Stage 1: Planning your research', 'Stage 2: Developing your research question', 'Stage 3: Doing your research', and 'Stage 4: Writing your report'. It includes diagrams, checklists, and a 'TIMEFRAMING' section.



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.

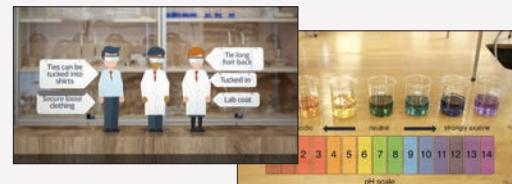
To help you with your planning and preparation:

- 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

The screenshot shows two pages from the Learner Revision Guide Cambridge IGCSE. The left page is titled 'Learner Revision Guide Cambridge IGCSE' and has a 'Version 2.0' watermark. The right page is titled 'Learner Revision Guide' and contains tips for revision:

- You might also find it helpful to:**
 - Target single issues such as answering these questions on revision or testing, or remaking old notes.
 - Spend most of your time on specific skills, knowledge or concepts that you have found more difficult when practising them, either during revision or earlier in the course during tests or mock exams.
 - Spend some time focussing on your strengths as well, so that you can improve.
- Top tips for revision:**
 - Work in pairs: Working in pairs is a great way to divide the links between different topics or to explore a larger topic. They can also be used to transform your notes.
 - Use a blank sheet of paper and turn it on its side (landscape):
 - Put the topic title in the middle of the page and build the mind map outward using lines called branches.
 - The first branches are from the central topic to sub-topics; draw these as thick lines.
 - Add new branches from the sub-topics to even more detail; draw these as thinner lines.This involves a hierarchy of information from 'superior' to the 'finest detail' (divined depth).
 - Write single key words or phrases along a branch and add arrows for causal impact.
 - Use different colours, highlighters, pens, symbols and arrows to highlight key facts or issues.

A detailed mind map diagram is shown at the bottom of the page, illustrating the hierarchical structure of information.





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 characterised by strong, emotive language and an 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 misled by and conviction. law. ② something The attention of and they feel compelled to listen to her.</p> <p>She refers to Abbott repeatedly as "this man". Such a phrase resonates as slight mocking, contempt and disgust. 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 awareness of effective language.</p> <p>③ A developed account, albeit imperfectly expressed, of the effect of one phrase in diminishing Mr Abbott's authority.</p>
<p>How the candidate could have improved the answer</p> <p>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 tended to be disconnected and this prevented any clear examination of the progression of the passage.</p> <p>There was a very uneven focus on style and language. The candidate sometimes explained the context of the passage and sometimes speculated on aspects of the writing which had little relevance to the question.</p> <p>The critical vocabulary used in examining the examples tended to be highly generalised and the effects described needed more precise definition. Band 4</p>	<p>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.</p>

Common mistakes candidates made in this question

The examiner expected candidates to:

- identify language examples and features which they considered significant in establishing the tone and purpose 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 course 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 aims and content for you to find out about. Click on the individual webinar title (below) to navigate to the pre-webinar tasks, links and post-webinar resource.

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

Webinar title	Webinar details
Welcome to being a Cambridge exams officer	Join this webinar if you are a new or 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.
How to prepare for results release	Attend this webinar to find out more about preparing for results release day for the June 2017 series. 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.
How to make entries	Attend this webinar to find out more about how to make entries for the November 2017 series. 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.

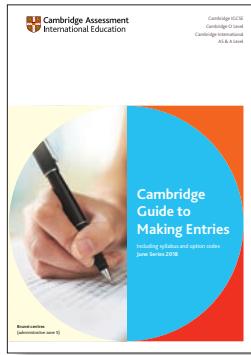
Webinars forum

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



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.



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.

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.

CIE Direct

The online tool for Cambridge Exams Officers

Log in

Username: Password: [Forgotten your password?](#)

Welcome to CIE Direct

CIE Direct is a website for Cambridge exams officers to submit entries, view results and exchange information with Centres used by approved Centres.
All use is subject to the [Terms and Conditions](#).

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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/examofficersguide

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'.

Your role

As an invigilator you must:

- give all your candidates the same exam experience
- make sure each exam is secure – before, during and at the end
- prevent possible malpractice
- help organise candidates at the start and end of the exam
- provide the correct information and material for each exam.

Invigilating Cambridge exams

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.

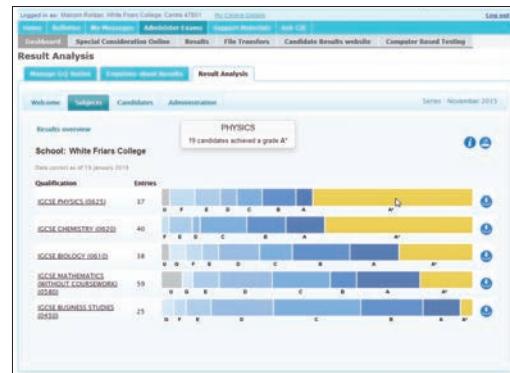


Results



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.

This screenshot shows the Cambridge Teacher Support forum interface. On the left, there's a sidebar with 'Syllabus Shortcuts' and 'Community resources'. The main area displays a forum titled 'Using The Forums' with several posts from moderators. Below this, there are sections for 'Cambridge Primary and Secondary 1' and 'English', each listing various topics and their details.



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.

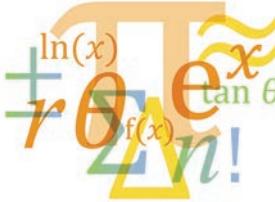
If you have not taught the syllabus for long, use these to better understand what our examiners are looking for from candidates and where the common errors occur. You can also share them with learners in class before the exam.



**Cambridge Assessment
International Education**

Syllabus
**Cambridge IGCSE®
Mathematics 0580**

For examination in June and November 2020, 2021 and 2022



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, focusing on key words.

General Comments

Candidates must check their work for sense and accuracy as it is 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 determine the chance of gaining marks 16 to 18. They will have to demonstrate that they understand it and use HB pencils for diagrams. Some candidates used pens, and this was a problem.

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 were similar to past series. It is likely that the 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.

Answer: (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.

Answer: (a) 24 (b) 67.5

© 2015

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

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

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).

Cambridge school support

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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, school objectives and our standards.

Who are the qualifications for?

Cambridge PDQs are for practising teachers and education leaders who want to enhance their general and subject teaching and learning contexts. They are also suitable for those who are interested in engaging with Cambridge Primary, Cambridge Secondary 1, Cambridge Secondary 2 and Cambridge IGCSE.

Who designs and teaches the Cambridge PDQ programme?

Cambridge Professional Development Centres are Cambridge Approved Centres that have the resources and expertise needed to design and run a Cambridge PDQ programme. These centres are appointed by Cambridge International Examinations as Programme Leaders in the centre.

The Cambridge PDQ programme uses a modular approach.

To earn the credits, practitioners are best suited to their individual needs and interests, following our guidelines and quality assurance procedures.

What are the areas of focus?

Cambridge PDQs cover four themes related to:

- Teaching & Learning
- Bilingual Education
- Teaching Bilingual Learners
- Teaching with Digital Technologies

What is the qualification and assessment framework?

The Cambridge PDQ Diploma consists of three learning modules. Participants must complete one module before moving on to the next. The modules are: Module 1, Module 2 and the Diploma.

Assessment is through a portfolio of evidence demonstrating the application of theory to practice, learning and reflecting using templates set by Cambridge International Examinations, and we exercise continuous moderation throughout the process.



6.6 The structure of these qualifications

stresses the importance of informed practice.

The theoretical underpinning and the spirit of collaboration among peers offers a sound

framework for school improvement. 9.9

Source: National Association of Secondary School Principals, Association of the River Plate (ESSAP), Argentina

www.cambridge.org/pdq

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

The diagram illustrates the process of ordering. On the left, a 'Catalogue of resources' document is shown, listing various educational materials with their prices. An arrow points from this catalogue to an 'ORDER FORM' on the right. The order form contains sections for 'Customer details', 'Delivery address', 'Telephone number', 'UCLES VAT no.', and payment information including 'Credit card or bank transfer', 'Cheque', and 'Bank draft'. It also includes a section for 'Order and items required' with instructions from Cambridge Assessment International Education.

Catalogue of resources September 2017

September 2017

Cambridge Assessment International Education

Catalogue of resources

Subject	Nov 2015	July 2016	Nov 2016	June 2017	Price
Listening CDs IGCSE®			8072230653		£5.60 each
Afrikaans as a Second Language 054/62	7841239876			6019965021	£6.60 each
Dutch 051/051		9992807877		1276654633	£6.60 each
English as a Second Language 0510/31 (Core)	6497772509		9851334750	8225918334	£6.60 each
English as a Second Language 0510/32 (Core)	7574500453	4334414035	2233804587	2992207687	£6.60 each
English as a Second Language 0510/32 (Core)	83860308859	4209298060	8483437738	8447830977	£6.60 each
English as a Second Language 0510/32 (Core)	4071415567	2288391844	8246390263	2489181038	£6.60 each
English as a Second Language 0510/41 (Extended)	8270831371	5705653870	6853266954	8390342275	£6.60 each
English as a Second Language 0510/42 (Extended)	2687739559	6775673713	8264080251	7615217251	£6.60 each
English as a Second Language 0510/43 (Extended)	2294490864	6996312975	9434947400	2996537361	£6.60 each
English as a Second Language (count-in speaking) 0511/31		4185020781	9129480888	8335910280	£6.60 each
English as a Second Language (count-in speaking) 0511/32			3093897635		£6.60 each
English as a Second Language (count-in speaking) 0511/33		2450123766	5204789909	2922677854	£6.60 each
English as a Second Language (count-in speaking) 0511/41	3033019333	0031176518	3255600088	8592905247	£6.60 each
English as a Second Language (count-in speaking) 0511/42	3554688388	4192211836	1526050609	2644542978	£6.60 each
English as a Second Language (count-in speaking) 0511/43	3475659010	0462291119	7660775280	2051793760	£6.60 each
French 0520/11	6827339785	5005856497	0815711629	3990347599	£6.60 each
French 0520/12	1769591685	2498124439	4592845251	2661024201	£6.60 each
French 0520/13	6049451010	031337296	0614065780	8484975757	£6.60 each
German 0525/11		6382112032		6040919654	£6.60 each
German 0525/12		2511242699		4896976634	£6.60 each
German 0525/13		0734184857			

**Customer Order Reference
(Please print in block letters)**

Customer details (Please complete this section in BLOCK LETTERS)

Delivery to address (If other than 'Order required by date(s) opposite')

School _____
Address _____
Town _____
Postcode _____
Country _____

Telephone number _____
Fax number _____
Email address _____

UCLES VAT no. _____
Customer VAT no. _____
2 1 4 4 0 0 3 2 4

Please see the order form Instructions Heading & VAT

Order and items required

Cambridge Assessment International Education
Please note that payment made by credit card are subject to a 2% credit card charge.
Please do not deduct the full amount from the credit card account as this will leave the customer credit balance open in Section 2 above.
Please tick the appropriate card type.

MASTERCARD DELTA EUROCARD MAESTRO

CVC no. (the 3 digits from number on back of card) _____
Expiry date _____
Switch issue no. _____

Payments made by cheque

Cheque number _____
Made payable to UCLES Ltd

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.

The screenshot shows the website's navigation bar with links to Home, Cambridge for..., Programmes & qualifications, I want to..., News, Professional development, and Community. Below this, a breadcrumb trail leads to the current page: Home > Cambridge for... > Teachers > Order publications.

Order publications

Cambridge syllabuses, mark schemes, past papers, subject reports and example candidate responses booklets are available from our Publications department together with coursework training handbooks and other support materials. Price lists are available to download from the list below. Please see our ordering instructions below before placing an order.

[Cambridge Publications Catalogue April 2014 \(PDF, 21MB\)](#)
[Cambridge Publications Ordering Instructions April 2014 \(PDF, 30KB\)](#)
[Cambridge Publications Order Form - private candidates and institutions not registered with Cambridge only April 2014 \(PDF, 55KB\)](#)
[Cambridge Publications Order Form - writable for schools registered directly with Cambridge only April 2014 \(PDF, 171KB\)](#)

“ 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

Cambridge Assessment International Education
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
t: +44 1223 553554 f: +44 1223 553558

www.cambridgeinternational.org

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