Cambridge Global Perspectives®
An overview: a 5-19 programme for the 21st century

Cambridge Schools Conference
Kuala Lumpur
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Paul Bullen-Smith
Daryl Hong
Cambridge Global Perspectives®

- Perspective from the ground
- Global Perspectives-what is it?
- Why a focus on skills?
- What are these skills and how do we develop them?
- How do we assess and support those skills?
- University and HE recognition The AICE Diploma
- Challenges: assessment and recent research
- Future developments
- Questions?
Perspectives from the Ground

https://www.youtube.com/watch?v=IDaXDCwYh6ws
What is Global Perspectives?

- A programme to develop the skills our learners need for their lifelong 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
Why a focus on skills?

“In a time of drastic change it is the learners who inherit the future.”

‘Reflections on the Human Condition’ Eric Hoffer, 1973

The P21 model
The Partnership for 21st century skills
Another model: the ATC21S model

The Assessment and Teaching of 21st-Century Skills

http://www.atc21s.org/

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Mapping of ATC21S onto Bloom’s taxonomy

- **Analyze**
  - Critical thinking, p-s & d-m

- **Evaluate**
  - Information literacy

- **Create**
  - Creativity & innovation

- **Apply**
  - Life & career
  - Learning to learn, metacog.

- **Understand**
  - Citizenship
  - Personal & social responsibility

- **Remember**
  - Outside Bloom’s cognitive domain
  - Communication
  - Collaboration
  - ICT literacy

Why a focus on skills?

- “Education today is much more about ways of thinking which involve creative and critical approaches to problem-solving and decision-making.

- It is also about ways of working, including communication and collaboration…..

- And last but not least, education is about the capacity to live in a multi-faceted world as an active and engaged citizen.”

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

- In 2012 they focussed on creative problem solving: students’ skills in tackling real-life problems.
- In 2015 they will focus 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.”
The Cambridge approach: our learner attributes

‘They are based on attitudes backed by skilled action which become effective habits in learning’
What are these skills?
What are these skills?

- Collaboration
- Communication
- Critical thinking and problem solving
- Independent research
- Innovation and creative thinking
- Reflection
Cambridge 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?

- All skills taught within a global context
- Taught through topics and critical analysis
- Uses an iterative process
  - learn, practice and repeat using these skills
  - a spiral approach
- Progression from IGCSE to A Level
  - personal, local/national, global perspective
  - Uses themes and a Critical Path pedagogy
GP does not assess a body of knowledge

- Freedom to choose topics in the news
- Freedom to respond to the interests of the students (and teachers)
IGCSE (0457): the Personal Local/National Global context
Topics for the new IGCSE

Written Examination

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

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

Individual Report

- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Sustainable living
A Level (9239): The Critical Path methodology
Global Perspectives – Critical Path Methodology

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 Level Themes

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

- Technology
- Culture
- Science
- Economics
- Politics
- Environment
- Ethics
**Bringing Global Perspectives skills into the classroom – An Activity**

If the World were 100 People

<table>
<thead>
<tr>
<th>Question</th>
<th>Your answer</th>
<th>Group answer</th>
<th>True answer</th>
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<tbody>
<tr>
<td>Females</td>
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<td>Males</td>
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<td>Children</td>
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<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>People from the Americas</td>
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<td>Europeans</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 Hindu</td>
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<td>Would be Buddhist</td>
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<td>Would practice other religions</td>
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<td>Would not practice a religion</td>
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<td>Would speak Chinese</td>
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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
What will you see in the classroom?

- 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
How do we assess these skills?

- One set of assessment objectives from 14 -19
- Built in progression of skills assessment
  - a ‘spiral of learning’
- A written exam on skills analysis and evaluation of sources
- A learner chosen essay/project
- A team project
A Common Qualification structure

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

### Assessment Objectives

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>Research</td>
<td>Analysis</td>
<td>Reflection (Metacognition)</td>
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<td>Evaluation</td>
<td>Communication &amp; Collaboration</td>
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</table>

### Thinking, Learning, and Creative Skills developed

|-------------------------------------------------------|-----------------------------------------------|---------------------------|-----------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------|
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
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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Qualification structure A Level

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
    - 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-5000 word student selected research question
Written examination question: AS

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]

[Total: 30]
# Essay question marking criteria: AS

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Marks 22–28</th>
<th>The essay shows:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Very good communication skills and is clearly written and structured. Citation and referencing of sources are effective and correctly structured.</td>
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<tr>
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<td>• Relevant and credible sources of evidence used which are detailed and globally contrasting to support effective judgements.</td>
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<td>• 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.</td>
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<td></td>
<td></td>
<td>• Research of two globally contrasting perspectives, showing balance and some empathy for their positions.</td>
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<tr>
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<td></td>
<td>• Detailed and globally contrasting perspectives used to support effective judgements.</td>
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<td>• 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.</td>
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<td>• 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.</td>
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<tr>
<th>Level 5</th>
<th>Marks 29–35</th>
<th>The essay shows:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Excellent communication skills and is clearly and engagingly written and structured. Citation and referencing of sources are full, effective and correctly structured.</td>
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<td>• Relevant and credible sources of evidence used which are full, detailed and globally contrasting to support full and effective judgements.</td>
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<tr>
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<td></td>
<td>• 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.</td>
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<td>• Research of two or more globally contrasting perspectives showing balance and empathy for their positions.</td>
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<td>• Full, detailed and globally contrasting perspectives used to support full and effective judgements.</td>
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<tr>
<td></td>
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<td>• 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.</td>
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<td></td>
<td>• 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.</td>
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<tr>
<td>Level 3</td>
<td>Marks 15–21</td>
<td>The essay shows:</td>
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<tr>
<td></td>
<td></td>
<td>• Good communication skills and is clearly written with some structure. Citation and referencing of sources are present but may not be complete.</td>
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<td>• Relevant and credible sources of evidence used which are contrasting and used to support judgement/s.</td>
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<td></td>
<td>• 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.</td>
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<td>• Research of two globally contrasting perspectives, showing some empathy for their positions.</td>
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<td>• Globally contrasting perspectives to support some global judgement/s.</td>
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<tr>
<td></td>
<td></td>
<td>• 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.</td>
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<td>• 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.</td>
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<tr>
<th>Level 2</th>
<th>Marks 8–14</th>
<th>The essay shows:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Some communication skills, although clarity and structure may be uneven. Citation and referencing of sources, if present, will not be complete.</td>
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<tr>
<td></td>
<td></td>
<td>• Sources of evidence used may show some contrast though any judgements lack a developed global dimension.</td>
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<td></td>
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<td>• Analysis of the sources shows some understanding of their arguments and structure. Attempted evaluation which is assertive and undeveloped.</td>
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<td></td>
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<td>• Research of two perspectives; showing limited empathy for positions.</td>
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<td>• Perspectives containing some contrast although any judgements lack a developed global dimension.</td>
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<td></td>
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<td>• Attempted analysis of perspectives showing a limited understanding of their arguments and structure. Attempted evaluation will be assertive and undeveloped.</td>
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<td></td>
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<td>• A conclusion which may not be effectively supported by the argument, and only has hints of reflection.</td>
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<thead>
<tr>
<th>Level 1</th>
<th>Marks 1–7</th>
<th>The essay shows:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Limited communication skills. Referencing of sources, if present, will be very limited or inaccurate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sources of evidence provided will be unspecific or descriptive.</td>
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<tr>
<td></td>
<td></td>
<td>• Limited source/s of evidence used which do not show effective contrast and any judgements attempted are assertive.</td>
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<td></td>
<td>• Identification of vague perspective/s; showing limited empathy for any position/s.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No effective contrast made between perspectives. Any judgements are assertive and lack a global dimension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analysis of perspectives showing a limited understanding of their arguments and/or structure. Attempted evaluation will be assertive and undeveloped.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No adequate conclusion. At best there may be hints or assertions of reflection.</td>
</tr>
</tbody>
</table>

| Level 0  | 0           | No creditworthy material has been submitted. |
An eLearning platform for all GP centres

- 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…
Users of our Online Learning Area
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.
The Global Perspectives course has honed my writing and research skills. It has also been an enriching and eye-opening experience for me, allowing me to understand current global issues in depth.

Singapore International School, Hong Kong, Student

It’s really about real life. It’s not about reading a textbook and studying that. It’s about how you see the world and how it’s constantly changing.

Bangalore International School, India, Student

Cambridge Global Perspectives is rigorous, it’s academic it’s challenging and because Cambridge is very self-driven, I think that those students are going to be at a distinct advantage when they go to university.

Macleans College, Auckland, New Zealand, Teacher
Entry Growth

- Our fastest growing syllabus subject
- 40/50% growth in entries each year over the past three years; worldwide coverage
Higher Education recognition

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
Statement of Global Perspectives support

‘Students who have challenged themselves with a rigorous curriculum, developed strong critical thinking skills, and experienced interdisciplinary learning in a global context will be poised to make the most of their college experience. Global Perspectives and Research (GPR) curriculum provides an excellent opportunity for students to develop those skills.

…….equips students with the independent research, collaborative team work, and twenty-first century knowledge and skills essential to success in college and in today’s interconnected world.

…….combines in-depth subject-matter study with an interdisciplinary seminar-style curriculum based on issues of global importance in which students engage collaboratively and independently on presentations and research projects.’
Students who have challenged themselves with a rigorous curriculum, developed strong critical thinking skills, and experienced interdisciplinary learning in a global context will be poised to make the most of their college experience. The Cambridge Global Perspectives & Research (GPR) curriculum provides an excellent opportunity for students to develop those skills.

The Cambridge GPR experience not only promotes rigorous curricular content, but also equips students with the independent research, collaborative team work, and twenty-first century knowledge and skills essential to success in college and in today's interconnected world. The Cambridge GPR A Level combines in-depth subject matter study with an interdisciplinary seminar-style curriculum based on issues of global importance in which students engage collaboratively and independently on presentations and research projects.

The aims of the Cambridge GPR 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.


- Bishop’s University, Canada
- Bryant University, USA
- Carnegie Mellon University, USA
- Claremont McKenna College, California, USA
- Colorado State University, USA
- Columbia University, USA
- CQ University, Australia
- Duke University, USA
- Florida Gulf Coast University, USA
- Florida State University, USA
- Georgia Institute of Technology, USA
- Harvey Mudd College, USA
- Herzing University, USA
- Humboldt State University, USA
- John Brown University, USA
- Lincoln University, New Zealand
- Macquarie University, Australia
- MIT, USA
- McNeese State University, USA
- Penn State, USA
- Pomona College, California, USA
- Princeton University, USA
- Rutgers, New Jersey, USA
- Saint Peter’s University, USA
- Suffolk University, USA
- SUNY Plattsburgh, USA
- Tennessee Tech University, USA
- The University of British Columbia, Canada
- The University of Maryland, USA
- The University of Oregon, USA
- The University of Pennsylvania, USA
- The University of Southern California, USA
- The University of Vermont, USA
- The University of Washington, USA
- The University of Virginia, USA
- Tufts University, USA
- University of Chichester, UK
- University of Florida, USA
- University of Miami, USA
- University of Michigan, USA
- University of Northampton, UK
- University of Oregon, USA
- University of Pennsylvania, USA
- University of Southern California, USA
- University of Vermont, USA
- University of Washington, USA
- University of Virginia, USA
- University of Winchester, UK
- Williams College, Massachusetts, USA
- Yale University, USA
- Western Washington University, USA
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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 September 2016-see website for latest situation

www.cie.org.uk/recognitionsearch
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’.
Global Perspectives now compulsory at AS
First teaching 2015 first exam 2017

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.
- 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

Group 1
Mathematics and Sciences
(at least one credit)

Group 2
Languages
(at least one credit)

Group 3
Arts and Humanities
(at least one credit)

Group 4 - Interdisciplinary and skills-based subjects

CORE
Cambridge International AS Level Global Perspectives & Research
(compulsory: one credit)

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>
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<th>A Levels (2 credits each)</th>
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<th>Cambridge International AS Level Global Perspectives &amp; Research (9239)</th>
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Challenges: Assessment issues

- External v internal assessment
- Opportunities for eAssessment

Recent Research:

- Collaboration
  - What is it? How should we measure it?
  - Ensuring validity, reliability and fairness

Future Research:

- Reflection
Research on ‘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: Position statement on the construct and assessment of collaboration
Simon Child (Assessment Research and Development) and Stuart Shaw (Cambridge International Examinations)
In order to assess collaboration accurately the whole construct of collaboration is considered, not each individual element. This allows a holistic ‘best-fit’ approach to assessment which enhances the validity of the assessment for this skill.

Collaboration and its assessment are enhanced if the members of the collaborative group have different perspectives which need to be negotiated to find the shared outcome. This requires the task to be constructed to present appropriate challenge.
Future developments

- Cambridge Primary/Secondary 1 (5-14) Global Perspectives programme
  - pilot in June 2016, 37 centres around the world
  - launch in June 2018 inc. Checkpoint tests
- On-going investigation into the eAssessment of collaboration and our other ‘skills’
- Research into the construct and assessment ‘Reflection’
- Review of 2015 PISA test on collaborative problem solving - results announced 6/12/16
Pilot school locations

74 lead teachers
37 centres
19 countries

June 2016 – June 2016

Cambridge Primary and Secondary 1 Global Perspectives pilot
Cambridge Global Perspectives
the core of the curriculum
Any Questions?
Learn more!
Getting in touch with Cambridge is easy

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www.cie.org.uk