



Cambridge Assessment
International Education

Preparing for success in Primary and Lower Secondary Global Perspectives

Ashley Small
Assessment Manager

19th September 2018



Content

Presentation content:

- ▶ Global Perspectives as a subject
- ▶ What the Primary and Lower Secondary Global Perspectives programmes involve
- ▶ Different ways the programmes can be implemented
- ▶ How to prepare learners for success in the Checkpoint assessments

Cambridge Global Perspectives



- ▶ Suite of syllabuses along the Cambridge Pathway
- ▶ Teach and assess skills rather than content

Cambridge Global Perspectives

- ▶ Common assessment objectives across the suite

AO1 Research, analysis and evaluation

AO2 Reflection

AO3 Communication and collaboration

Cambridge Global Perspectives

► Topics of global relevance

Fuel and energy

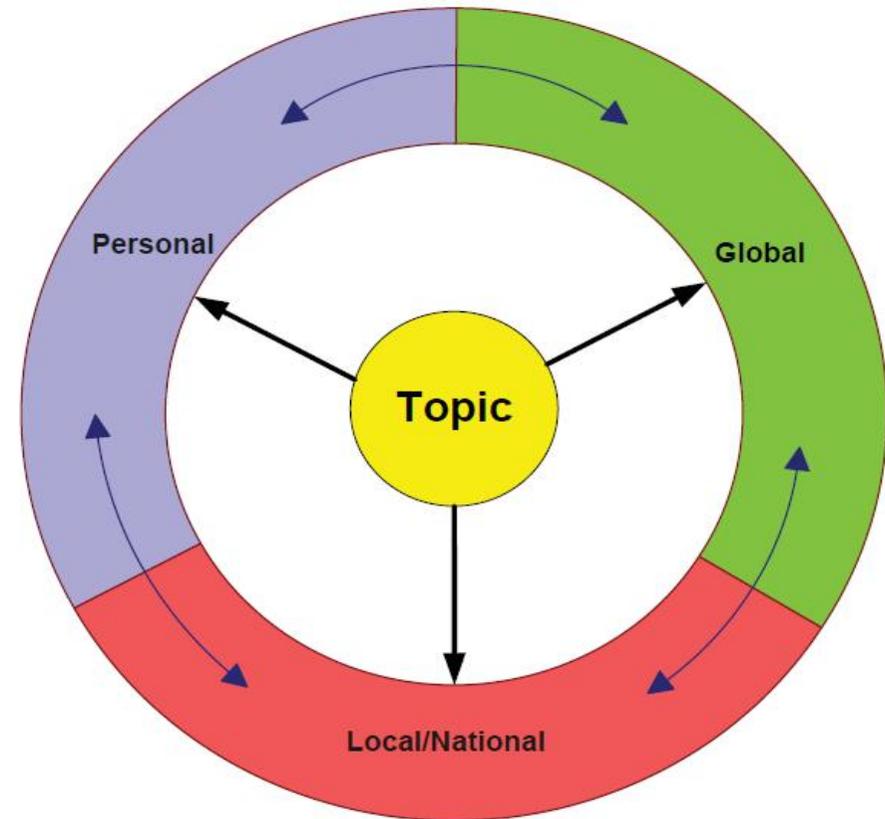
Digital world

Trade and aid

Sustainability

Language and communication

Human rights



Structure of the programmes

▶ The Primary and Lower Secondary programmes include:

- ▶ Challenges
 - ▶ Learning objectives
 - ▶ Global Perspectives Primary and Lower Secondary topics
 - ▶ Primary Checkpoint Global Perspectives
 - ▶ Lower Secondary Checkpoint Global Perspectives
- Formative assessment*
- Summative assessment*

Challenges

- ▶ Challenges are:
 - ▶ A sequence of activities which can be taught in around 6 hours
 - ▶ Based on one of the Global Perspectives Primary or Lower Secondary Topics
 - ▶ Designed to support the development of a particular skill

- ▶ Challenges are not:
 - ▶ Lesson plans
 - ▶ Compulsory
 - ▶ Designed to teach knowledge of the topic

Examples: [Why soil is important](#)
[When less is more](#)

Topics

| | | |
|------------------------------|-------------------------|-----------------------------|
| Keeping healthy | Moving to a new country | Understanding belief |
| Keeping the peace | People – young and old | Reduce, reuse, recycle |
| Rich and poor | The world of work | Looking after planet Earth |
| Obeying the law | The right to learn | Sport and leisure |
| Values and beliefs | Using energy | Families |
| Water, food and farming | Worldwide companies | Living and working together |
| Working with other countries | Moving goods and people | Sharing planet Earth |
| Keeping safe | Improving communication | Computers and technology |

| | | |
|---------------------------------|------------------------------|---------------------------------|
| Disease and health | Migration | Belief systems |
| Conflict and peace | Demographic change | Sustainability |
| Poverty and inequality | Employment | Biodiversity and ecosystem loss |
| Law and criminality | Education for all | Sport and recreation |
| Tradition, culture and identity | Fuel and energy | Family |
| Water, food and agriculture | Globalisation | Changing communities |
| Trade and aid | Transport and infrastructure | Humans and other species |
| Human rights | Language and communication | Digital world |

Primary Challenges

| | | | | | | |
|----------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Stage 6 | Analysis: Using energy <i>Powering our lives</i> | Reflection: Improving communication <i>How do I communicate with people?</i> | Evaluation: Values and beliefs <i>If I was a world leader</i> | Collaboration: Sport and leisure <i>Taking part</i> | Checkpoint: Team Project | |
| Stage 5 | Collaboration: The world of work <i>Will a robot do your job?</i> | Analysis: Keeping healthy <i>How can we stay healthy?</i> | Communication: Sharing planet Earth <i>What is the cost of my stuff?</i> | Reflection: Reduce, reuse, recycle <i>Where does all our packaging go?</i> | Research: Water, food and farming <i>Making a splash!</i> | Evaluation: Working with other countries <i>How are countries different?</i> |
| Stage 4 | Research: Rich and poor <i>My chocolate bar</i> | Evaluation: Water, food and farming <i>What does my lunch cost?</i> | Reflection: Living and working together <i>Helping people belong</i> | Research: Moving goods and people <i>A taste for foreign foods</i> | Collaboration: Keeping healthy <i>How healthy is your diet?</i> | Communication: Keeping the peace <i>Making peace</i> |
| Stage 3 | Reflection: Moving goods and people <i>Getting to school</i> | Analysis: Keeping safe <i>How do homes provide safe shelter?</i> | Research: Sharing planet Earth <i>Can we share planet Earth?</i> | Reflection: Reduce, reuse, recycle <i>Can we use less?</i> | Communication: Water, food and farming <i>Be water-wise!</i> | Research: The right to learn <i>Looking at our school</i> |
| Stage 2 | Research: Keeping healthy <i>A healthy body</i> | Collaboration: Looking after planet Earth <i>Helping animals</i> | Evaluation: Water, food and farming <i>Why is soil important?</i> | Communication: People – young and old <i>When I'm sixty-four</i> | Reflection: Families <i>Family matters</i> | Analysis: Sport and leisure <i>Ready, steady go!</i> |
| Stage 1 | Communication: People – young and old <i>Growing and growing up</i> | Analysis: Water, food and farming <i>Fun with fruit!</i> | Research: The world of work <i>Working and having a job</i> | Collaboration: Improving communication <i>Working together</i> | Evaluation: Looking after planet Earth <i>Looking after our world</i> | Reflection: The right to learn <i>Learning new things</i> |

Lower Secondary Challenges

| Lower Secondary Challenges | | | | | | |
|----------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------|
| Stage 9 | Reflection: Conflict and peace <i>Scarce resources</i> | Research: Disease and health <i>Can disease be prevented?</i> | Evaluation: Language and communication <i>Understanding each other</i> | Analysis: Sport and recreation <i>Sport for all?</i> | Checkpoint: Research Report | |
| Stage 8 | Analysis: Belief systems <i>Beliefs about foods</i> | Collaboration: Trade and aid <i>What everyone needs</i> | Communication: Sustainability <i>When less is more</i> | Evaluation: Digital world <i>Predicting the future – fact or fiction?</i> | Research: Changing communities <i>Making a difference</i> | Evaluation: Migration <i>A warm welcome</i> |
| Stage 7 | Research: Humans and other species <i>What makes us human?</i> | Communication: Tradition, culture and identity <i>How connected are we?</i> | Analysis: Globalisation <i>Global brands</i> | Research: Education for all <i>The best years of your life?</i> | Evaluation: Employment <i>Why work?</i> | Reflection: Human rights <i>The right to asylum</i> |

Learning objectives

- ▶ Learning objectives describe the skills that the programme is designed to develop, at each stage of learning.
- ▶ They give a structure for teaching and learning and a reference against which learners' skill development can be assessed.
- ▶ The learning objectives are divided into six main areas called 'strands' which run through every stage. Each strand corresponds to one of the skills.

Research

Analysis

Evaluation

Reflection

Collaboration

Communication

Primary – Evaluation – Evaluating arguments

Evaluating arguments

| Stage 1 | Stage 2 | Stages 3 to 4 | Stages 5 to 6 |
|--------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| State an opinion about a given topic | Express an opinion about a given topic, giving reasons for opinion | Express an opinion about another person's viewpoint, giving reasons for opinion | Express opinions about a source, making reference to its features and arguments |

In Stage 1, learners will talk about the topic make simple statements about their preferences. In Stage 2, learners will give their opinion on a topic explaining why they have this opinion. By Stages 3 and 4, learners will give their opinion on another person's viewpoint explaining why they agree or disagree with the other person's views. By Stages 5 and 6, learners will be able to give an opinion about a source of information, explaining this opinion with reference to key features of the source (use of facts, evidence, opinion and structure) and the arguments presented. In the Cambridge Lower Secondary phase, learners will evaluate the reasoning used to develop an argument within a source.

Stage 2 example: [Why soil is important](#)

Lower Secondary – Evaluation – Evaluating arguments

Evaluating arguments

Stages 7 to 8

Discuss the effectiveness of a source, making explicit reference to its development of an argument

Stage 9

Evaluate the reasoning of an argument in a source, considering the structure and techniques used

By the end of the Primary phase, learners will be able to give their opinion on a source of information and explain this opinion with reference to key features and the arguments presented. In Stages 7 and 8, learners will be provided with carefully chosen sources which present clear viewpoints on a given topic. Learners will discuss how effectively a source presents its viewpoint making reference to the argument used to support this viewpoint. By Stage 9, learners will be able to evaluate how well an argument is developed, commenting on the structure and logic of the argument and the techniques used by the author to make the argument (such as use of language and use of evidence). These skills will be a useful foundation for IGCSE®/O Level Global Perspectives where learners will be asked to evaluate the reasoning and effectiveness of arguments.

Learning objectives activity

- ▶ 1 - Progression
 - ▶ Sort the learning objective cards from the most simple objective (Stage 1) to the most complex (Stage 9)
- ▶ 2 - Skill development
 - ▶ Which skill do you think your learning objective is describing?

Research

Analysis

Evaluation

Reflection

Collaboration

Communication



Orange Text

| Stage 1 | Stage 2 | Stage 3-4 |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Talk about something liked in a particular activity | Talk about a particular activity that supported learning | Identify which types of activities support learning |
| Stage 5-6 | Stage 7-8 | Stage 9 |
| Identify skills learned or improved during an activity | Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement | Identify skills learned or improved during an activity and consider strategies for further development |

Skill = Reflection

Blue Text

| Stage 1 | Stage 2 | Stage 3-4 |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Listen to others in class discussions and respond with simple questions | Listen to others in class discussions and respond with simple and relevant questions | Listen to others in class discussions and respond with relevant ideas and questions |
| Stage 5-6 | Stage 7-8 | Stage 9 |
| Listen to ideas and information about an issue and ask questions relevant to the issue | Listen to ideas and information and offer relevant and well-judged contributions that demonstrate understanding of the issue | Listen to ideas and information and offer well-judged contributions that shape the discussion and enhance understanding of the issue |

Skill = Communication

Purple Text

| Stage 1 | Stage 2 | Stage 3-4 |
|----------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Talk about simple, personal consequences of own actions | Talk about simple, personal consequences of own actions on others | Talk about simple causes of personal actions and consequences on others |
| Stage 5-6 | Stage 7-8 | Stage 9 |
| Talk about simple causes of a local issue and consequences on others | Explain causes of a local or global issue and consequences on others | Make some links between causes and consequences of an issue at personal, local and global levels |

Skill = Analysis

Green Text

| Stage 1 | Stage 2 | Stage 3-4 |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Talk about what has been learned during an activity with support | Talk about what has been learned during an activity | Talk about what has been learned during an activity and consider how personal ideas have changed |
| Stage 5-6 | Stage 7-8 | Stage 9 |
| Discuss ways that personal ideas may have been influenced by new information or the ideas of others | Consider ways that personal perspective on an issue may have changed as a result of conducting research or exploring different perspectives | Explain how personal perspective on an issue has changed as a result of conducting research and exploring different perspectives |

Skill = Reflection

Assessment of the Challenges

- ▶ The challenges should be used for formative assessment – giving feedback to learners on how to improve the skills they are developing, based on the learning objectives.
- ▶ For example:
 - ▶ ‘You were able to analyse the causes of globalisation really well. I think I heard you mention three different causes. However, I don’t think I heard you mention any consequences. Next time we look at an issue try to think about the ways the issue is changing people’s lives, good or bad. It can also help to think about consequences at different levels. What effects does it have on individual people? What effects does it have on businesses or the government? What effects does it have globally?’

Relates to: [Stage 7 Challenge](#)

Summative assessment

- ▶ At the end of each programme, there is a Checkpoint assessment designed to assess learner performance in relation to the skills they have been developing.
- ▶ Primary – Team Project
- ▶ Lower Secondary – Research Report
- ▶ Internally assessed by teachers and externally moderated by Cambridge International

Implementation of the programmes

- ▶ The programmes have been designed to be flexible
 - ▶ No challenges are compulsory
 - ▶ Teach as few or as many as is appropriate
- ▶ Challenges can be delivered however fits best with your curriculum
 - ▶ Split into dedicated Global Perspectives lessons, e.g. one hour per week
 - ▶ Collapsed timetable where a challenge is delivered in one day.
 - ▶ Delivered within lessons for other subjects
- ▶ Schools may experiment with one or two challenges initially to develop confidence among teachers

Examples

- ▶ Aubrick Multicultural Bilingual School, Sao Paulo
 - ▶ Challenges split into 45 minute GP lessons delivered once per week as part of a common curricular programme delivered to all learners
- ▶ Challenges delivered in Spanish to learners in Stages 1 and 2 to allow them to develop linguistic and conceptual understanding of the skills in their first language.



Examples

- ▶ Chisipite Senior School, Harare
 - ▶ Challenges delivered within other subjects rather than as standalone GP lessons
 - ▶ Selected challenges where the topic or skills are relevant to the subject, e.g:
 - ▶ Challenge on migration taught in Geography lesson
 - ▶ Challenge on belief systems, designed to develop the skill of analysis, taught in English lessons.



Chisipite Senior School

Summary questions

- ▶ What do these terms mean in the context of the Global Perspectives programmes:
 - ▶ ‘Challenge’, ‘Topic’, ‘Checkpoint’, ‘learning objectives’
- ▶ How are the programmes assessed?
- ▶ How would the programme fit best in your curriculum?
- ▶ What problems might you face in delivering the programme?



Summative Assessment

Cambridge Primary and
Lower Secondary
Checkpoint Global
Perspectives



Primary Checkpoint

- ▶ Team Project (3 to 4 learners working together)
- ▶ Identify issues/problems in their local area
- ▶ Explore local perspectives on these issues and use this to choose one
- ▶ Set a goal to improve / resolve the issue
- ▶ Plan and undertake a course of action to meet the goal they set

Primary Checkpoint

- ▶ Each Team produces:
 - ▶ Team report (300 - 500 words) (8 marks)
 - ▶ Evidence of action (8 marks)
- ▶ Each learner produces:
 - ▶ Personal reflection (350 - 450 words) (16 marks)
- ▶ The teacher also awards a mark for:
 - ▶ How well each team collaborates (4 marks)
 - ▶ The contribution of each team member to the process of collaboration (4 marks)

Primary Checkpoint – Keys to success

- ▶ 1. The goal set should be realistic and achievable

AO1 (4 marks)

Research, analysis and evaluation

The course of action taken is appropriate, well-executed and likely to meet the goal set.

(4 marks)

The course of action taken is either appropriate or well-executed and likely to meet the goal set.

(3 marks)

The course of action taken is appropriate or well-executed but unlikely to meet the goal set.

(2 Marks)

Example

▶ Examples

Our goal was to stop climate change by making people recycle more and use less electricity.

Aims:-

- ▶ To inform students about the disadvantages of sleeping late and not drinking enough water.
- ▶ To create awareness among the students of the advantages of sleeping on time and drinking sufficient water.

Primary Checkpoint – Keys to success

- ▶ 2. The Evidence of Action needs to communicate some research findings

AO3 (4 marks)

Communication and Collaboration

The Evidence of Action clearly communicates an important message or action taken, supported by research findings.

(4 marks)

The Evidence of Action communicates an important message or action taken, with reference to research findings.

(3 marks)

The Evidence of Action communicates an important message or action taken.

(2 marks)

Primary Checkpoint – Keys to success

- ▶ 3. Reflection on how thoughts / behaviours have changed should be linked specifically to something they learned or did

AO2 Reflection (8 marks)

Reflection on thoughts and behaviour

Well-reasoned explanation of:

- how thoughts on the issue have developed; and
- how personal behaviour or the behaviour of others has changed

as a result of learning, action taken or working together as a team.

The connections between thoughts, behaviour and actions taken/teamwork are clear and well explained.

(7–8 marks)

Clear explanation of:

- how thoughts on the issue have developed; and
- how personal behaviour or the behaviour of others has changed

as a result of learning, action taken or working together as a team.

The connections between thoughts/behaviour and actions taken/teamwork are clear.

(5–6 marks)

Some explanation of:

- how thoughts on the issue have developed; or
- how personal behaviour or the behaviour of others has changed

as a result of learning, action taken or working together as a team.

Some connection between thoughts/behaviour and actions taken/teamwork.

(3–4 marks)

A basic explanation of:

- thoughts on the issue; or
- how personal behaviour or the behaviour of others has changed.

(1–2 marks)

Example

▶ Example

After all of our research added information to our knowledge and opened our eyes we now have a healthier way of life.

I was so shocked when I learned that children should drink 10 glasses of water a day.

Now I try to drink water with every meal and take a full bottle of water to every class.

Primary Checkpoint – Keys to success

- ▶ 4. Each learner should keep a reflective log while completing the Team Project and record:
 - ▶ Key moments that change their perspective on the topic or their view of teamwork
 - ▶ Difficulties/challenges of working as a team
 - ▶ Examples of when teamwork helped them achieve something that would have been difficult on their own
 - ▶ Examples of things they did that improved teamwork
 - ▶ Examples of things they didn't do or could have done differently to benefit the team

Lower Secondary Checkpoint

- ▶ Research Report (800 – 1000 words)
- ▶ Identify an issue related to one of the Lower Secondary topics and formulate a research question on the issue
- ▶ Conduct research on the issue, using a range of sources
- ▶ Analyse the issue, explaining its causes and consequences
- ▶ Explore a global perspective and a national perspective on the issue
- ▶ Propose a course of action to help resolve or improve the issue
- ▶ Evaluate some of their sources
- ▶ Reflect on how their personal perspective on the issue has changed or developed

Keys to success

- ▶ 1. The research question and report should be focused on a clear issue.

Analyses the issue effectively, explaining a range of clear and relevant causes and consequences.

(5–6 marks)

A clear and explicit global perspective on the issue, supported with evidence and an explanation of how the perspective is global in nature.

(4 marks)

A clear and explicit national perspective on the issue, with two (or more) relevant and substantiated examples of the perspective from the country chosen.

(4 marks)

A realistic national or local course of action which is likely to help resolve the issue.

(4 marks)

Reflects on how their personal perspective on the issue has changed or developed, making reference to research conducted and the national or global perspective analysed.

(4 marks)

22 of the 40 marks depend on having an issue

Keys to success

- ▶ Examples **Language barriers- How do cartoons and comics vary, dependant on what country they are from?**

**How are religious
festivals celebrated in
different countries?**

**How is Sustainable Eco-Friendly
Energy Production Handled
Around the World?**

Keys to success

- ▶ Examples

How does Overfishing change the Environment we live in?

HOW DOES WATER POLLUTION AFFECT HUMANS AND OUR ENVIRONMENT?

How does Poaching affect extinction ?

How can migrants be best integrated into a new country?

Keys to success

- ▶ 2. The course of action should be developed and explained. It should also be practical and realistic.

H Problem solving

A realistic national or local course of action which is likely to help resolve the issue.

(4 marks)

A realistic national or local course of action which may help improve the issue.

(3 marks)

A national or local course of action which may help improve the issue.

(2 marks)

An attempt to propose a national or local course of action.

(1 mark)

No creditable response.

(0 marks)

Keys to success

▶ Examples:

To stop deforestation we need to plant more trees and stop cutting them down.

To help solve the issue of poverty we need to give the poor people more money. We should take money from those who have too much and give it to those in need. The government and the police should help with this.

There should be a campaign against smoking at the national level supported by the government. Awareness programs should be launched for school and university students, as well as for the public. The hazards of smoking should be included in the school curriculum at every level with schools playing movies and documentaries to show the hazards of smoking. The underage selling of cigarettes should be completely banned with sellers being strictly monitored and fined if they are caught selling to underage smokers.

Keys to success

▶ 3. The global and national perspectives should be genuine perspectives

With the support and guidance of their teacher, learners identify an issue related to one of the programme topics and formulate a research question based on this issue. Learners then respond to the research question, exploring both a global perspective and a national perspective on the issue. The national perspective does not have to be from the country in which the learner lives. It is important that there is a clear contrast between the global and national perspectives chosen. It is also important that both are clearly perspectives on the issue, i.e. attitudes towards or points of view on the issue chosen. The report should also explain how the global perspective chosen is genuinely global in nature. This could be because it is a viewpoint held by many people in different countries or a business or organisation operating across a number of different countries.

Keys to success

▶ Examples:

National Perspective on immigration

As of 2017 there were over 5 million foreign nationals resident in Italy. This is over 8% of the country's population and is an increase of over 90,000 from the year before. The distribution of the foreign born population is largely uneven in Italy: 60% of immigrants live in the northern part of the country.

China's perspective on climate change

Although attention to climate change has recently increased among China's leadership, it is still seen as less important than economic development. The Chinese leadership has resisted both internal and external pressure to reduce emissions. China relies on coal for more than two-thirds of its energy and its coal use is set to double by 2030.

Keys to success

- ▶ 4. There should be an explanation of how the global perspective is global in nature

With the support and guidance of their teacher, learners identify an issue related to one of the programme topics and formulate a research question based on this issue. Learners then respond to the research question, exploring both a global perspective and a national perspective on the issue. The national perspective does not have to be from the country in which the learner lives. It is important that there is a clear contrast between the global and national perspectives chosen. It is also important that both are clearly perspectives on the issue, i.e. attitudes towards or points of view on the issue chosen. The report should also explain how the global perspective chosen is genuinely global in nature. This could be because it is a viewpoint held by many people in different countries or a business or organisation operating across a number of different countries.

Keys to success

▶ Example:

According to the Fairtrade Foundation, the best way to reduce poverty is to ensure fair terms of trade for farmers and workers in the developing world. The Fairtrade Foundation requires companies to pay sustainable prices and addresses the injustices of conventional trade. This is a global perspective on poverty reduction as Fairtrade works with 1.66 million farmers and workers in 73 different countries across the world. It is reducing poverty across the world.

Support for the programmes

- ▶ Curriculum Framework
- ▶ Teacher Guide
- ▶ Checkpoint online self study course
- ▶ Online and face-to-face training (introduction and extension)



Cambridge Assessment
International Education

Thank you
Any questions?





Cambridge Assessment
International Education

Learn more!

Getting in touch with Cambridge is easy

Email info@cambridgeinternational.org
or telephone +44 1223 553554

