

Partner Schools
Global Network

SCHOOLS NOW! **2018**

Innovation in Education
(System, School and Classroom)





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

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Cambridge Global Perspectives®

- ▶ 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
Pathway**



A clear path for educational success from age 5 to 19

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

*Age ranges are for guidance only

Learn • Discover • Achieve



Cambridge Assessment
International Education

Why a focus on skills?



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>

Current PISA Developments

- ▶ 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 includescritical thinking, problem solving, self management and collaboration skills.”

Bringing Global Perspectives skills into the classroom – An Activity

***If the
World
were
100
People
...***

	Your answer	Group answer	True answer
? Females			
? Males			
? Children			
? Adults			
? Adults age 65 and older			
? Asians			
? Africans			
? People from the Americas			
? Europeans			
? would be Christian			
? would be Muslim			
? would be Hindu			
? would be Buddhist			
? would practice other religions			
? would not practice a religion			
? would speak Chinese			

Cambridge Global Perspectives the core of the curriculum



What is Global Perspectives?

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

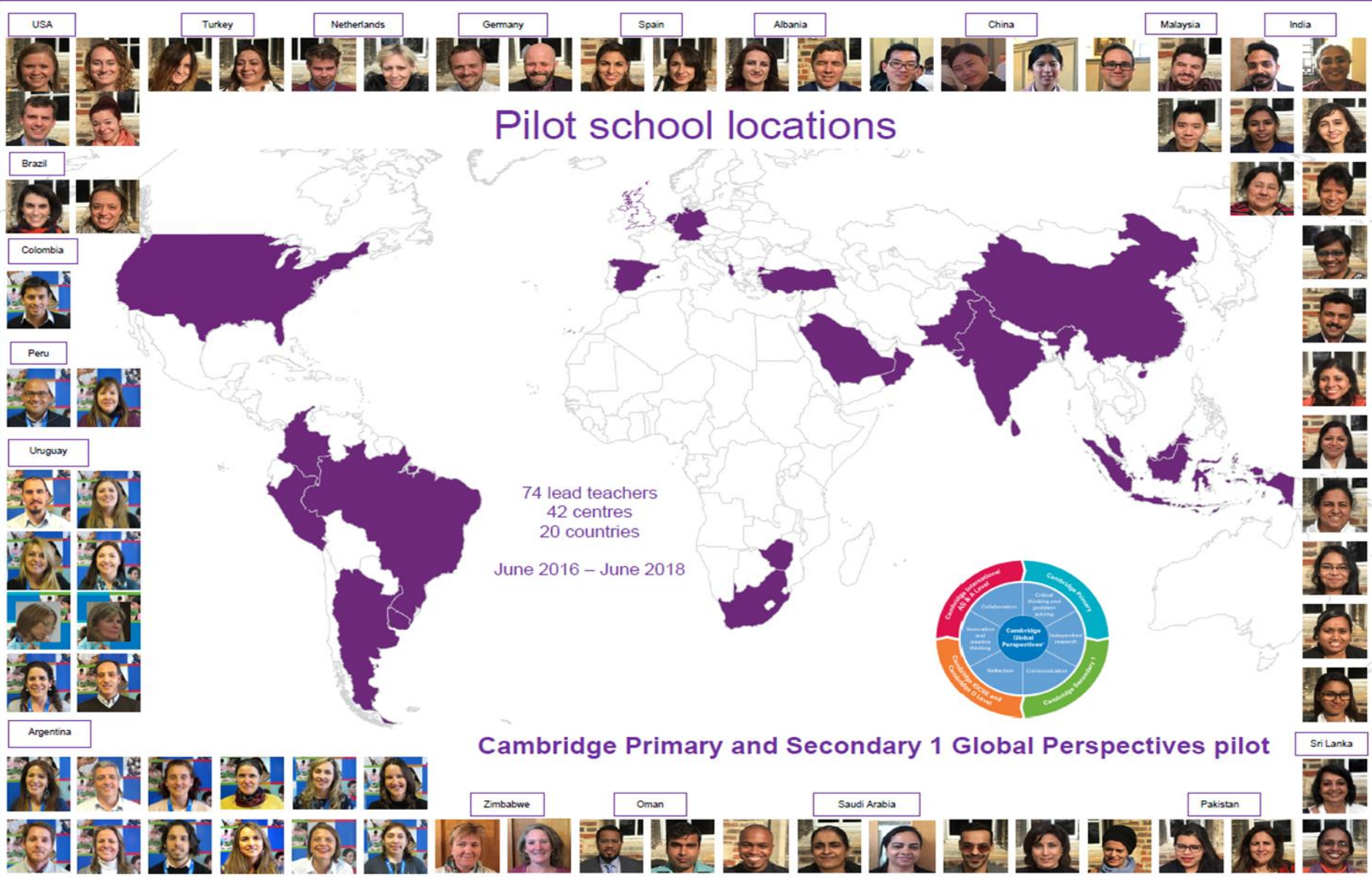
- ▶ Three Common Assessment Objectives
 - ▶ Research, Analysis and Evaluation
 - ▶ Reflection
 - ▶ Communication and Collaboration
- ▶ A common range of skills developed

Assessment Objectives						
AO1			AO2		AO3	
Research	Analysis	Evaluation		Reflection (Metacognition)	Communication & Collaboration	
Range of 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

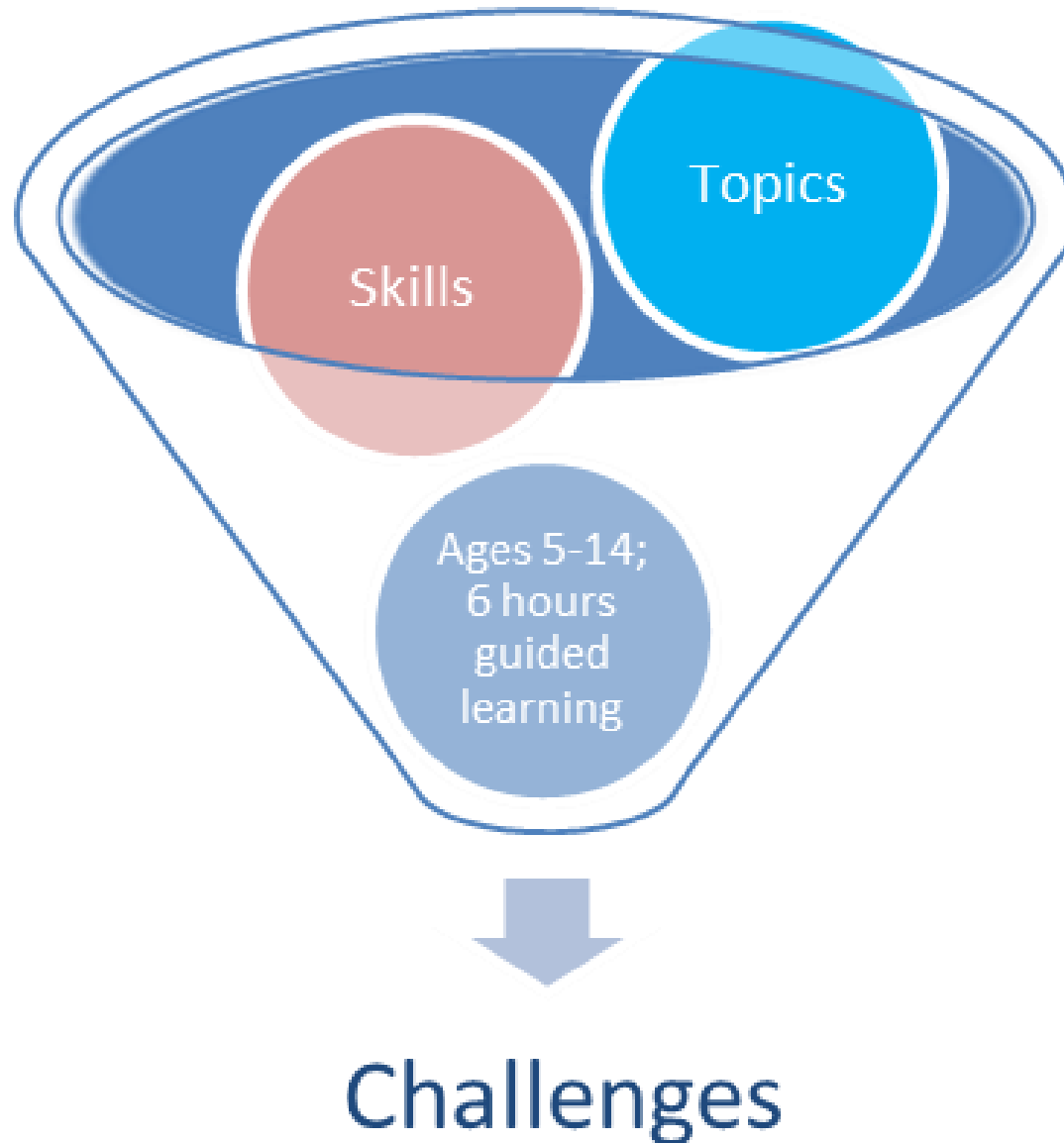
Cambridge Global Perspectives 5-14

- ▶ 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



An example of a Challenge

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	Learners can talk about the reliability of their source(s) when they carry out their research Learners can explain the purpose of a source and whether it might be written from a particular point of view Learners are able to identify potential areas of bias in a source Learners are able to describe the author(s) of a source in terms of experience and qualifications Learners start to make judgments about the validity of a source, comparing one source with another and stating which they think might be better
Analysis	
Find and interpret simple patterns in graphical or numerical data	Learners collect information on a particular educational issue, checking their data in more than one resource to help ensure its validity Learners report statistics back to the rest of the class, showing clear understanding of the data Learners can find and describe patterns and trends in data and make comparisons with their own context 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

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

	Skill	Topic				
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
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 1		Term 2		Term 3	



Primary Challenges

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



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

X

Title	Topic	Stage	Skill
How do I communicate with people?	Improving communication	6	Reflection
Taking part	Sport and leisure	6	Collaboration

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

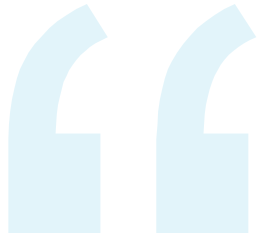
Compare and synthesise information from a range of sources recognising that some sources may be biased.

Learning objectives – an example

Stage 2
Research
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Carry out a task in order to contribute to a shared outcome • Work positively with others, contributing to a shared outcome
Communication
<ul style="list-style-type: none"> • Talk about a given topic, giving relevant information • Listen to others in class discussions and respond with simple and relevant questions



Pilot feedback - Perspectives

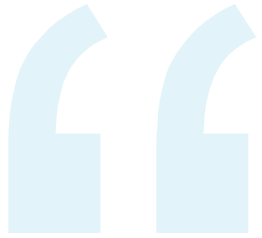


The activities are always spread out into three levels of personal, local and global which not only made it more relatable to the students' own lives but also opened them up to the entire world.



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

Pilot feedback – Teacher impact



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 makes 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

Lower Secondary
Checkpoint

Primary
Checkpoint

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)	
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	Term 1		Term 2		Term 3	

Assessment: Summative Example

Primary Checkpoint (Team Project, Stage 6)

In groups learners choose from any of the GP topics and then carry out a collaborative project.

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

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

Summary (1)

- ▶ 50 Challenges
 - ▶ 24 Topics
 - ▶ 6 skills
 - ▶ 3 Perspectives
-
- ▶ Plus 2 Checkpoints, one at age11 and one at age14

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
- ▶ <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/cambridge-primary/curriculum/cambridge-primary-global-perspectives/>

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

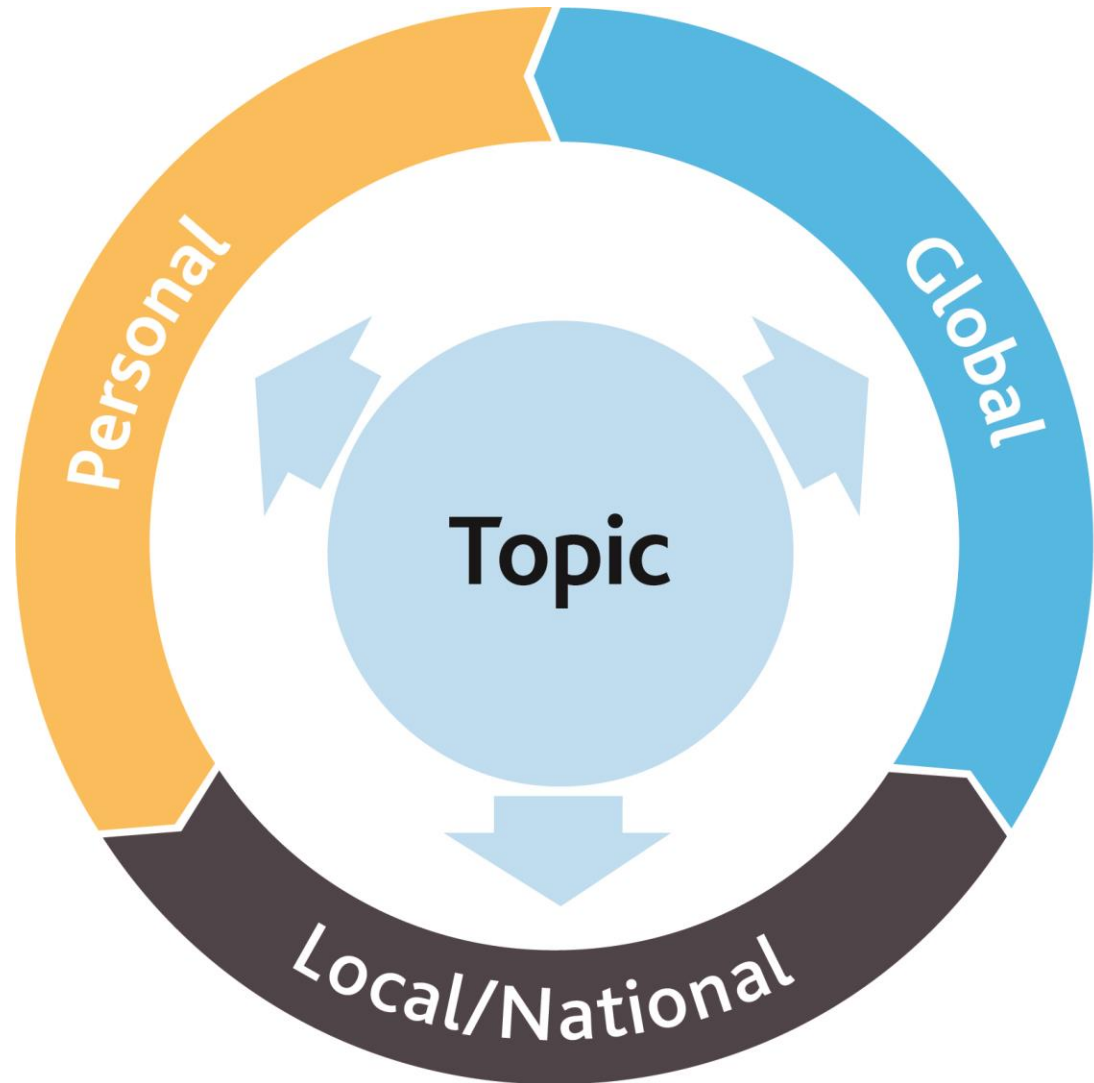


Teacher Guide
Cambridge Lower Secondary
Global Perspectives



IGCSE (0457)

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

Assessment Objectives						
AO1			AO2		AO3	
Research	Analysis	Evaluation		Reflection (Metacognition)	Communication & Collaboration	
Range of 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

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

- ▶ Digital world
- ▶ Family
- ▶ Humans and other species
- ▶ Trade and aid

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

Written examination question: IGCSE

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.

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

- (c)** Which cause of the change in the number of international passengers do you think is the most important? Explain why.

Written examination question: IGCSE

- (d) Explain **one** global and **one** local consequence of the change in the number of people travelling by air.

Global consequence:

.....

.....

.....

.....

.....

Local consequence:

.....

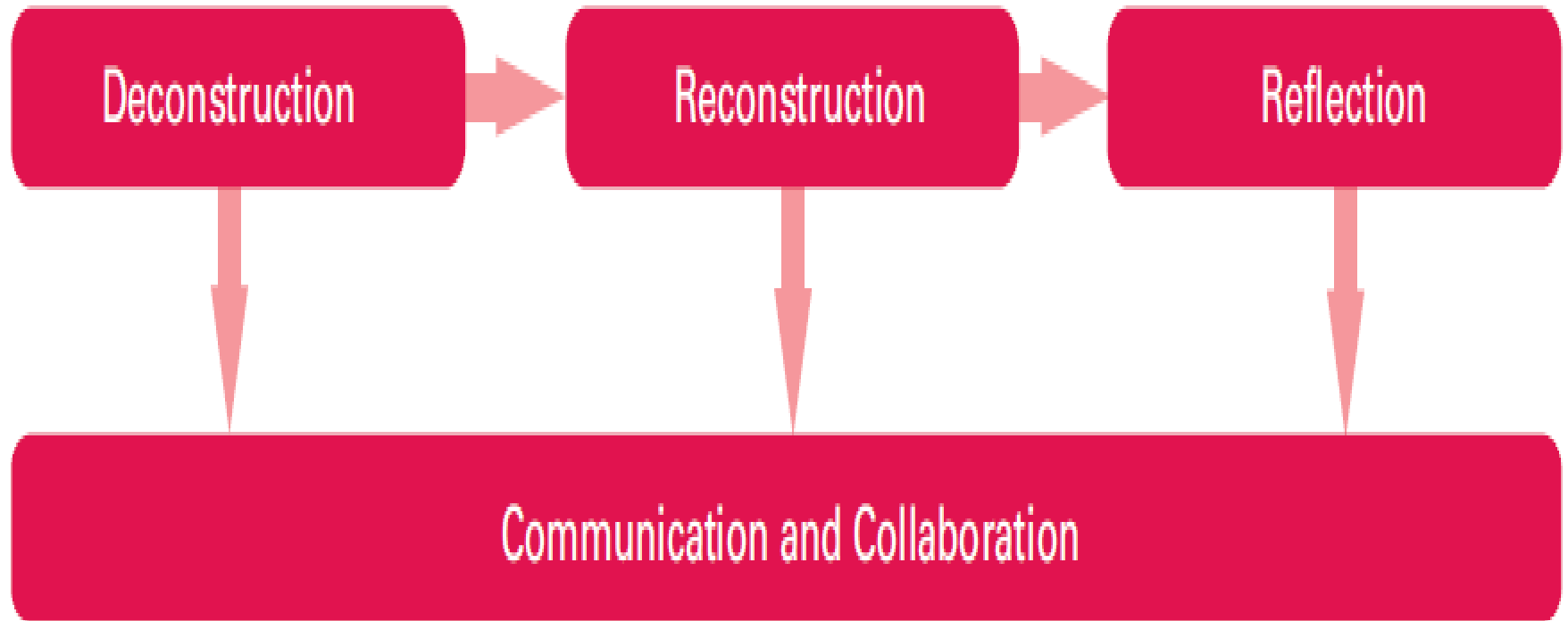
.....

.....

.....

..... [6]

A Level (9239) – the Critical path



A Level - the Critical Path

Deconstruction

Detailed analysis of a point of view

Reconstruction

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

Reflection

Explore the impact of research on personal perspectives

Communication & Collaboration

Communicate views, information and research effectively and convincingly



A Common Qualification structure

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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

Alternatives to oil
Architectural priorities
Artificial Intelligence
Arts in an international context
Biodiversity
Changing national identities
Climate change
Cultural heritage
Endangered cultures
Ethical foreign policies
Ethics and economics of food
Gender issues
Genetic engineering
Global economic activity
Impact of the internet

Industrial pollution
International law
International sport
Medical ethics and priorities
Migration and work
Political systems
Religious-secular divide
Rise of global superpowers
Standard of living/quality of life
Sustainable futures
Technology and lifestyles
Tourism
Transnational organisations (e.g. UN, EU, NATO)
Transport
Urbanisation

A Level Multiple Themes

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



Written examination question: AS

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

Access to the internet

1 Study Document 1.

(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]

[Total: 30]

Essay question marking criteria: AS

Level 5	Marks 29–35	<p>The essay shows:</p> <ul style="list-style-type: none"> • Excellent communication skills and is clearly and engagingly written and structured. Citation and referencing of sources are full, effective and correctly structured. • Relevant and credible sources of evidence used which are full, detailed and globally contrasting to support full and effective judgements. • Analysis of the sources shows a full understanding of their arguments and structure. Critical evaluation of the sources across a wide range of criteria such as: nature, strengths, weaknesses, implications and reasoning. • Research of two or more globally contrasting perspectives showing balance and empathy for their positions. • Full, detailed and globally contrasting perspectives used to support full and effective judgements. • Analysis of perspectives shows a complex and full understanding of their arguments and structure. Critical evaluation of these perspectives across a wide range of criteria such as: nature, strengths, weaknesses, implications and reasoning. • A full, supported, balanced and reflective conclusion, showing reflection through an evaluative understanding of the impact of alternative perspectives and conclusions on the personal standpoint. It identifies accurately the need for further research.
Level 4	Marks 22–28	<p>The essay shows:</p> <ul style="list-style-type: none"> • Very good communication skills and is clearly written and structured. Citation and referencing of sources are effective and correctly structured. • Relevant and credible sources of evidence used which are detailed and globally contrasting to support effective judgements. • Analysis of the sources shows a very good understanding of their arguments and structure. Critical evaluation of the sources across criteria such as: nature, strengths, weaknesses, implications and reasoning. • Research of two globally contrasting perspectives, showing balance and some empathy for their positions. • Detailed and globally contrasting perspectives used to support effective judgements. • Analysis of perspectives shows a very good understanding of their arguments and structure. These perspectives are critically evaluated across criteria such as: nature, strengths, weaknesses, implications and reasoning. • A supported and reflective conclusion, showing reflection through an evaluative understanding of the impact of alternative perspectives and conclusions on the personal standpoint. It is likely to identify the need for further research.

Essay question marking criteria: AS

Level 3	Marks 15–21	<p>The essay shows:</p> <ul style="list-style-type: none"> • 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 contrasting 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	Marks 8–14	<p>The essay shows:</p> <ul style="list-style-type: none"> • 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	Marks 1–7	<p>The essay shows:</p> <ul style="list-style-type: none"> • 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.

Summary - what will you see in the classroom?

- ▶ 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

Cambridge Support Resources.....plus

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

<http://learning.cie.org.uk/professionaldevelopment/login/index.php>

Cambridge Global Perspectives®

Welcome to our Online Learning Area for teachers and students. This is a secure space for teachers and students to access syllabus resources, course content and to collaborate with other schools.

NEW Latest update February 2016: IGCSE 0457 coursework checklists for teachers



Welcome! Do ask us a question if you need any help

Help



Learners



Teachers



Collaboration



Courses

Cambridge IGCSE / O Level



Cambridge International AS and A Level



ePortfolio



Cambridge Assessment
International Education

Our eLearning courses

CAMBRIDGE
International Examinations

Focus on the Essay

Menu

- > Introduction
 - Welcome
 - Using these notes
 - Videos within notes
 - Outcomes of this module
 - Completing the module
- > Understanding the essay
- > Designing and planning
- > Researching different perspectives
- > Analysing and evaluating
- > Reflection and further research
- > Writing the essay
- > Marking and assessment
- > Final reflection
- > Help

Search...

- 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...

Learner Guide



A Learner's Guide to the Cambridge Research Report [25mb]

24.4MB PDF document

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.

Use the buttons to identify the Pros and Cons of Focus Groups listed.

Proceed

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.



CONTENTS

About this guide

A Learner's Guide to writing a research report

Stage 1. Selecting your topic

Stage 2. Developing your research question

Stage 3. The practical and personal considerations of research design

Stage 4. Desk research: identifying, searching and reviewing the literature

Stage 5. Selecting your methods

Answering your research question: what methods do this best?

Selecting your primary research methods

Weighing up the advantages and disadvantages of each method

Thinking about 'methodology' and research design

'Valid' and 'reliable' research designs

Considering the ethics of your research

Protection in research: Consider your safety

Consider the risk to those who are part of your research process

Stage 6. Gathering primary data (fieldwork)

Stage 7. Analysing your data

Stage 8. Writing up your Cambridge Research Report

Users of our Online Learning Area



Research: 'Collaboration'

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

Source: <http://www.cambridgeassessment.org.uk/news/our-publications/research-matters/>

Collaboration in the 21st century: Implications for assessment

Research Matters, Issue 22, Summer 2016

Research: NARIC Benchmarking

- ▶ 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

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/recognition/cambridge-global-perspectives/>

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

AICE Diploma-summary of changes



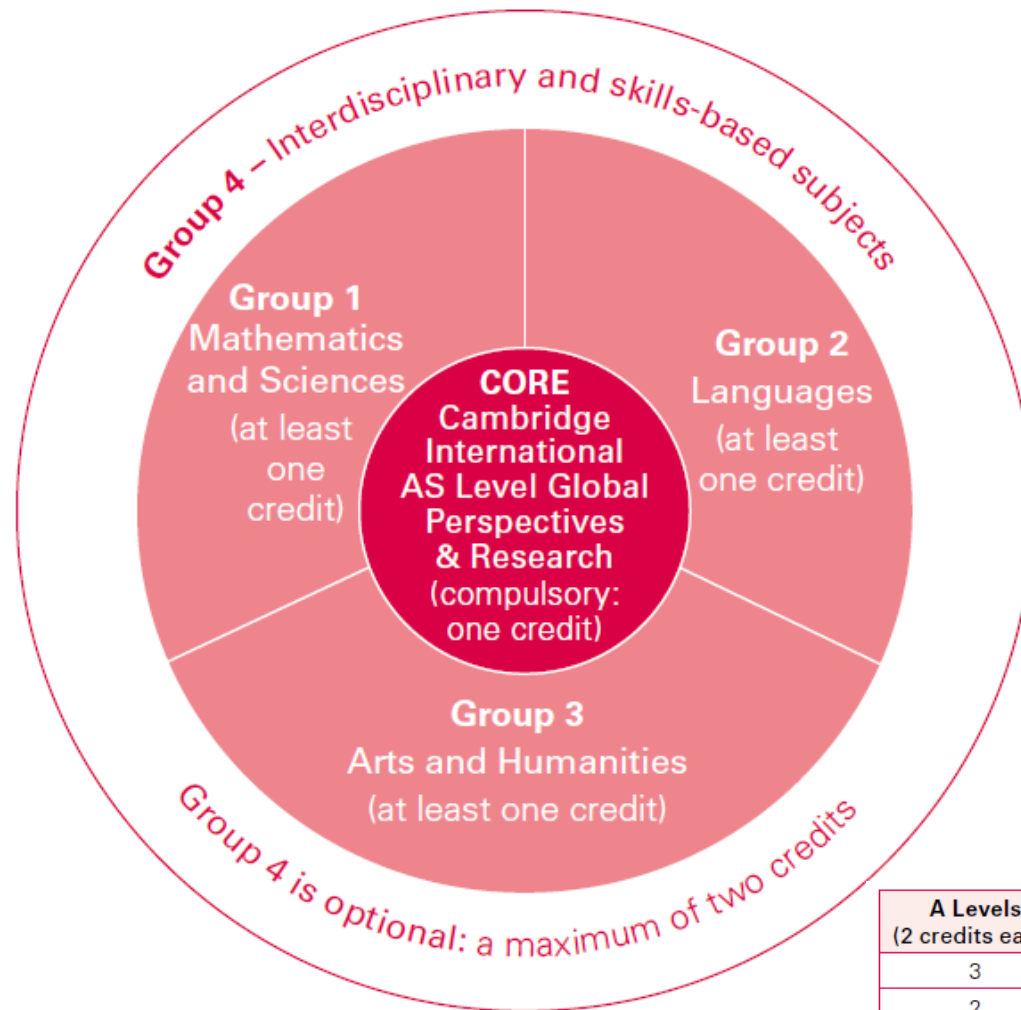
► Global Perspectives now compulsory at AS

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.

A Levels (2 credits each)	AS Levels (1 credit each)	Cambridge International AS Level Global Perspectives & Research (9239)	Total
3	0	1	7 credits
2	2	1	7 credits
1	4	1	7 credits
0	6	1	7 credits



Cambridge Assessment
International Education

Next Steps:

A Level review, publish syllabus 2020, first exam 2023

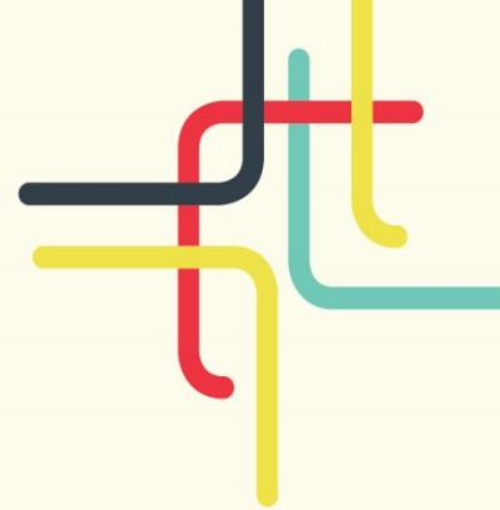
- ▶ External v internal assessment of coursework
- ▶ Opportunities for eAssessment
- ▶ Input from recent research on collaboration

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

