



Cambridge Assessment
International Education



**New Zealand
Schools
Survey
2020**



INTRODUCTION

Education is a rapidly evolving process which requires appropriate and timely responses. At Cambridge International we endeavour to continuously review and improve our educational offerings to ensure they match the curricular expectations and qualification needs of today's learners.

Our recent survey of Cambridge learners, parents and caregivers returned positive affirmation of these endeavours while proving insightful perspectives on a variety of educational issues facing all New Zealand schools and students.

Responses from survey participants expressed common views about Cambridge International programmes and qualifications. These included 'excellent coverage and depth' in learning, programmes being 'well-suited to educational needs', recognition of 'highly valued qualifications, and being 'well-positioned for future success'.

Several important themes emerged from the survey which highlight how learners and parents identify with current and emerging developments.

Why Cambridge?

Both Cambridge learners and their parents acknowledged that studying Cambridge International programmes is challenging and requires perseverance.

A focus on progressing critical thinking skills in conjunction with developing a greater understanding of essential knowledge, ideas and perspectives is 'worth the investment!'

Great subject choice

Cambridge learners and parents collectively endorsed the wide range of syllabuses available within Cambridge International programmes. The ability to draw on a large number of syllabuses to construct personalised programmes of learning that are relevant and of interest to learners is highly motivating.

In addition, the availability of unique Cambridge International syllabuses, such as Marine Science, Sociology and Media Studies, is regarded as a curriculum strength which appeals.

The role of online learning

Survey participants expressed firm views on the role of on-line learning opportunities. The expanding use of digital technologies is well published and incorporated into programmes of learning and assessment.

Cambridge International is continually working on appropriate ways to support learning and assessment – while retaining the necessity of contemporary and progressive pedagogy or learning modes. Both learners and parents voiced the importance of in-class learning enabling face-to-face discussion and collaboration.

On-line opportunities were largely seen as supporting in-class learning with activities such as tutorials, forums and assessment practice.

This overview provides further detail of survey outcomes as expressed by Cambridge International learners, parents and caregivers.

Dr Ben Schmidt

Regional Director, Southeast Asia & Pacific
Cambridge Assessment International Education



About the survey

The Cambridge International schools survey New Zealand was carried out online for students, parents and caregivers to individually complete. The survey was conducted between August and October 2020. Respondents included Cambridge International students, but also students studying NCEA.

Great subject choice

Students' favourite subjects:



BIOLOGY



MATHEMATICS



PHYSICS

Almost 90% said that having a broad range of subjects to choose from was important.

This case study showcases one of our more unique subjects, Marine Science: <https://www.youtube.com/watch?v=Um37co47GOs>

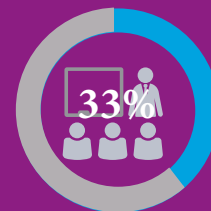
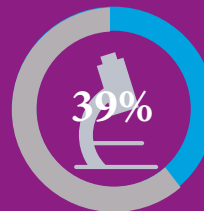
“ Well structured and easy to focus ”
- Student

“ Gets me into university one year early in some cases ”
- Student

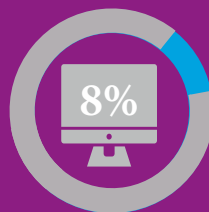
The role of online learning



More than half of respondents (53%) said face-face learning, supported by online or virtual learning is advantageous.



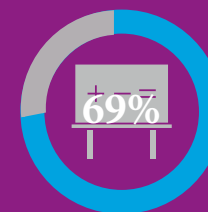
The most enjoyable aspects of the curriculum are coursework (39%) and classwork (32%).



8% said online or virtual learning made no difference to their overall learning experience and 31% said there were no advantages.



When asked what areas of the curriculum they would value online, 38% said assessments and 69% said tutorials.



“ No substitute for face-to-face ”
- Student

“ We still prefer the teacher in the classroom ”
- Student

Why Cambridge International?



76%



59%

Survey respondents agreed perseverance (76%) and critical thinking (59%) are strong attributes being taught through the Cambridge



71%

71% of respondents said the Cambridge International curriculum was challenging and stimulating.



72%



66%

What works well in the curriculum: 72% said its depth and coverage of learning, 66% said its international recognition.

“More challenging than New Zealand's NCEA”
- Student

“It is more challenging than NCEA, makes school more stimulating”
- Student

“It is evident from an older child now at university that he appears to have an advantage over NCEA students”
- Parent

Learn more!



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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.