



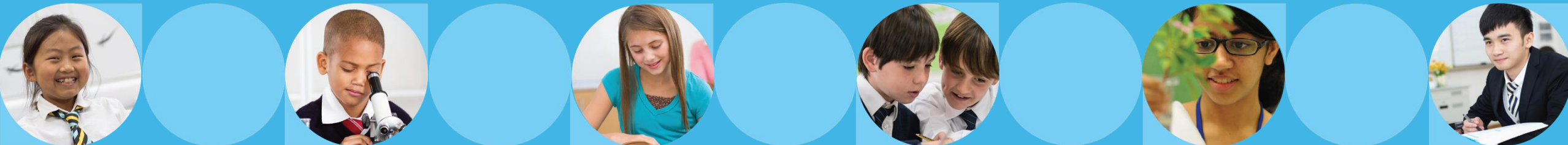
Cambridge Assessment
International Education

Cambridge Global Perspectives® Introducing the new 5-14 programme

Cambridge Schools Conference
Dubai

Abigail Barnett
Deputy Director, Curriculum Programmes, Development

December 2017



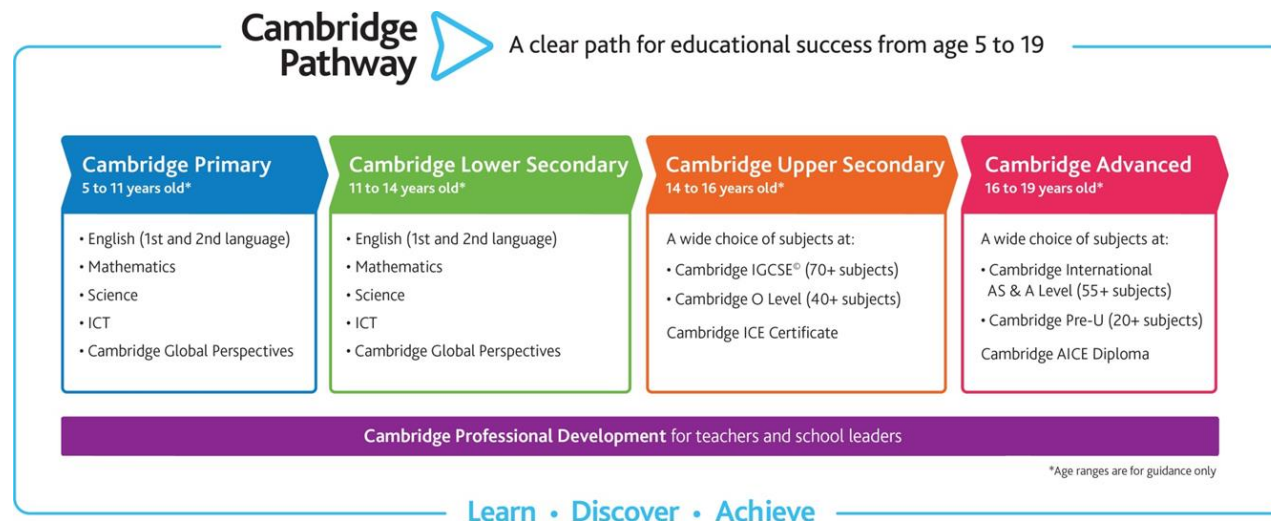
Cambridge Global Perspectives®

Introducing the new 5-14 programme

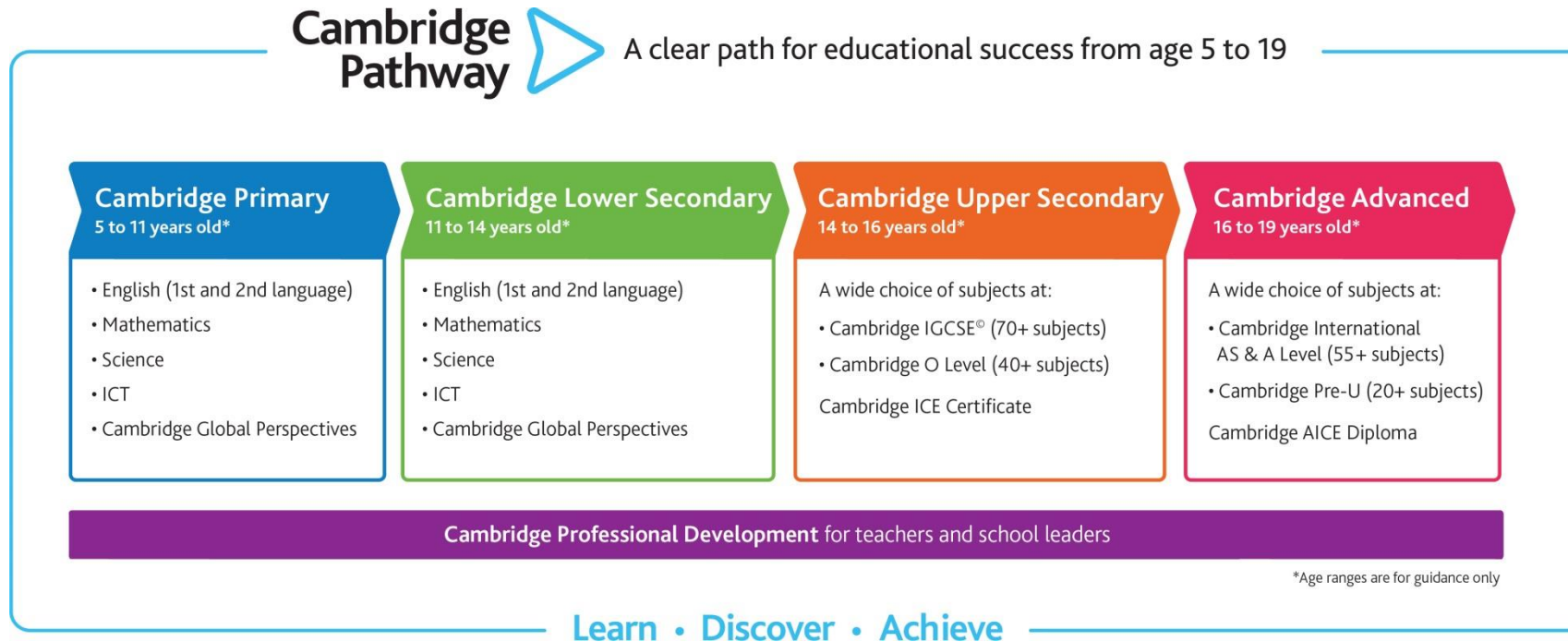
- ▶ What is Global Perspectives?
- ▶ Global Perspectives at Primary and Lower Secondary
 - ▶ The market research and development process
 - ▶ The structure of the programme
 - ▶ The delivery of the programme through our Online Learning Area
 - ▶ The pilot programme
- ▶ The timelines for launch June 2018
- ▶ The pilot teachers' experience
- ▶ Q&A

What is Global Perspectives?

- ▶ A programme to develop the skills our learners need for their life long learning
 - ▶ It has a cross-curricular, interdisciplinary focus
 - ▶ It builds transferable skills
 - ▶ It puts the application of these skills in a global context
 - ▶ It encourages 'active' learning and is taught through topics
- ▶ A suite of rigorous and academic qualifications from 14-19
 - ▶ O level, IGCSE, A Level....and now a 5-14 programme



The Cambridge Pathway



Cambridge Global Perspectives will now be available from 5-19

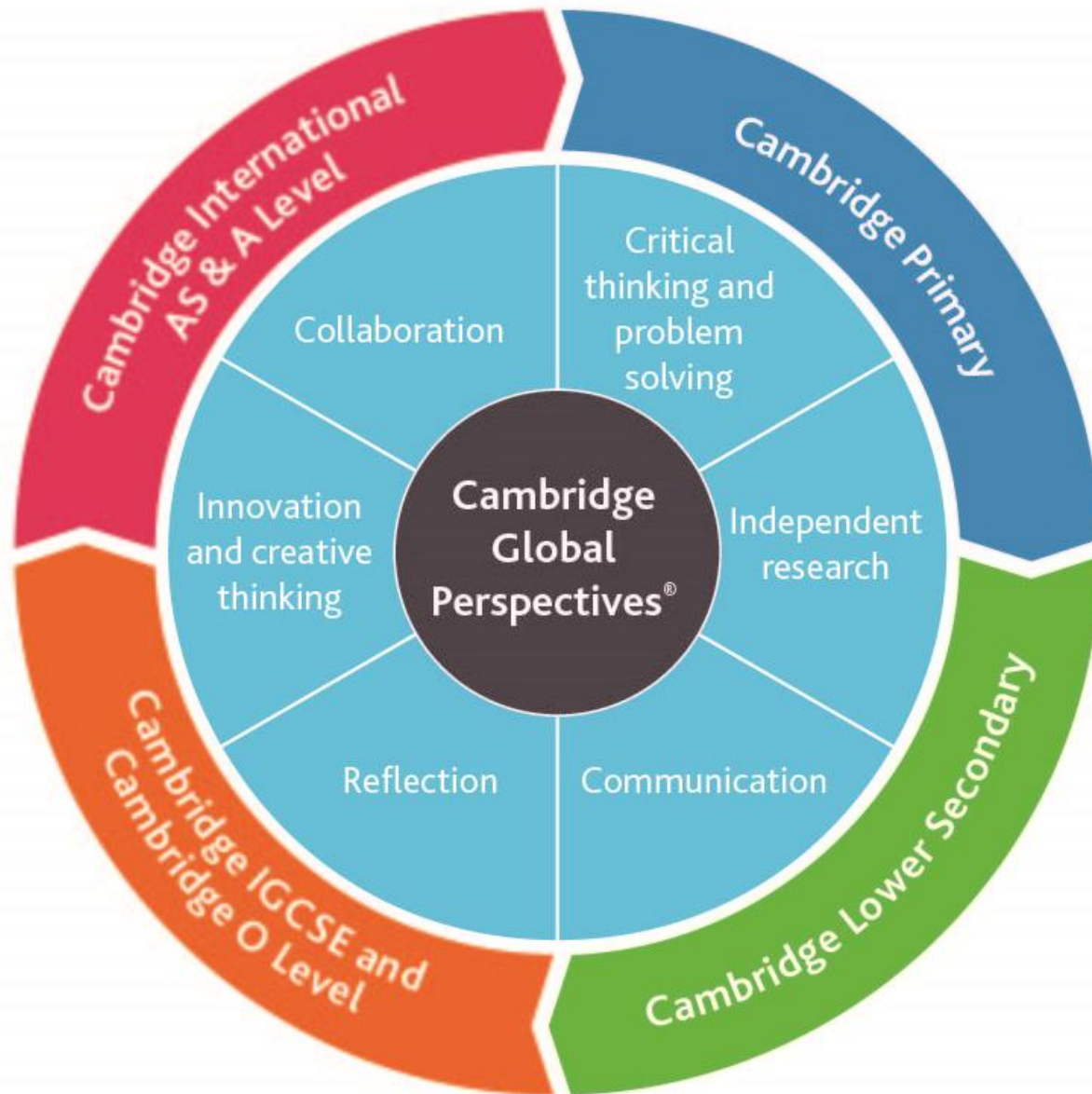
Why a focus on skills?

- ▶ “Education today is much more about ways of thinking which involve creative and critical approaches to problem-solving and decision-making.
- ▶ It is also about ways of working, including communication and collaboration.....
- ▶ And last but not least, education is about the capacity to live in a multi-faceted world as an active and engaged citizen.”



‘The case for 21st-century learning’ Andreas Schleicher, OECD Education Directorate
<http://www.oecd.org/general/thecasefor21st-centurylearning.htm>

The Global Perspectives skills



“ In other courses I use content to build skills.
In Cambridge Global Perspectives, I use skills to deepen a student’s understanding of content ”

Suffern High School,
New York, USA, Teacher

Market Research: Co-Creation

➤ Co-Creation Hub

- ▶ 200+ teachers
- ▶ 21 activities
- ▶ One month

32 months ago

➤ Centre Consultation

- ▶ 81% would be 'very interested' or 'interested' in offering the GP programme only 1% 'not at all interested'
- ▶ 35% thought the range of topics was right, while 47% thought it was slightly too broad.
- ▶ 41% would teach via one hour blocks, another 41% would use a combination of that and the 'collapsed timetable' approach

The 21st Century Classroom

What will
the late 21st
century
classroom
look like?

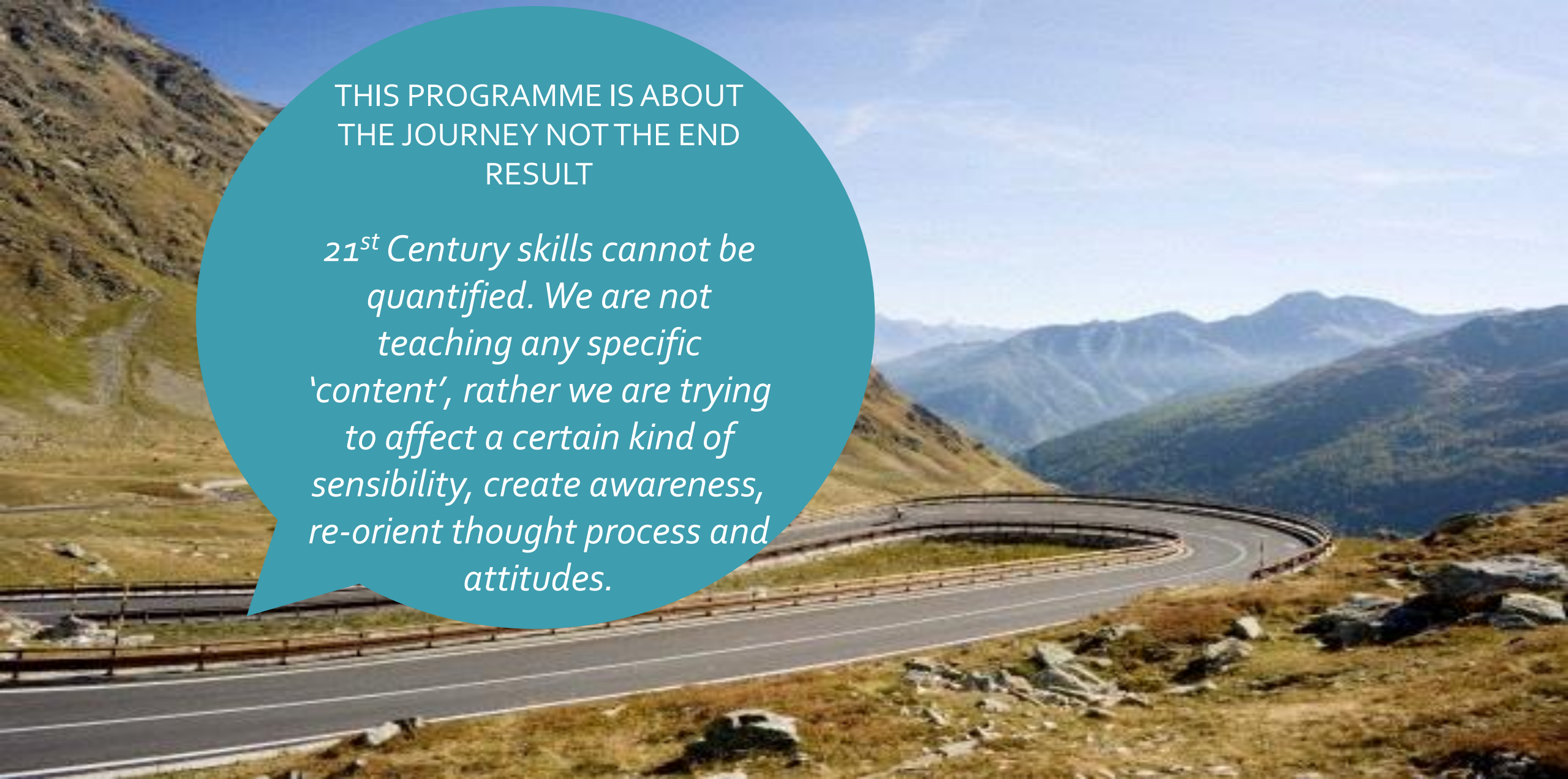
A teacher
view:



Some Feedback

THIS PROGRAMME IS ABOUT
THE JOURNEY NOT THE END
RESULT

*21st Century skills cannot be
quantified. We are not
teaching any specific
'content', rather we are trying
to affect a certain kind of
sensibility, create awareness,
re-orient thought process and
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MONITOR ATTITUDES OF
STUDENTS

*The overall learning that takes
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**TEACHERS HAD MUCH BETTER IDEAS
ABOUT HOW TO MONITOR THIS TYPE
OF PROGRAMME**

SELF-EVALUATION IS JUST AS
IMPORTANT AS GETTING IT 'RIGHT'

*Some may fail in the team task,
but if they can de-construct
WHY they failed and make a
critical, in-depth reasoning
about what they would do
differently, then they should
pass.*

MONITOR ATTITUDES OF
STUDENTS

*The overall learning that takes
place among students will be
reflected in their attitude and
way they conduct their daily
activities. Assessment is not
required.*

Some Feedback

Teachers expect a 21st Century skills programme to be delivered in an interactive way that introduces students to new technology.

The priority must be moving beyond textbook. Children should present their learning by photographs, small documentary, dramatisation, street plays, posters an interview of people or open debate.



Opportunity:

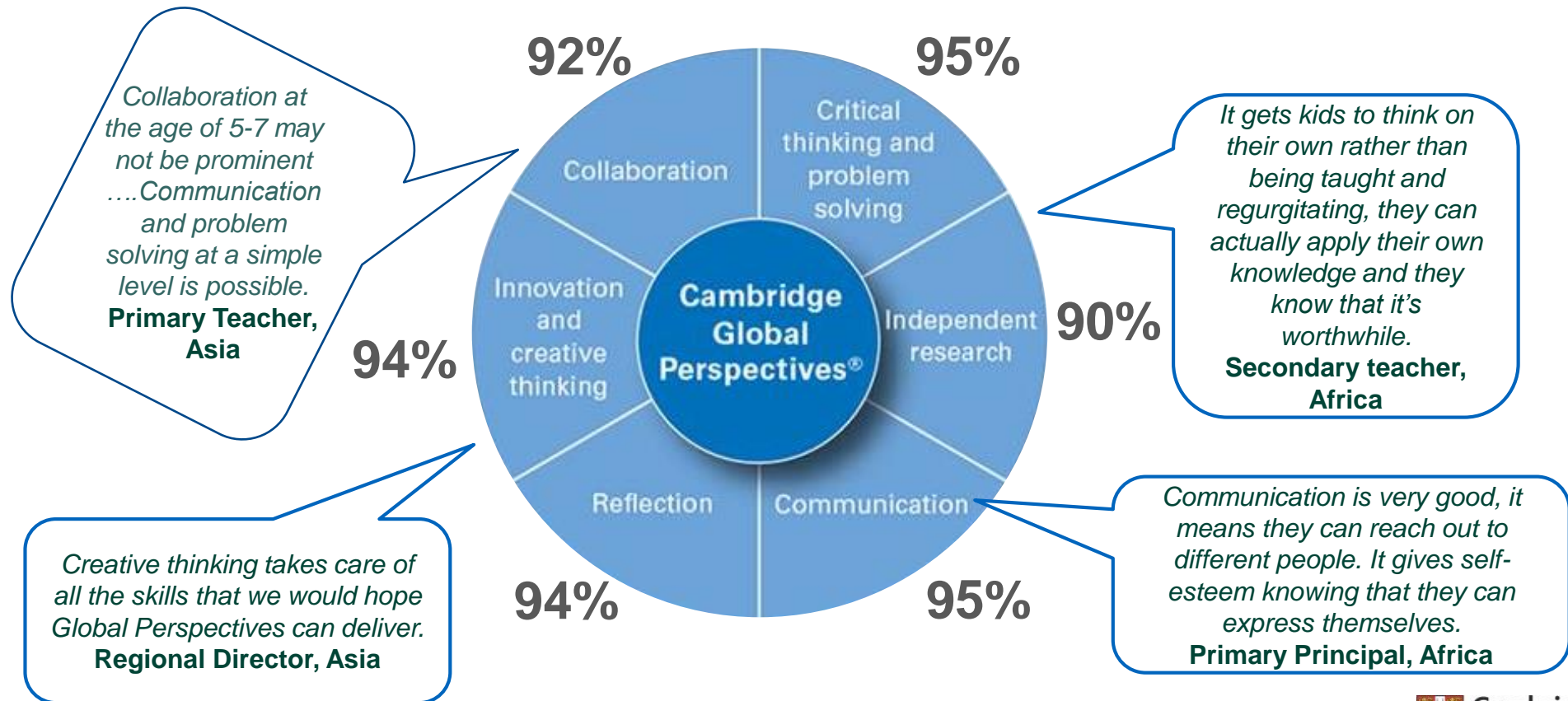
The Global Perspectives programme can be differentiated by *how* it's delivered.

Features suggested by the community:

- Activity-based delivery, such as role play, miming, interviews
- Live forums to keep topics alive
- Presentations should make use of multi-media, such as podcasts, blogs, websites, small documentaries

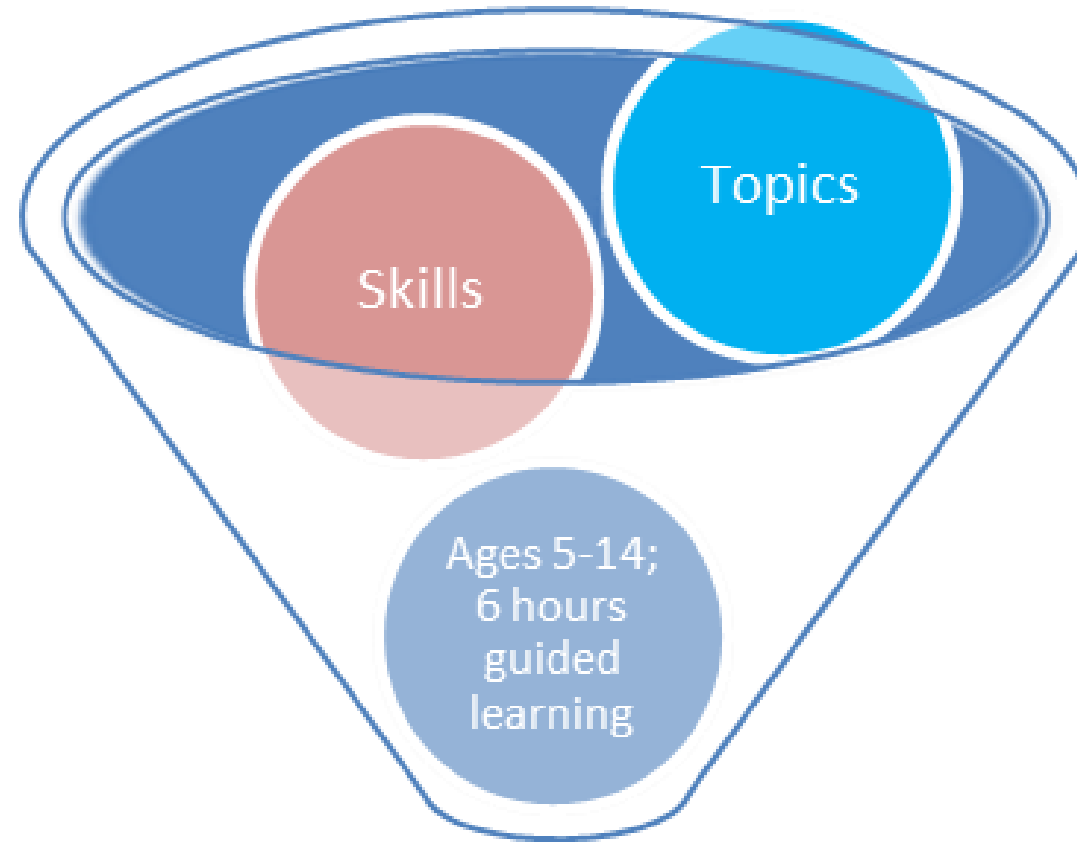
Some Feedback

The majority of teachers, principals and Cambridge staff viewed the **six skills** highlighted by Global Perspectives as **important**.



24 months ago

The Programme Funnel



Challenges

Our Topics

Primary topics

Keeping healthy
Keeping the peace
Rich and poor
Obeying the law
Values and beliefs
Water, food and farming
Working with other countries
Keeping safe

Moving to a new country
People – young and old
The world of work
The right to learn
Using energy
Worldwide companies
Moving goods and people
Improving communication

Understanding belief
Reduce, reuse, recycle
Looking after planet Earth
Sport and leisure
Families
Living and working together
Sharing planet earth
Computers and technology

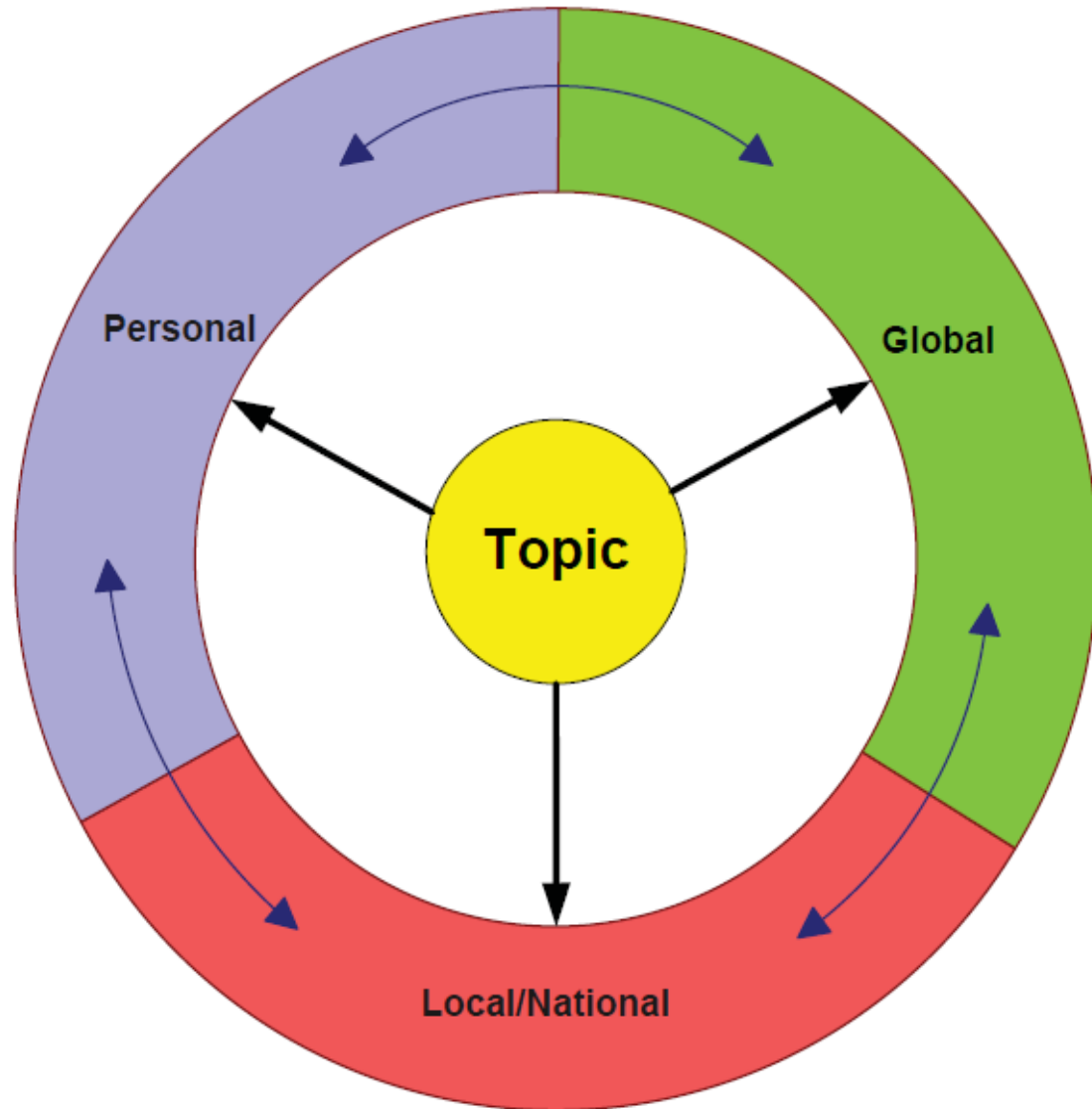
Lower Secondary topics (the same as Cambridge IGCSE)

Disease and health
Conflict and peace
Poverty and inequality
Law and criminality
Tradition, culture and identity
Water, food and agriculture
Trade and aid
Human rights

Migration
Demographic change
Employment
Education for all
Fuel and energy
Globalisation
Transport and infrastructure
Language and communication

Belief systems
Sustainability
Biodiversity and ecosystem loss
Sport and recreation
Family
Changing communities
Humans and other species
Digital world

Personal – Local – Global



The Personal
Local
Global
Perspectives

Programme overview

- ▶ 50 Challenges across the programme
- ▶ 24 topics to choose from, at Primary and Lower Secondary
- ▶ 9 school years from ages 5-14
- ▶ 6 strands of skills (research, analysis, evaluation, reflection, communication and collaboration)
- ▶ 6 hours of guided learning for each Challenge
- ▶ 2 Cambridge Checkpoint moderated assessments

Our Programme structure

Age 13-14	Stage 9	Challenge	Challenge	Challenge	Challenge	Lower Secondary Checkpoint	
Age 12-13	Stage 8	Challenge	Challenge	Challenge	Challenge	Challenge	Challenge
Age 11-12	Stage 7	Challenge	Challenge	Challenge	Challenge	Challenge	Challenge
Age 10-11	Stage 6	Challenge	Challenge	Challenge	Challenge	Primary Checkpoint	
Age 9-10	Stage 5	Challenge	Challenge	Challenge	Challenge	Challenge	Challenge
Age 8-9	Stage 4	Challenge	Challenge	Challenge	Challenge	Challenge	Challenge
Age 7-8	Stage 3	Challenge	Challenge	Challenge	Challenge	Challenge	Challenge
Age 6-7	Stage 2	Challenge	Challenge	Challenge	Challenge	Challenge	Challenge
Age 5-6	Stage 1	Challenge	Challenge	Challenge	Challenge	Challenge	Challenge
			Term		Term		Term
			Semester			Semester	

Our Challenges

Lower Secondary Challenges						
Stage 9	Reflection: Conflict and peace	Research: Disease and health	Evaluation: Language and communication	Analysis: Sport and recreation	Checkpoint: Individual Report (first Checkpoint test April 2017)	
Stage 8	Analysis: Belief systems	Collaboration: Trade and aid	Communication: Sustainability	Evaluation: Digital world	Research: Changing communities	Evaluation: Migration
Stage 7	Evaluation: Employment	Communication: Tradition, culture and identity	Analysis: Globalisation	Research: Education for all	Analysis: Humans and other species	Reflection: Human rights
Primary Challenges						
Stage 6	Analysis: Using energy	Reflection: Improving communication	Evaluation: Values and beliefs	Collaboration: Sport and leisure	Checkpoint: Team Project (first Checkpoint test April 2017)	
Stage 5	Communication: The world of work	Collaboration: Keeping healthy	Communication: Sharing planet earth	Analysis: Reduce, reuse, recycle	Research: Water, food and farming	Evaluation: Working with other countries
Stage 4	Research: Rich and poor	Evaluation: Water, food and farming	Reflection: Living and working together	Research: Moving goods and people	Reflection: Keeping healthy	Communication: Keeping the peace
Stage 3	Reflection: Moving goods and people	Analysis: Keeping safe	Research: Sharing planet earth	Reflection: Reduce, reuse, recycle	Communication: Water, food and farming	Research: The right to learn
Stage 2	Research: Keeping healthy	Collaboration: Looking after planet earth	Evaluation: Water, food and farming	Research: People - young and old	Reflection: Families	Analysis: Sport and leisure
Stage 1	Communication: People - young and old	Analysis: Water, food and farming	Research: The world of work	Collaboration: Improving communication	Evaluation: Looking after planet earth	Reflection: The right to learn
	Term		Term		Term	
	Semester			Semester		

Programme flexibility: Challenges are age appropriate; however all or some of them can be undertaken and they can be done in any order

Our Challenges

Lower Secondary Challenges							
Stage 9	Reflection: Conflict and peace	Research: Disease and health	Evaluation: Language and communication	Analysis: Sport and recreation	Checkpoint: Individual Report (first Checkpoint test April 2017)		
Stage 8	Analysis: Belief systems	Collaboration: Trade and aid	Communication: Sustainability	Evaluation: Digital world	Research: Changing communities	Evaluation: Migration	
Stage 7	Evaluation: Employment	Communication: Tradition, culture and identity	Analysis: Globalisation	Research: Education for all	Analysis: Humans and other species	Reflection: Human rights	
Primary Challenges							
Stage 6	Analysis: Using energy	Reflection: Improving communication	Evaluation: Values and beliefs	Collaboration: Sport and leisure	Checkpoint: Team Project (first Checkpoint test April 2017)		
Stage 5	Communication: The world of work	Collaboration: Keeping healthy	Communication: Sharing planet earth	Analysis: Reduce, reuse, recycle	Research: Water, food and farming	Evaluation: Working with other countries	
Stage 4	Research: Rich and poor	Evaluation: Water, food and farming	Reflection: Living and working together	Research: Moving goods and people	Reflection: Keeping healthy	Communication: Keeping the peace	
Stage 3	Reflection: Moving goods and people	Analysis: Keeping safe	Research: Sharing planet earth	Reflection: Reduce, reuse, recycle	Communication: Water, food and farming	Research: The right to learn	
Stage 2	Research: Keeping healthy	Collaboration: Looking after planet earth	Evaluation: Water, food and farming	Research: People - young and old	Reflection: Families	Analysis: Sport and leisure	
Stage 1	Communication: People - young and old	Analysis: Water, food and farming	Research: The world of work	Collaboration: Improving communication	Evaluation: Looking after planet earth	Reflection: The right to learn	
	Term		Term		Term		
	Semester			Semester			

Programme flexibility: Challenges are age appropriate; however all or some of them can be undertaken and they can be done in any order

Our Learning Objectives: Research Exemplar

	Cambridge Primary Global Perspectives				Cambridge Lower Secondary Global Perspectives		
	Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6	Stages 7 to 8	Stage 9	
Research	Ask basic questions about a given topic	Ask focused questions about a given topic	Construct own questions to aid understanding of a topic	Begin to construct research questions with support	Construct relevant research questions	Construct a range of relevant research questions and identify the most appropriate one to follow up	Constructing research questions
	Talk about information on a given topic in sources provided	Locate relevant information in sources provided	Locate relevant information and answers to questions within sources provided	Identify sources and locate relevant information and answers to questions within them	Identify and begin to reference a range of print and multimedia sources and use them to locate relevant information and answer research questions	Identify and accurately reference a wide range of print and multimedia sources and use them to locate relevant information and answer research questions	Information skills
	Begin to participate in simple investigations and ask basic questions to find information and opinions	Conduct simple investigations, using interviews or questionnaires to find information and opinions	Conduct investigations, using interviews or questionnaires, making observations and taking appropriate measurements	Conduct investigations, using interviews or questionnaires to test a prediction or begin to answer a research question	Select an appropriate method and conduct research to test predictions and begin to answer a research question	Select most suitable methods and conduct research to test predictions and answer a research question	Conducting research
	Record information on a given topic in pictograms or simple graphic organisers	Record findings from research in pictograms, simple tables or graphic organisers	Select, organise and record information from sources and findings from research in simple charts or diagrams	Select, organise and record relevant information from sources and findings from research, using an appropriate method	Select, organise and record relevant information from a range of sources and findings from research, using appropriate methods	Select, organise and effectively record relevant information from a wide range of sources and findings from research, justifying the method chosen	Recording findings

Our Assessment Objectives

The Primary programme is split into three age groupings:

Ages 9-11) (UK equivalent: Key Stage 2)

Ages 7-9)

Ages 5-7 (UK equivalent: Key Stage 1)



Primary Assessment Objectives						
AO1			AO2		AO3	
Research	Analysis	Evaluation		Reflection (Metacognition)	Communication & Collaboration	
Thinking, Learning, and Creative Skills developed						
Research - Planning - Information Skills - Questioning	Analysis - Problem Solving - Critical Thinking	Synthesis - Memory Skills	Evaluation - Decision Making - Creative Thinking	Reflection - Global perspective - Empathy - Imagining	Communication - Written - Visual - Oral - IT - Aural (listening)	Collaboration - Teamwork - Goal setting - Innovating - Brainstorming



The Secondary 1 programme covers ages 11-14 (UK equivalent: Key Stage 3)

Secondary 1 Assessment Objectives						
AO1			AO2		AO3	
Research	Analysis	Evaluation		Reflection (Metacognition)	Communication & Collaboration	
Thinking, Learning, and Creative Skills developed						
Research - Planning - Information Skills - Questioning	Analysis - Problem Solving - Critical Thinking	Synthesis - Memory Skills	Evaluation - Decision Making - Creative Thinking	Reflection - Global perspective - Empathy - Imagining	Communication - Written - Visual - Oral - IT - Aural (listening)	Collaboration - Teamwork - Goal setting - Innovating - Brainstorming

How is the Programme delivered?

- Delivered through our existing Global Perspectives digital Online Learning Area
 - ▶ All Challenges stored and accessible
 - ▶ Device agnostic
 - ▶ Teacher and peer assessment
 - ▶ Both fixed and editable resources
- eLearning - used as a practical delivery solution for centres

- ▶ Built in eSafety from the start
- ▶ eSafety guidance based on COPPA policy (US)
- ▶ Approach issues head on – unique position:
 - ▶ Age appropriate activities
 - ▶ ‘Scale’ access
 - **5-11** *No learner login-teacher access only*
 - **11-13** *Restricted access-learners post and upload*
 - **13+** *More open access-collaboration opportunities*
- ▶ Everything controlled and approved via the Cambridge centre - no use of personal email at all

The Delivery Channel-the Online Learning Area

Cambridge Primary Global Perspectives



Explore by

Topic

Explore by

Stage

Explore by

Skill

Search X

Title	Topic	Stage	Skill
Food and water	Water, food and farming	1	Analysis
Learning new things	The right to learn	1	Reflection
Looking after our world	Looking after planet earth	1	Evaluation
Growing and growing up	People - young and old	1	Communication
Working and having a job	The world of work	1	Research
Working together	Improving communication	1	Collaboration
When I'm sixty four	People - young and old	2	Research
A healthy body	Keeping healthy	2	Research
Where does our fruit come from?	Water, food and farming	2	Evaluation
Helping wildlife	Looking after planet earth	2	Collaboration
Ready, steady, go!	Sport and leisure	2	Analysis
Family matters	Families	2	Reflection
Looking at our school	The right to learn	3	Research
Can we share planet earth?	Sharing planet Earth	3	Research



Explore by

Topic

Explore by

Stage

Explore by

Skill

Analysis Collaboration Communication Evaluation Reflection Research X

Title	Topic	Stage	Skill
Working together	Improving communication	1	Collaboration
Helping wildlife	Looking after planet earth	2	Collaboration
How can we stay healthy?	Keeping healthy	5	Collaboration



Explore by

Topic

Explore by

Stage

Explore by

Skill

Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Stage 8 X

Title	Topic	Stage	Skill
How do I communicate with people?	Improving communication	6	Reflection
Taking part	Sport and leisure	6	Collaboration
Powering our lives	Using energy	6	Analysis

The Delivery Channel-the Online Learning Area

Cambridge Lower Secondary Global Perspectives



Explore by **Topic** Explore by **Stage** Explore by **Skill**

Search X

Title	Topic	Stage	Skill
Why work?	Employment	7	Evaluation
Iconic logos	Globalisation	7	Analysis
How connected are we?	Tradition, culture and identity	7	Communication
The best years of your life?	Education for all	7	Research
What makes us human?	Humans and other species	7	Analysis
The right to asylum	Human rights	7	Reflection
Making a difference	Changing communities	8	Research
A warm welcome	Migration	8	Evaluation
Beliefs about foods	Belief systems	8	Analysis
Predicting the future	Digital world	8	Evaluation
When less is more	Sustainability	8	Communication
What everyone needs	Trade and aid	8	Collaboration
Paralympics – sport for all?	Sport and recreation	9	Analysis



Explore by **Topic** Explore by **Stage** Explore by **Skill**

Stage 7 Stage 8 Stage 9 X

Title	Topic	Stage	Skill
Paralympics – sport for all?	Sport and recreation	9	Analysis
Scarce resources	Conflict and peace	9	Reflection
Understanding each other	Language and communication	9	Evaluation






Explore by **Topic** Explore by **Stage** Explore by **Skill**

Evaluation X

Title	Topic	Stage	Skill
Why work?	Employment	7	Evaluation
Iconic logos	Globalisation	7	Analysis
How connected are we?	Tradition, culture and identity	7	Communication

The Challenges

- ▶ Overview
- ▶ Resources
- ▶ Assessment

Challenge resources	
<ul style="list-style-type: none"> Teaching resources available from the Online Learning Area Resources for research, including internet access 	<ul style="list-style-type: none"> School rules/code of conduct Software tools to create a presenta
Activities (sequence)	
What are your values? Where do they come from?	
	<p>Start a whole class discussion using the PowerPoint (Teacher Resource – If I Was a Wor You may need to prompt learners by suggesting families, school, the law etc.</p> <p>This will lead learners naturally into thinking more about the things that are most importa Learners share their work within groups or with the whole class.</p> <p>Now ask learners to answer the question 'How important is education to you?' Learners : Possible extension activity: individual learners produce their own values chart (Learner R</p>
What are the children's and young people's human rights?	
	<p>At the end of the PowerPoint, learners undertake the Unicef http://projecttrust.org.uk/wp-content/uploads/2014/12/Humar</p> <p>This can be undertaken in pairs or small groups as appropri Unicef in protecting the rights of the child. According to learn</p>
What worldwide educational rights are there for children?	
	<p>Unicef Articles 28 and 29 of the Convention on the Rights of education: www.unicef.org.uk/rights-respecting-schools/abo</p> <p>Use these to introduce the concept of educational rights of t highlighted sections can be omitted if preferred.</p>


If I was a world leader

A Cambridge Global Perspectives® Challenge

Skill focus: Evaluation	Stage: 6	Age: 10–11	Topic: Values and beliefs
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Learning objectives	Success criteria
Evaluation	
Discuss a source, considering the author and/or purpose, and comment on its strengths and limitations	<p>Learners can talk about the reliability of their source(s) when they carry out their research</p> <p>Learners can explain the purpose of a source and whether it might be written from a particular point of view</p> <p>Learners are able to identify potential areas of bias in a source</p> <p>Learners are able to describe the author(s) of a source in terms of experience and qualifications</p> <p>Learners start to make judgments about the validity of a source, comparing one source with another and stating which they think might be better</p>
Analysis	
Find and interpret simple patterns in graphical or numerical data	<p>Learners collect information on a particular educational issue, checking their data in more than one resource to help ensure its validity</p> <p>Learners report statistics back to the rest of the class, showing clear understanding of the data</p> <p>Learners can find and describe patterns and trends in data and make comparisons with their own context</p> <p>Learners can make connections between data relating to one global issue and data relating to another, e.g. comparing data related to school attendance and measures of national economic wealth or progress</p>

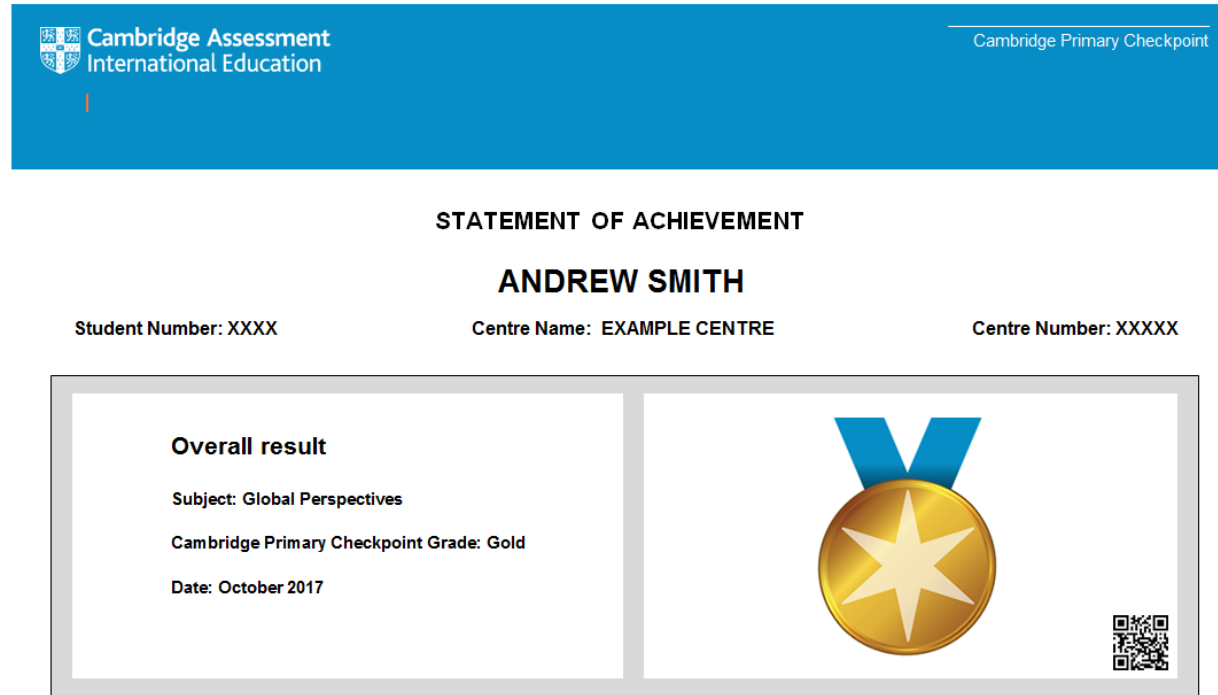
Challenge summary
By the end of this Challenge, learners will have developed their evaluation skills by assessing the reliability of information from different sources. They will learn about the educational rights of children worldwide, the problems with school attendance in some countries, what organisations are doing, as well as possible actions they could undertake as individuals to help the situation.

What could you do to help?	
	<p>As a final activity, individual learners think about what they could do next personally. Give learners needing more help suggestions such as: start a charity campaign for one of the organisations they have researched; lobby their government through their local representative if appropriate; start to think about ways that they could encourage their own school to partner a school in need elsewhere in the world.</p> <p>Learners write down their ideas and hand in to the teacher and/or read out to the rest of the class.</p> <p>Possible extension activity: learners undertake some of their suggestions.</p>

Resources – available from the Online Learning Area		
	Teacher Resource – If I Was a World Leader T6.1 Learner Resource – If I Was a World Leader L6.3	
	Learner Resource – If I Was a World Leader L6.2 Learner Resource – If I Was a World Leader L6.4	

Two Checkpoint Assessments

- ▶ Teacher marked, Cambridge moderated assessments
- ▶ At Primary: Checkpoint - a Team Project
- ▶ At Lower Secondary: Checkpoint - a Research Report



- ▶ A Gold, Silver, or Bronze, Statement of Achievement award

Checkpoint Global Perspectives at Primary

Primary Team Project

Teachers submit work and record assessment using the Online Learning Area

Team Project

Learners carry out a collaborative project based on one of the Primary topics in teams of three to four members.

The Team Project involves three pieces of work:

- **Evidence of Action** (8 marks) submitted as a team
- **Team Report** (8 marks) submitted as a team
- **Personal Reflection** (16 marks) submitted by each learner

In addition, learners will be assessed on their collaboration through teacher observation. Teachers award a mark for the team as a whole and for the contribution of each individual learner.

- **Team observation** (4 marks) mark for whole team
- **Individual observation** (4 marks) mark for each learner

With the support and guidance of their teacher, learners work as a team to identify local issues they would like to improve, change or resolve. They explore different local perspectives about these issues in order to identify one issue to focus on. The team conduct research on this issue which is used to set a goal to improve, change or resolve the issue. The team then agrees on a local action to take which is likely to achieve this goal. This local action will be communicated in the Evidence of Action. Once the local action has been taken, learners work collaboratively to complete a Team Report. Each learner also submits a Personal Reflection.

Collaboration will be assessed through teacher observation of how well each team works as a whole and how well each individual works within their team. Collaboration will also be assessed through reflection on the collaborative process in the Personal Reflection.

Submit your work

 Primary Checkpoint: Team Project

Available until end of 9 October 2017

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Team Project

Submit your team's evidence for the Team Project.

- Team Report (300-500 words) - one document per team
- Evidence of action - something produced by the team to meet the goal set
- Personal Reflection (350-450 words) - one document per student



Assessment criteria for the Team Project

Show user list

User	 Pilot Learner 1
Group	Team 1
Mark	22

Individual response.docx

Manage individual submissions

Personal Reflection - AO3 (8)	3	▼
Individual Observation - AO3 (4)	2	▼

Save marks

Show next

Example pptx

Team response.docx

Manage team submissions

Evidence of Action - AO1 (4)	3	▼
Evidence of Action - AO3 (4)	0	▼
Team Report - AO1 (8)	5	▼
Team Observation - AO3 (4)	3	▼

Save marks

Checkpoint Global Perspectives at Lower Secondary

Lower Secondary Research Report

Teachers submit work and record assessment using the Online Learning Area

Research Report

Learners work individually to write a Research Report on one of the Lower Secondary topics.

This Research Report must be between 800 and 1000 words.

Assessment of the Research Report:

- AO1 Research, analysis and evaluation (32 marks)
- AO2 Reflection (4 marks)
- AO3 Communication and Collaboration (4 marks)

With the support and guidance of their teacher, learners identify an issue related to one of the Secondary 1 topics for Global Perspectives and formulate a research question based on this issue. This research question is then answered through exploring a global perspective (giving examples from different countries where this view is held) and a national perspective (with examples from one country). The national perspective does not have to be the country where the learner lives; it might be a country that the learner is interested in and/or has visited a lot. It is important that there is a clear contrast between the global perspective and the national perspective chosen.

Learners should conduct research on the issue, using a range of sources and analyse the issue, identifying and discussing its causes and consequences. They should then propose one national or local course of action (for the country on which their national perspective was based) which is likely to help to resolve the issue. Learners should also evaluate their sources of information, identifying where they may contain bias. Learners should then conclude their report by reflecting upon how the research has impacted on their personal perspective.

Submit your work

Secondary 1 Checkpoint: Research Report
Available until end of 9 October 2017

Course: XX999 Cambridge Secondary 1 Checkpoint...
Assignment: Secondary 1 Checkpoint: Research R...
Pilot Learner 1
noemail_learner1@cie.org.uk
Change user

A. Constructing research questions	Formulates a well-constructed and focused research question which is relevant to the issue chosen.	Formulates a research question which is relevant to the issue chosen.	Attempts to formulate a research question with some relevance to the issue chosen.	Focuses their research around a title which has some relevance to the issue chosen but is not formulated as a research question.	No creditable response.	
B. Analysis	Analyses the issue effectively, discussing a range of relevant causes and consequences. (6 marks)	Analyses the issue effectively, discussing a range of relevant causes and consequences. (5 marks)	Analyses the issue, discussing a range of causes and consequences.	Analyses the issue, discussing some causes and consequences.	Attempts to analyse the issue, discussing one or cause or consequence.	No creditable response.
C. Evaluation	Evaluates sources of information, explaining why some may contain bias. (4 marks)	Evaluates sources of information, recognizing that some may contain bias. (3 marks)	Evaluates some sources of information but does not acknowledge the possibility of bias.	Attempts to evaluate one source of information.	No creditable response.	
D. Information skills	Relevant information from a wide range of different sources.	Relevant information from different sources.	Information from different sources.	Information from one source.	No creditable response.	
E. Global perspective	A clear global perspective on the issue giving relevant and substantiated examples which are likely to be drawn from three (or more) different countries.	A global perspective on the issue giving substantiated examples which are likely to be drawn from two (or more) different countries.	A global perspective on the issue giving examples drawn from two (or more) different countries which are likely to be based on assertion rather than evidence.	An attempt to present a global perspective on the issue but this is likely to be drawn from only one country and based on assertion rather than evidence.	No creditable response.	
F. National perspective	A clear national perspective on the issue and is likely to give three (or more) relevant and substantiated examples from the country chosen.	A national perspective on the issue and is likely to give two (or more) substantiated examples from the country chosen.	A national perspective on the issue and is likely to give two (or more) examples from the country chosen, based on assertion rather than evidence.	An attempt to present a national perspective on the issue but is likely to give only one example from the country chosen, based on assertion rather than evidence.	No creditable response.	
G. Different perspectives	A clear and insightful contrast between global and national perspectives chosen.	A contrast between global and national perspectives chosen.	No creditable response.	No creditable response.	No creditable response.	
H. Problem solving	A realistic national or local course of action which is likely to help resolve the issue.	Realistic national or local course of action which may help improve the issue.	A national or local course of action which may help improve the issue.	An attempt to propose a national or local course of action.	No creditable response.	
I. Reflection	Reflects insightfully on how their view on the issue has changed or developed, making reference to the national and global perspective analysed.	Reflects on how their view on the issue has changed or developed, making reference to the national and global perspective analysed.	Reflects on how their view on the issue has changed or developed, making some reference to the national or global perspective analysed.	Makes an attempt to reflect on how their view on the issue has changed or developed.	No creditable response.	
J. Communicating information	Is well-structured and coherent.	Is structured but at times difficult to follow.	No creditable response.	No creditable response.	No creditable response.	
K. Referencing sources	Includes consistent referencing of sources throughout.	Includes an attempt to reference sources.	No creditable response.	No creditable response.	No creditable response.	

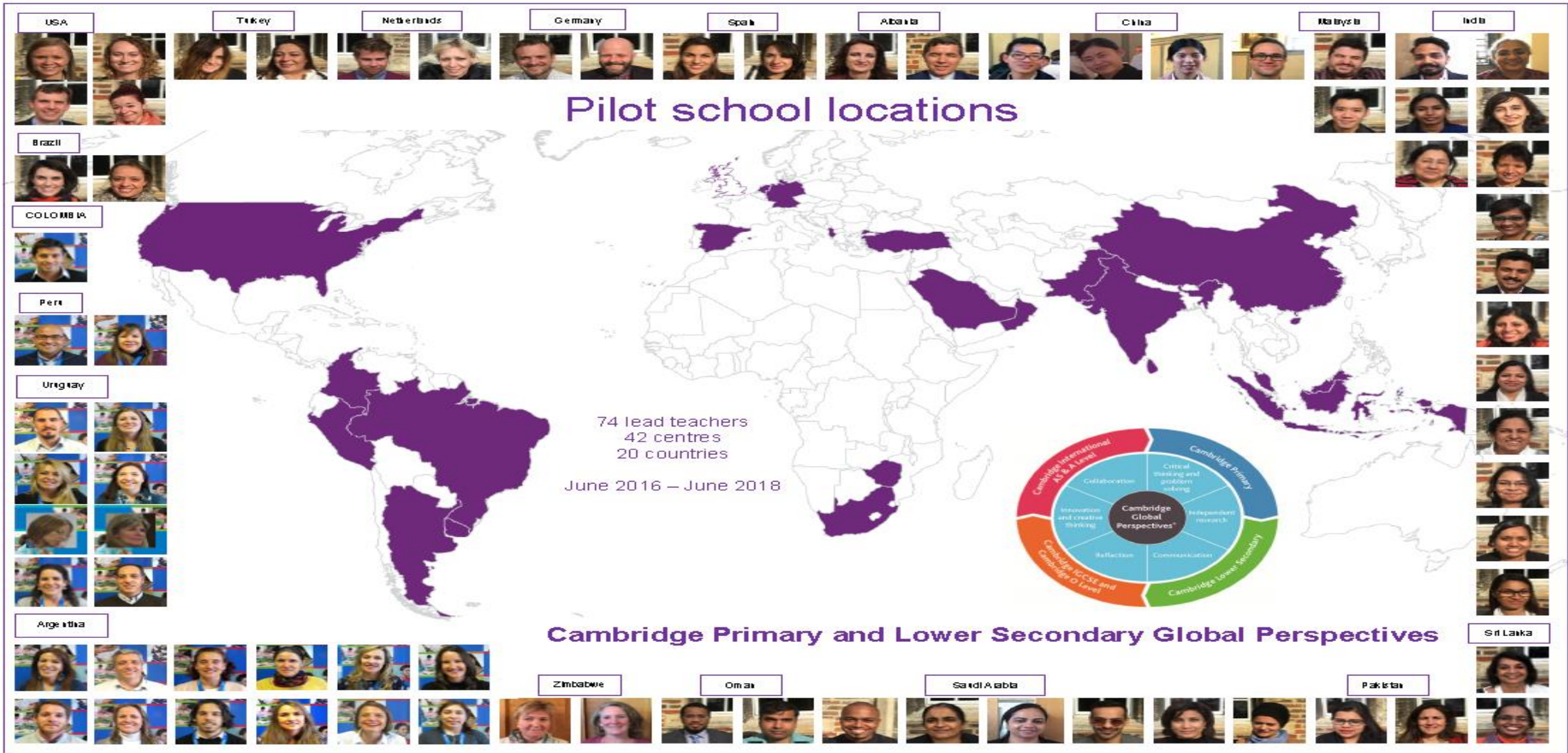
Notify students Save changes Revert

Pilot Launch and Cambridge Training

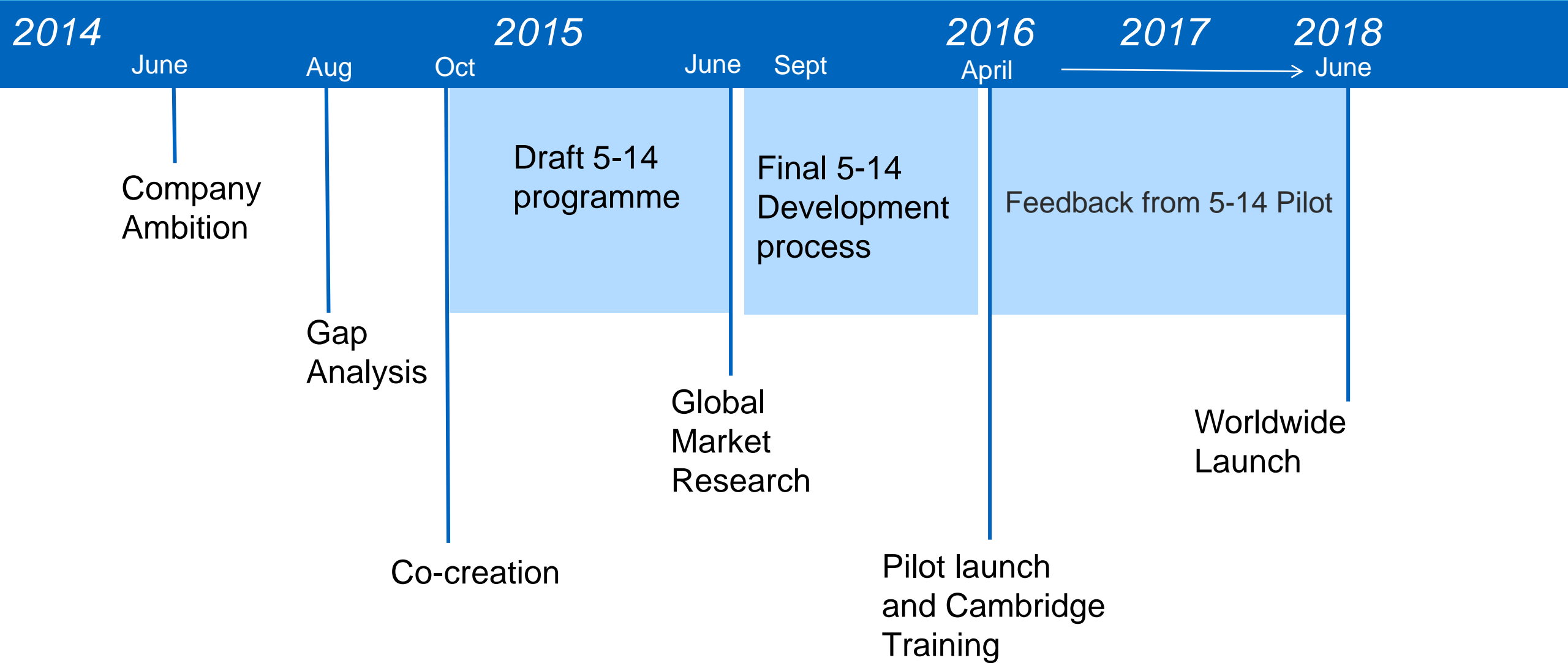
- ▶ 42 centres
- ▶ From A to Z
- ▶ A long term collaboration
- ▶ A co-creation approach
- ▶ Started April 2016
- ▶ Ends spring 2018



Pilot Cambridge Centres



Our Timeline



Support Resources and Timeline

Information from February 2017

- ▶ February 'What's New'

Cambridge Schools Conference September 2017

- ▶ Public launch with live material and GP Expo

Published in January 2018

- ▶ Teacher Guide
- ▶ Curriculum Framework
- ▶ Checkpoint Administration Guide


Training from February 2018

- ▶ F2F Training

Support Resources Training

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Events and training calendar

Event Type	<input type="text" value="Face to face training"/>
Region	<input type="text" value="All"/>
Training Level	<input type="text" value="All"/>
Qualification subject group	<input type="text" value="Global Perspectives"/>
Qualification type	<input type="text" value="Cambridge Primary"/>
Month	<input type="text" value="All"/>

[Cambridge Primary Global Perspectives \(0838\) - Introductory Training | Jeddah, Saudi Arabia](#)

01 Feb 2018 - 28 Feb 2018 | Face to face training

The Pilot Programme Experience

- ▶ Lorraine Hill, Headmistress
- ▶ Chisipite Senior School, Harare, Zimbabwe
- ▶ Praveen Khatar, Head – Curriculum and Cambridge Coordinator
- ▶ Nahar International School, India



Cambridge Assessment
International Education

Thank you

Any questions?

Check out the GP stand for sample materials

