The Cambridge curriculum

How the Cambridge curriculum supports holistic development of knowledge, skills, understanding and attributes – preparing learners to thrive

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What I will be covering:

- A curriculum designed for you
- Progression for schools, teachers and learners
- A holistic development of the learners

Ready for the world

Learners

The Cambridge curriculum
Designed for you today and for your future

Schools and teachers

Built on evidence and research – ensuring the knowledge, understanding, skills and attributes in our curriculum are right for your learners now and can keep pace with rapid change

| Subject-structured approach | Broad learning experiences | Aligned and coherent support | Curriculum impact on learners |

Preparing learners

Learners need an education that prepares them to **embrace change** with **confidence**, **creativity** and **connection**. A good education provides foundations of **knowledge**, **understanding**, **skills** and **attributes**.

Our vision

We **listen** to school's needs, **respond** with pace and focus, and create **impactful**, **inclusive** and **innovative** solutions to ensure all Cambridge learners are ready for the world

Our Cambridge learner attributes

- Cambridge learners are **confident**, **responsible**, **reflective**, **innovative** and **engaged** – with these attributes Cambridge learners are ready for the world.
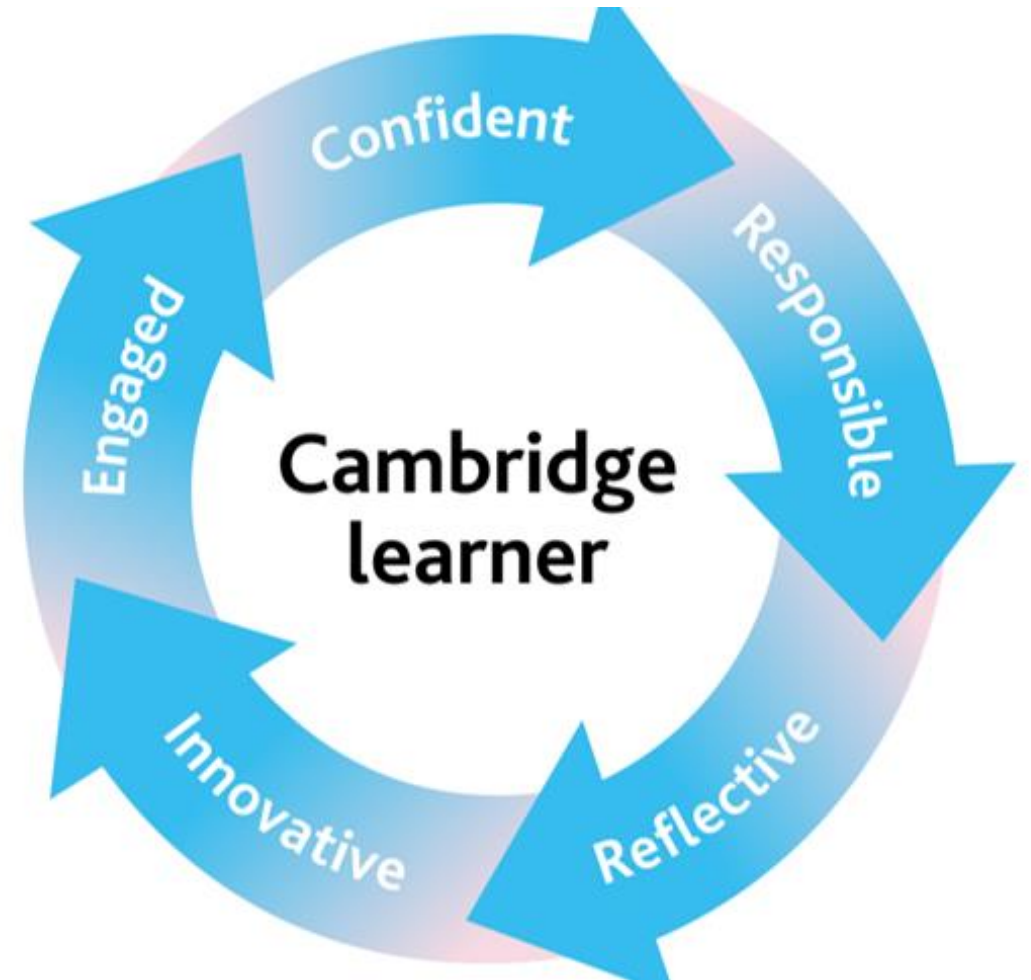
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Cambridge Pathway — A clear path for educational success from age 3 to 19

Cambridge Early Years	Cambridge Primary	Cambridge Lower Secondary	Cambridge Upper Secondary	Cambridge Advanced
Age 3+	Age 5+	Age 11+	Age 14+	Age 16+

Cambridge Professional Development for teachers and school leaders

Ready for the world

Why **skills** matter

A focus on higher-order thinking skills

- Cambridge International AS & A Levels value them

- Valued by universities and employers

- They are crucial and appropriate for the effective use of AI tools. They help us assess the applicability of AI to specific tasks and create prompts that generate optimal content.

- Underpin the Cambridge learner attributes.

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What do we mean by higher order thinking skills?

Thinking in systems

Problem-solving and decision-making approach that explore the relationships and dynamics among components of a complex system.
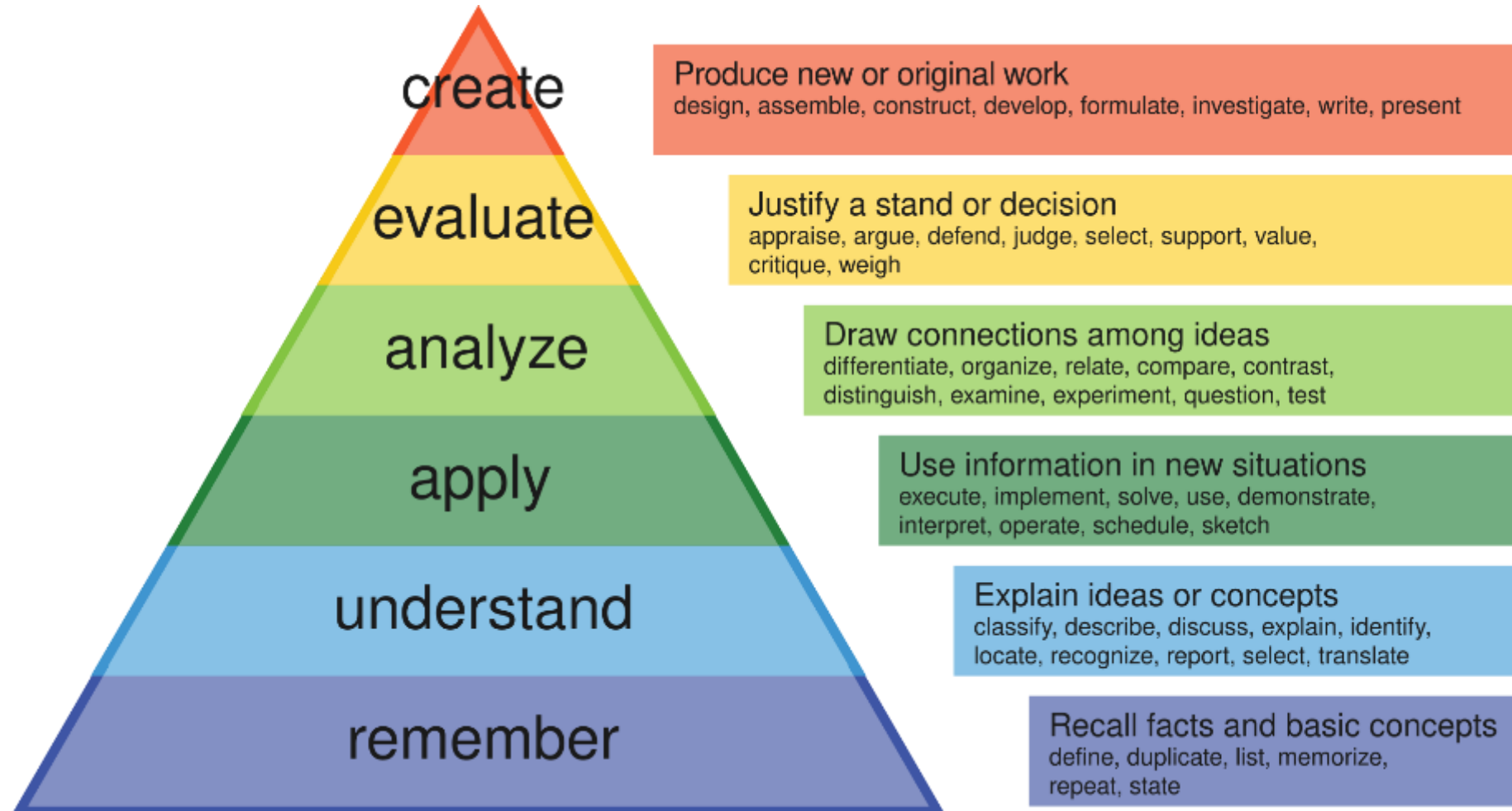
Analogical thinking

The cognitive skill of using a comparison between two or more things that are similar in some way to understand or solve a problem.

Metacognition

The processes involved when students plan, monitor, evaluate and make changes to their own learning behaviours, and reflect on them afterwards.

Revised Bloom's taxonomy of learning (2001)

Skills versus knowledge

- A curriculum cannot effectively address one without the other

- Thinking occurs when we combine information from our environment with information in our long-term memory

- Why does it matter?

Thinking skills and exam technique

- Understanding instructions
- Time management
- Test-taking strategies
- Reviewing and checking work
- Focus and concentration

Getting ready for the future: **digital assessment**

Listening to schools

Students

Teachers

➕ Many would prefer a shift away from **only** using end of year exams – towards coursework and project-based work

➕ Teachers/school leadership would like to support development of wider skill sets and competencies – such as critical thinking and communication

➕ Teachers and students would like assessment to be more closely linked to teaching and learning – subjects already taught digitally should be assessed digitally

➕ Teachers would like to do more to support students' deeper subject understanding

➕ Would like to have richer assessment data to support tracking, evaluation and improvement

➖ Learning "exam technique" takes time away from deeper subject know-how but is seen as a necessary evil

➖ There is a lack of time to cover the whole curriculum well enough for which teachers and students find frustrating

➖ Students may experience "one bad day"; teachers worry that may not reflect overall performance fairly.

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Listening to universities and employers

− Students lack core digital skills when they start university in Y1. Many courses need to teach in first semester:
- Digital literacy
- Data analysis and interpretation

+ Employers and HE would value students' demonstration of practical applications of knowledge
- sharing and reviewing others' code
- working with GIS
- better digital communication and collaboration.

"If our students had higher levels of digital literacy and data skills on entry and thus greater confidence when dealing with data, we would have a different starting point, which would be good!"

Professor of Historical Geography, Queen Mary University, London
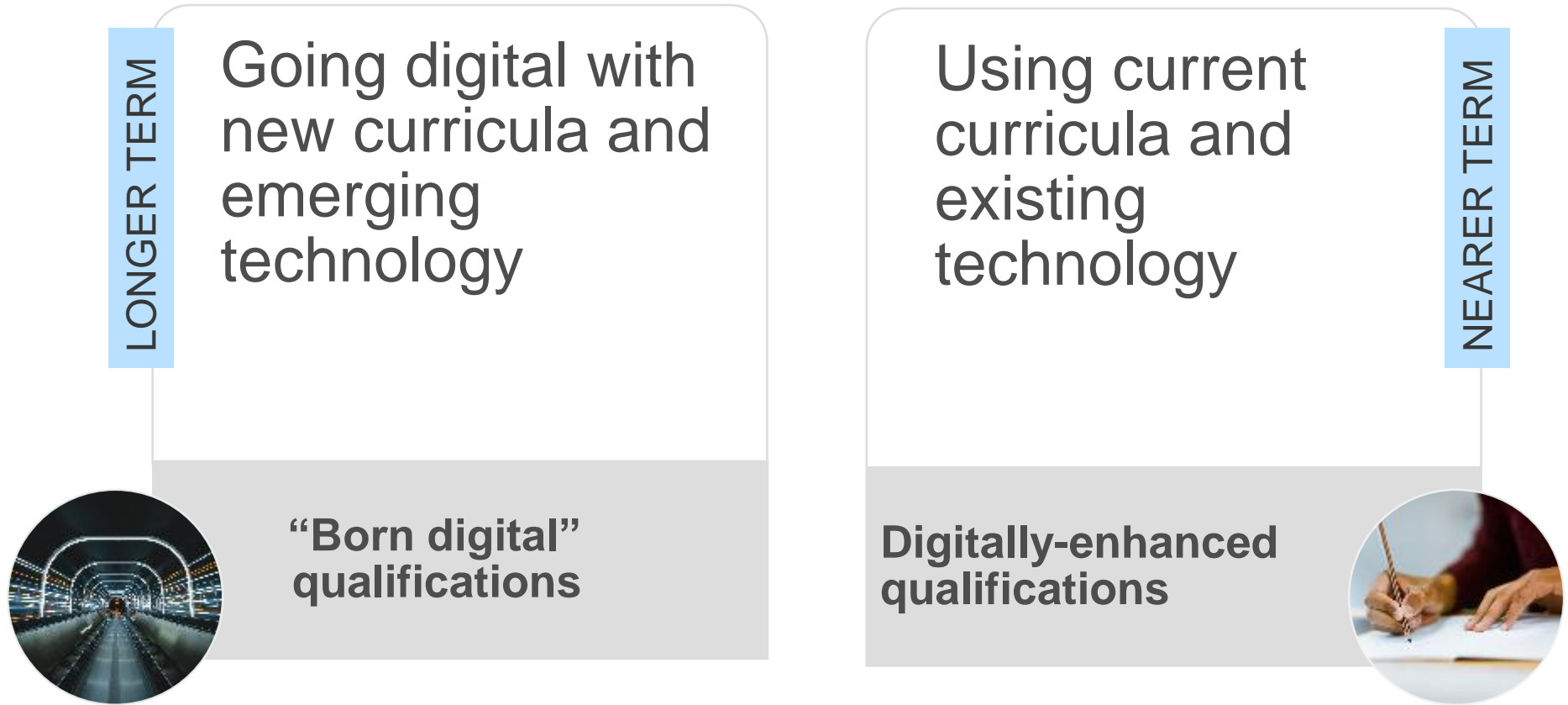

Higher education

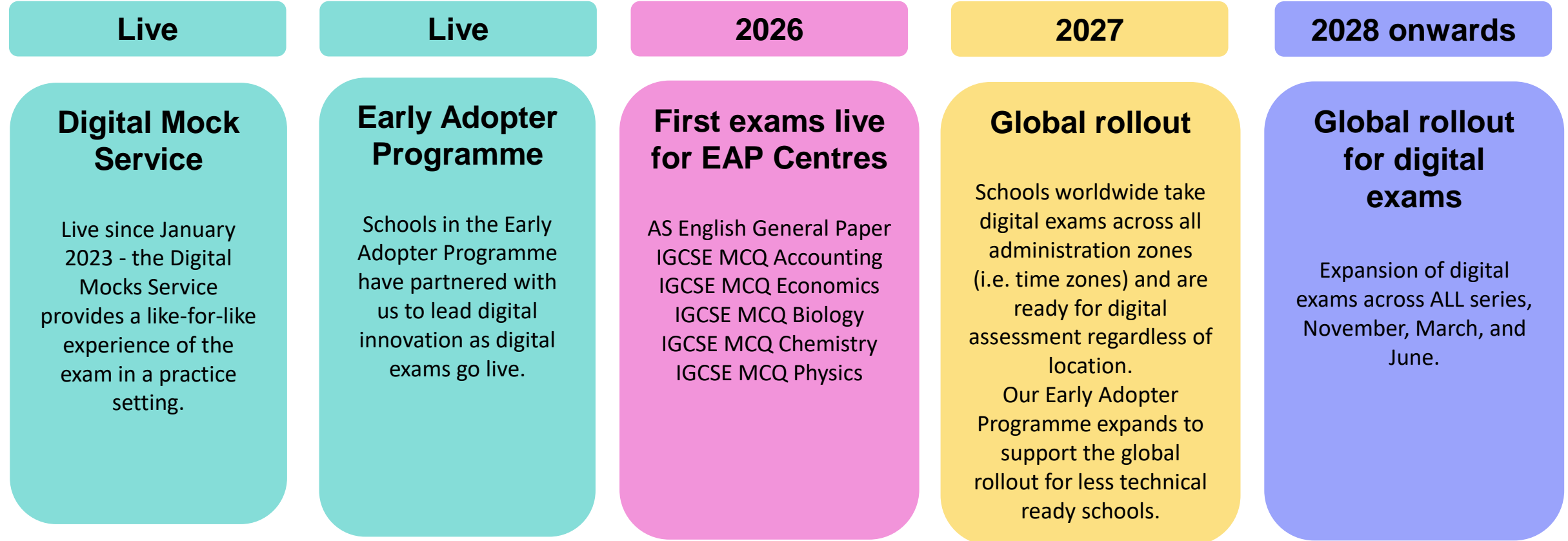Employers

What are the benefits of digital assessment?

- Improve **accessibility**

- Improve **authentic** learning and assessment of skills

- Potential to improve **student outcomes** and subject depth

- Recognise and enable the **digital literacy** of learners

- Enable collection and use of rich **data** to support learning

- Offer more **contingency** capacity in delivery – for example, to manage natural disasters and other disruptions

- Reduce Cambridge's **carbon footprint.**

We're taking two routes to innovation in assessment

LONGER TERM

Going digital with new curricula and emerging technology

"Born digital" qualifications

NEARER TERM

Using current curricula and existing technology

Digitally-enhanced qualifications

How we are getting there

Live	Live	2026	2027	2028 onwards
Digital Mock Service Live since January 2023 - the Digital Mocks Service provides a like-for-like experience of the exam in a practice setting.	**Early Adopter Programme** Schools in the Early Adopter Programme have partnered with us to lead digital innovation as digital exams go live.	**First exams live for EAP Centres** AS English General Paper IGCSE MCQ Accounting IGCSE MCQ Economics IGCSE MCQ Biology IGCSE MCQ Chemistry IGCSE MCQ Physics	**Global rollout** Schools worldwide take digital exams across all administration zones (i.e. time zones) and are ready for digital assessment regardless of location. Our Early Adopter Programme expands to support the global rollout for less technical ready schools.	**Global rollout for digital exams** Expansion of digital exams across ALL series, November, March, and June.

Aim: 85% of our exams in both digital and paper-based format by 2033

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What our customers say...

"Digital mock helps candidates to know how well they are prepared for the upcoming examination, and they will also know what concept/topic needs to be reviewed." **Teacher, Indonesia**

"Cambridge Digital Exams Service has allowed us to give students a seamless, intuitive exam experience. It's a great step forward in digital assessment." Exams Officer, Bahrain

"Overall, it was a very good experience. It was very straightforward, and the features allowed me to make use of my time efficiently." **Student, Qatar**

Learners

We care about you and your progress

Schools and teachers

We provide you with everything you need to optimise your teaching and learning every day

| Formative feedback to keep progressing and improving. | Formative feedback driven by unparalleled data. | The importance of language in enabling progress. | The importance of wellbeing to thrive. |

Formative feedback on student progression and attainment

Actionable insights on learner progression

Past paper innovation → Baseline assessment innovation → **3** Virtual lab assessments → Tracking students through school assessments → Digital assessment of portfolio and coursework
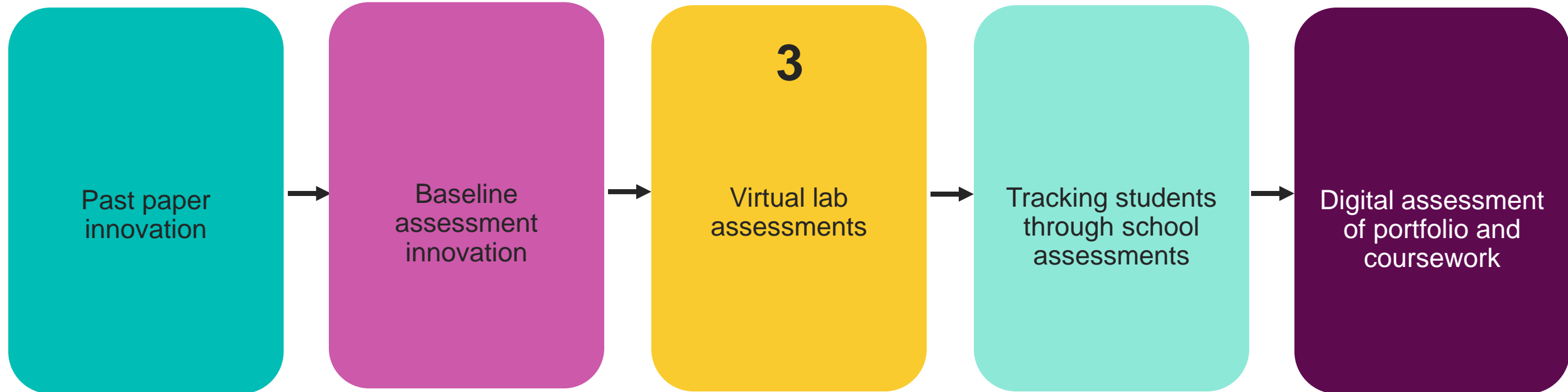
A new digital pathway helping students to progress, and to celebrate their school achievements

Smart Assistants

Teacher PD @ Digital Pathway

Customisable and accessible resources

Baseline

"Checkpoints"

Final exams

Practice papers

Mock exams

E-PASSPORT
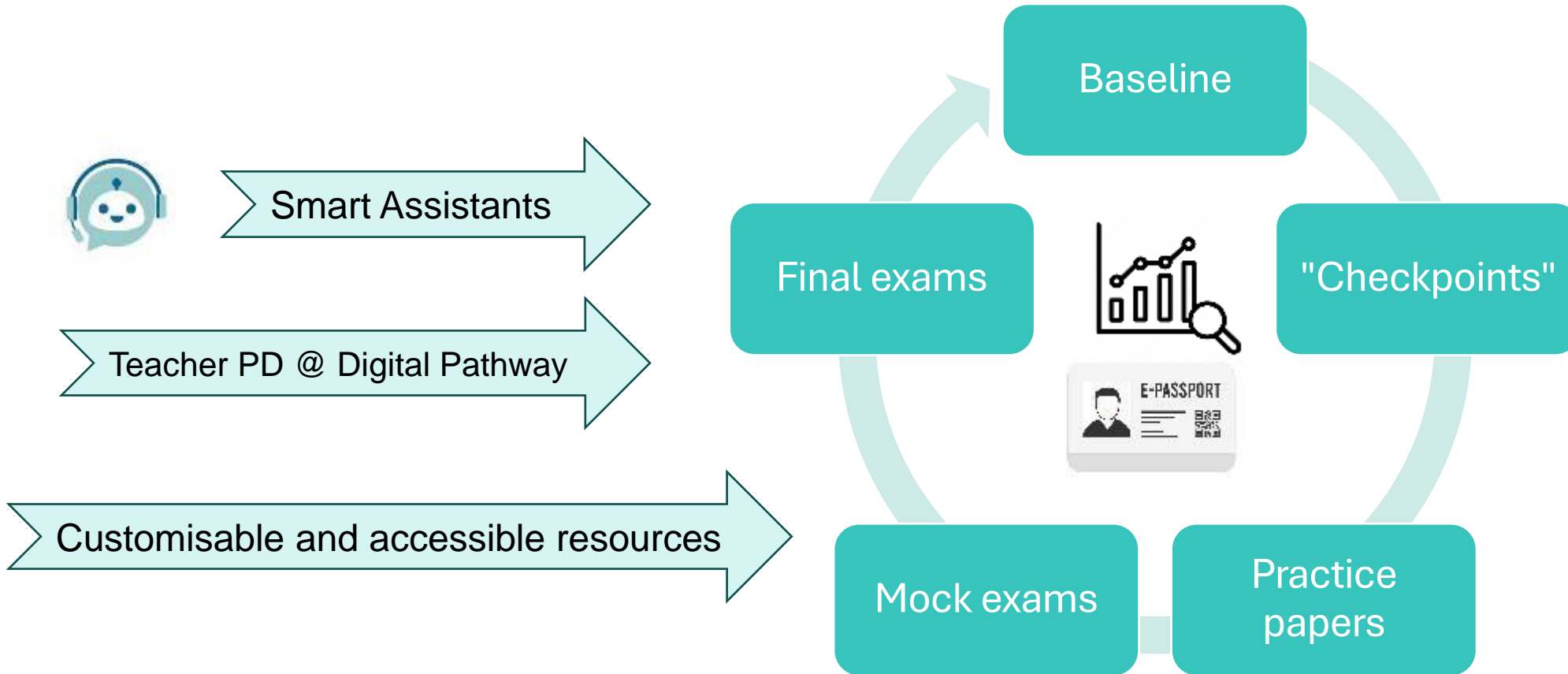
Smart Teacher Support: Giving teachers time back with AI

Getting started with AI in the classroom

- Exclusive preview of the resource

https://preview.shorthand.com/B5J2T3jXsKdekFYR
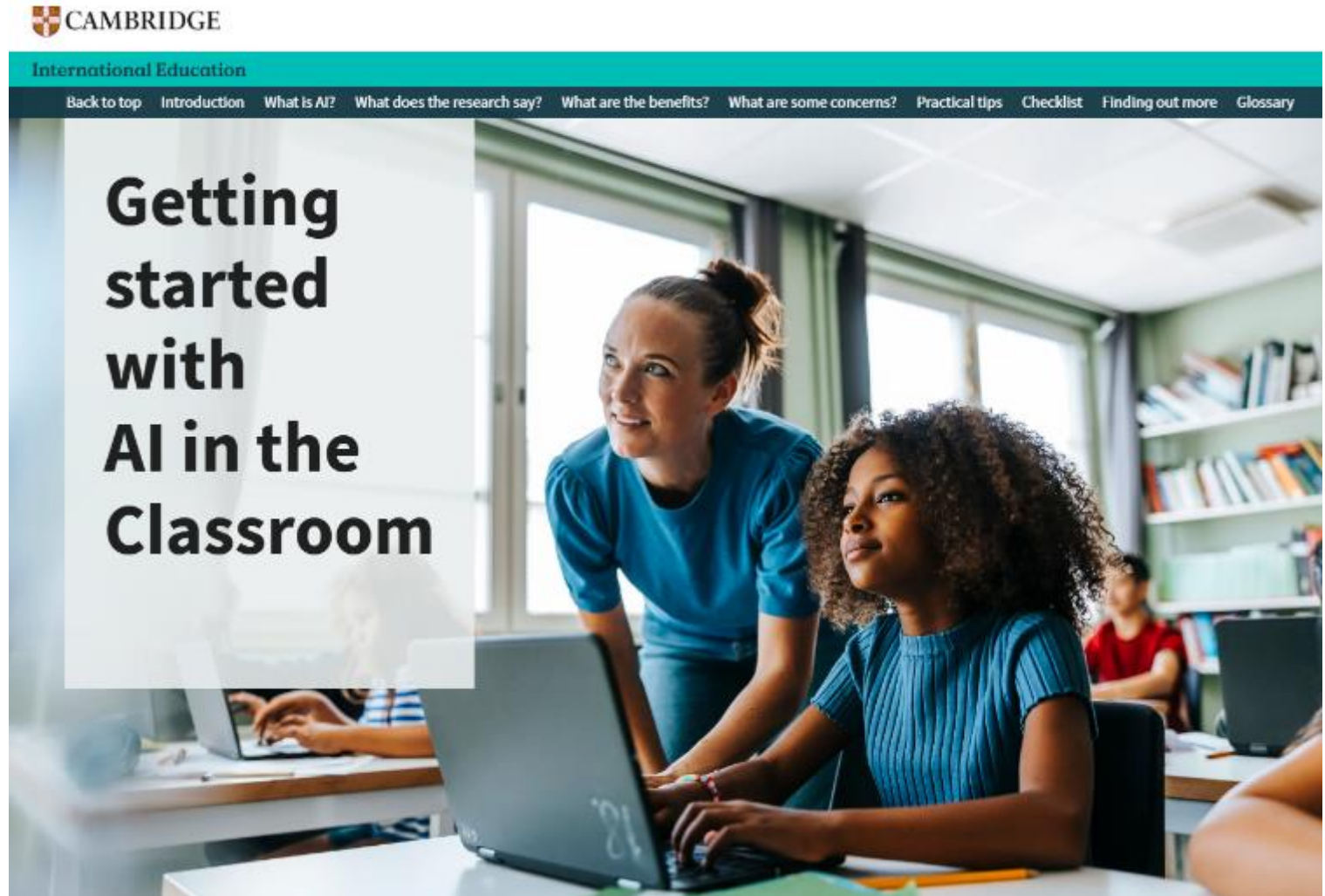
School Support Hub update

- Intelligent search
- Powerful filtering
- Notifications
- Favouriting resources

AI Assistant (Pilot)

Provides teachers with the support they need, when they need it:

- Help teachers locate what they want
- Allow teachers to ask questions about the Cambridge offer
- Trained on documents *and* pedagogical guidance
- Doesn't hallucinate
- Links to relevant documents & guidance

Cambridge AI Experiment
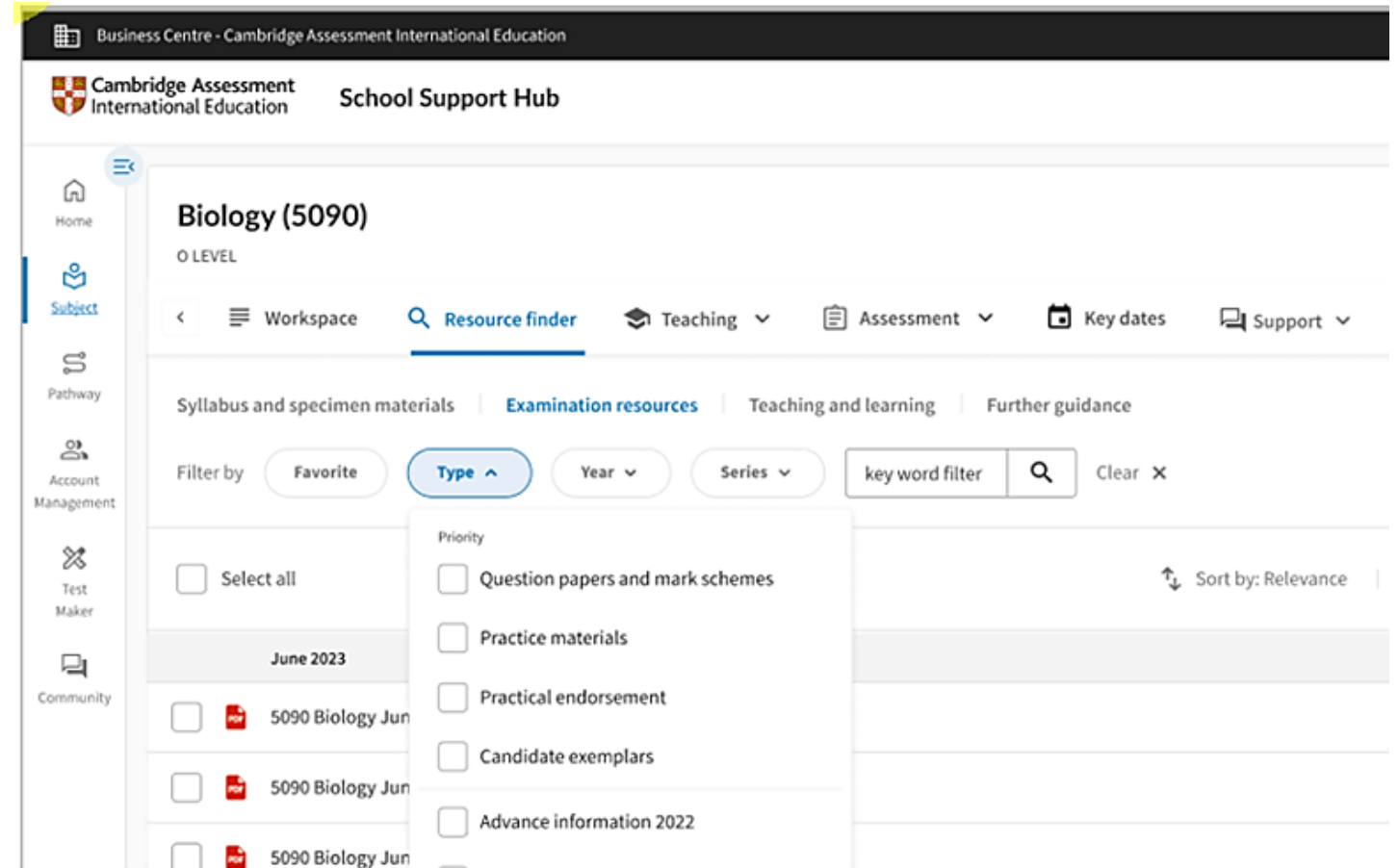
How can I refine my assessment for learning practice in biology?

To refine your Assessment for Learning practice in Biology, the scheme of work provides several strategies and resources:

- **Learning Objectives**: Clearly communicate the knowledge learners are building. Express these as what learners are learning about or to do.
- **Suggested Teaching Activities**: Use active methods beyond lectures and videos to motivate learners and practice new skills.
- **Resource Plus**: Utilize videos and interactive teaching resources to develop learners' practical skills and engage them with challenging syllabus topics. More information can be found at the Cambridge International support website.
- **Extension Activities for A Level**: Challenge more able learners with further activities beyond the basic course content, fostering innovation and independent learning.
- **Independent Study**: Encourage learners to develop their understanding with minimal direct input, allowing them to explore ideas

Your message...

Example AI Assistant
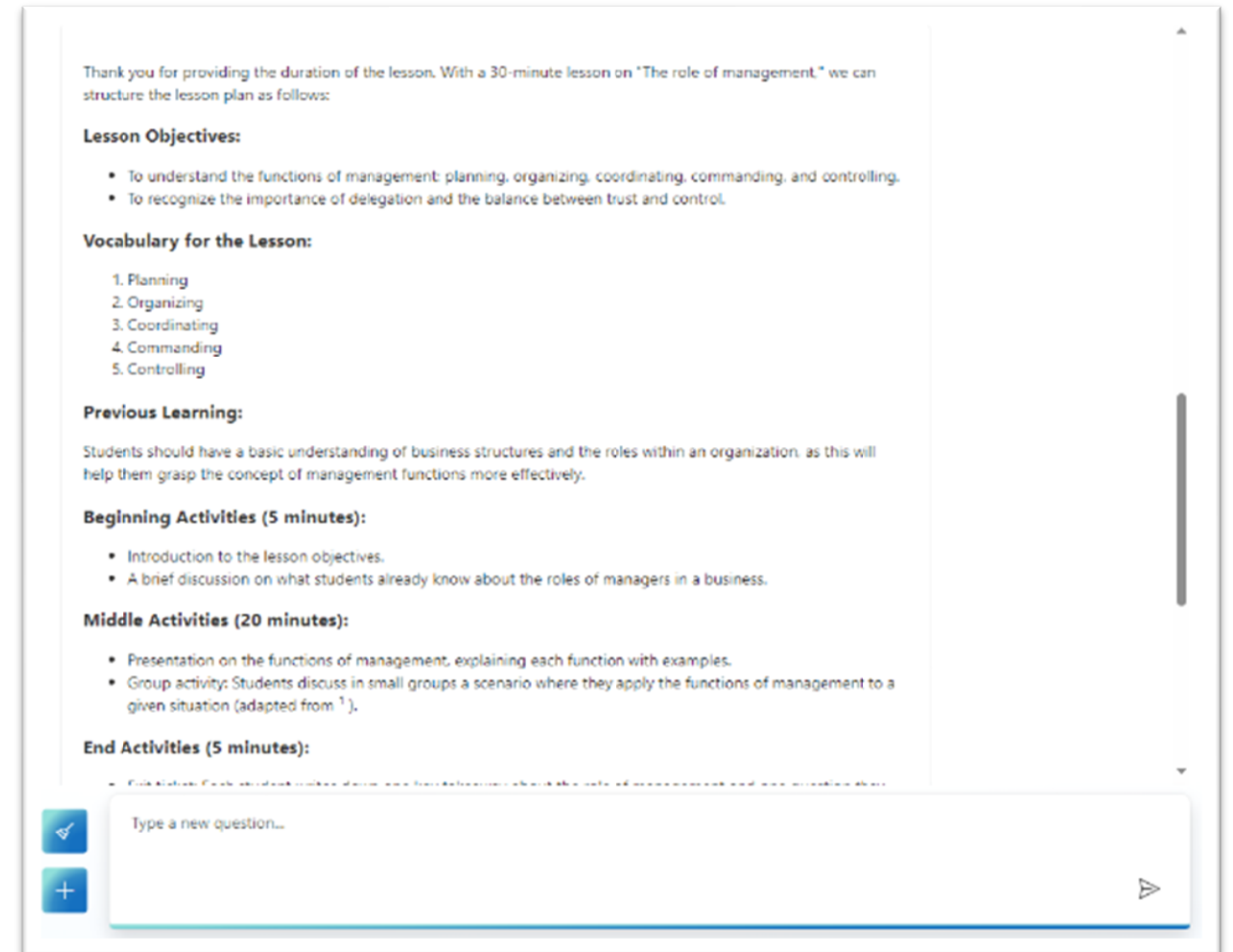
Cambridge IGCSE Biology

- Trained on:
  - ✓ Syllabus
  - ✓ Scheme of work
  - ✓ Pedagogical approaches
- Conversational approach
- No hallucination – it tells the truth
- [AI Studio](#)

AI Lesson Planner (Pilot)

- Chatbot provided with access to syllabus documents, schemes of work, and teacher's guide for Cambridge IGCSE Business Studies

- Uses the Cambridge lesson plan template

- Ability to personalise and refine lesson plan through the chat interface, and export lesson plan as Word doc

Cambridge Outlook Magazine: Special Issue on digital exams and AI

Link

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Learners

Shape your world with Cambridge.

Schools and teachers

An international curriculum that recognises the diversity of our learners and schools and empowers them to make the choices that are right for them.

| Flexible curriculum routes | Help to navigate local contexts | The importance of learners' voice | Respect for the diversity of our communities. |

Cambridge education:

- is accessible and inclusive.
- develops cultural and global awareness.
- instils ethical values and moral principles.
- encourages learners to actively participate in their communities and contribute to social well-being.

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"Adolescent well-being is intrinsically important … [and] is a substantial driver of educational outcomes."
OECD 2019

Curriculum structure

Understanding myself	My relationships	Navigating my world
• Identifying emotions • Managing emotions • Healthy habits	• Healthy relationships	• Staying safe • Dealing with change • Making a difference

Cambridge Wellbeing Check

Quickly identify students who need extra support with their wellbeing.

- Grounded in world-leading research

- Delivered on an easy-to-use digital platform

- Takes just 20 minutes to complete

Cambridge Wellbeing Check

See a clear picture across:

Feelings

Functioning

Life satisfaction

how much students experience contentment and overall life satisfaction.

Negative emotions

how much students experience anxiety, stress and/or sadness.

Interpersonal wellbeing

how much students experience feeling connected to others in school, that those people care about them, and that they are valued.

Competence wellbeing

how much students experience competence, self-confidence, fulfilment, and purpose.

cem.org/wellbeing

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Listening to you and working with you

- To **understand** what you need

- To **respond** to your needs and support you

- To **improve** education and better prepare learners for the world.

Thank you!

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