

# Cambridge Outlook

THE MAGAZINE FOR CAMBRIDGE SCHOOLS WORLDWIDE

Issue 38, November 2021

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Choosing the right route to learning English



Cambridge Assessment  
International Education

# Welcome

ISSUE 38, NOVEMBER 2021



Welcome to the November issue of *Cambridge Outlook*. As Covid-19 continues to have a major impact on education around the world, our key focus is supporting schools in dealing with the challenges that the situation presents.

We know that the ways in which schools and countries are affected by the pandemic are continually changing but we hope that, over the coming months, some stability returns to teaching, learning and exams.

Helping students progress remains our number one priority and that's why we have expanded our English curriculum to offer more choices (see pages 3–5).

We also bring you the data from our latest student destinations survey (see pages 6–7) which reveals where Cambridge students are applying to university and the impact of world events on their decisions.

In our Cambridge Global Perspectives™ feature on pages 8–9, students show how their inspiring projects have effected change in their communities during the pandemic. We have information too on our latest resources and developments to support schools (pages 10–12).

Our *Cambridge Outlook* magazine has always played a role in helping to make schools feel part of a wider community by sharing achievements and news. You'll notice this is a shorter edition than normal and only available online, but we plan to return to the regular format soon. You can also keep in touch with news from the Cambridge community by [signing up to receive Cambridge Outlook eNews](#).

We hope you enjoy the issue and find the content interesting. Thank you to everyone who has contributed. If you have a story to share, please get in touch at [outlook@cambridgeinternational.org](mailto:outlook@cambridgeinternational.org)



## Christine Özden

Chief Executive,  
Cambridge Assessment  
International Education

## About us

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

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

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# A pathway for every learner

## CHOOSING THE MOST APPROPRIATE ENGLISH SYLLABUS

Cambridge IGCSE™ English as an Additional Language was recently added to our range of English syllabuses. Two experts explain why choice is so important: *Hazel Carmichael* worked on developing the new qualification in her role as Head of the Arts, English and Languages portfolio. *Peter Johnston* is Group Manager, English, and recently redeveloped the Cambridge International A Level English Language syllabus.

### Why do you offer so many English syllabuses?

**HC** “We work with lots of different types of schools in different contexts throughout the world. The syllabus a student needs will depend on the level that they are starting from, their access to resources, how motivated they are to learn and what’s available in their school setting. We believe we’ve got an offer for everyone.”

### Who is the new English syllabus aimed at?

**PJ** “Cambridge IGCSE English as an Additional Language\* is aimed at students who want to develop practical language skills and build their confidence when communicating in English. It’s useful for students who need a good foundation in English.”



“We believe we’ve got an offer for everyone”

### How does the content of the Cambridge IGCSE syllabuses differ?

**HC** “For Cambridge IGCSE English as a Second Language, there’s greater emphasis on reading and writing.

That reflects students’ learning journey – as a child, you listen then you speak, then you read and then you write.

Students who operate equally in two or more dominant languages, such as a home language and English, might choose English as a Second Language.

Our English First Language qualification is for students who speak English at home and have been learning predominantly in English throughout the whole of their education pathway.” >>

» **What's the most important thing for schools and students to consider?**

**PJ** "Schools should think really hard about which qualification best represents where the learner is and where they want to get to."

**HC** "A student needs to consider where they want to study next because that will affect the route they need to take. If they are considering travelling internationally to study at a university in another country for example, then Cambridge IGCSE English First Language or English as a Second Language would be strong options for them."

**Can schools deliver different syllabuses alongside each other?**

**PJ** "Yes, students in the same classroom can be prepared for different syllabuses if needed, however we know it is very challenging for teachers to do this. The qualifications students are entered for are different, but there are similar task types, similar objectives and the language is the same. Students who have greater experience of English can consolidate their learning by supporting those with lesser experience, and this can benefit both sets of students."

**Why do you offer two versions of Cambridge IGCSE English as a Second Language?**

**HC** "Some of our schools like the speaking component separately graded from the written components, and some prefer it to contribute to the overall syllabus grade, so we offer a choice."

**Can students progress from one English syllabus to another?**

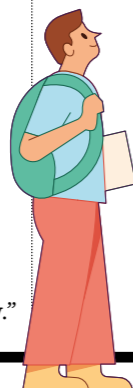
**PJ** "Yes. For instance, some students may take Cambridge IGCSE English as an Additional Language and then decide they want to improve their level of English."

They might move on to take Cambridge IGCSE English as a Second Language or even Cambridge International AS Level English General Paper.

The **recognition database** on our website lists all the universities that accept Cambridge IGCSE English as a Second Language as evidence of language proficiency."



"A student needs to consider where they want to study next"



**What else is new in the English curriculum?**

**PJ** "We recently redeveloped our Cambridge International A Level English suite of syllabuses. One of the changes we made to Cambridge International A Level English Language was to build in more of a linguistics focus – for example, learners explore how language has changed over time. This development came out of our consultation with schools and universities who said it would prepare learners better for university study. The assessment model has proved popular."

**How do you involve schools in syllabus changes?**

**HC** "A group of teachers from a wide range of schools works directly with us in focus groups. Schools are also invited to feed back via online consultation and we get feedback through teacher training and Customer Services too."

**How do you choose set texts for literature?**

**PJ** "Our literature syllabuses are taken by students all around the world and so we

build in some flexibility and choice of set texts to try to accommodate a diverse range of cultural preferences. It's a balancing act, because we also have to take into consideration what's available and the level of the texts so that the assessments are fair and valid for all students."

**When do teachers get access to new syllabuses?**

**HC** "Typically, we publish syllabuses to allow for one year of planning then two years of teaching before first assessment. However, we had a lot of feedback that schools wanted the new English as an Additional Language syllabus sooner, so we published it in March 2021 – allowing six months for teachers to plan before starting to teach – for first assessment in 2023."

**Find out more about our English syllabuses**

**Case study**

**Nina-Noelle Hall is Head of EAL, United World College of South East Asia (UWCSEA), Singapore:**

"We have over 90 home languages in our student population. Students are placed into the Cambridge IGCSE English or English as a Second Language course based on their language level and home language. Our criteria are that students whose home language is not English and whose English skills are still developing are placed in Cambridge IGCSE English as a Second Language. Students whose home language is English or whose English language skills are considered proficient or advanced (C1 or C2 on the CEFR\* scale) are placed in our English course."



"The system is not always perfect – it's hard to assess a student's language skills and skills vary depending on the task – so I also offer a language workshop twice a week in which students can join me for lunch to work on a piece of writing or their general English skills. We focus on the same academic goals for all students, but we differentiate the linguistic task according to language level. The themes of the Cambridge International English syllabuses are broad enough to include diverse perspectives and tasks."



**Key courses**

**Cambridge Primary**

- English • English as a Second Language

**Cambridge Lower Secondary**

- English • English as a Second Language

**Cambridge IGCSE**

- English First Language • English as a Second Language • English as an Additional Language • Literature in English • World Literature

**Cambridge O Level**

- English Language • Literature in English

**Cambridge International AS & A Level**

- English Language • English Literature • English Language & Literature • English General Paper

# Where next?



CAMBRIDGE INTERNATIONAL'S HEAD OF GLOBAL RECOGNITIONS, KEVIN EBENEZER, SHARES THE LATEST TRENDS ON STUDENT DESTINATIONS

Every year, Cambridge International sends a Student Destinations Survey to its schools to provide what Kevin describes as a "sense check" on what the top destinations are, which ones are emerging and what impact world events have on destination choices.

The latest results of our Student Destinations Survey show that 70% of Cambridge students progressed to one of the world's top 500 universities last year. "That's important," Kevin says, "because it shows students are going to top universities around the world with our qualifications."

## Destination choices

In total, 94% of students who took the Cambridge International AS & A Level curriculum moved on to university. Of those, 58% stayed in their own country, including many students from Pakistan, Indonesia and the US, who traditionally study locally. The other 36% progressed to universities internationally and, despite the pandemic, the UK, US, Canada and Australia were still the most sought-after destinations. These findings were similar to the previous year, which recorded 57% and 37% respectively. Kevin comments: "Students had already made their decisions before the pandemic. Most

countries hadn't closed their borders, so students were able to go to universities in other countries."

The main exception was Australia: "International students were not allowed to enter the country and so students had to start their university education online. For some, that continued for the whole year."

That experience may influence the destination decisions of future cohorts, Kevin says: "Students in Indonesia, for instance, paid the same

fees as they would in an Australian university, but they were not able to go there."

While the data gives a good indication of preferences, Kevin points out that it doesn't tell us whether every student took up their place: "There is a disparity between the number of students UCAS said had accepted a place in the UK and the number of visas issued – suggesting students may have deferred or reapplied for this year."

## The Brexit effect

The survey showed Brexit also had little effect on the UK as a destination last year, but that's changing, says Kevin: "EU students starting courses in the 2020–21 academic year were eligible for the 'home' (UK) tuition fee rate for the duration of their course. However, when you look at UCAS figures for the 2021–22 entry, far fewer students from the EU have come to the UK – not only Cambridge students, but across the board – because their fee status has now changed."

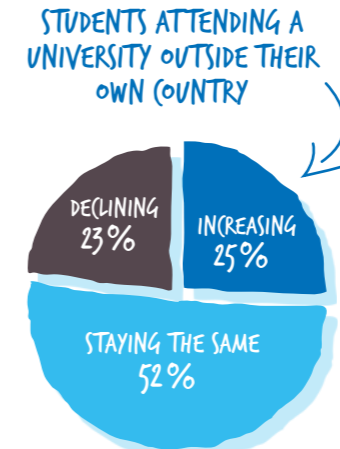
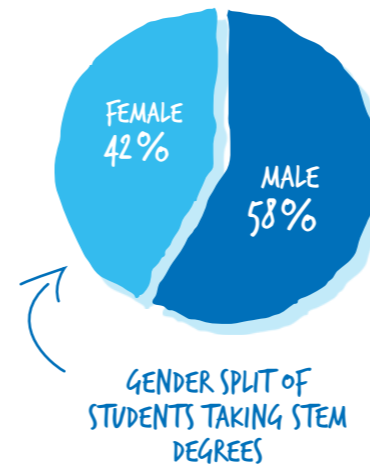
Two countries to have gained from Brexit are the Netherlands and the Republic of Ireland, says Kevin: "In both those countries, most degree courses are offered through the medium of English, the fees are cheaper

**TOP 10 SUBJECTS**

1. Business & management	6. Economics
2. Engineering	7. Biological sciences
3. Computer science/ICT	8. Psychology
4. Medicine	9. Law
5. Accounting & finance	10. Mathematics

**TOP 10 DESTINATIONS\***

1. UK	6. Netherlands
2. USA	7. Germany
3. Canada	8. Hong Kong
4. Australia	9. Egypt
5. Turkey	10. Singapore



and, because of free movement, European students know they're not going to have visa issues. We have seen increased interest in our *Destination* brochures for those countries."

## Financial concerns

Kevin suggests the financial effect of prolonged lockdowns could result in other shifts in destination choices: "More students may stay closer to home, especially in Asian countries. Asian universities are going up in the rankings so if students can get a good university education cheaper and closer to home, I think we will find a shift towards those universities."

The payment structure of university courses in the US and Canada, and in countries with US and Canadian campuses, may give those courses added appeal too, he says: "Students are charged according to the courses they do, rather than a fixed rate. Cambridge International AS & A Levels provide a lot of course credits – if you've done A Level Biology, for example, you could get a whole year's credit. That will shorten your degree, reducing the cost."

## Top subjects

Business and engineering have held as the two top subjects

chosen by students from Cambridge schools, while computer science/ICT have replaced medicine at number three. The top 10 includes a wide range of subjects, which Kevin says is testament to the fact that Cambridge offers students a pathway whatever their subject interest: "This year in the top 10, you also find biological sciences, law, psychology and economics. That shows the strength of the Cambridge curriculum – we offer all those subjects."

## STEM success

One focus of Cambridge International has been to encourage more women to study STEM subjects (science, technology, engineering and mathematics). This year, for the first time, the Destinations Survey gathered data on the gender split of students applying for STEM degrees.

"The gender split was 42% female to 58% male," says Kevin. "That's really encouraging and I think again that shows the strength of the Cambridge curriculum."

To find out more about applying to study in specific countries and which universities accept Cambridge qualifications, go to our [Recognition and acceptance](#) website section.

## MOVING ON

Three students share their experiences of studying at university



Eric Jou, former student of ACG Strathallan, New Zealand, is studying for an MB/PhD at the University of Cambridge:

"Cambridge International offers an internationally recognised and highly regarded programme that prepares you for academic study at top universities worldwide. My Cambridge International A Level subjects gave me the solid scientific foundation I needed for an academically rigorous university course. Additionally, I chose to study English literature and Chinese literature – good academic writing is essential for scientific publications."



Andrea Mialdea Molina, former student of Internat<sup>2</sup>nal School of Madrid, Spain, studied chemical engineering at Her<sup>2</sup>t-Watt University, Scotland and at Universidad Politécnica de Madrid. She is now doing a Master's at Tokyo Institute of Technology, Japan:

"The year I spent in Scotland really boosted my level of English and it was an opportunity to engage with people from all around the globe. At university, numerous subjects are studied in each semester – the skills I needed to prepare for my Cambridge International A Levels developed my ability to condense, efficiently learn, understand and select the most important information."



Parikshit Sen, from Delhi Public School Internat<sup>2</sup>nal, India, is studying for an MBBS at the University of Delhi, Maulana Azad Medical College:

"Falling in love with science at Cambridge IGCSE level helped me make my decision to pursue medicine and surgery at university. Most of all, the Cambridge curriculum instilled a habit of studying with passion and an understanding that continues to help me at university. I would absolutely recommend Cambridge qualifications to other students. It is certainly worth it as they can help your progress at university."



# Perspectives on a pandemic

CAMBRIDGE GLOBAL PERSPECTIVES STUDENTS SHOW HOW CLASSROOM LEARNING CAN BE CONVERTED INTO COMMUNITY ACTION



**Earlier this year, The Galaxy School – Wadi, India and three other Cambridge schools presented their Global Perspectives projects at the Global Youth Summit.**

The virtual event was organised by Global Youth Mobilization (GYM), a campaign that encourages young people to take action to improve their lives now and in a post-Covid-19 world. Cambridge International got involved in the summit through its work with The Duke of Edinburgh's International Award – a key partner of GYM. Here, the students from The Galaxy School – Wadi tell us about Recycstyle, their project to make face masks from old clothing and distribute them in the community.

**Diya:** “We conducted online research to gather information on the issue of recycling from global, national and local perspectives. This played a huge role in identifying, understanding and empathising with the needs of the community. Learning others’ opinions and their reasoning broadens your perspectives. Critical thinking also plays a role when planning and organising in



“The smiles and hopeful eyes of people we gave masks to were my greatest inspiration”

a team. As well as spreading awareness on the negative effects of fast fashion, we as individuals have gained power and made improvements in our lifestyles. Each of us now perceives a piece of clothing in a different manner.”

**Ananya:** “Our biggest challenge was that, at first, we were not able to distribute the masks in heavily crowded slums due to Covid regulations. Once Covid seemed to calm down and the laws got a bit more lenient, we quickly took action to distribute masks in hospitals, care homes, orphanages, slum areas and in other schools. The smiles and hopeful eyes of people we gave masks to were my greatest inspiration. Vendors in slum areas now create their own masks for family members or neighbouring slums.”

**Nandan (pictured above left):** “We made an online tutorial and e-handbook to show how easily you could create masks with everyday things in your home and how that could help beat the boredom of lockdown. We used social media to promote the masks, teaching people about the pros of recycling and wearing masks due to the Covid situation. When distributing masks, our message needed to be clearly communicated and get straight to the point quickly, so we could reach as many people as possible. The project made me more aware about how we should all appreciate

what we have and how things that we don't use can be life-changing for others.”

**Priyansh:** “For me, working in a team with other students was difficult at first but as I got to know them, we could coordinate easily. Managing this project alongside other work was not that difficult as we were staying at home so the travel time to school was decreased. We could also work on our project at weekends. People we gave masks to were understanding and supported us. It's easy to get a message across when you explain to people the disadvantages of not following the guidance.”

**Arya:** “It was difficult to conduct and manage our timings, especially in the pandemic as we couldn't meet. However, with appropriate delegation of tasks we were able to overcome this – everyone had roles suitable for them. That made me realise how each team needs to be balanced in terms of the qualities of each member. Global Perspectives elevates your thinking to a different level in analysing opinions and information. Such skills should be taught to everyone in a world governed by the internet where there are a lot of opinions and fake information.”

**Anuya Mudholkar, Teacher:** “The students managed to conduct the entire team project remotely. They created their own Google meeting links for team discussions and Google Hangout groups for instant chatting. I was there to observe and guide. They improved their collaborative skills and became more open to exploring new ideas through mutual understanding. There was a sense of commitment to achieving the common goal.”



## MORE PROJECTS

The three other schools to present Cambridge Global Perspectives projects at the Global Youth Summit were:



**Lahore Grammar School Gulberg, Pakistan:** students set up the food bank Umeed. During the summit, alumnus Cambridge student Muhammad Baqir, now an undergraduate at LUMS in Lahore, said:

“In Urdu, ‘umeed’ means ‘hope’ – hope to bring about change in our communities and improve lives. In 2019, during Ramadan we provided the evening meal ‘iftar’ to underprivileged people. The meal is eaten after fasting. In 2020, due to Covid, iftar gatherings were not possible so we shifted our focus to giving out food boxes to families most affected by the pandemic. This year, we worked on both projects side by side. You realise you need to be more empathetic to others and grateful as well.”



**Bombay Cambridge International School, Andheri East, Mumbai, India:** students led a waste management project in their school after noticing how waste was thrown around carelessly and food was spilling out

of school bins. They introduced the slogan ‘reduce, reuse, recycle’ and spread awareness of the impact of waste on the environment. At the summit, student Anushka said: “We introduced different bins for wet and dry waste and guided students in using them. We then collected 8,000 waste Tetra Pak® cartons which were made into a school bench by collaborating with local young people.” Head of Secondary Manisha Xavier said: “Global Perspectives changed the way students communicate and collaborate.”



**First Steps School of Arts & Sciences, Faisalabad, Pakistan:** Cambridge International A Level student Eeisha Aamir Arshad set up animal shelter project The Nobu Foundation, named after a five-day-old

puppy rescued from an abandoned plot after a security guard shot its mother – Nobu died at 14 days old. Eeisha visited schools to help educate other children about animal welfare. Sarah Hayat, Principal & CEO, said: “Eeisha has made us proud by taking the initiative to not only raise awareness about a societal problem often overlooked in Pakistani society, but by taking concrete steps to implement change.”

## Learn more

GYM is inviting young people to apply for funding for local solutions to the impact of Covid-19. To apply, visit the [GYM portal](https://www.cambridgeinternational.org/intaward).

Find out how Cambridge International is working with The Duke of Edinburgh's International Award at [www.cambridgeinternational.org/intaward](https://www.cambridgeinternational.org/intaward)



# Support for schools

THE LATEST RESOURCES AND DEVELOPMENTS TO SUPPORT YOU AND YOUR LEARNERS



## Preparing for exams in 2022

We are planning for exams to go ahead worldwide in 2022 and will provide a range of syllabus adjustments and exemptions to support schools. We have also developed a contingency for situations where exams cannot take place in June or November 2022 due to Covid-19 restrictions. We recommend that Cambridge schools prepare for this scenario and gather a 'portfolio of evidence' for each student, ready for Cambridge examiners to mark should the need arise.



We will publish full guidance on our website and in our regular updates to schools.



## Cambridge Primary and Lower Secondary news

### Our new Computing curricula

Our new Computing curricula give students the opportunity to look inside a computer to understand different components and develop coding skills using Scratch and Python. Computing complements our Digital Literacy courses, which help learners understand how to use computers and cover important topics such as how to stay safe online. Visit the Cambridge [Primary](#) and [Lower Secondary](#)

support sites for everything you need to start teaching.

### Revised curricula

Schools offering English as a First or Second Language, Mathematics or Science can now use the updated curricula introduced last year. Our new Cambridge Progression Tests will also be available from January 2022 and will be updated annually instead of once every three years. [Visit our web page about the changes](#)

## Joining up to support schools better

Many of our schools already work with other parts of the Cambridge family, including Cambridge Assessment English, Cambridge CEM and Cambridge University Press.

In August 2021, we were all brought closer together by the merger of Cambridge University Press and Cambridge Assessment (which Cambridge International is already part of).

The new unified organisation – Cambridge University Press & Assessment – remains part of the University of Cambridge.

Combining our expertise creates opportunities for us to serve schools better and offer a broader range of services. We are looking forward to bringing you the benefits of a joined-up Cambridge over the years ahead.

We are still Cambridge International, and our day-to-day relationship with our schools and wider community has not changed. If you are registered with us, your account number and centre number will stay the same and you will continue to use the same customer logo. Find out more about [Cambridge University Press & Assessment](#).



**CAMBRIDGE**  
UNIVERSITY PRESS & ASSESSMENT

## Training and events

Keep an eye on our training calendar to see what's coming up in your region. We are resuming face-to-face workshops where it is safe to do so, and are also offering an extensive range of online training courses. Explore our [training calendar](#).



## What's new?

The **What's new** area of our website is updated every September and February with all the latest information on our products and services.

You can also keep up to date with syllabus changes by signing up for our [twice-yearly email alerts](#).

## Endorsed resources

We work with publishers to endorse resources to support your teaching. Our subject experts thoroughly evaluate each of these titles to make sure that they are highly appropriate for Cambridge programmes.



**CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE RESOURCE:** Student's Book, Student's Workbook, Teacher's Guide and digital resources

**PUBLISHED BY:** Marshall Cavendish Education

These resources focus on building communicative competence and linking language to life, with carefully structured units arranged according to the various functions such as informing, explaining, persuading and giving opinions.

**Website:** [www.mceducation.com/mce-intl/products-services/cambridge-international/ESL](http://www.mceducation.com/mce-intl/products-services/cambridge-international/ESL)

**Email:** [marketing@mceducation.com](mailto:marketing@mceducation.com)



**CAMBRIDGE IGCSE ICT**

**RESOURCE:** Student's Book, Teacher's Guide and eBooks  
**PUBLISHED BY:** Collins

Help all students progress with this engaging course that uses scenarios to build skills and link the theory to the practice of ICT. The series comprises a Student's Book, Teacher's Guide and eBook versions of both.

**Website:** [www.collins.co.uk/cambridge](http://www.collins.co.uk/cambridge)

**Email:** [collins.international@harpercollins.co.uk](mailto:collins.international@harpercollins.co.uk)



**CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE / SUCCESS INTERNATIONAL ENGLISH SKILLS FOR CAMBRIDGE IGCSE**

**RESOURCE:** Coursebook, Workbook and Teacher's Resource (all with print and digital access)

**PUBLISHED BY:** Cambridge University Press

Find the best series for your learners' language levels with our new resources. Both collections are filled with reading, writing, speaking and listening support, alongside grammar, vocabulary and assessment advice. Students will develop important English skills confidently alongside transferable 21st century skills, such as communication.

**Website:** [www.cambridge.org/education/subject/english/english-second-language](http://www.cambridge.org/education/subject/english/english-second-language)

**Email:** [Find your sales consultant](#)



**CAMBRIDGE INTERNATIONAL AS & A LEVEL BUSINESS RESOURCE:** Student's Book (print and eBook), Workbook (print), Teacher's Resource Pack with Boost Subscription (mixed media)

**PUBLISHED BY:** Hodder Education

Build strong subject knowledge, skills and an international outlook with author guidance and in-depth coverage of the Cambridge International AS & A Level Business syllabus (9609). Feel fully supported with a range of resources, including access to our digital platform Boost.

**Website:** [www.hoddereducation.com/cambridge-alevel-business](http://www.hoddereducation.com/cambridge-alevel-business)

**Email:** [International.team@hoddereducation.com](mailto:International.team@hoddereducation.com)

# Using assessment to support student resilience

**Mark Frazer, Teaching and Learning Lead, Cambridge CEM, talks about the benefits of baseline assessments for identifying student wellbeing issues**

Every school year brings challenges, but the challenges we are facing now are obviously very different from before the pandemic. As a result of school closures, teachers are supporting students with a range of issues including potential learning loss, disengagement from school, loss of educational ambition or a decline in wellbeing.

To help students move forward, schools need to understand the challenges they are facing. That's why it's important that teachers have ways to identify quickly what a student knows at a certain point in time, so they can assess their needs. A decline in academic performance may be a sign that a student is dealing with more deep-rooted issues and struggling to cope.

## Wellbeing matters

From my own experience as a teacher and headteacher, I know that young people are generally very good at hiding their problems. The symptoms of feeling overwhelmed and helpless are as varied as the potential causes. Lacking resilience is a long-term problem which can take time to address in a meaningful way. It's important



that teachers and school leaders have ways to evaluate the needs of their students quickly so that they can address these issues before they become too established.

Identifying learners who are not in line with expectation is perhaps one of the most useful signposts to issues relating to wellbeing and resilience. Teachers tend to know their students well and any anomalies in student performance tend to ring alarm bells.

Carrying out one of Cambridge CEM's baseline assessments may not provide an answer to the problem of lost resilience or lost motivation, but it can start a conversation with the student in order

to better understand what the broader issues are.

A baseline assessment provides an overview of what students know and can do in key aspects of learning. It can identify students who have drifted away from the expected pathway. It can form an evidence base for grouping and supporting learners – helping to inform teachers when directing resources – and can provide a useful benchmark from which future progress can be measured.

You can find out more about baseline assessments, and how they can help identify gaps in learning and rebuild students' confidence, in the Covid-19 area of the [Cambridge CEM website](#).

## Support for schools during Covid-19

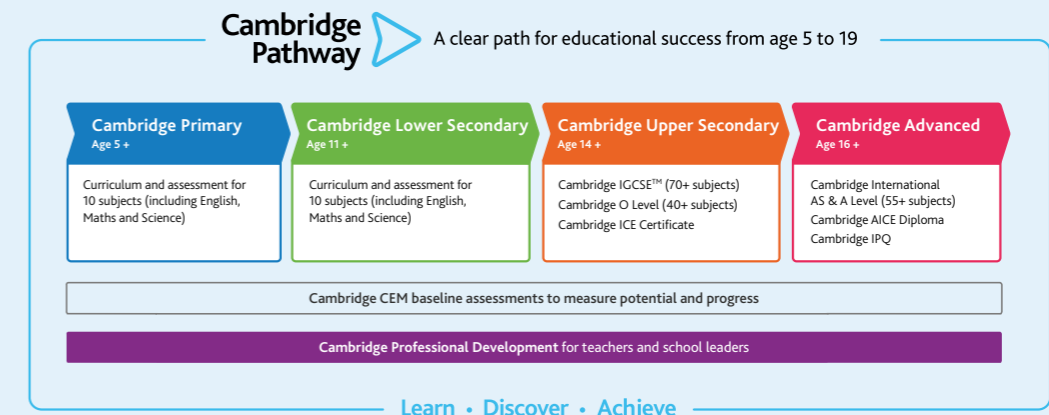
Cambridge International is committed to helping schools manage the impact of the pandemic and you can access a wide range of support on our website from across the Cambridge family.

On our [Teaching and learning during Covid-19](#) pages, you can find teaching tools, videos, webinars and podcasts to support you with issues such as prioritising mental health and wellbeing, teaching remotely, identifying learning gaps and measuring progress.

For support relating to our exam series, please visit our [Covid-19 information pages](#).



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



Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the transferable skills they need for life, so they can achieve at school, university and work.

For more details about the Cambridge Pathway go to [www.cambridgeinternational.org](http://www.cambridgeinternational.org)