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Cambridge Assessment
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Co-ordinators' Conference 2021

26 and 28 January

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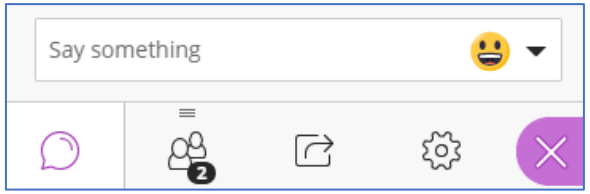
Can you hear me?

Yes?

No?

- Chat box – this will be available throughout the webinar. Please use it to submit your questions.



- Status panel – this shows that you are connected and allows you to raise your hand.

- We are going to start recording so you can watch it after the session.

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MINISTRY REPORT 2020

GOBIERNO DE ESPAÑA
MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL

CONVENIOS 2020

COORDINATION

MEFP-BC-CCAA,
Cambridge Assessment International Education

SHARING INFORMATION:

New PORTAL

New WEB

BC's *Newsletter*

TEACHER TRAINING

INTEF, BC, Cambridge

PUBLICATIONS

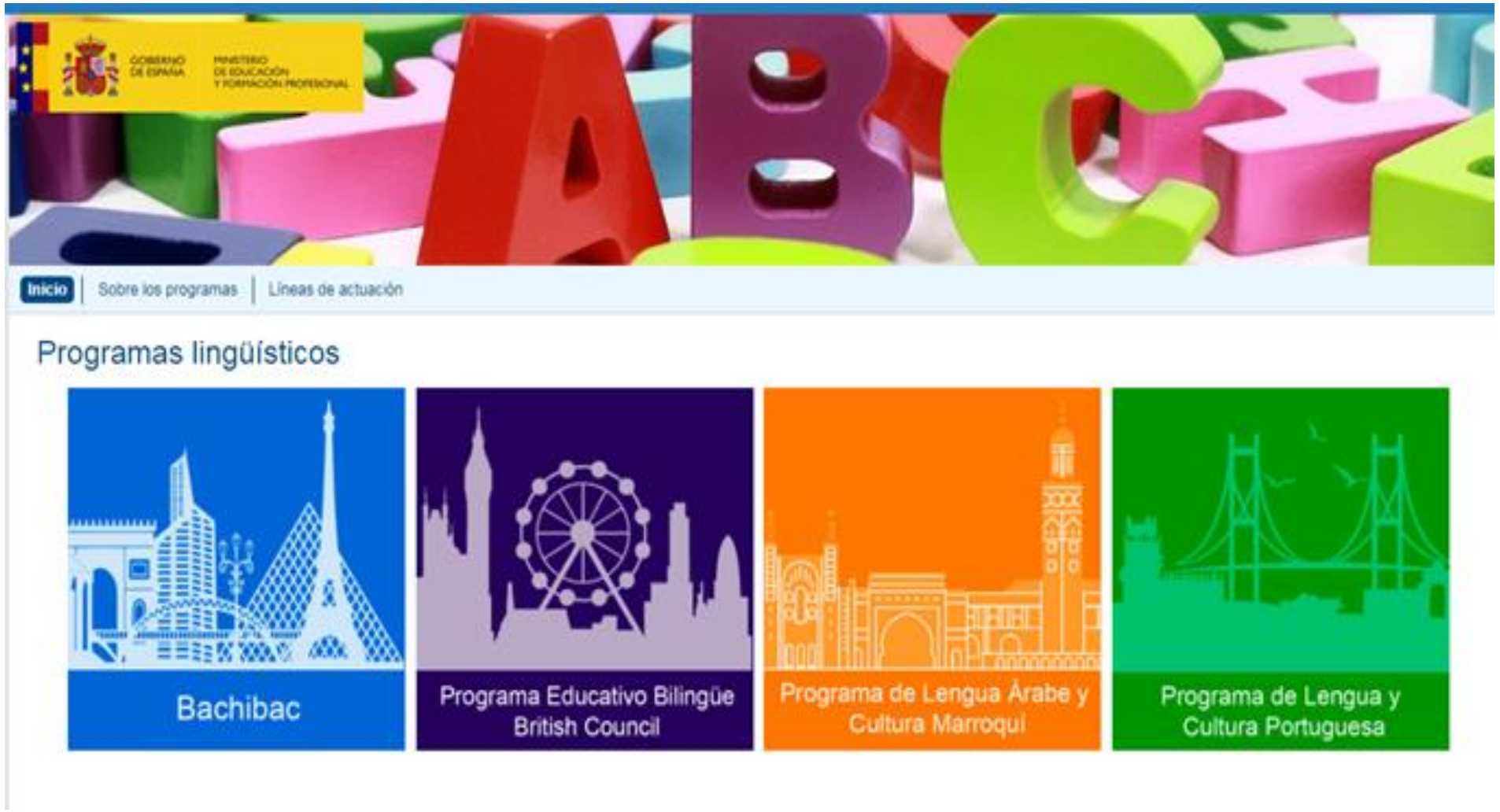
MEFP-British Council 2021 – toolkit

25TH ANNIVERSARY OF BEP:

School participation,

Hand in hand

MINISTRY REPORT 2020



MINISTRY REPORT 2020

GOBIERNO DE ESPAÑA
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BRITISH COUNCIL

Programa Educativo Bilingüe (PEB)

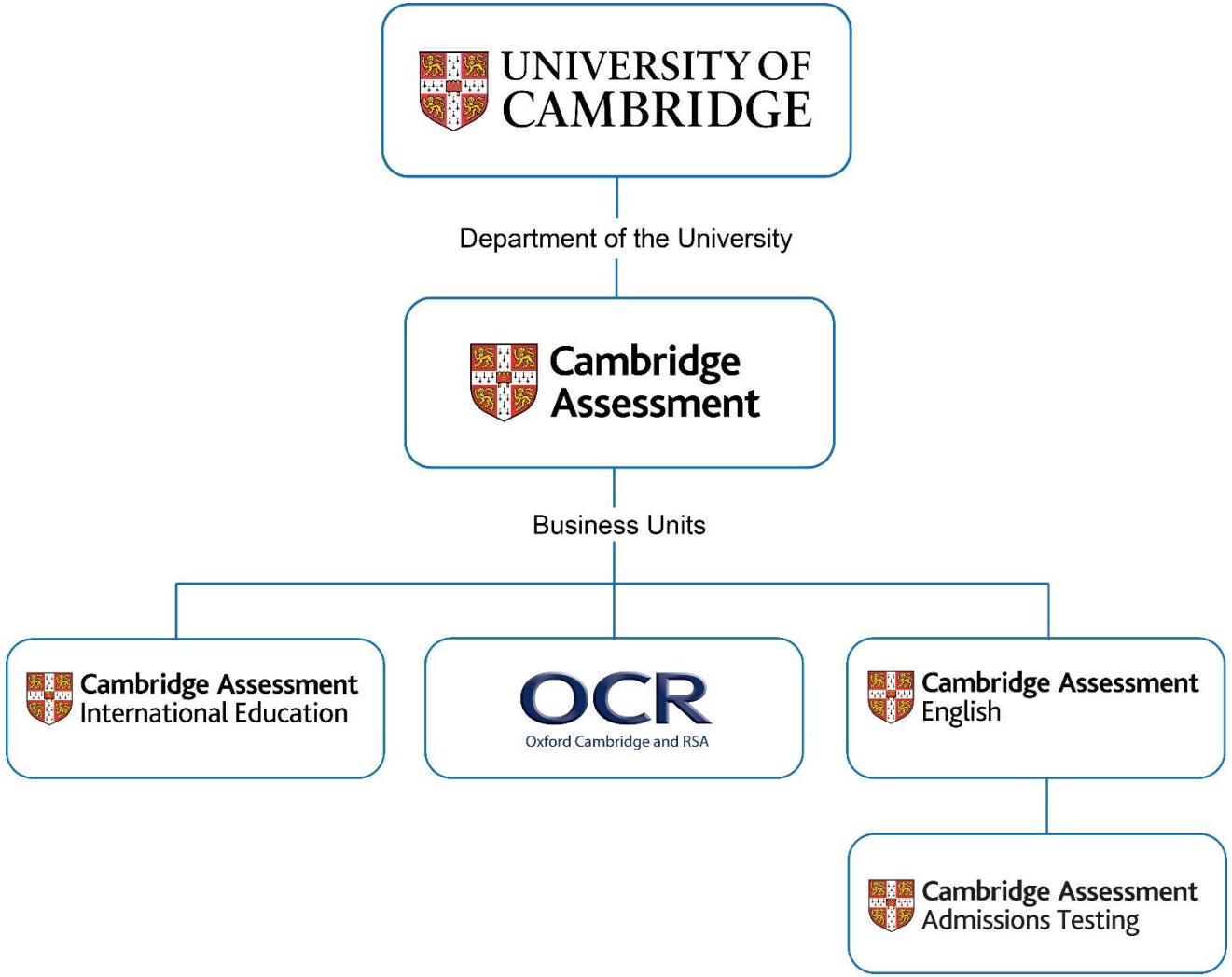
Volver

Your programme for this evening

- Patricia Regalado, MEFP – Welcome and introduction
- Nick Mazur – Report from Cambridge International
  - Report on the Project from 2020
  - Latest news regarding 2021 exams
- Support and resources
  - Pedro Quintais – Cambridge University Press
  - Nick Mazur – Cambridge International
- Round up and questions

Cambridge Assessment International Education

The Cambridge Assessment Group



Cambridge Pathway

Cambridge Assessment International Education

The BC/MEPF Bilingual Schools project

- Bilingual Education Project (BEP) began in 1996 following an agreement between the Ministry and the BC
- Inspiration came from the British Council School in Madrid
- Characteristics which distinguish the programme from mainstream models
  - Early start at age of 3
  - Increase in time for learning in English
  - Increase in intensity of challenge – not only learning an additional language but also other important subject matter and develop new skills through the medium of the language
- Aims
  - To promote the acquisition and learning of both languages through an integrated content-based curriculum (CLIL)
  - To encourage awareness of the diversity of both cultures
  - To facilitate the exchange of teachers and children
  - To encourage the use of modern technologies in learning other languages
  - Where appropriate to promote the **certification** of studies under both educational systems

Cambridge IGCSE

- World's most popular international qualification for 14-16 year olds
  - Taken in over 140 countries and more than 5,000 schools
- Aligned to the standards of the GCSE qualifications taken in schools in England but **designed for international students**
- Schools can choose from more than 70 subjects
- Develops learner knowledge, understanding and skills in:
  - Subject content
  - Applying knowledge and understanding to new as well as familiar situations
  - Intellectual enquiry
  - Influencing outcomes
  - Flexibility and responsiveness to change
  - Cultural awareness

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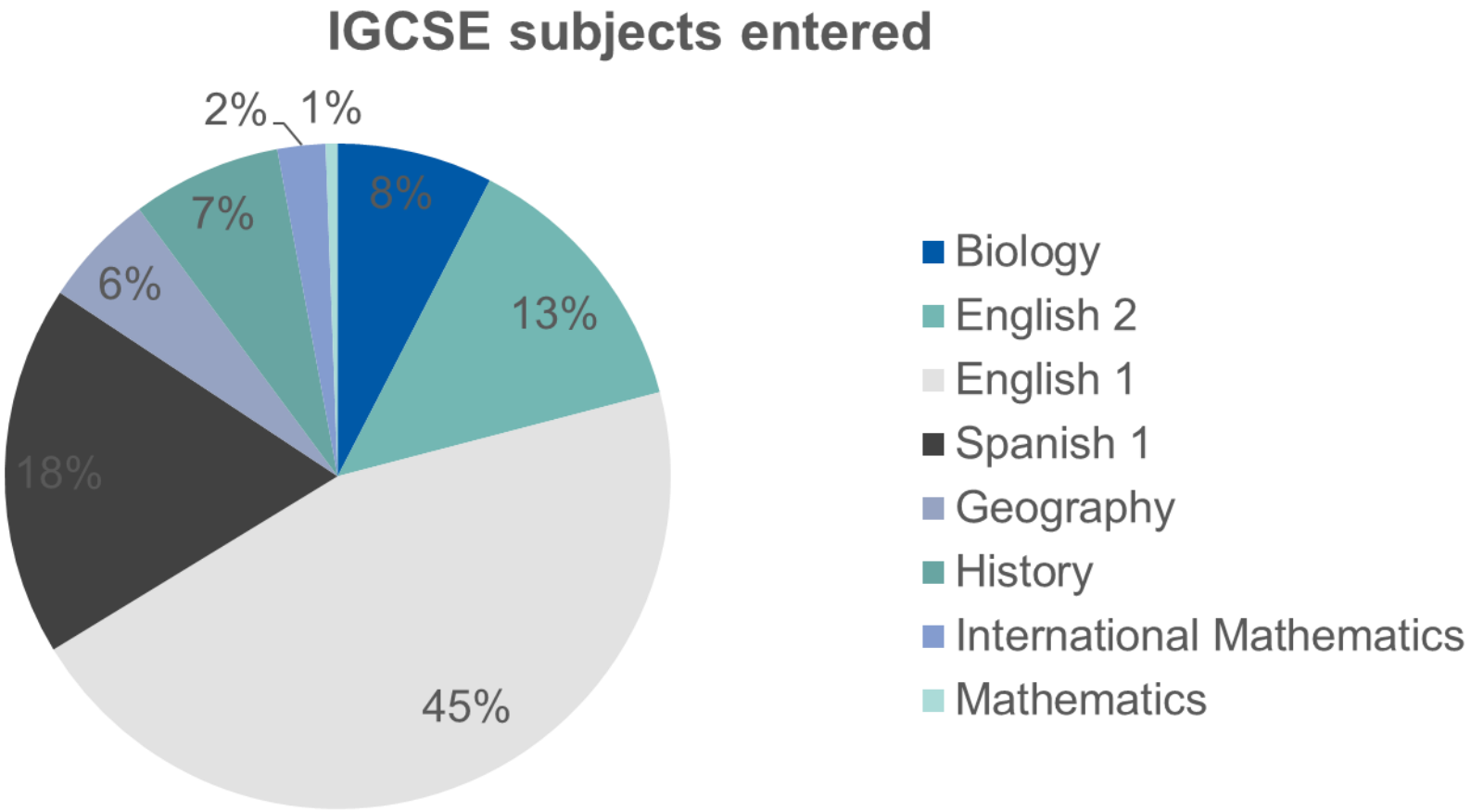
Summary of the Project for 2020

- There are 45 schools registered with Cambridge International
- In 2020, 11 schools made entries for Cambridge IGCSE
  - 354 entries (475 in 2019)
  - 8 different syllabuses entered (same as 2019)
  - Most candidates received results based on A*-G grade scale. Overall pass rate of 100% (97% in 2019)
  - 1 school entered candidates on the 9-1 grading scale
  - 64% of candidates received grades A*- C (52% in 2019)
  - 19% received A* grade (9% in 2019)
- Cambridge IGCSE English taken by all schools
  - 6 schools did IGCSE First Language English
  - 5 schools did IGCSE Second Language English

Entries by subject 2020



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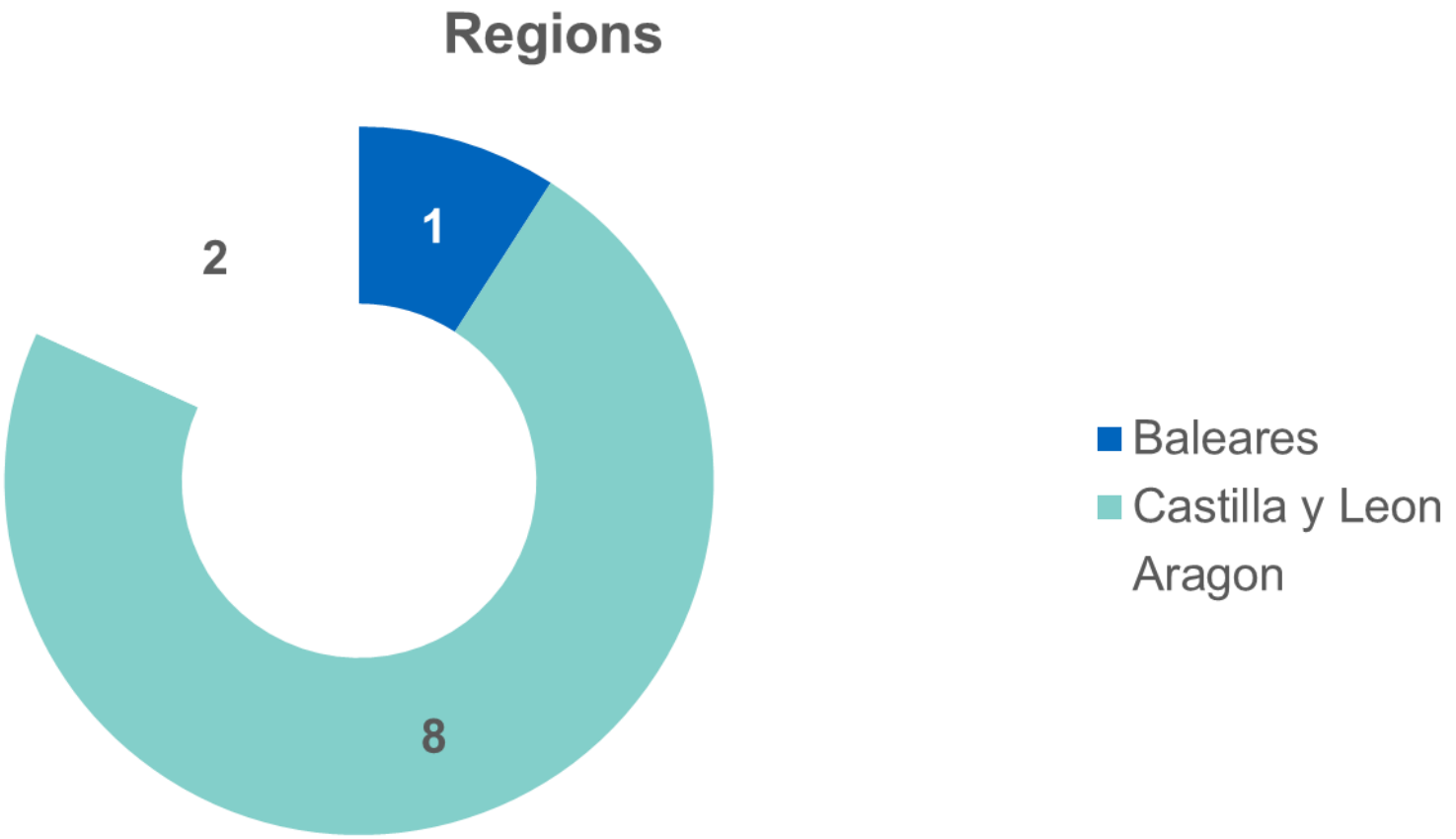
Entries

- 1 school entered for 6 different subjects
  - IES Llorenc Garcias I Font - Biology, English 1, Spanish 1, Geography, History and International Maths
- 2 schools entered for 5 subjects
  - IES Francisco Salinas
  - IES Vasco de la Zarza
- Highest entry numbers came from
  - IES Claudio Moyano (Zamora) 69 entries
  - IES Llorenc Garcias I Font (Baleares) 69 entries

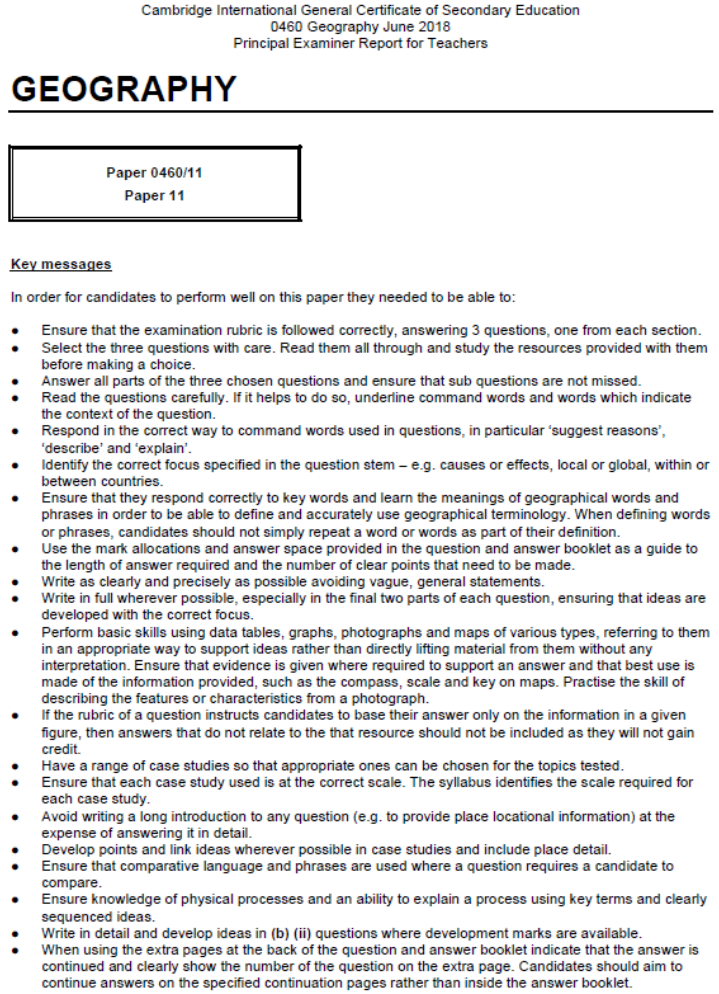
Where the schools are with 2020 entries



Cambridge Assessment International Education

Examiner reports on the Support Hub

- Key messages
- General comments
- Comments on specific questions
  - What students did well
  - What they didn't do so well
- Trends – e.g, increased entry for coursework paper
- Good ideas for teachers to help improve areas they can concentrate on to work with their students



Cambridge International General Certificate of Secondary Education
0460 Geography June 2018
Principal Examiner Report for Teachers

GEOGRAPHY

Paper 0460/11
Paper 11

Key messages

In order for candidates to perform well on this paper they needed to be able to:

- Ensure that the examination rubric is followed correctly, answering 3 questions, one from each section.
- Select the three questions with care. Read them all through and study the resources provided with them before making a choice.
- Answer all parts of the three chosen questions and ensure that sub questions are not missed.
- Read the questions carefully. If it helps to do so, underline command words and words which indicate the context of the question.
- Respond in the correct way to command words used in questions, in particular 'suggest reasons', 'describe' and 'explain'.
- Identify the correct focus specified in the question stem – e.g. causes or effects, local or global, within or between countries.
- Ensure that they respond correctly to key words and learn the meanings of geographical words and phrases in order to be able to define and accurately use geographical terminology. When defining words or phrases, candidates should not simply repeat a word or words as part of their definition.
- Use the mark allocations and answer space provided in the question and answer booklet as a guide to the length of answer required and the number of clear points that need to be made.
- Write as clearly and precisely as possible avoiding vague, general statements.
- Write in full wherever possible, especially in the final two parts of each question, ensuring that ideas are developed with the correct focus.
- Perform basic skills using data tables, graphs, photographs and maps of various types, referring to them in an appropriate way to support ideas rather than directly lifting material from them without any interpretation. Ensure that evidence is given where required to support an answer and that best use is made of the information provided, such as the compass, scale and key on maps. Practise the skill of describing the features or characteristics from a photograph.
- If the rubric of a question instructs candidates to base their answer only on the information in a given figure, then answers that do not relate to the that resource should not be included as they will not gain credit.
- Have a range of case studies so that appropriate ones can be chosen for the topics tested.
- Ensure that each case study used is at the correct scale. The syllabus identifies the scale required for each case study.
- Avoid writing a long introduction to any question (e.g. to provide place locational information) at the expense of answering it in detail.
- Develop points and link ideas wherever possible in case studies and include place detail.
- Ensure that comparative language and phrases are used where a question requires a candidate to compare.
- Ensure knowledge of physical processes and an ability to explain a process using key terms and clearly sequenced ideas.
- Write in detail and develop ideas in **(b) (ii)** questions where development marks are available.
- When using the extra pages at the back of the question and answer booklet indicate that the answer is continued and clearly show the number of the question on the extra page. Candidates should aim to continue answers on the specified continuation pages rather than inside the answer booklet.

Cambridge Assessment International Education

2021 exams

- Planning for the May/June 2021 exams to go ahead
  - where schools are open and it is safe to do so
  - Of course, situations are changing all the time and we are monitoring these and will react accordingly
- Recognise that teaching and learning time has been impacted
  - Offering possibility to apply for exemptions from some components from some examinations (generally where practical/speaking components)including:
    - English Second Language
    - Biology
    - Geography

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Better Learning
Building Brighter Futures Together

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Cambridge Resources for Cambridge Qualifications

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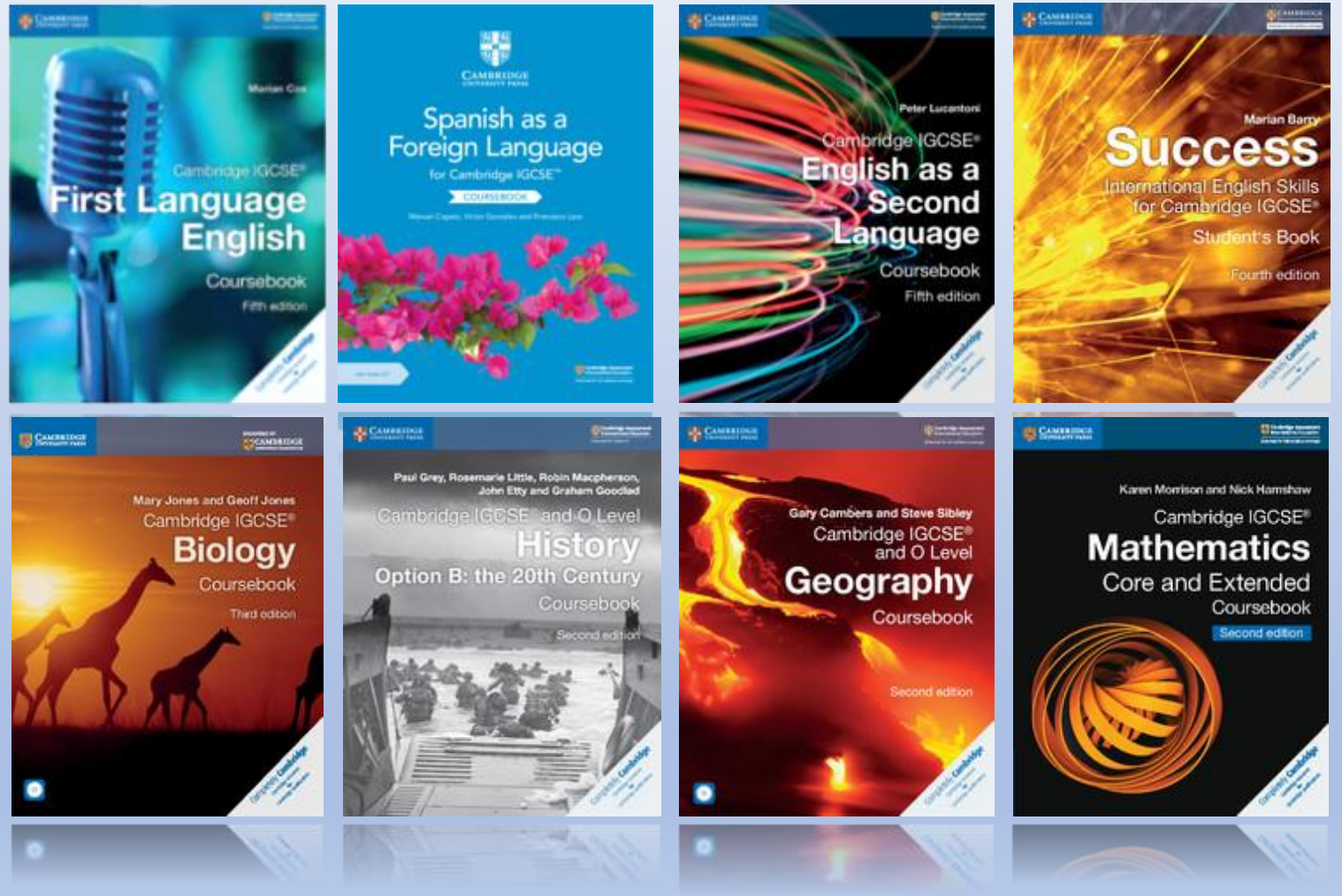
Current Resources

Subjects With Exam Entries



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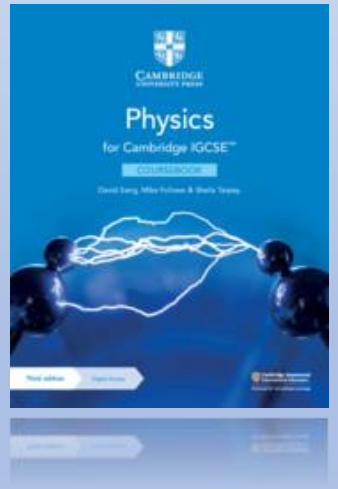
What´s New

Biology
for Cambridge IGCSE™
COURSEBOOK

Chemistry
for Cambridge IGCSE™
COURSEBOOK


Physics
for Cambridge IGCSE™

Computer Science
for Cambridge IGCSE™ & O Level
COURSEBOOK

ICT
for Cambridge IGCSE™
COURSEBOOK

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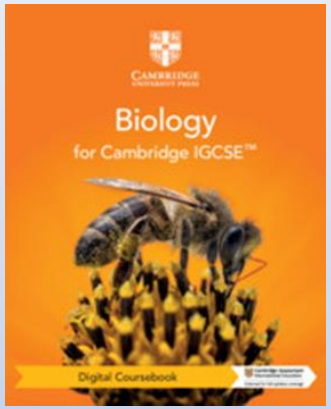
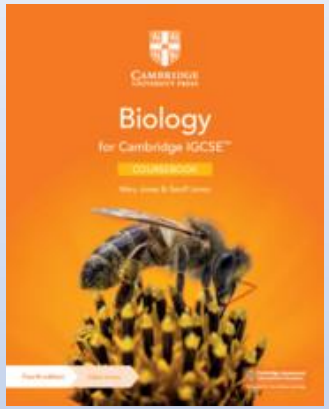
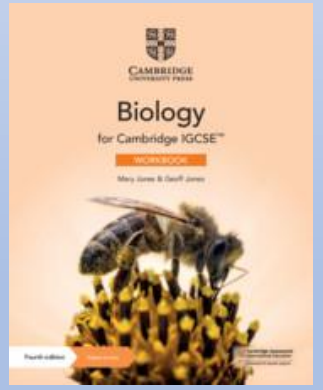
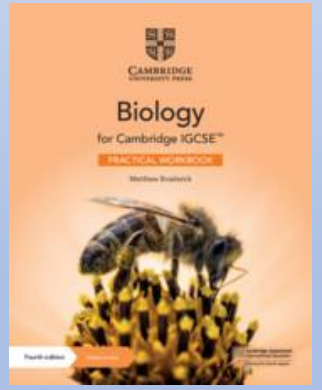
Biology

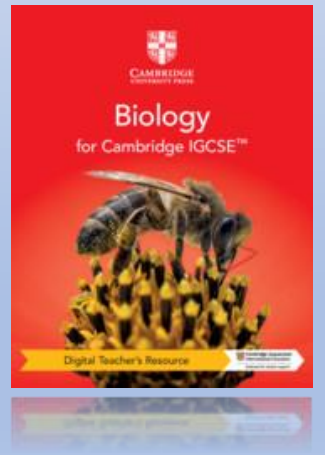
for Cambridge IGCSE™











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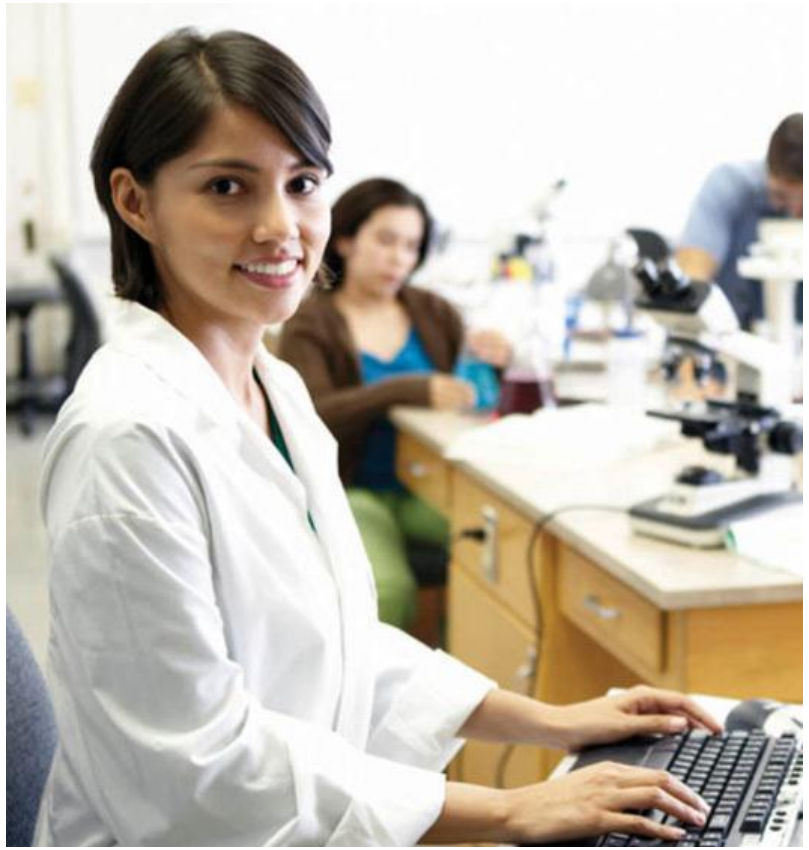
Support from Cambridge International



- Wide range of teaching and learning resources available to help teachers plan
- Suit different teaching methods and contexts
- Teacher training
- Professional development
- School Support Hub

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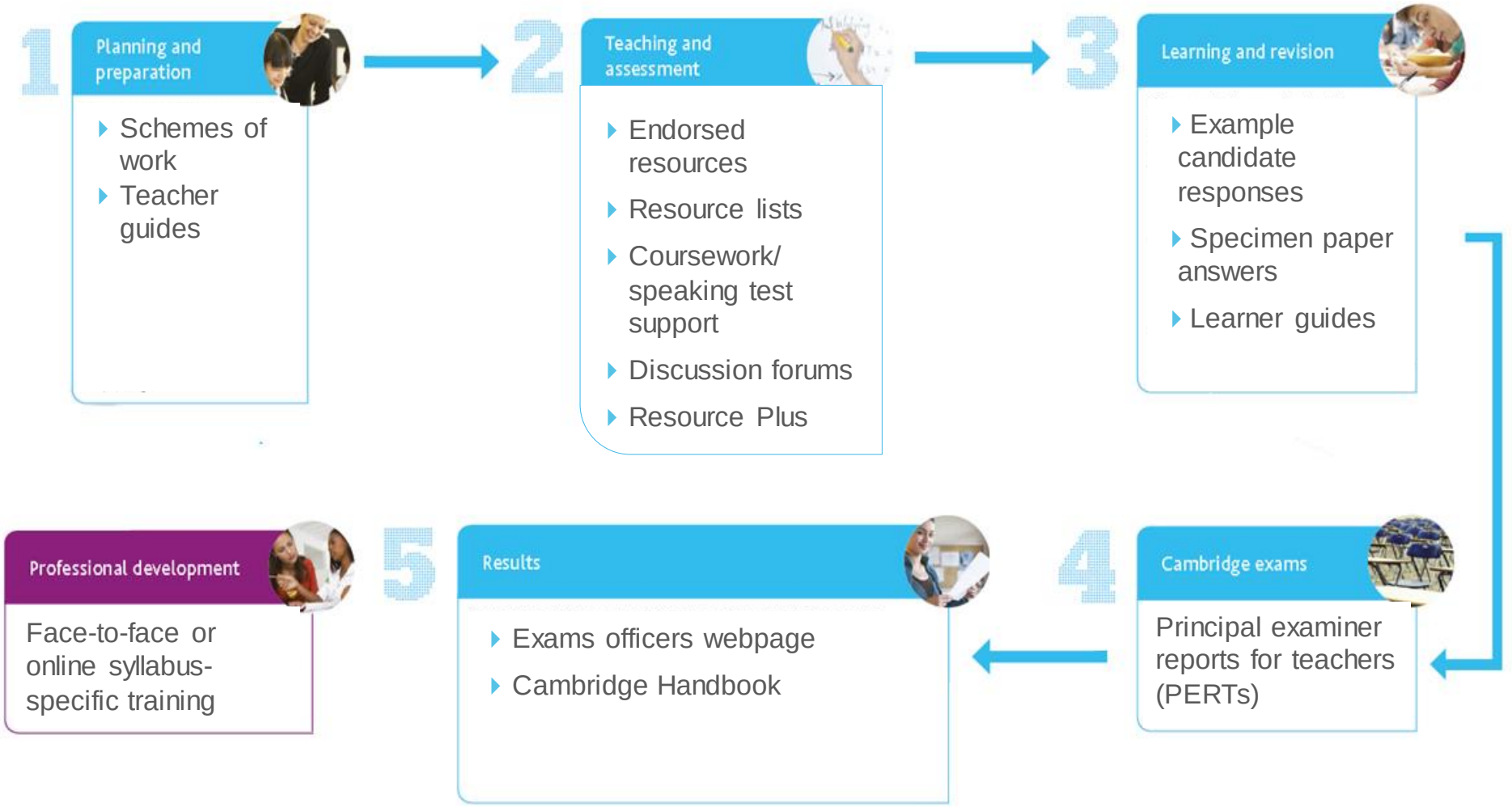
The teacher journey



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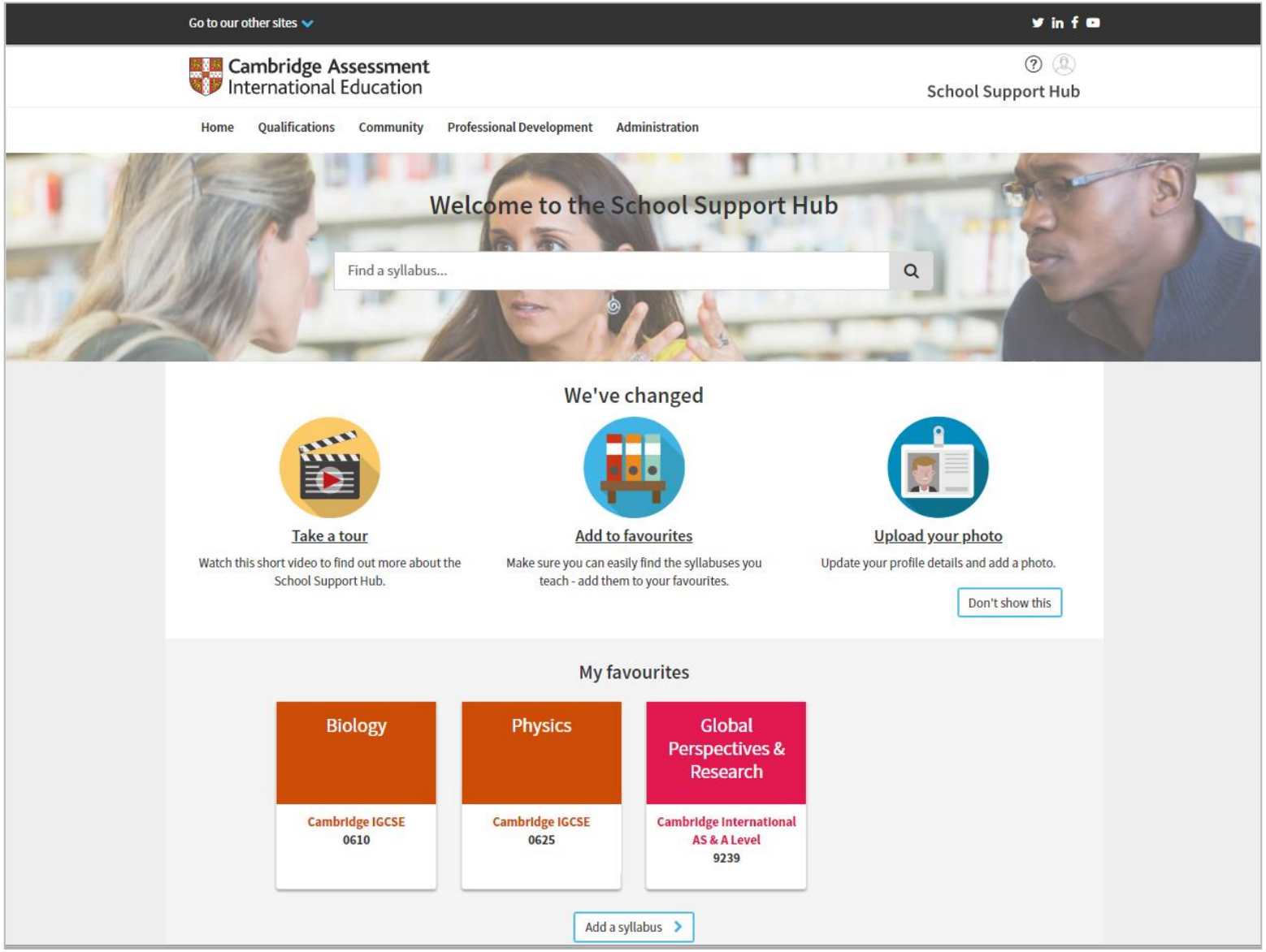
Support for teachers: School Support Hub



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Home > Qualifications > Cambridge IGCSE > English - First Language (0500)

English - First Language (0500)

Add to your favourites +

Resource Plus for First Language English (0500) is available free of charge to all schools during the COVID-19 (coronavirus) outbreak. It contains content and tools to support remote teaching and learning

Find out more

Syllabus and specimen materials

Download the syllabus, updates and other syllabus materials, including specimen papers and mark schemes.

Examination resources

Download examination resources – from pre-release materials to past papers, mark schemes and examiner reports.

Teaching and learning

Discover resources and guidance to support your teaching.

Further guidance

Find out more information about grading and changes to our syllabuses.

Published resources

Learn more about high-quality published resources to support this syllabus.

Community forums

Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.

Professional development

We offer a wide variety of teaching and professional development opportunities for teachers and school leaders, both face-to-face and online.

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English - First Language (0500)

Search... Resource Type

Select all

Planning and preparation

0500 Scheme of Work (for examination from 2020)	Download
0500 Scheme of Work (for examination from 2020)	Download

Teaching and assessment

0500 Coursework Handbook (for examination from 2020)	Download
0500 IGCSE to 9093 AS & A Level Next Steps (for examination from 2021)	Download
0500 Speaking and Listening Handbook (for examination from 2020)	Download

Learning and revision

0500 Example Candidate Responses Paper 1 (for examination from 2020)	Download
0500 Example Candidate Responses Paper 2 (for examination from 2020)	Download
Example Candidate Responses - Component 4 (for examination from 2020)	View
0500 Learner Guide (for examination from 2020)	Download
0500 Specimen Paper Answers (for examination from 2020)	Download

Showing 1 to 10 of 10 resources

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Find resources

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Any Questions?