Cambridge Global Perspectives®
a unique, transformational programme for 5 – 19 year olds

Paul Bullen-Smith
Group Manager, Humanities and Social Sciences, Development Division, Cambridge Assessment International Education
What is Global Perspectives?
  Why focus on skills and what are these skills?

An activity

Programme content and assessment:
  Global Perspectives 5-14
  Global Perspectives 14-16
  Global Perspectives 16-19

FAQs:
  Impact
  Support resources and research
  HE Recognition
  AICE

Any questions?
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 transferrable skills
  - It develops ‘active’ learning and is taught through topics
  - It puts the application of these skills in a global context

- A suite of rigorous and academic qualifications from 14-19
  - O level, IGCSE, A Level.....as well as a 5-14 programme launching June 2018 after a 2 year pilot
Entry Growth

- Our fastest growing syllabus subject (top 10 in A level)
- 40/50% growth in entries each year over the past three years; worldwide coverage
The Cambridge Pathway

Cambridge Primary
5 to 11 years old*
- English (1st and 2nd language)
- Mathematics
- Science
- ICT
- Cambridge Global Perspectives

Cambridge Lower Secondary
11 to 14 years old*
- English (1st and 2nd language)
- Mathematics
- Science
- ICT
- Cambridge Global Perspectives

Cambridge Upper Secondary
14 to 16 years old*
A wide choice of subjects at:
- Cambridge IGCSE® (70+ subjects)
- Cambridge O Level (40+ subjects)
- Cambridge ICE Certificate

Cambridge Advanced
16 to 19 years old*
A wide choice of subjects at:
- Cambridge International AS & A Level (55+ subjects)
- Cambridge Pre-U (20+ subjects)
- Cambridge AICE Diploma

Cambridge Professional Development for teachers and school leaders

Learn • Discover • Achieve

*Age ranges are for guidance only
In a time of drastic change it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists.

(Eric Hoffer)

‘Reflections on the Human Condition’, Eric Hoffer, 1973
Why a focus on skills?

“Education today is much more about ways of thinking which involve creative and critical approaches to 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
In 2012 they focussed on creative problem solving: students’ skills in tackling real-life problems.

In 2015 they focussed on collaborative problem solving.

In 2018 they will add a new measurement of “global competence” designed to “assess students’ awareness of the interconnected global world we live and work in and their ability to deal effectively with the resulting demands.”

“There is a growing emphasis in state and national educational systems on project based and inquiry oriented learning. This includes ….critical thinking, problem solving, self management and collaboration skills.”
### Bringing Global Perspectives skills into the classroom – An Activity

<table>
<thead>
<tr>
<th></th>
<th>Your answer</th>
<th>Group answer</th>
<th>True answer</th>
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</thead>
<tbody>
<tr>
<td>? Females</td>
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<td>? Males</td>
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<td>? Children</td>
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<tr>
<td>? Adults</td>
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<td>? Adults age 65 and older</td>
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<td>? Asians</td>
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<td>? Africans</td>
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<td>? would be Christian</td>
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<td>? would be Muslim</td>
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<td>? would be Buddhist</td>
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<td>? would practice other religions</td>
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<tr>
<td>? would not practice a religion</td>
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<td>? would speak Chinese</td>
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</tbody>
</table>
Cambridge Global Perspectives
the core of the curriculum
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
How do we develop these skills?

- We use an iterative process
  - learn, practice and repeat using these skills
  - a spiral approach
- All skills taught within a global context
- At 5-14 primarily Formative
- At 14-16 and 16-19 primarily Summative
- Formal progression from IGCSE to A Level
  - A personal, local/national, global perspective
  - Use of multiple themes and a Critical Path pedagogy
- Taught through topics and critical analysis
What are the assessed skills?

- Collaboration
- Communication
- Critical thinking and problem solving
- Independent research
- Innovation and creative thinking
- Reflection
A Common Qualification structure

- Three Common Assessment Objectives
  - Research, Analysis and Evaluation
  - Reflection
  - Communication and Collaboration
- A common range of skills developed

### Assessment Objectives

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
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<tbody>
<tr>
<td>Research</td>
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<td>Evaluation</td>
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<td></td>
<td></td>
<td>Reflection (Metacognition)</td>
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<td>Communication &amp; Collaboration</td>
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### Range of Thinking, Learning, and Creative Skills developed

Cambridge Global Perspectives 5-14

- Development of the programme
- What makes up the programme
- Assessing materials and programme assessment
- Why introduce it?
- How to implement
- Fees
- Launch timelines
Tried and Tested - a two year pilot
The programme materials are called Challenges.

Skills

Topics

Ages 5-14; 6 hours guided learning

Challenges
An example of a Challenge

If I was a world leader

A Cambridge Global Perspectives® Challenge

<table>
<thead>
<tr>
<th>Skill focus: Evaluation</th>
<th>Stage: 6</th>
<th>Age: 10–11</th>
<th>Topic: Values and beliefs</th>
</tr>
</thead>
</table>

### Learning objectives

<table>
<thead>
<tr>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Discuss a source, considering the author and/or purpose, and comment on its strengths and limitations</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Success criteria</th>
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<tbody>
<tr>
<td>Learners can talk about the reliability of their source(s) when they carry out their research.</td>
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<tr>
<td>Learners can explain the purpose of a source and whether it might be written from a particular point of view.</td>
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<tr>
<td>Learners are able to identify potential areas of bias in a source.</td>
</tr>
<tr>
<td>Learners are able to describe the author(s) of a source in terms of experience and qualifications.</td>
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<tr>
<td>Learners start to make judgments about the validity of a source, comparing one source with another and stating which they think might be better.</td>
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</tbody>
</table>

<table>
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<tr>
<th>Analysis</th>
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<tbody>
<tr>
<td>Find and interpret simple patterns in graphical or numerical data</td>
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<td>Learners collect information on a particular educational issue, checking their data in more than one resource to help ensure its validity.</td>
</tr>
<tr>
<td>Learners can find and describe patterns and trends in data and make comparisons with their own context.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

### 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.
## Programme overview

<table>
<thead>
<tr>
<th>Stage</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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</thead>
<tbody>
<tr>
<td>Stage 6</td>
<td>Communication: The world of work</td>
<td>Collaboration: Keeping healthy</td>
<td>Communication: Sharing planet earth</td>
</tr>
<tr>
<td>Stage 5</td>
<td>Research: Rich and poor</td>
<td>Evaluation: Water, food and farming</td>
<td>Reflection: Living and working together</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Reflection: Moving goods and people</td>
<td>Analysis: Keeping safe</td>
<td>Research: Sharing planet earth</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Research: Keeping healthy</td>
<td>Analysis: Water, food and farming</td>
<td>Evaluation: People - young and old</td>
</tr>
<tr>
<td>Stage 1</td>
<td>Communication: People - young and old</td>
<td>Analysis: Water, food and farming</td>
<td>Research: Improving communication</td>
</tr>
</tbody>
</table>
# Primary Challenges

## Cambridge Primary Global Perspectives

### Explore by:
- **Topic**
- **Stage**
- **Skill**

### Search

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

### Explore by:
- **Topic**
- **Stage**
- **Skill**

<table>
<thead>
<tr>
<th>Title</th>
<th>Topic</th>
<th>Stage</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working together</td>
<td>Improving communication</td>
<td>1</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Helping wildlife</td>
<td>Looking after planet earth</td>
<td>2</td>
<td>Collaboration</td>
</tr>
<tr>
<td>How can we stay healthy?</td>
<td>Keeping healthy</td>
<td>5</td>
<td>Collaboration</td>
</tr>
<tr>
<td>How do I communicate with people?</td>
<td>Improving communication</td>
<td>6</td>
<td>Reflection</td>
</tr>
<tr>
<td>Taking part</td>
<td>Sport and leisure</td>
<td>6</td>
<td>Collaboration</td>
</tr>
</tbody>
</table>
Learning objectives

- The learning objectives form the basis of all the teaching and assessment of skills.

- Teachers use them:
  - to plan their teaching
  - as a reference for checking learners’ achievement.

Stage 1 Evaluation: Decision-making
Talk about which information might be relevant and which not.

Stage 9 Evaluation: Decision-making
Compare and synthesise information from a range of sources recognising that some sources may be biased.
### Stage 2

#### Research
- Ask focused questions about a given topic
- Locate relevant information in sources provided
- Conduct simple investigations, using interviews or questionnaires to find information and opinions
- Record findings from research in pictograms, simple tables or graphic organisers

#### Analysis
- Recognise that different people know different things about a topic
- Recognise that graphical and numerical data can show information about a topic
- Talk about simple, personal consequences of own actions on others
- Suggest a personal action that could make a positive difference to an issue affecting self

#### Evaluation
- Suggest sources which might be relevant to a topic, explaining reasons for relevance
- Express an opinion about a given topic, giving reasons for opinion

#### Reflection
- Identify personal contribution in the form of an idea intended to help achieve a shared outcome
- Identify an idea that someone else contributed to achieve a shared outcome
- Talk about what has been learned during an activity
- Talk about a particular activity that supported learning

#### Collaboration
- Carry out a task in order to contribute to a shared outcome
- Work positively with others, contributing to a shared outcome

#### Communication
- Talk about a given topic, giving relevant information
- Listen to others in class discussions and respond with simple and relevant questions
The activities are always spread out into three levels of personal, local and global which not only made it more relatable to the students’ own lives but also opened them up to the entire world.

Primary teacher, India
Pilot feedback - Skills

“We look deeper into each subject and learn collaboration skills. We really work together in this class.

Learner, USA
At the beginning the teachers felt a bit overwhelmed. As they started working they realised the students were motivated, enthusiastic and this made them feel more confident.

The teachers share skills that make coordination meetings more enriching, they bring other points of view and a different, more educated and creative way to plan their lessons.

Primary head teacher, Uruguay
Pilot feedback – cross curricular impact and parental awareness

"I've heard from fellow teachers that GP students question sources when they have to do research.

Parents are impressed by the growing interest in the news and sourcing information."

Lower Secondary teacher, Brazil
Assessment: Formative teacher feedback on the Challenges

- The way to support learners in developing their skills is for teachers to have regular conversations with them.

- Teachers refer to the Learning Objectives and Success Criteria, helping learners see where they are doing well and what they can do next to improve.

- Flexible: have a Translanguage option - delivering the Challenges in the learners native language.
# Programme overview: Checkpoints

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<tr>
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</thead>
<tbody>
<tr>
<td>Stage 5</td>
<td>Communication: The world of work</td>
<td>Collaboration: Keeping healthy</td>
<td>Communication: Sharing planet earth</td>
<td>Analysis: Reduce, reduce, recycle</td>
<td>Evaluation: Working with other countries</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Research: Rich and poor</td>
<td>Evaluation: Water, food and farming</td>
<td>Reflection: Living and working together</td>
<td>Research: Moving goods and people</td>
<td>Reflection: Keeping healthy</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Reflection: Moving goods and people</td>
<td>Analysis: Keeping safe</td>
<td>Research: Sharing planet earth</td>
<td>Reflection: Reducing, reduce, recycle</td>
<td>Communication: Water, food and farming</td>
</tr>
<tr>
<td>Stage 1</td>
<td>Communication: People - young and old</td>
<td>Analysis: Water, food and farming</td>
<td>Research: The world of work</td>
<td>Collaboration: Improving communication</td>
<td>Analysis: Sport and leisure</td>
</tr>
</tbody>
</table>
In groups learners choose from any of the GP topics and then carry out a collaborative project.
Summary (1)

- 50 Challenges
- 24 Topics
- 6 skills
- 3 Perspectives

- Plus 2 Checkpoints, one at age 11 and one at age 14
Summary (2)

Materials

- Teaching and learning materials (including Curriculum Framework, Teacher Guide and Challenges)

- All available via the Primary and Lower Secondary support sites.

Assessment

- Assessing skill development is through formative feedback—what are you doing well? What to improve?

- The Learning Objective and Success Criteria enable this for teachers

- Summative assessment teacher-marked, Cambridge-moderated, is optional, at end of Primary and end of Lower Secondary. Learners (not teachers or Cambridge) choose the topics of these themselves

- Our Online Learning Area is used to submit Checkpoint work
How is this different to other programmes at this level?

- It offers the greatest **flexibility**. It can be offered at any stage.
- It explicitly makes **skills** front and central.
- It examines current issues using **three distinct perspectives**.
- It provides **progression** to the existing Cambridge Global Perspectives programmes.
- It introduces appropriate **externally moderated assessment**:  
  - a team project for Primary level.
  - a research report at Lower Secondary level.
FAQs: Finding the time

- The programme is flexible and adaptable
- It’s been designed to allow it to be delivered as an entire programme or teachers can select just one or two Challenges to fit a school timetable
- It can be introduced at Primary or Lower Secondary according to the school and learner needs
- It can be delivered in one year or all nine
FAQs: Timetabling options

- Programme can be taught:
  - As a collapsed timetable day
  - As a weekly timetabled Global Perspectives lesson
  - As part of other subjects depending on the content
  - As part of other subjects depending on the skill
  - School club activity

- Or any combination.
Support Resources and Timeline

Information since September 2017

- Sample Challenges and programme information on website and on our Primary, Lower Secondary sites

Published January 2018

- Teacher Guide and Curriculum Framework

Training from Spring 2018

- F2F Training

........launch June 2018
Support Resources

Curriculum Framework
Cambridge Primary
Global Perspectives® 0838

Teacher Guide
Cambridge Lower Secondary
Global Perspectives
A Personal
A Local/National
A Global Context
A Common Qualification structure

- Three Common Assessment Objectives
  - Research, Analysis and Evaluation
  - Reflection
  - Communication and Collaboration

- A common range of skills developed

<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>AO1</th>
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<tr>
<td>Research</td>
<td></td>
<td></td>
<td>Communication &amp; Collaboration</td>
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<td>Evaluation</td>
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Range of Thinking, Learning, and Creative Skills developed

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</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Problem Solving</td>
<td>Memory Skills</td>
<td>Decision Making</td>
<td>Global perspective</td>
<td>Written</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Information Skills</td>
<td>Critical Thinking</td>
<td></td>
<td>Creative Thinking</td>
<td>Empathy</td>
<td>Visual</td>
<td>Goal setting</td>
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<tr>
<td>Questioning</td>
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<td>Imagining</td>
<td>Oral</td>
<td>Innovating</td>
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<td>IT</td>
<td>Brainstorming</td>
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</tbody>
</table>

|                      | Written                                | Visual           | Oral              | IT                | Aural (listening)  |
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Qualification structure IGCSE

Three Components:

- Written Examination-1hr 15mins data response compulsory
  - Externally set and assessed
- Individual Report-1500 to 2000 word student selected essay
  - Internally set and Cambridge assessed
- Team Project - a collaborative investigation
  - Both individual and team elements including an outcome and collaborative team explanation and an individual reflective paper
  - Internally assessed and Cambridge moderated
IGCSE Topics

Written Examination
- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport systems

Individual Report
- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Sustainable living

Team Project
- Conflict and peace
- Sport and recreation
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Tradition, culture and identity
- Water, food and agriculture
Read the information in the accompanying Resource Booklet and answer all of Questions 1–4.

1. Study Sources 1 and 2.

   (a) Identify the trend in the number of people travelling by air between 1990 and 2020 shown in Source 1.

   ........................................................................................................................................................................
   ........................................................................................................................................................................... [1]

   (b) Identify two causes from Source 2 for the change in the number of international passengers.

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   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................ [2]

   (c) Which cause of the change in the number of international passengers do you think is the most important? Explain why.
(d) Explain one global and one local consequence of the change in the number of people travelling by air.

Global consequence: ..................................................................................................................................................
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Local consequence: ..................................................................................................................................................
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[6]
A Level (9239) – the Critical path
A Level - the Critical Path

Deconstruction

Reconstruction

Reflection

Communication & Collaboration

Detailed analysis of a point of view

Carry out research, identify and evaluate evidence for and against competing points of view

Explore the impact of research on personal perspectives

Communicate views, information and research effectively and convincingly
# A Common Qualification structure

- Three Common Assessment Objectives
  - Research, Analysis and Evaluation
  - Reflection
  - Communication and Collaboration
- A common range of skills developed

## Assessment Objectives

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<td>Problem Solving - Critical Thinking</td>
<td>Memory Skills - Decision Making - Creative Thinking</td>
<td>- Global perspective</td>
<td>- Empathy</td>
<td>- Written</td>
<td>- Teamwork - Goal setting - Innovating - Brainstorming</td>
</tr>
<tr>
<td>Written - Visual - Oral - IT</td>
<td>Aural (listening)</td>
<td>Teamwork - Goal setting - Innovating - Brainstorming</td>
<td>- Imagining</td>
<td>- Aural (listening)</td>
<td>- Written - Visual - Oral - IT - Aural (listening)</td>
<td>- Teamwork</td>
</tr>
</tbody>
</table>
Qualification structure A Level

Four Components:

- Year One - all externally assessed by Cambridge
  - Written Examination - 1hr 30mins data response compulsory
  - Individual Essay - 1750 to 2000 word student selected essay
  - Team Project - a collaborative investigation with both individual and team elements including a presentation (using multimedia) and an 800 word individual reflective paper

- Year Two - internally marked, Cambridge moderated
  - Cambridge Research Report – a 5000 word student selected research question
## AS Level Topics

<table>
<thead>
<tr>
<th>Alternatives to oil</th>
<th>Industrial pollution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural priorities</td>
<td>International law</td>
</tr>
<tr>
<td>Artificial Intelligence</td>
<td>International sport</td>
</tr>
<tr>
<td>Arts in an international context</td>
<td>Medical ethics and priorities</td>
</tr>
<tr>
<td>Biodiversity</td>
<td>Migration and work</td>
</tr>
<tr>
<td>Changing national identities</td>
<td>Political systems</td>
</tr>
<tr>
<td>Climate change</td>
<td>Religious-secular divide</td>
</tr>
<tr>
<td>Cultural heritage</td>
<td>Rise of global superpowers</td>
</tr>
<tr>
<td>Endangered cultures</td>
<td>Standard of living/quality of life</td>
</tr>
<tr>
<td>Ethical foreign policies</td>
<td>Sustainable futures</td>
</tr>
<tr>
<td>Ethics and economics of food</td>
<td>Technology and lifestyles</td>
</tr>
<tr>
<td>Gender issues</td>
<td>Tourism</td>
</tr>
<tr>
<td>Genetic engineering</td>
<td>Transnational organisations (e.g. UN, EU, NATO)</td>
</tr>
<tr>
<td>Global economic activity</td>
<td>Transport</td>
</tr>
<tr>
<td>Impact of the internet</td>
<td>Urbanisation</td>
</tr>
</tbody>
</table>
A Level Multiple Themes

Candidates research global topics through as many different themes as is relevant:

- Technology
- Culture
- Science
- Economics
- Politics
- Environment
- Ethics

Global topic
Read the documents in the accompanying Resource Booklet and answer all the questions.

Access to the internet

   (a) Identify two of the basic human rights mentioned by the author of Document 1. [2]
   (b) Identify two ways the author thinks that access to the internet meets basic human rights. [2]

2. How convincing is the argument in Document 1 that internet access is a basic human right?
   In your answer, you should evaluate the strengths and weaknesses of the argument. [12]

3. Study Documents 1 and 2.
   To what extent is the argument in Document 2 stronger than that in Document 1? [14]
## Essay question marking criteria: AS

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Marks 29–35</th>
<th>The essay shows:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• <strong>Excellent communication skills</strong> and is clearly and engagingly written and structured. Citation and referencing of sources are full, effective and correctly structured.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Relevant and credible sources of evidence</strong> used which are full, detailed and <strong>globally contrasting</strong> to support full and effective judgements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Analysis of the sources shows a full understanding of their arguments and structure. Critical evaluation</strong> of the sources across a wide range of criteria such as: nature, strengths, weaknesses, implications and reasoning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Research</strong> of two or more globally contrasting perspectives showing <strong>balance and empathy</strong> for their positions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Full, detailed and globally contrasting perspectives</strong> used to support full and effective judgements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Analysis of perspectives shows a complex and full understanding of their arguments and structure. Critical evaluation</strong> of these perspectives across a wide range of criteria such as: nature, strengths, weaknesses, implications and reasoning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A <strong>full, supported, balanced and reflective conclusion</strong>, showing reflection through an evaluative understanding of the impact of alternative perspectives and conclusions on the personal standpoint. <strong>It identifies accurately the need for further research.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Marks 22–28</th>
<th>The essay shows:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• <strong>Very good communication skills</strong> and is clearly written and structured. Citation and referencing of sources are effective and correctly structured.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Relevant and credible sources of evidence</strong> used which are <strong>detailed and globally contrasting</strong> to support effective judgements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Analysis of the sources shows a very good understanding of their arguments and structure. Critical evaluation</strong> of the sources across criteria such as: nature, strengths, weaknesses, implications and reasoning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Research</strong> of two globally contrasting perspectives, showing <strong>balance and some empathy</strong> for their positions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Detailed and globally contrasting perspectives</strong> used to support effective judgements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Analysis of perspectives shows a very good understanding of their arguments and structure.</strong> These perspectives are critically evaluated across criteria such as: nature, strengths, weaknesses, implications and reasoning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A <strong>supported and reflective conclusion</strong>, showing reflection through an evaluative understanding of the impact of alternative perspectives and conclusions on the personal standpoint. <strong>It is likely to identify the need for further research.</strong></td>
</tr>
<tr>
<td>Level</td>
<td>Marks</td>
<td>The essay shows:</td>
</tr>
<tr>
<td>--------</td>
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<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Level 3| 15–21  | **Good communication skills** and is clearly written with some structure. Citation and referencing of sources are present but may not be complete.  
L**evel  | 15–21  | **Good communication skills** and is clearly written with some structure. Citation and referencing of sources are present but may not be complete.  
**Relevant and credible sources of evidence** used which are **contrast**ing and used to support judgement/s.  
**Analysis of the sources shows a good understanding of their arguments and structure.** Evaluation of the sources across some criteria, although the treatment of these will be either narrow or uneven in depth.  
**Research** of two globally contrasting perspectives, showing **some empathy** for their positions.  
**Globally contrasting perspectives** to support some global judgement/s.  
**Analysis of perspectives shows a good understanding of their arguments and structure.** These perspectives are evaluated across some criteria, although the treatment of these will be either narrow or uneven in depth.  
**A supported conclusion, showing an element of reflection** on the impact of alternative perspectives and conclusions on the personal standpoint. **It may attempt to identify the need for further research.** |
| Level 2| 8–14   | **Some communication skills**, although clarity and structure may be uneven. Citation and referencing of sources, if present, will not be complete.  
**Sources of evidence** used may show **some contrast** though any judgements lack a developed global dimension.  
**Analysis of the sources shows some understanding of their arguments and structure.** Attempted evaluation which is assertive and undeveloped.  
**Research** of two perspectives; showing **limited empathy** for positions.  
**Perspectives containing some contrast** although any judgements lack a developed global dimension.  
**Attempted analysis of perspectives showing a limited understanding of their arguments and structure.** Attempted evaluation will be assertive and undeveloped.  
**A conclusion** which may not be effectively supported by the argument, and only has hints of reflection. |
| Level 1| 1–7    | **Limited communication skills.** Referencing of sources, if present, will be very limited or inaccurate.  
**Sources of evidence** provided will be **unspecific or descriptive.**  
**Limited source/s of evidence** used which do **not show effective contrast** and any judgements attempted are assertive.  
**Identification of vague perspective/s;** showing limited empathy for any position/s.  
**No effective contrast** made between perspectives. Any judgements are assertive and lack a global dimension.  
**Analysis of perspectives showing a limited understanding** of their arguments and/or structure. Attempted evaluation will be assertive and undeveloped.  
**No adequate conclusion.** At best there may be hints or assertions of reflection. |
| Level 0| 0      | No creditworthy material has been submitted. |
By repeatedly using the GP approach:

- Less ‘scaffolding’ - more learner independence as course develops
- Repeated use of these reasoning skills makes these skills ‘habits of mind’
- Skills become transferrable, and used in a cross-curricular manner
Summary: Active Learning

- Teacher as active facilitator
- Open peer-based discussion not didactic teaching
- Learners reflect on evidence, arguments, ideas etc and on their own perspective
- Learners present their reasoning and reflection to their peers
Centre considerations

Implementation:
- Whole school commitment
- Teacher characteristics and engagement
- Timetabling
- Peer teaching
Cambridge Support Resources

- Our Cambridge Online Learning Area
- Teacher Support Site
  - Specimen Papers
  - Schemes of Work
  - Teacher Guides
  - Past Papers
  - Exemplars
  - Principal Examiner Reports
- Textbooks
- F2F Training: Introductory and Extension
- Online Self Study Coursework Training
Our free to Cambridge centres Online Learning Area

- An eLearning platform for both teachers and learners
- An optional IGCSE and AS eLearning course
- Topic based and centre based community groups for collaboration
- ePortfolios and reflective log space for both individual and group work

Our eLearning courses

- Designed for teachers and learners
- Supports the ‘flipped’ classroom
- Encourages regular reflection and the use of portfolio tools
- Can be customised by the teacher

It also provides a common foundation to support subsequent collaboration…
Stage 5. Selecting your methods

Weighing up the advantages and disadvantages of each method continued

Focus groups – free-form interviews consisting of more than five participants – are popular in social and market research as a way of overcoming a researcher’s own preconceptions. They are a hard method to get right, however.

Surveys
Survey research – sometimes called ‘questionnaire research’ – is a popular method across a range of academic and commercial fields. It is seen, often wrongly, as an easy method to use.

Interviews
Interviews can take many forms. Structured interviews are effectively one-to-one surveys conducted in-person, online or on the phone. Other forms of ‘qualitative interview’ are much more exploratory and open ended and can take a long time to conduct.

Focus Groups
Focus groups – free-form interviews consisting of more than five participants – are popular in social and market research as a way of overcoming a researcher’s own preconceptions. They are a hard method to get right, however.
Users of our Online Learning Area
Recent Cambridge Assessment research has shown that collaboration can be defined as comprising six elements:

- Social interdependence,
- Conflict resolution,
- Introduction of new ideas,
- Sharing resources,
- Cooperation
- ....and communication


Collaboration in the 21st century: Implications for assessment

Research Matters, Issue 22, Summer 2016
2016 UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills.

Reviewed Cambridge International AS & A Level Global Perspectives to analyse its comparability with the UK education system.

The study found that the qualification is comparable to UK A Level and that it develops skills that ‘are particularly relevant in preparing students for higher education study internationally’.
Higher Education recognition

Sign up to a Statement of support:

The aims of the Cambridge Global Perspectives & Research A Level are:

- Engagement with a rigorous college-level curriculum
- Promotion of a critical, questioning approach to information
- Development of disciplined and scholarly research skills applied to topics of global relevance
- Primarily US, plus Canada, India, Australia and UK

In Addition… Specific General Elective Credit for A Level Global Perspectives & Research

- MIT, USA
- University of Washington
- University of Toronto
- University of Maryland
- All 28 Florida State Universities and Colleges

As of February 2018 - see website for latest situation

www.cie.org.uk/recognitionsearch
Global Perspectives now compulsory at AS

What’s changing about the Cambridge AICE Diploma?
To ensure the Diploma develops breadth as well as depth and to provide learners with a robust, rigorous and challenging programme, we are introducing some changes effective for first award from June 2017.

- Learners will have to achieve a minimum of seven credits, rather than six credits, to achieve the Diploma.
- A compulsory core of Cambridge International AS Level Global Perspectives & Research is awarded one credit.
- Group 4 is now called ‘Interdisciplinary and skills-based subjects’. A maximum of two credits from this group can count towards the Diploma.
- Cambridge International AS & A Level Thinking Skills and Cambridge International AS Level General Paper are only available in Group 4.
- Our new Cambridge International AS & A Level Global Perspectives & Research (9239) will count towards the Diploma.
- Cambridge Pre-U Global Perspectives & Research (9766 and 9777) will not count towards the revised Diploma.
AICE Diploma Requirements and Credits

Total of seven credits required for Diploma

- Cambridge International AS Level = one credit
- Cambridge International A Level = two credits

Learners can accumulate credits for the Diploma over a 25-month period.

<table>
<thead>
<tr>
<th>A Levels (2 credits each)</th>
<th>AS Levels (1 credit each)</th>
<th>Cambridge International AS Level Global Perspectives &amp; Research (9239)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>0</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>
Next Steps:

A Level review, publish syllabus 2020, first exam 2023

- External v internal assessment of coursework
- Opportunities for eAssessment
- Input from recent research on collaboration

Global Perspectives 5-14 roll out internationally

- From June 2018

Cambridge International Project Qualification

- Standalone research qualification
- Publish syllabus 2018 first exam 2020
Thank You

Any Questions?
Cambridge Global Perspectives
the core of the curriculum