

International Outlook

Your newsletter from Cambridge International Examinations

Issue no. 13

Towards a New Literacy

The impact of Information and Communications Technology

The Stephen Hawking Physics Project at San Andrea School

Professional Development Opportunities and Resources for Teachers

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 UNIVERSITY of CAMBRIDGE
International Examinations

International Outlook issue 13 from University of Cambridge International Examinations

Welcome to this issue of *International Outlook* which is the first to feature our new identity – you may have noticed the new 'University of Cambridge International Examinations' logo on the front cover – and the last issue of 2003.

I hope this year you have continued to enjoy the mix of news, updates, information, reports and in-depth articles that *International Outlook* provides specially for Cambridge Centres. We will continue to provide this in 2004, so if there are particular articles you find useful or things you would like to see more or less of, please do let us know and we'll take your comments into account for future issues.



WORDS SAMANTHA BRIDGE

You may notice a theme across this issue, and that is ICT or Information and Communications Technology. We have news of the special ICT website at www.cie.org.uk/ict, an article on ICT as a new literacy, and details of publishing to support Cambridge ICT qualifications. Of course

there's plenty of other non-ICT news and information too. The Curriculum and Teacher Support pages are packed with new developments and we have details of two new arrangements between CIE and providers of services for teachers.

I am particularly pleased to include an article from one of our Centres in this issue. Paul P. Borg of San Andrea Senior School has written an interesting article on the school's Stephen Hawking Physics Project. The project encourages students at the school to become really involved in Physics and develop essential skills for further study at the same time. If your Centre has initiatives of which you are particularly proud or news you want to share with other Cambridge Centres, then contact me and we may be able to include your article in a future issue of *International Outlook*.

I hope you enjoy reading issue 13. Look out for the next issue early in 2004.

SAMANTHA BRIDGE EDITOR

If you would like to submit articles or letters to *International Outlook*, contact: Samantha Bridge, Editor, 1 Hills Road, Cambridge, CB1 2EU, UK.

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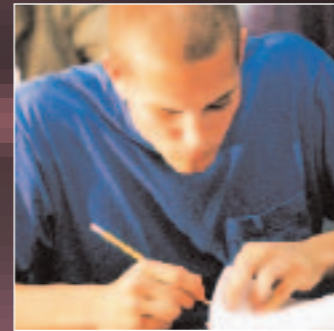
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DEVELOPMENT NEWS

Botswana's Changing Examination Programme

For as long as almost anyone can remember, the senior school examinations in Botswana have always come from Cambridge. The Cambridge School Certificate used to be the best known of all qualifications in Botswana, but all this has changed and the Cambridge examination is being replaced by Botswana's own examination – the Botswana General Certificate of Secondary Education, already well known as the BGCSE.

Most of the examinations are now set and marked in Botswana and the certificates that students will receive will be issued jointly by the Ministry of Education in Botswana and the University of Cambridge.



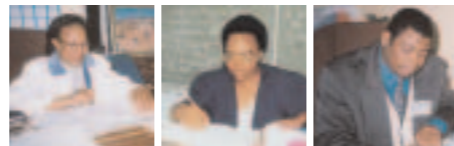
Senior secondary school students in Botswana.

The 'localisation' of the examinations is one of the most significant developments in education in Botswana in recent years. The Cambridge School Certificate is an examination of the highest quality which is recognised throughout the world. The aim is to make sure that the BGCSE examination will be of similar quality and status and

readily recognised, not only in Botswana but also throughout Southern Africa and the rest of the world. For this reason, although the BGCSE is Botswana's examination, CIE is still very much involved. All the new examination syllabuses and teaching syllabuses were developed specifically to meet the needs of schools in Botswana, but always in collaboration with CIE. When the students' work is marked and standards are set, Cambridge will be present again to help and approve. The University of Cambridge Local Examinations Syndicate (UCLES) will endorse the examination and the certificates will carry a statement from UCLES confirming that the BGCSE is exactly equivalent to Cambridge examinations such as IGCSE and O Level. So, the BGCSE will have the same global recognition as the Cambridge examination it replaces.

Botswana is not the first country in Southern Africa to localise senior school examinations. Malawi localised almost 30 years ago and other countries like Zimbabwe, Namibia, Lesotho and Swaziland have either localised or are well on their way to doing so. Botswana has recognised that this kind of educational change, which is so important to both individual students and to the future of the country, cannot be undertaken lightly and progressed quickly. Although the changes only really started to take effect in the last two or three years, the programme of localisation has been under way for

much longer than that, and it will be a further two or three years before everything is completed. Botswana has been fortunate enough to have leaders who are in no doubt about the importance of the programme and have allocated the vital resources for it to be a success.



Mrs B Charumbira, Registrar, ERTD. Script marking at ERTD. Mr A Utlwang, Senior Subject Officer, ERTD.



Mrs J Gaobakwe, Principal Education Officer, ERTD. Mr O Siele, Cambridge Co-ordinator, ERTD. Mrs LL Charakupa, Chief Education Officer, ERTD.

Of course, the students taking the exams are the main priority. The courses they have followed have been designed to meet their particular needs and the examinations are not any harder or any easier – getting a grade A is just as difficult.

The BGCSE examination is the outcome of a lot of work on the part of a lot of dedicated people. The project has benefited from a lot of consultation, much hard work and a great deal of good sense and the outcome is an examination of which all Botswana can be proud and an examination in which Botswana and the rest of the world can have confidence.

EVENTS NEWS

Annual Regional Representatives Conference in Cambridge

CIE has representatives in many of the countries where Cambridge qualifications are taken. Each representative lives and works in the region so has an excellent understanding of current educational issues. Their presence and input help ensure that CIE is responsive to the differing needs of individual customers. Every year all the regional representatives gather together in Cambridge for a week-long conference. This year's conference was an enormous success with staff at Cambridge enjoying the opportunity to learn more about the countries where our representatives work, and the regional representatives valuing the news and information from many departments in CIE.



Seated from left to right: Sherry Reach, Martine El Debs, Michelle Lofthouse, Fred Burke, Joyce Campbell. Standing from left to right: Jim Jones, Ng Kim Huat, Steve Moran, Litty Mora, Peggy Slamet, Curtis Fleary, Benny Slamet, Steven Parker, Ann Puntis, Stefanie Leong, Chris Cotton, Paul Lewis, Ian Harris, Lamiaa Negm El Din, Waseem Al Hanbali, Simon Higgins, Tyrell Smith, Tom Eason, Irene Stephenson, Ray Howarth, Chris Brangwin, Subrata Bhattacharya, Christine Cayley, Tan Kian Hock.

COMMUNITY NEWS

New Fellowship Centres Announced

Last year we introduced Cambridge International Fellowship Centre status to recognise Centres that demonstrate outstanding commitment to CIE. In 2002, nine Centres were honoured in this way. This year a further nine Cambridge Centres are being awarded International Fellowship status.

The new Cambridge International Fellowship Centres are:

- ACG Senior College, Auckland, New Zealand
- Chittagong Grammar School, Chittagong, Bangladesh
- The British School, New Delhi, India
- St Mary's Academy, Rawalpindi, Pakistan
- Beaconhouse School, Lahore, Pakistan
- St Stithian's College, Randburg, South Africa
- British International College, Bryanston, South Africa
- Al Noor International School, Manama, Bahrain
- Brentsville District High School, Nokesville, Virginia, USA

Congratulations to our new Fellowship Centres.

Look out for the full article on Fellowship Centres in the next issue of *International Outlook*.

EVENTS NEWS

ICT Certificates for Students in Hong Kong

The first group of students from the Futurekids Centre in Hong Kong recently received certificates for Cambridge ICT Starters. Sixty-two young people aged 6 to 16 had taken the tests at the Futurekids Centre in North Point on Hong Kong Island. Sixty passed and four of the students actually scored top marks in all of the assessment modules.

Fifty of the students came from primary schools and twelve from secondary schools in Hong Kong. The tests devised by the Futurekids organisation were subsidised by CIE as a promotion for the learning centre. The school supervisor of Futurekids Computer Learning Center said that he had been very pleased with

the turnout and the calibre of the students.

The certificates were presented by Mr Eric Chin, Chief Executive of Futurekids Hong Kong. The CIE representative for Hong Kong, China and Taiwan, Steven Parker, was also present at the ceremony, which took place at the Regal Hotel in Causeway Bay. Besides around 210 successful students, their parents and teachers, the event was also attended by representatives of five daily newspapers.

The resultant good publicity for the Cambridge ICT Starters means that Futurekids Hong Kong now has 415 students on its books, all learning more

about ICT and preparing for the Cambridge assessments.

For information about books published to support ICT Starters, see page 9.



Proud students at the Cambridge ICT Starters award ceremony at the Regal Hotel.

EVENTS NEWS

CIE Events Calendar

CIE representatives regularly attend events in a wide variety of countries, offering Cambridge Centres, students and potential customers the opportunity to find out more about CIE qualifications and services. The conferences and exhibitions that we will be attending in the coming months are detailed on the calendar below.

Event: Cambridge International GCE Conference, Nepal 2003 – The Route to Success
Date: 3 – 5 November 2003
Location: Kathmandu, Nepal

Event: ECIS Annual Conference and General Meeting 2003
Date: 21 – 23 November 2003
Location: Hamburg, Germany

Event: 7th Annual FASA CIA (Curriculum, Instruction and Assessment) Leadership Conference
Date: 22 – 23 January 2004
Location: Orlando, Florida

Event: FETC 2004
Date: 22 – 24 January 2004
Location: Orlando, Florida

Event: World of Education 2004
Date: 19 – 21 April 2004
Location: Dubai, UAE

Event: GETEX 2004 (Gulf Education & Training Exhibition)
Date: 20 – 23 April 2004
Location: Dubai, UAE

For the most up-to-date details about these and other events that CIE is attending, visit www.cie.org.uk.

DEVELOPMENT NEWS

Cambridge ICT Online

We hope you have already received your information pack on Cambridge ICT qualifications. If you're interested to find out more, then make sure you visit our special ICT website – www.cie.org.uk/ict.



The website provides a quick and easy way to access information and syllabuses for each of the Cambridge ICT qualifications: Cambridge

ICT Starters, the Cambridge International Diploma in IT Skills, the Cambridge International Diploma in ICT, the Cambridge International Diploma in Computing, the Cambridge International Diploma in Teaching with ICT, and IGCSEs, O Levels, A and AS Levels in ICT and Computing subjects. It's also packed with other ICT information and features.

You can use the IT Skills demo to try some of the tests for yourself, read articles on ICT literacy and even claim a free ICT textbook from Cambridge University Press.

The Cambridge ICT website will be available for a limited period only, so make sure you take a look today.

DEVELOPMENT NEWS

Management Diploma Success in Malaysia for Singapore Company

Charles Massingham Consultants (CMC), a Cambridge International Associate Partner in Singapore, has registered a total of 40 managers from the Malaysian television company TV3 for the Cambridge International Diploma in Management. The students have completed their first assignments which are currently being marked by CIE.

Dr Lester Massingham, who is in charge of the programme, said: 'I have been impressed by the students' outstanding commitment to the programme, and the corporate payoff achieved through direct workplace application has been substantial. The insights gained have influenced future company business development planning even at this early stage.'

These first assignments – on Strategic Management, and based on the employing organisation – were written individually through an educational process of about seven weeks.

This has been an important milestone for CIE as a corporate programme provider, for TV3 in commencing the course and getting to the first hurdle, and for CMC as programme managers.

DEVELOPMENT NEWS

New Centre Marketing Support Packs



Look out for your new Centre Marketing Support Pack which will be sent out at the end of October, or as soon as you have renewed your Centre registration. The pack has been created to reflect the new CIE identity and includes a host of materials to help you promote your Centre, its services and association with Cambridge.

Inside your pack, you'll find:

- Your new Centre status plaque, featuring the new CIE logo
- Your new Centre status certificate
- A Marketing Support Resources catalogue and voucher for purchasing items from there
- Sample marketing support items – a pen, mousemat and promotional factsheet
- A CIE poster to display in your Centre.

We hope you find your pack useful. If you have suggestions for other marketing support resources that you would find beneficial, please do let us know.

COMMUNITY NEWS

Centre Visits in the Middle East and North Africa

CIE staff visited the UAE, Qatar, Bahrain, Oman, Iran, Morocco, Libya and Kuwait during the May/June 2003 examination session. These visits were very important to CIE, particularly given the difficult circumstances that some Centres had to endure as a result of the conflict in Iraq. On behalf of Cambridge, thank you once again for your outstanding efforts and professional commitment to ensuring access to CIE assessments for all.

EVENTS NEWS

Argentina Prize-giving Event

The annual CIE/ESSARP prize-giving event was held in Buenos Aires on 19 June at the British Arts Centre. ESSARP is the English Speaking Scholastic Association of the River Plate, which acts as CIE's partner in the delivery of school examinations in Argentina while providing valuable support to teachers through the courses and workshops offered by the ESSARP Teachers Centre.

Sir Robin Christopher, the British ambassador to Argentina, honoured the occasion by being the principal speaker. Sir Robin's wife, Merril Stevenson, presented the prizes. Tom Eason, CIE Director for Europe and North America, and Elizabeth Flight, ESSARP Chairperson, also addressed the gathering and congratulated the students, their schools and families for their success in achieving the prizes.

A thank-you speech was given by scholarship winner Maria Maldonado of Michael Ham Memorial College. Maria won the UCLES Gonville and Caius College Scholarship, which is awarded annually to an Argentine student using their CIE examination results to enter bachelor degree studies at Cambridge University. Her chosen course of study is Natural Sciences.

A growing number of schools in Argentina are implementing the AICE Diploma which is currently recognised for admission purposes by nine local private universities.

You can view more photographs of the CIE/ESSARP prize-giving presentation at www.essarp.org.ar.



Winner of the UCLES Gonville and Caius Scholarship, Maria Maldonado, with Tom Eason, CIE Director for Europe and North America, and Litty Mora, CIE's representative in Argentina.

COMMUNITY NEWS

British Council Visits in Nigeria

The British Council in Nigeria manages CIE examinations throughout the country and Joyce Campbell, CIE Director for Africa, recently visited the British Council offices there. Her visit encompassed British Council offices in Lagos, Port Harcourt and Abuja. While in Nigeria, accompanied by British Council staff, Joyce also visited a number of schools that offer Cambridge IGCSE, O Level and A and AS Level examinations to local students.

The number of schools and colleges offering CIE qualifications continues to increase steadily. Any school or college in Nigeria interested in offering Cambridge qualifications should contact their nearest British Council office for further information.



British Council representatives in Abuja.



Staff from the British Council in Port Harcourt.



British Council staff in Lagos.

DEVELOPMENT NEWS

Annual Review in Namibia

This year's Annual Review in Namibia took place in Windhoek during July. The delegation from CIE attending the review arrived in Windhoek after a 12-hour drive across the Kalahari Desert from Gaborone, Botswana. The review was chaired by the Deputy Permanent Secretary, Mr S M Simataa, and was a great success.



From left to right: Elizabeth Mills, CIE Standards and Projects Manager; Joyce Campbell, CIE Director for Africa; Ray Howarth, CIE Southern African Representative; Allison Hodgkinson, CIE Customer Management Manager; Ken Murray, CIE Chief Executive; Mr L Ras, DNEA Acting Chief Education Officer; Mr S M Simataa, Deputy Permanent Secretary; Mr W Januarie, NIED Chief Education Officer; Dr P Swarts, Under Secretary, Formal Education; Mr C van der Merwe, DNEA Director.

COMMUNITY NEWS

Language and Culture Lessons for CIE Staff

CIE has introduced short courses to familiarise staff with the history, culture and language of some of the countries where our qualifications are taken. An Arabic course, run by Paul Lewis, CIE's Director for Middle East and North Africa, took place in June and July 2003. Paul has considerable experience of the Middle East and his role at CIE ensures he spends a great deal of time in the region. He also speaks Arabic and so was well equipped to inform and coach the CIE staff that attended the course.

This was followed by a similar course in Chinese that ran through August and September. There were three CIE representatives on hand to help

staff through the complexities of the Chinese language: Chris Cotton, Assistant Director of Sales and Marketing, who studied Chinese at university and has lived and worked extensively in the Far East; Duncan Rayner, Product Manager for Sociology, Thinking Skills, Management and Project Management, who spent a number of years teaching in China; and Emily Hackett, Tactical Development Group Project Officer, who is a native Chinese speaker. The short courses have proven a great success and it is hoped that similar programmes will be run for some of the other countries where we operate in the future.

DEVELOPMENT NEWS

CIE's New Identity

You may have already started to receive materials carrying our new identity. The new name and logo were launched in October 2003 in response to customer's requests for us to emphasise our link with the University of Cambridge. You can see the new logo on the front of this magazine.

Although our full name is now 'University of Cambridge International Examinations' we still refer to ourselves as CIE in short. We are still part of the University of Cambridge Local Examinations Syndicate and our contact details all remain the same.

We hope you find the new CIE identity an advantage in your local activities and promotions.

NEWS REVIEW

The process of localising Botswana's school examination system is under way.

The first group of students from the Futurekids Centre in Hong Kong have received certificates for Cambridge ICT Starters.

Nine Centres have been awarded Cambridge International Fellowship Centre status.

Charles Massingham Consultants (CMC) in Singapore has registered 40 managers from TV3 for the Cambridge International Diploma in Management.

Maria Maldonado of Michael Ham Memorial College in Argentina has been awarded the UCLES Gonville and Caius College Scholarship this year.

Curriculum and Teacher Support Update

CIE's Curriculum and Teacher Support team works hard to continuously develop, expand and update the resources, services and support that is available to Cambridge Centres. This means there is always something new to report. This regular section in *International Outlook* is the place where you can find out about professional development for teachers, developments in online support, publishing news and other teacher support initiatives. If you have any comments or suggestions for the CTS team please e-mail international@ucles.org.uk.

Teacher Training in Johannesburg

An IGCSE teacher training event was held on 7 and 8 August 2003 at St Benedict's College, Johannesburg. It was attended by over 140 teachers and six trainers from the UK facilitated the workshops. The workshops focused on Accounting, First Language English, Computer Studies, Mathematics and Physical Science. Representatives from



Delegates at the IGCSE workshop in Johannesburg.

Cambridge University Press were also present at the training, giving teachers an opportunity to look at relevant textbooks. A plenary session was chaired by Ray Howarth, Southern Africa Representative, and Jim Jones, CIE Consultant who is based in Botswana, gave a presentation on CIE resources to support teachers.



CIE workshops are practical and interactive.

Online Tests to Support Your Teaching

When we relaunched the Teacher Support website in June 2003, we added sample online tests in: Checkpoint Biology, Chemistry, Physics, and Mathematics, IGCSE Biology, Chemistry, English Second Language, French, Geography, Maths, and Physics, as well as the Cambridge International Diploma in Computing.



Each test covers one unit from a scheme of work, and can be used either to help deliver the learning outcomes in that unit, or to test the students' achievement at the end of that unit. A test may contain up to 20 questions and is worth a maximum of 20 marks.

Each test exists in two modes: 'Learning Mode' and 'Examination Mode'. In Learning Mode each question is marked after a student submits an answer. In addition, it's possible for a student to see the correct answer by clicking the 'Reveal' button. Therefore Learning Mode is best suited to use during the teaching of a unit. In Examination Mode the test is timed, and is not marked until it has been completed.

No password is required for either mode – clicking the appropriate link takes the user straight into the test.

Towards the end of 2003, additional sample tests will be added. At the same time we will also launch a series of IGCSE CD-ROMs containing computer-based tests. More

details will be available on the Teacher Support website.

Visit the Teacher Support website at <http://teachers.cie.org.uk> and have a look at the demonstration tests. We would appreciate any feedback.

Cambridge International Diploma for Teachers and Trainers

The consultation about the new syllabus for the Cambridge Tutor Award this summer proved very positive about the changes planned. As a result, we are moving ahead to publish the new syllabus and assignments by the end of October 2003, and by January 2004 all Centres will be following the new scheme. The Tutor Award has now been renamed 'Cambridge International Diploma for Teachers and Trainers'.

The Diploma syllabus and assignments will be thoroughly compatible with the approach of our Diploma in Teaching with ICT. For example, candidates will have easy-to-use assignment templates giving them a very clear framework of structured steps and a reflective report through which to demonstrate their skills, knowledge and understanding in the context of their own classroom experience.

The launch of the new scheme will be synchronised with the start of a discussion group and the introduction of a candidate CD-ROM to provide candidates with advice, guidance and relevant practical exercises for each performance criterion in the syllabus.

Publishing Update

New Resources for Teachers and Students

More Professional Development Opportunities

Two new books in the Cambridge Professional Development for Teachers series have been published recently: *Teaching and Assessing Skills in Geography* and *Teaching and Assessing Skills in Practical Science*. Both books are written by experienced teachers, who also deliver training and act as senior examiners for CIE.

Cambridge Professional Development for Teachers forms part of CIE's commitment to the professional development of teachers around the world. The books cost £12.95 each and can be ordered from CIE via the Publications Price List and Order Form or from Cambridge University Press (<http://uk.cambridge.org>). Other titles currently available are:

- Teaching and Assessing Skills in Computer Studies
- Teaching and Assessing Skills in English as a Second Language
- Teaching and Assessing Skills in First Language English
- Teaching and Assessing Skills in Mathematics.

Additional books will be published in 2004 – look out for details in future issues of *International Outlook*.

New Endorsed Textbooks and Materials

Listed below are the latest textbooks to have been endorsed by CIE.

O LEVEL	
The Cambridge Biology Revision Guide: GCE O Level (new edition) – Cambridge University Press – ISBN 0521648467	
The Environment of Pakistan – (For use with Paper 2 of Pakistan Studies syllabus. Book available in Pakistan only.) Peak Publishing – ISBN 1901458709	
A AND AS LEVEL	
Biology: AS and A Level Cambridge University Press – ISBN 0521003679	
Chemistry for Advanced Level Hodder Murray – ISBN 071958602X	
English Language and Literature: AS Level Cambridge University Press – ISBN 0521533376	
Mechanics 2 (published in Advanced Level Mathematics series) Cambridge University Press – ISBN 0521530164	
Statistics 2 (published in Advanced Level Mathematics series) Cambridge University Press – ISBN 0521530148	

Resources to Support Cambridge ICT Qualifications

A wide range of published material is available to support the teaching and assessment of CIE's ICT-related syllabuses.

Materials published by CIE:

TITLE	PRICE
ICT Foundation Level Tutor Pack: Core and Options	£30
ICT Standard Level Tutor Pack: Core and Options	£30
ICT Advanced Level Tutor Pack: Core and Options	£30
IT Skills – Student Module Guide: Using the Computer and Managing Files	£15
IT Skills – Student Module Guide: Word Processing	£15
IT Skills – Student Module Guide: Spreadsheets	£15
IT Skills – Student Module Guide: Databases	£15
IT Skills – Student Module Guide: Electronic Communication	£15
IT Skills – Student Module Guide: Presentations	£15
IT Skills – Tutor Pack: Using the Computer and Managing Files	£30
IT Skills – Tutor Pack: Word Processing	£30
IT Skills – Tutor Pack: Spreadsheets	£30
IT Skills – Tutor Pack: Databases	£30
IT Skills – Tutor Pack: Electronic Communication	£30
IT Skills – Tutor Pack: Presentations	£30
IGCSE Computer Studies Coursework Training Handbook	£15
Planning ICT in Schools	Free
IT Skills Teacher Resources (web-based resources)	Free
IT Skills Builder Exercises (web-based resources)	Free

For further information about these materials visit the www.cie.org.uk

Books published by Cambridge University Press:

Skills Award in Information Technology: Foundation Level P. K. McBride – ISBN 0521525292
Skills Award in Information Technology: Standard Level P. K. McBride – ISBN 0521525284
Starters Awards in Information and Communication Technology Graham Peacock and Jill Jesson Initial Steps – 0521521505, Next Steps – 0521521521, On Track – ISBN 0521521513
Teaching and Assessing Skills in Computer Studies Stewart Wainwright – ISBN 0521753600

For further information about these books, visit the Cambridge University Press website at www.cambridge.org.

Cambridge Professional Development Conference: A Big Success

The conference opened in bright sunshine on the magnificent campus of Homerton College in Cambridge. The Principal of Homerton, Dr Kate Pretty, welcomed delegates from all parts of the world to the conference which offered workshops in nine different subjects.

Delegates had the opportunity to talk in depth with the training consultant and look in detail at the services provided by the Curriculum and Teacher Support team. Cambridge University Press generously sponsored an early evening canapé reception which gave delegates the chance to look at the Professional Development series of books and converse with the authors. They also had an opportunity to meet senior staff from UCLES, CIE and Cambridge University Press.

Throughout the conference there was an exhibition by publishers and digital content providers. Delegates were given the option to attend a pre-conference course on 'Cameo and examinations' administration. Finally, delegates were able to relax in Cambridge city by taking up the optional walking tour of the city and a chauffeured punt trip on the River Cam.

Training the Trainers by Video Conference Update

In the last issue of *International Outlook* we reported on this pilot project to train trainers in Pakistan. The training exercise has now been completed and all nine trainers are mandated to lead sessions in cities in Pakistan. So far 400 teachers have taken part in the local training sessions organised by the British Council.

The feedback from delegates has been very positive and they value input from in-country trainers who have not only expertise derived from Cambridge training but also a shared experience in their local teaching. Comments have included 'Good, really very good; encouraging and friendly; it enhances our knowledge.'

The Teacher Support Website – Responding to Your Needs

Since the CIE Teacher Support website was launched in November 2002, it has proved to be a resounding success. Nearly 500 Cambridge International Centres have registered to use the site, and most are using it regularly. We have been listening carefully to your feedback, and have made a number of important additions and improvements to the site:

- A new look and feel that's easier to navigate
- Demonstration versions of the Bioscope online microscope added to the site
- Demonstration online tests to complement existing schemes of work

- New schemes of work for various IGCSE, AS, A2 and Cambridge International Diploma subjects
- Past question papers and mark schemes added as soon as possible after the examination has taken place
- The previous two years' multiple choice question papers in PDF format – available towards the end of 2003.

If you haven't used the Teacher Support website recently, take another look. If you're a full Cambridge International Centre, and you've not yet registered, e-mail ts@ucles.org.uk to get access.

CIE Teacher Training Calendar

NOVEMBER 2003

Location: Kathmandu, Nepal
Training: 'Route to Success Conference and Training' O Level – English Language, Mathematics and Commerce, A Level – Economics, Biology and Sociology
Details: Working in collaboration with the British Council (see also CIE Events Calendar on page 5)

Location: Hamburg, Germany
Training: ECIS – surgeries in selected subjects
Details: In the conference programme (see also CIE Events Calendar on page 5)

DECEMBER 2003

Location: Kuwait
Training: Three IGCSE subjects
Details: More details to follow – see the CIE website

JANUARY 2004

Location: Worldwide – online training
Training: IGCSE English Second Language (Improving Performance in ESL), IGCSE Geography, IGCSE Foreign Language French, IGCSE/A Level History, A and AS Level Mathematics, A and AS Level Business Studies
Details: Booking form on the website

Location: Bahrain
Training: Three IGCSE subjects
Details: More details to follow – see the CIE website

FEBRUARY 2004

Location: New Delhi, Calcutta and Bangalore, India
Training: 'Success with Cambridge' 2004 Conference
Details: More details to follow – see the CIE website

Location: Egypt
Training: Subjects to be announced
Details: Working in collaboration with the British Council

Location: Kenya
Training: Subjects to be announced
Details: More details to follow – see the CIE website

Location: New Zealand
Training: Subjects to be announced
Details: More details to follow – see the CIE website

MARCH 2004

Location: Cyprus
Training: IGCSE English Second Language Weekend Workshop
Details: In collaboration with the British Council

APRIL 2004

Location: United Arab Emirates
Training: Subjects to be announced
Details: More details to follow – see the CIE website

ALWAYS AVAILABLE:

Location: Distance Training
Training: IGCSE Coursework Distance Training Packs and Coursework Training Handbooks
Details: See Publications list for subjects and details of how to obtain these packs

This is only an extract from our 2003/04 Teacher Training Calendar and there are many other events throughout the year. Some events are open to all and some are part of a CIE contract, with registrations limited to customers of the client. Please refer to the Training section of the CIE website (www.cie.org.uk) for registration details and more information.

LearnCIE: Improvements and Additions

The learnCIE website has been available for almost a year now, and the learnCIE Test Centre for over six months. Nearly five hundred Centres signed up for the free trial of the learnCIE resources, and access to the site was extended to many British Council Attached Centres and ESSARP Centres.

The free trial period has now come to a close, and Centres have been starting to subscribe to learnCIE and to the Test Centre. Remember that if you have registered for the free trial, your trial will end on 31 October 2003. After that date, unless you take out a subscription, you will lose access to the site and the benefits it offers you and your students.

The learnCIE website has been undergoing a redesign, and part of that redesign is to make it easier for you to request subscription information, provide feedback, and ask for assistance. If you wish to subscribe to learnCIE and/or to the Test Centre, visit the site at www.learnCIE.org.uk and click the 'How to Subscribe' button.

Just complete the form and submit it to us. Alternatively, if you took part in the free trial, you probably received a letter telling you how you can continue your subscription. Please note that British Council Attached Centres wishing to subscribe should contact their British Council Parent Centre.

Once you have subscribed, you should find the redesigned site easier to use. Access to the Test Centre from the site has been improved, and the different facilities available on the site have been

reorganised to make it easier for you to find exactly what you are looking for.

It's not only the design that has changed though, as additional content is continually being added too.

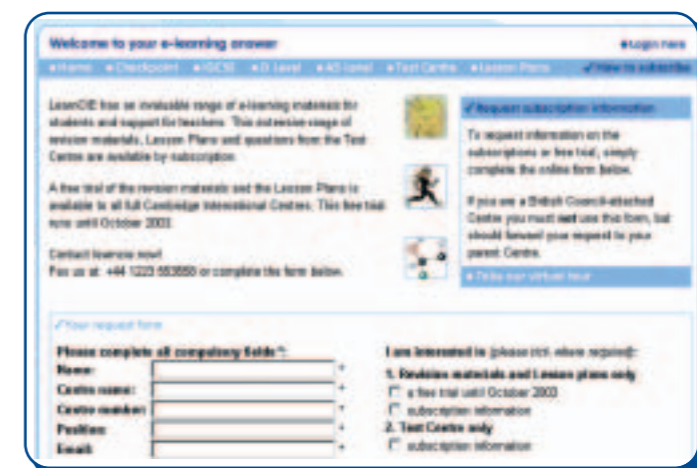


We have completely revised the IGCSE and AS Physics revision materials to make them more closely matched to the CIE qualifications, and we have started adding lesson plans to the site. We initially commissioned 16 lesson plans based on learnCIE revision materials, and will be adding more during this year. What is even more exciting is that we are encouraging you, the users, to create your own lesson plans to share with other teachers who use learnCIE. All lesson plans submitted to CIE will be entered into a prize draw. The winner, to

be announced in December 2003, will receive a one-year free subscription to the learnCIE Test Centre.

Last, but by no means least, we will be developing new subjects to add to the site during the coming year. We need to hear from you about which subjects are most important to you. Please use the

feedback form on the site and let us know what you think and what you want.



Towards a New Literacy

Equipping students for twenty-first century society

WORDS MATTHEW PARROTT

The rapid growth of, and importance placed upon, the use of information and communication technology (ICT) in educational institutions around the world has inevitably led some to question their value, and the extent to which they really do improve teaching and learning. Teachers of 'traditional' subjects have seen ICT take a large proportion of their school's resource budgets and staff training time as everyone gears up for the 'digital revolution' – the 'wireless school' where e-learning replaces the tried and tested pedagogical methods which have been used successfully since the advent of formal education.

While we fail to distinguish between the use of new technologies for teaching and learning across the whole curriculum and ICT as a subject (or IT or Computing or Computer Studies, since they are often used interchangeably), it is easy to be critical about the emphasis being put on this one area, or indeed entirely miss its relevance for all disciplines. ICT, along with the study of the native or dominant language in a school, are in the unusual position of not only existing as school subjects in their own right but also being vital tools which are required for the study of all other subjects as well. In this way, ICT is now being regarded as a new literacy, as important for the future of our students as reading and writing have been previously.

This recognition of the importance of equipping students for our twenty-first century society with both the confidence and the ability to use new technologies effectively and creatively in every aspect of their lives, is taking place alongside a growing acceptance that the same tools offer the potential to revolutionise teaching and learning. For example, teaching students how to research a topic on the internet can give them an important skill which they may use time and again in the future in both their professional and personal lives. At the same time, a teacher using the internet effectively in a lesson can impact positively on the motivation of students, teacher-student interaction, classroom dynamics and so on, compared with traditional methods. We therefore do

need to teach and assess the basic skills of word processing, using spreadsheets, internet browsing and so on, but at the same time there are also many other interesting ways in which the very use of these new technologies for learning can have a positive impact on students' attainment.

Ministries of education around the world are largely dealing with the same key questions in creating schools where true ICT literacy can develop:

- Teacher training – giving staff the confidence to use ICT confidently and effectively
- Curriculum integration – ensuring that teachers of all subjects know when are the most appropriate times to use (and not to use) technology in their lessons
- Independent learning – how quickly to move away from the traditional 'chalk and talk' approach of the classroom to a self-paced, student-centred model where creative thinking and independent research are valued
- E-learning – making learning accessible anytime, anywhere
- Evaluating the impact of ICT on student motivation and attainment.

Most countries have a number of initiatives under way to tackle these issues. UNESCO¹ is coordinating programmes that will enhance the use of ICT in education for Asia-Pacific countries. These include Malaysia's 'Smart School' project and Singapore's second 'IT Masterplan'. The objectives of

'Teaching students how to research a topic on the internet can give them an important skill which they may use again in the future'

the latter are similar to those outlined by governments all over the world:

- 'Pupils use ICT effectively for active learning
- Connections between curriculum, instruction and assessment are enhanced using ICT
- Teachers use ICT effectively for professional and personal growth
- Schools have the capacity and capability in using ICT for school improvement
- There is active research in ICT in education
- There is an infrastructure that supports widespread and effective use of IT.

(Ministry of Education, Singapore, 2002)²

In July this year the UK government launched a consultation document³ in advance of a comprehensive e-learning strategy to impact on all sectors of education. The Education Secretary, Charles Clarke, recognised that there was much innovation already in schools, colleges and universities in this area but

'...e-learning must now touch the life of every single learner... All learners, from pre-school to lifelong learning, can benefit from mixing these new technologies with other forms of study...

Online services are an increasing part of everyday life, and education and training must mirror these changes to revolutionise all learning.' (DfES, 2003)

In the same month in Cape Town, former president Nelson Mandela launched Mindset,⁴ an educational satellite television network with supporting internet content, for use in South Africa's schools. Education Minister Kader Asmal, introducing the initiative, stressed the country's commitment to using ICTs in education.

'We should be reminded that ICT connectivity is not about how many computers are in schools, but how teachers and learners use various technologies to achieve educational goals and improve their teaching and learning experiences.' (Ministry of Education, South Africa, 2003)

Similar rhetoric can be found all over the world. Governments have been quick to recognise the voter potential of photo opportunities with children using newly arrived technology in their school and gaining experiences their parents would never have dreamt about! The hardest task so far for ministries, though, has been to assess the actual impact of using ICTs for teaching and learning. However, a number of recent studies do provide

some idea of this. Becta⁵ is engaged in a variety of ongoing research projects which have evaluated the effect of ICTs on student attainment, motivation and the workload of teachers, student access to hardware and software, potential of wireless internet connections and portable devices, best use of electronic whiteboards in the classroom and so on. On the whole, their findings have been extremely positive

'...ICT can stimulate, motivate and spark students' appetites for learning and helps to create a culture of success. This can be demonstrated in their increased commitment to the learning task, their enhanced enjoyment, interest and sense of achievement in learning when using ICT, and their enhanced self esteem.' (Becta, 2003)

A more comprehensive study⁶ by Becta into the impact of ICT on GCSE examination results demonstrated overall only a small improvement by those students who had been regularly exposed to ICT as part of their lessons. However, it concluded that performance was likely to rise 'as ICT becomes firmly embedded in all aspects of school life rather than as an "optional extra"'.

The International ICT Literacy Panel⁷ was set up in 2001, comprising experts from education, government, non-governmental organisations and the private sector drawn from Australia, Brazil, Canada, France and the United States. The Panel came up with a useful definition of ICT literacy as:

‘using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate and create information in order to function in a knowledge society.’

This demonstrates that ICT literacy is about much more than learning how to use a software package. The Panel stressed that cognitive or ‘higher order’ skills are an integral part of using ICT effectively. This is also stressed in the UK national school curriculum for ICT. For example, it is relatively easy to create a word-processed document with text and images, but much more complex to evaluate and amend fonts, layout, language, etc., to address a particular audience.

‘In effect, because technology makes the simple tasks easier, it places greater burden on the higher-level skills.’ (International ICT Literacy Panel, 2002)

Of course, this major shift in the approach to teaching and learning with an emphasis on cognitive skills is a

challenge for examination boards such as Cambridge as well, one that we are already embracing as we introduce new methods of assessment rewarding skills (practical and cognitive) as well as learnt knowledge.

So far I have suggested that, with adequate training for teachers and the available finances to resource hardware, software and quality digital content, ICT can have a positive impact on teaching and learning across the curriculum. We have also seen that the use of ICT effectively can equip students with a new literacy which they will use throughout their lives. So what kind of changes can we expect in our schools and colleges?

‘ICT literacy is about much more than learning how to use a software package’

Last year, two visions of e-learning and schools of the future were published from very different sources, but they predicted a similar scenario. The Department for Education and Skills in the UK produced their ‘Vision for the Future of ICT in Schools’⁸ where they described a typical student submitting his homework, getting feedback on work completed and querying points not understood with his tutor all electronically via a personal log-in area

on the internet and online community. He worked independently or collaboratively with other students as appropriate, at home or at school depending on the task, and could always access the learning materials he needed from any computer with an internet connection. Microsoft’s ‘Vision for Life Long Learning’⁹ is inevitably a little more ‘high-tech’, with a ‘virtual mentor’ able to update a student via an ear-piece on her schedule for the day, her work due to be completed and to explain concepts not understood. This student could plan a presentation with her classmates on the way to school via a two-way ‘video tablet’ and in her free period did a Chinese course from a

school which took her to a virtual Beijing for speaking practice! Although some of this may be further in the future, the key benefits offered by both of the above scenarios are already possible today:

- Flexible learning, not restricted to the school environment
- More opportunities for collaborative work, either face-to-face or via online communities
- Learning tailored to the ability and preferred learning style of the individual student
- More accessible course materials and support content
- A changing role for the teacher, moving away from being an instructor or purveyor of information to an adviser, manager and facilitator.

Of course, there is still much to learn about the future of ICT literacy. We are all only too aware that technology is developing at a fast rate and it will be a challenge for governments to keep pace with that change as they plan their educational objectives for schools in the future. In addition, future research will be able to measure more accurately the impact of whole-school strategies for

e-learning, which will give us a clearer picture of the impact of ICT than we are able to get today, where the introduction of new technologies is still in its infancy.

Needless to say, any vision of ICT in schools of the future is always tempered by the concern that the so-called ‘digital divide’ will ensure very different levels of ICT literacy around the world, and from one educational institution to another. We cannot expect the inequality of resourcing in schools to be any different for ICT, indeed the difference between schools in this area may be more marked. However, some commentators have noted that, even with limited access to computers and the internet, developing countries can benefit from new technologies as schools in remote areas will be able to access a wide range of information and services which were previously unavailable to them. In addition, as technology moves on, previous generation hardware prices fall drastically, making them more affordable. This has been demonstrated with the value of a simple multimedia PC over the last few years.

So how can you ensure that your Centre becomes an environment where students are best placed to develop ICT literacy? First, research¹⁰ has shown that a whole-school strategy is crucial so that ICTs are used for the management and administration of a school as well as for

teaching and learning, by the principal and senior staff as well as by the teachers and administration staff. Teachers and students need to acquire basic skills in office software and using internet and e-mail. These can be offered as short courses leading to a qualification such as the Cambridge International Diploma in IT Skills. Those who wish to specialise in graphics, presentations and web design can develop their skills at their own pace and work towards the Cambridge International Diploma in ICT. For younger students, the Cambridge ICT Starters offer opportunities to assess both ICT

skills and the ‘higher order’ skills discussed previously across the curriculum and the Cambridge International Diploma in Teaching with ICT allows teachers to reflect on their use of ICT in their own subject and how they contribute to teaching and learning. It is also important to remember that this is new territory for everyone and so it is crucial to learn from each other. Already, there are plenty of examples available on the internet of schools and colleges demonstrating best practice in this area – essential e-learning for any school senior management team!

FEATURE REVIEW

- ICT is now being regarded as a new literacy, as important for the future of our students as reading and writing have been previously.
- UNESCO is coordinating programmes that will enhance the use of ICT in education for Asia-Pacific countries.
- According to Becta’s research, ICT can stimulate, motivate and spark students’ appetites for learning.
- The Department for Education and Skills in the UK and Microsoft have visions of e-learning and schools of the future which are surprisingly similar.
- Schools in remote areas will be able to access a wide range of information and services which were previously unavailable to them.
- Research has shown that a whole-school strategy is crucial so that ICTs are used for the management and administration of a school as well as for teaching and learning.

- 1 UNESCO – <http://www.unesco.org/bangkok/education/ict/>
- 2 http://www.moe.gov.sg/edumall/mp2/mp2_home.htm
- 3 Department for Education and Skills e-learning strategy (2003) – <http://www.dfes.gov.uk/elearningstrategy/>
- 4 Mindset – <http://www.mindset.co.za/>
- 5 British Educational Communications and Technology Agency – <http://www.becta.org.uk/research>
- 6 ImpaCT2 – Becta, 2002
- 7 International ICT Literacy Panel, 2002 – <http://www.ets.org/research/ictliteracy>
- 8 DfES, 2002
- 9 Randy Hinrichs, Group Research Manager, Learning Science and Technology, Microsoft Corporation – <http://www.microsoft.com/education>
- 10 Becta, 2003 – <http://www.becta.org.uk/research>



CIEonline

CIEOnline: Focus on Qualifications and Awards

One of the key features of CIEOnline is the way in which it delivers up-to-date information to our Centres and students around the world. Since CIE aims to make education available to as many people as possible, it makes sense that our website should reflect this mandate and that is why our qualifications are featured so prominently on our website at www.cie.org.uk (just select 'Qualifications and Awards' in the left-hand menu bar – it's the top menu item).

The Qualifications and Awards section contains a wealth of information relating to our general qualifications, our unique assessments and our professional qualifications. In order to make navigation as easy as possible we have structured our qualifications and awards into the following areas:

- IGCSE – available for over 50 subjects
- A and AS Levels – available for over 40 subjects
- O Levels – a long-established qualification for 14 to 16 year olds
- Cambridge International Diplomas – professional qualifications in a range of business-focused areas
- Cambridge Specialisms – our suite of unique assessments.

Each of these five areas features an overview of the subject or qualification on offer – information outlining the course and its objectives. There is also detailed information relating to subject or qualification content including downloadable syllabuses, resource lists, sample question papers and some FAQs.

A recent and much valued addition has been the resource lists. These are comprehensive lists of subject-relevant online and offline resources. Included are textbooks, suggested reading, related websites, and books for teachers.

In addition, this part of the website features a full subject search. This means that if you know you want to study a given area like physics for example, a search on the keyword will reveal all the different levels of physics that CIE has to offer, as well as related subjects. You can find this search facility on the left-hand menu bar by clicking 'View by Subject'.

Due to the international flavour of CIE, we also provide information about which tertiary and other organisations recognise our qualifications throughout the world. You can access a regularly updated list of such institutions from within each subject or qualification via the 'recognition' link in the top navigation bar.

There's a lot more here too. Statistics are featured giving details about student performances at each examination session. And exam timetables are available too. We also offer assistance to teachers via our moderated discussion

groups, a tool that allows teachers around the world to share information and ideas with each other.



CIE syllabuses, mark schemes, past papers, subject reports and standards booklets are available from our Publications department (select 'Order Publications' from the left navigation bar) together with resource packs, training packs and other support materials.

So, as you can see, if you're looking for information relating to a qualification or award, this is the place to come. And if you can't find it here, please e-mail us at international@cie.org.uk.

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Hugh Neil, Douglas Quadling,
Steve Dobbs, Jane Miller

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Pure Mathematics 2 & 3

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For use with CIE syllabuses 9709, 9231, 8719.



English Language and Literature: AS Level

Helen Toner, Elizabeth Whittome

0 521 53337 6 c.£11.95

For use with CIE Syllabus 8695, 8693, 9695.



Sociology:

AS Level and A Level

Terry Burgess, Mike Kirby, Andy Barnard

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Biology:

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Cambridge Books for

The Stephen Hawking Physics Project at San Andrea Senior School, Malta

WORDS PAUL P. BORG, PHYSICS TEACHER AND SCIENCE CO-ORDINATOR, SAN ANDREA SENIOR SCHOOL, MALTA

The idea of the 'Stephen Hawking Physics Project' as an educational initiative held at San Andrea Senior School had been lingering long in my mind since the time when I first read about Professor Stephen Hawking's achievements and his admirable determination to overcome all odds to reach his goal. His *Brief History of Time* is a book that gives a new understanding not only of life around us, but also of the whole universe.

Stephen Hawking is a Cosmologist and a Relativist – a scientist who studies the universe and a scientist who uses Einstein's theories of relativity. With Roger Penrose, Hawking is famous for showing that the classical concept of time and space must have begun at the Big Bang and that therefore the universe must have existed in a hot, dense state at one time. Also, together they implied that space and time would end in black holes. Among many other discoveries, Hawking discovered that black holes were not really black after all, they radiate a thermal spectrum like other thermodynamic bodies and will eventually end their lives in a colossal, gigantic explosion. This radiation was named after him – the 'Hawking

Radiation'. It is ironic that while many scientific discoveries are verified by laboratory experimentation, some of Professor Hawking's discoveries about the universe will probably take many years to verify.

When Stephen was in his third year at Oxford reading mathematics, shortly after his twenty-first birthday, he was diagnosed with a rare motor neurone disease. His case was an atypical one and unfortunately the situation would get worse. In his own words, the realisation that he had an incurable disease that was likely to kill him was a bit of a shock.

His eventual engagement to Jane Wilde changed his life. 'It gave me something to live for,' he says.

Hawking's speech became slurred until, in 1985, he had a tracheotomy operation which meant he could no longer speak. For a time the only way to communicate his ideas was to spell out words by raising his eyebrow when someone pointed at letters. Eventually, computer experts devised the special computer systems that now enable him to communicate more freely and write his books and scientific papers. Although he is today confined to a wheelchair, the enormous physical setbacks and difficulties have not stopped him from pushing on with his studies and research so that he managed to stun the scientific world with spectacular discoveries.

Objectives of the project

The 'Stephen Hawking Physics Project' at San Andrea School is an initiative aimed at helping our students understand that physics is not just a subject to study and get certification in, but should be an interesting area that helps us visualise better the technological world around us.

'Trigger an interest in students of a very young age to discover the physical principles and laws that govern the world around us'

The brilliance of Professor Stephen Hawking, his attitude towards dedicated research, study, investigation, exciting discovery and courage has been constantly used to help students in the pursuit of discovery, learning and application.

The project aimed to:

- Trigger an interest in students of a very young age to discover the physical principles and laws that govern the world around us
- Encourage and build skills like researching an assigned topic, analysis, public presentation, discussion and group work
- Provide an opportunity in discovery learning
- Introduce students to, and prepare them for, disciplined learning systems that will be encountered later in their education
- Be in-line with the spirit of National Minimum Curriculum in Malta.

How the project was organised

The programme was compulsory for all grade 11 physics students. The students worked in groups to research and write an assignment, present a seminar or viva and use visual aids, AV resources, 3-D models and experiments to show their understanding of the topic.

The seminars and physics discussions were held as an extra-curricular activity during the midday break and on Saturday mornings.

Parents attended a final presentation and the group with the highest marks received a return ticket for an educational visit to England. The climax of this visit was meeting Professor Hawking himself.

Students had a free hand to choose any physics topic they liked. This was done deliberately with the intention to set free students who would want to tackle original topics and expand on them as much as they could. Of course, each subject and title chosen was discussed at length with me to avoid repetition and make sure they were on the right track to meet their set goals. Titles included: 'The Electromagnetic Spectrum: Light and Lenses'; 'Principle of Conservation of Energy'; 'Gravity and Acceleration'; 'The Solar System and the Universe'; 'The Concept of Time'; 'Waves: Emission and Absorption of Radiant Energy'.

The students were encouraged to be disciplined, practical, original yet inquisitive and adventurous in their treatment of the chosen topic. Letting the kids loose to experience the joy of discovery learning allowed them to experience the objectives of the whole idea. Furthermore, there was a natural and most welcome expansion to other subjects – the cross-linking of physics with other areas such as technology applications, computer software and technical design was inevitable in many cases.

The visit to Stephen Hawking

The presentations were short-listed and an exhibition with a final public presentation was held to decide the winning group. The educational trip to

the UK proved highly successful for the winning team, particularly the visit to Professor Hawking himself, who kindly agreed to meet the students. It was an unforgettable encounter and it was a joy to listen to Professor Hawking exclaiming through his computer, 'I am glad to be useful to science in Malta.'

Conclusion

In spite of his motor neurone disease, Stephen Hawking has been able to stimulate debate among his peers, but more importantly he is also a world ambassador for science.

The first experience of the Stephen Hawking Physics Project at San Andrea Senior School showed that more hard work must be put into such initiatives in the future as so much benefit can be reaped from them. It is now a perennial activity at the school. An understanding of what goes on beyond the school door, what technological understanding is required in society and industry, would be the ultimate goal of the project. In this world of technological progress, it is imperative to put science subjects in their proper perspective – not simply as an examination that must be pocketed as a requirement for entry into Junior college or Sixth Form. My long experience in industry has taught me that the sooner the relationship between science subjects taught at school and understanding technology is grasped, the better it will be for the individual and our society as a whole.



Cambridge International Diplomas

As from 1 October 2003, the Cambridge Skills and Career Awards have been renamed Cambridge International Diplomas. This change is being implemented in response to many requests from our customers and we believe the new titles better reflect the level and quality of our professional qualifications.

The new title for each qualification is as follows:

Cambridge Management Awards now

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Cambridge Career Awards in Information and Communications Technology now

Cambridge International Diploma in ICT

Cambridge Skills Awards in Information Technology now

Cambridge International Diploma in IT Skills

Cambridge Diploma in Computing now

Cambridge International Diploma in Computing

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Web: www.cie.org.uk

New Version of Cameo Coming Soon

We are currently despatching an upgraded release of the CIE Cameo International Edition software to Centres. During 2003 the Cameo Support Team has logged every call and e-mail from our Centres and we have used the information that we have gained to make sure the changes we have made to the system are those that our customers want.

These are:

- Greatly improved speed of use on many screens when entering candidate details or making entries. Examinations officers at larger Centres will find it much quicker to locate candidates within the system, particularly when scrolling through a long list of candidates.
- New 'search' facility to locate candidates by name or number. A new search panel has been introduced that will quickly allow you to locate a candidate within the system even if you don't have their candidate number to hand. The search can also be used to go directly to a particular candidate number in the same way.
- Two new Ministry Mode reports. These will allow users who are administering a number of Centres in Cameo's Ministry Mode to quickly produce summary information for all the Centres in their database.
- Improved importing of candidate details from .csv files. If your Centre already holds candidate information in a database or spreadsheet that can output a comma separated variable (.csv) file, then you can load this directly into Cameo. Version 1.2 has improved this feature so that Cameo will perform more checks on the data being imported and provide more feedback to users if any of the data in the file is invalid.
- New confirmation of number of candidates in each file export. A quick final check before your entry file is sent to CIE.

You should receive your new version of Cameo very soon and, as always, we welcome your feedback on it.

CIE Customer Services and Support

Based in Cambridge and able to call on support from the rest of CIE including our in-country representatives, the Customer Services and Support team is dedicated to improving and enhancing our services to you, your Centre and students. The team is responsible for:

- Responding to e-mails, faxes and phone calls – around 60,000 communications a year
- The entire Centre registration process including Centre inspections – over 1000 Centres each year
- Account management campaigns, contacting you to find out what more we can do to help.

We will shortly be upgrading our Customer Management database to record information about your Centre more accurately and to speed up our processes. We will also be contacting you on a more regular basis to confirm details with you, to check if you have received materials from Cambridge and to introduce new qualifications and services to you and your students.

Please contact any members of the team if we can assist in any way, remembering to use your Centre number in all correspondence, particularly in the subject field of all e-mails to international@ucles.org.uk.



▲ CIE's Customer Services team. From left to right: Robyn Johnson, Irene Dunnett, Petra Krueger, Catherine Webb, Jo Self, Helen Jones, Julia Martin, Jill Jones.

New CIE Partnerships: Working Together to Support You

'We can give you access to a wider variety of top quality resources'

Although we provide many services to Centres directly from CIE, we also look for other organisations to work with so that we can give you access to a wider variety of top quality resources. We have recently teamed up with two organisations: Fieldwork Online Training to give you the opportunity to use their professional development materials; and ProQuest Information and Learning to provide access to in-depth History and English Literature materials. See opposite how these two partnerships can benefit you.



PROFESSIONAL ONLINE TRAINING

At CIE, professional development is always a priority. That, together with our commitment to making the most of new technologies, is why we've concluded an agreement with Fieldwork Online Training which will make their high quality web-based CPD (continuous professional development) materials available to Cambridge Centres.

Training via the internet hasn't always been the success it should have been for international schools. Early providers made mistakes. Some made the technology itself into a barrier rather than a tool – the last thing online learners want is to wrestle with an over-complicated website. Others didn't take into account the particular needs of adult learners. Yet more hadn't done the basic research into what distinguishes online learning from a face-to-face session.

Fieldwork's leaders are experienced teachers and trainers with a real understanding of what it's like to be in a classroom or a management office in a wide range of international schools. They have done the necessary research and talked to the best people in the field. As a result, they've come up with a set of courses and an approach to learning that's specifically tailored for the adult learner who is coming to the task ready to learn but not prepared to battle through a maze of technology. An advantage of online learning is that it's much easier, logistically, to recruit top class teachers and academics as course writers and monitors – and Fieldwork's are second to none.

Some people say that learning from a computer screen is unappealing. Fieldwork acknowledges that feeling. But they go on to point out that in all of their courses, the real learning happens away from the computer, in the student's own workplace – the school. The online course defines tasks and activities, provides support materials and resources, gives space for discussion and reflection. So, if you're doing a course on Time Management, for example, then you'll certainly be given some ideas and reading on the screen, but the majority of your work will consist of observing, initiating and reflecting on time-sensitive tasks in your daily work. Then you'll bring your reflections and observations back to the online course, which will help you to learn from what you've seen and done.

Commenting on the agreement with Fieldwork, Michelle Lofthouse, CIE Customer Development Director, said: 'We have been very impressed with the quality, flexibility and practical nature of Fieldwork's professional training.' Flexibility is a key strength of the courses. Institutions, rather than individuals, sign up to a suite of courses, which means everyone who works there has access to them. This makes the courses available as wide-ranging resources – a student can become immersed in one course while dipping into others for specific purposes or to find particular resources.

It's tried and tested. It's interesting and it's based on sound theory and vast practical experience. For further information, and to sign up for a 30-day free trial, please go to www.cie.org.uk/fieldwork.

FREE DIGITAL RESOURCES FOR ENGLISH AND HISTORY

CIE and ProQuest Information and Learning have teamed up to make an online collection of learning resources to support teaching of English Literature and History available to Cambridge Centres. These resources are taken from the online services ProQuest Learning: Literature and ProQuest Learning: History.

Both services are full of first-class material that is otherwise difficult to access. They're designed for students in the 11 to 19 age range and their teachers, and can be used to support lesson planning, interactive classroom teaching or homework assignments.

Get a taster of ProQuest Learning

A sample selection of articles, images and multimedia activities will soon be available from the CIE Teacher Support website. This will include reference and further reading materials for English Literature and History, and can be used freely by you to support your students in their learning.



In the English Literature area you can find video clips of set poet Sujata Bhatt reading her own and others' poetry alongside revision guides, reviews, articles, weblinks and images to support the study of Shakespeare's *Much Ado About Nothing*.

The History area includes topic pages on South Africa and apartheid and Israel and the Middle East. From these pages you will discover articles to quote from, images to cut and paste into ICT projects or print out for classroom use, and original facsimile page images that bring history to life.



The complete picture

The full versions of these services feature literally thousands of author and topic pages covering a broad spectrum of the Cambridge IGCSE and A Level syllabuses. You can navigate to the information you need via the CIE Exam Board Lists in both ProQuest Learning: Literature and ProQuest Learning: History.

Schools all over the world are already taking advantage of the opportunities for online learning that these innovative services can offer. Claire Joseph, an English teacher at Sir John Lawes School in Hertfordshire, said of ProQuest Learning: Literature, 'What a fantastic site! There were so many authors I didn't expect to find. It's going to be really useful as a teaching resource.'

ProQuest Learning's acclaimed services are available to schools via the internet for an annual subscription. Students and staff can access them from school or home. To use the sample activities, visit the CIE Teacher Support website at <http://teachers.cie.org.uk>. If you then want to evaluate the full ProQuest services for yourself, you can register online for a free trial by either following the link on the Teacher Support site, or by visiting www.proquestlearning.co.uk.

UK Education

Consultation on the Tomlinson Proposals for 14–19 Reform in England

As many Centres will know, the UK government established a working group last autumn, under the chairmanship of Mike Tomlinson, to make proposals for reform in the learning programmes and qualifications that make up the 14–19 curriculum in England. Details of the initiative can be found on the website www.14-19reform.gov.uk.

This working group has identified a number of broad proposals that it wishes to explore further and began a period of consultation in July which will end in mid-October 2003. Subsequently, the group intends to publish an interim report in January 2004 and a final report of their recommendations in July 2004.

The scope of the reform is limited to England – the policy of devolution places Wales and Scotland outside the remit of the working group. UCLES has been very much involved with working group discussions and OCR has strongly contributed to the consultation process. CIE is monitoring the educational debate closely although it will continue, as now, to develop provision in response to the requirements of its international Centres rather than simply making UK provision available internationally.

Nevertheless, CIE would be interested to hear the views of Centres on a number of issues raised by the working group, particularly in the following areas:

- The development of appropriate recognition at four qualification levels (entry, foundation, intermediate and advanced) to offer a more inclusive curriculum for students of all abilities.

- The inclusion of a more diverse range of assessment methods and a greater involvement of teachers in the assessment of their students.
- Clearer structures and improved understanding of ‘vocational’ provision.
- The development of a diploma framework through the 14–19 phase. The model on which the working group is seeking views is one that offers a single diploma qualification rather than the existing system of smaller free-standing qualifications
- The replacement of existing qualifications by a diploma at the four levels of achievement.

It should be recognised that the implementation of any change in the 14–19 curriculum in England is regarded very much as a long-term development with any immediate change in the system to be avoided. Such change may take ten years to implement. It must also be emphasised that CIE will continue, as currently, to offer learning programmes and qualifications that best meet the requirements of international schools and colleges.

Please e-mail your comments on aspects of UK reform proposals to international@UCLES.org.uk.

International A Levels: A Step in the Right Direction

Each year thousands of students successfully pass their A Level examinations which sets them on the path to further study and employment. The range of university courses these students embark on, and the variety of careers they have, is enormous. Chia Leong Hong from Malaysia is just one student who took Cambridge International A Levels and has gone on to be successful in his further studies.



‘The courses were really interesting and well structured. I studied Further Mathematics A Level independently which, although demanding, was a great challenge.’

Chia Leong Hong was educated at the Institute of Science and Management in Sabah, Malaysia – an international school offering Cambridge A Levels. He studied A Levels in Biology, Chemistry, Physics and Further Mathematics, gaining A grades in all four subjects.

Looking back on his A Levels Chia said: ‘The courses were really interesting and well structured. I studied Further Mathematics A Level independently which, although demanding, was a great challenge. The recommended textbooks were particularly useful and it also helped that we had good teachers who knew their subjects well.’

Chia enjoyed the freedom of subjects offered by A Level and considers the subjects he chose to study influenced his subsequent degree course. ‘Electronic Engineering demands a high standard of Mathematics, which I was able to develop by studying A Level Mathematics and Further Mathematics.’

Over recent years more and more students in Malaysia have recognised the benefits of gaining internationally recognised qualifications. Some Malaysian universities have set up contracts with universities in the UK to allow students to study part of their degree in Malaysia and then move to the UK to finish their studies. Chia always wanted to study overseas and gaining international qualifications allowed him to do this. ‘Since A Levels are an established curriculum which

follows UK standards and are recognised all over the world they provide excellent preparation for international study.’

Studying for A Levels also prepared Chia for life at an English university. ‘You have to be self-motivated to study A Levels and able to work independently which is a necessity at university. A Levels also teach you problem-solving skills and of course, studying in English is the best preparation for life at a university in the UK.’

Chia was awarded a scholarship from Hull University on the basis of his A Level results – a fundamental requirement for entry. ‘I doubt I would have gained this scholarship if I had not gained internationally recognised qualifications. I also think the A Level Prize for Science I received from CIE was highly regarded and gave me an increased advantage when applying for further study.’

Now studying a PhD in Engineering at the University of Cambridge, Chia is sponsored by Cambridge Broadband Ltd – a local manufacturer of telecommunications equipment. He is set to finish his PhD this year but is yet to decide what he will do next. ‘As I have an internationally recognised qualification and a degree from a good university I have numerous options.’

CIE wishes Chia the best of luck for the future.

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Subjects available: Biology, Chemistry, Physics, Mathematics and English as a Second Language.
The CDs cost £20 each – or until 31 December 2003 you can order all five CDs for just £80!

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Curtis Fleary joined CIE as the regional representative for Trinidad and Tobago in 2002. The following year his area was extended to cover the whole of the Caribbean region and Venezuela. Curtis has a long association with the United Kingdom and the English system of education. In 1968, Curtis accepted a scholarship to attend secondary school in England. He went on to attend the military college in Harrogate, North Yorkshire. After a successful military career which involved serving with the United Nations Peacekeeping Force, he relocated to Germany. Curtis returned to the UK to work for one of the oldest insurance and financial institutions, Lloyds of London. He finally returned to the Caribbean in the mid-1980s where he worked at the British High Commission in Trinidad before being employed by CIE.

While most of the Caribbean governments are committed to adopting the local examination over the next few years, I believe that the demand for quality international examinations will become increasingly popular during the years ahead.

This global village we live in continues to increasingly embrace international trade and the free movement of qualified persons seeking employment. So, it's imperative for people to attain internationally recognised qualifications as the competition for employment is now international.

I am very excited about the years ahead, and welcome this opportunity to develop private sector education together with many of the educators that have been involved with CIE.

Cambridge offers a wide range of qualifications which cater for both the school student and the wider society, and allows everyone, regardless of age, to pursue an international qualification with one of the world's most prestigious examination bodies.'

'The Caribbean has had a long relationship with Cambridge, which goes back over a hundred years. Within the region, education has always been seen as the great equaliser and students here have always featured amongst the world's best for A Level examinations.

Steven Parker

East Asia Representative



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Steven Parker is CIE's representative for East Asia responsible for Hong Kong, Taiwan and China. Steven has been living in East Asia for over 11 years and now spends his time between the three regions. Originally a teacher, he started working with Cambridge University Press in 1997 and joined CIE in 2000.

'The last couple of years working with CIE have been fantastic. It has been a time of successful development throughout the region with the ICT Starters getting off to a great start in Hong Kong, a new version of the Teaching with ICT Diploma being developed in Hong Kong, Chinese language versions of some of our Diplomas developed in mainland China, and solid evidence that the Diploma for Teachers and Trainers will be very popular in Taiwan. Management and Project Management Diplomas have proved to be successful and we expect sharp growth for these in the near future.

We have also opened CIE offices in Taipei, Hong Kong and Shanghai to help support our existing customers.

The general qualifications like A Levels, O Levels and IGCSEs continue to be a necessary part of many students' lives as they move on to further education around the world. In mainland China, in particular, the growth in interest in UK education has been astounding and we have opened up many new Centres. Even in Taiwan, where American education has traditionally been very strong, people are recognising the strength of UK-based education systems more and more.

This time has seen the birth of new qualifications – Cambridge International Diplomas – and I have been very proud to be a part of it. There is still a lot of work to be done but Chinese language versions of the Diplomas have already been developed and we have opened a network of 15 to 20 schools around China. The Business and Travel and Tourism Diplomas will soon be taken by many students around the country.

I look forward to working with all the Centres throughout the region in the years to come.'