



Cambridge Assessment  
International Education

Curriculum Framework  
Cambridge Lower Secondary  
Global Perspectives™ 1129



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# 1 Why choose this Curriculum Framework?

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## Key benefits

Cambridge Global Perspectives® is a unique, transformational programme that helps students at every stage of school education develop outstanding transferable skills, including critical thinking, research and collaboration. This innovative and stimulating skills-based programme places academic study in a practical, real-world context. It gives students aged 5 to 19 the opportunity to develop transferable skills such as critical thinking, problem solving, research, communication and collaboration that they need to be successful at school and university as well as in their future careers.

The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication and offers valuable opportunities to reinforce links with and skills learnt in English as a first or second language, Mathematics, Science, Art & Design, Digital Literacy, Music and Physical Education. Research says that the earlier students start to develop and practise their skills, the greater the impact on their learning. Making Cambridge Global Perspectives available to lower secondary students will develop and embed cross-curricular skills, supporting them in their studies as they progress to Cambridge Upper Secondary and beyond.

Cambridge Global Perspectives taps into the way today's students enjoy learning, including group work, seminars, projects and working with other students around the world. The emphasis is on developing students' ability to think critically about a range of global issues where there is always more than one point of view. Students study global topics that are relevant to them – for example, the environment, education and keeping healthy.

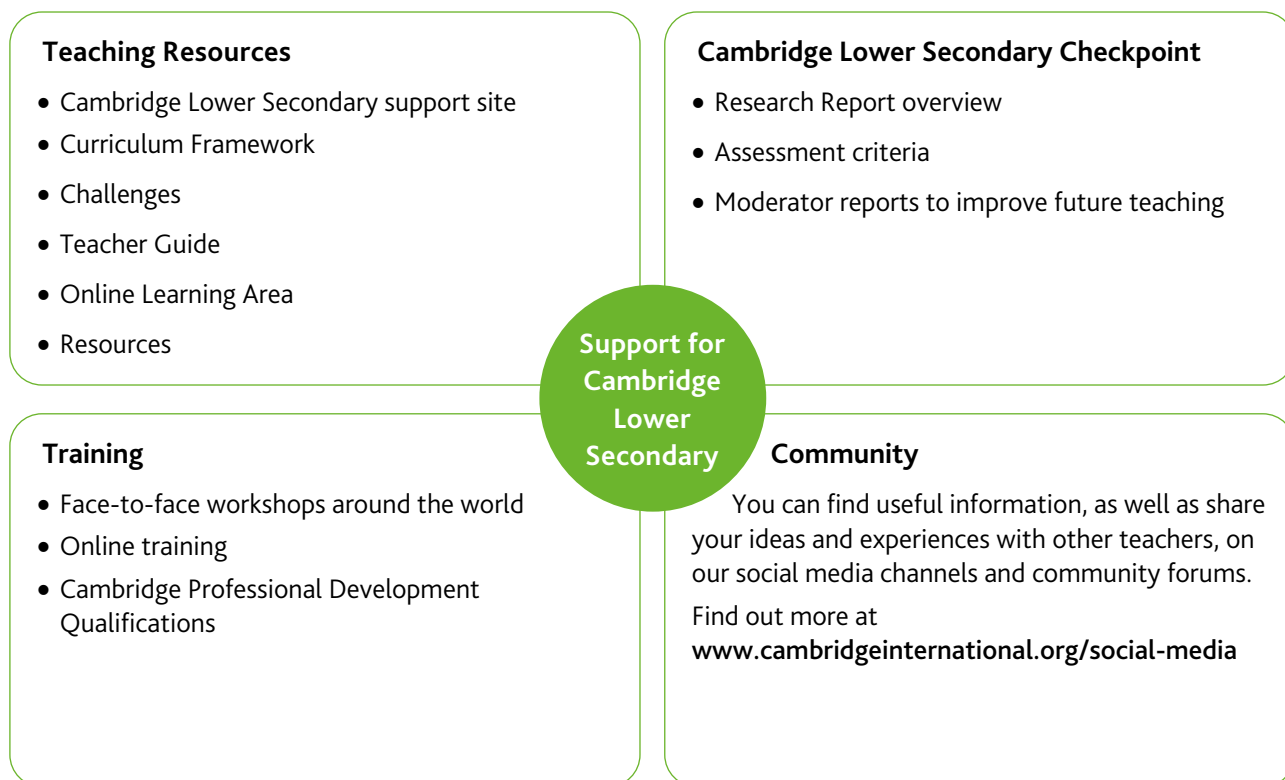
The programme is flexible so you can choose how you organise teaching, either as one-hour blocks or as an occasional full day, allowing you to focus on a Challenge from start to finish. Flexible delivery options are a key characteristic of the programme.

The Cambridge approach to learning advocates active learning and activities in the programme are designed to encourage learners to become independent, active and lifelong learners. The programme gives many opportunities to observe learners using the six skills and to provide targeted feedback on how to improve.

## Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge Lower Secondary Global Perspectives.

You will find most of these resources on the Cambridge Lower Secondary support site (<https://lowersecondary.cambridgeinternational.org>). Ask the Cambridge coordinator or exams officer in your school if you do not already have a log-in for this support site.



## Progression through the Cambridge Pathway

Cambridge Lower Secondary Global Perspectives has been designed to support learners to develop the skills required for success in their upper secondary education. The skills developed in the Cambridge Lower Secondary phase have been carefully designed to progress to the next stage of the Cambridge Pathway. More information on progression can be found in Section 5 of this document.

## Teaching time

The programme is flexible so you can choose how you organise teaching, either as one-hour blocks or as an occasional full day, allowing you to focus on a Challenge from start to finish. Flexible delivery options are a key characteristic of the programme.

## Assessment

At the end of the programme learners can complete Cambridge Lower Secondary Checkpoint Global Perspectives. This is a Research Report marked by teachers and moderated by Cambridge International. More information on assessment can be found in Section 6 of this document.

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## 2 Curriculum overview

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### Aims

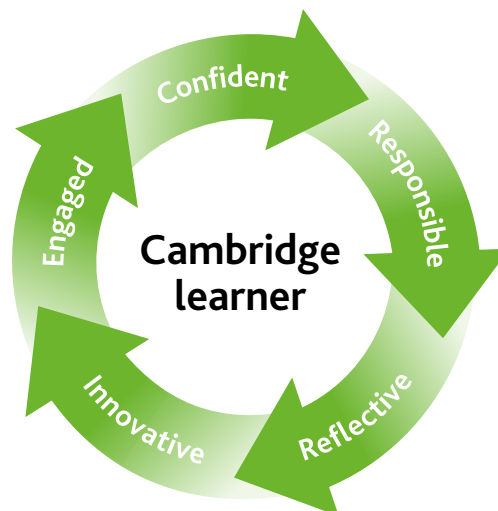
Following the Cambridge Lower Secondary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding their personal and local context, as well having a global awareness.

In Cambridge Lower Secondary Global Perspectives, learners:

- develop the skills needed for further education and the workplace
- understand their place in an interconnected world
- make informed decisions about the information they read, hear and see
- understand how causes and consequences are connected
- conduct their own independent research on a global issue
- analyse and reflect on issues from different perspectives
- become increasingly independent and reflective learners.

The Cambridge approach encourages learners to be:



In Cambridge Lower Secondary Global Perspectives, learners are:

**Responsible** – learners are responsible for their own learning by directing their choice of issue to research. They take responsibility for referencing sources of information and other people's ideas.

**Innovative** – learners think of innovative solutions to global issues. They may make innovative use of technology or other resources in their presentations to classmates and other members of the school community.

**Confident** – learners gain the skills they need to analyse and evaluate information which will allow them to confidently choose information sources to use in their own research. They will have opportunities to present their work to peers which will help them to become confident communicators.

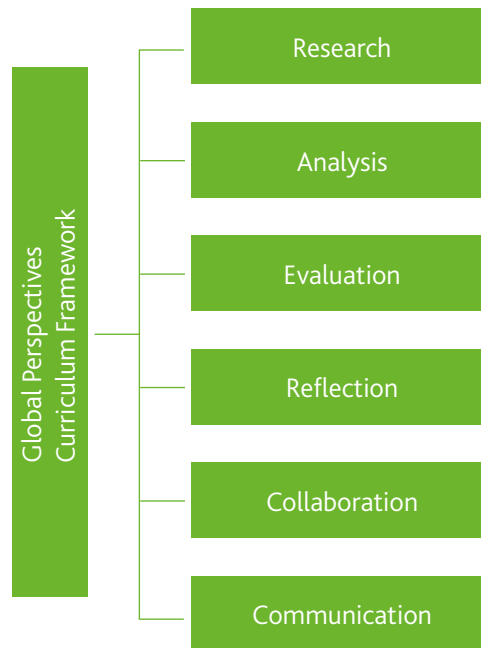
**Engaged** – learners will consider issues that affect them and other people around the world. They will also discuss how these issues affect others around the world. Through research, learners will better understand how local actions can contribute to global issues.

**Reflective** – learners are reflective about their own learning, about their behaviour in relation to others and how their behaviour and habits can affect people locally and globally. They also reflect on how information can change or reinforce personal perspectives on a topic.

## Skills overview

The curriculum framework provides a comprehensive set of learning objectives for Cambridge Lower Secondary Global Perspectives. These give a structure for teaching and learning and a reference against which learners' ability and skills development can be checked.

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 and Communication.





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## 3 Learning objectives by stage

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### Stages 7 and 8

#### Research

##### Constructing research questions

- Construct relevant research questions

##### Information skills

- Identify and begin to reference a range of print and multimedia sources and use them to locate relevant information and answer research questions

##### Conducting research

- Select an appropriate method and conduct research to test predictions and begin to answer a research question

##### Recording findings

- Select, organise and record relevant information from a range of sources and findings from research, using appropriate methods

#### Analysis

##### Identifying perspectives

- Identify ideas and evidence from different perspectives within different sources, on a given topic

##### Interpreting data

- Explain how graphical or numerical data supports an argument

##### Making connections

- Explain causes of a local or global issue and consequences on others

##### Solving problems

- Suggest and justify different actions to make a positive difference to a national or global issue

#### Evaluation

##### Evaluating Sources

- Evaluate sources, considering the author and purpose, recognising that some sources may be biased

##### Evaluating arguments

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

## Reflection

### Personal contribution

- Explain personal contribution to teamwork and identify targets for improvement

### Teamwork

- Consider the benefits and challenges of teamwork experienced when working together to achieve a shared outcome

### Personal viewpoints

- Consider ways that personal perspective on an issue may have changed as a result of conducting research or exploring different perspectives

### Personal learning

- Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement

## Collaboration

### Cooperation and interdependence

- The team assign roles and divide tasks fairly, considering skills of team members and time available, and work together to achieve a shared outcome

### Engaging in teamwork

- The team member introduces useful ideas to help achieve a shared outcome and works positively to resolve conflict, solve problems and encourage other team members to participate, when required

## Communication

### Communicating information

- Present information and arguments clearly with some reasoning, referencing sources where appropriate

### Listening and responding

- Listen to ideas and information and offer relevant and well-judged contributions that demonstrate understanding of the issue

## Stage 9

### Research

#### Constructing research questions

- Construct a range of relevant research questions and identify the most appropriate one to follow up

#### Information skills

- Identify and accurately reference a wide range of print and multimedia sources and use them to locate relevant information and answer research questions

#### Conducting research

- Select most suitable methods and conduct research to test predictions and answer a research question

#### Recording findings

- Select, organise and effectively record relevant information from a wide range of sources and findings from research, justifying the method chosen

### Analysis

#### Identifying perspectives

- Identify perspectives and synthesise arguments and evidence from a range of sources on a given topic

#### Interpreting data

- Identify patterns and trends in graphical or numerical data in order to support an argument

#### Making connections

- Make some links between causes and consequences of an issue at personal, local and global levels

#### Solving problems

- Recommend an appropriate course of action and explain possible consequences for a national or global issue

### Evaluation

#### Evaluating sources

- Evaluate a range of sources, considering the author and purpose and how well they are supported by other sources, explaining why some may be biased

#### Evaluating arguments

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

## Reflection

### Personal contribution

- Explain personal contribution to teamwork and relate to own strengths and areas for improvement

### Teamwork

- Relate benefits and challenges of teamwork to personal experience of working together to achieve a shared outcome and identify targets for improvement

### Personal viewpoints

- Explain how personal perspective on an issue has changed as a result of conducting research and exploring different perspectives

### Personal learning

- Identify skills learned or improved during an activity and consider strategies for further development

## Collaboration

### Cooperation and interdependence

- The team assign roles and tasks with an appropriate rationale and respond flexibly when required to help each other achieve a shared outcome

### Engaging in teamwork

- The team member introduces useful ideas to help achieve a shared outcome, and works positively and sensitively to resolve conflict and solve problems, supporting and encouraging other team members to participate, when required

## Communication

### Communicating information

- Present coherent, well-reasoned and clearly structured arguments with detailed referencing of sources where appropriate

### Listening and responding

- Listen to ideas and information and offer well-judged contributions that shape the discussion and enhance understanding of the issue

## 4 Teaching and learning in Cambridge Lower Secondary Global Perspectives

Cambridge Lower Secondary Global Perspectives is taught through a series of Challenges. The Challenges are a set of teaching and learning materials that provide stimulating contexts for the teaching and learning of the learning objectives listed in Section 3 of this document.

We provide a number of Challenges for each stage. Each Challenge is subdivided into several activities and takes approximately six hours to complete. You can integrate the Challenges into existing lessons or teach them separately.

Each Challenge encourages learners to become independent, active and lifelong learners. They include activities that require learners to make decisions about where to find information and how to present the information. They also include guidance on how to encourage learners to consider and connect *personal*, *national* and *global perspectives*.

### Programme topics

Each Challenge is based on one of the following topics. You will help learners to develop their skills while using a personal, local and global perspective (see diagram below).

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



More information on using the Challenges can be found in the Cambridge Lower Secondary Global Perspectives Teacher Guide.

## 5 Progression in Cambridge Lower Secondary Global Perspectives

The learning objectives in Cambridge Lower Secondary Global Perspectives have been carefully designed to promote progression along the Cambridge Pathway. In this section you will find more information about the progression in each curriculum strand.

### Research

#### Constructing research questions

Stages 7 to 8

Construct relevant research questions

Stage 9

Construct a range of relevant research questions and identify the most appropriate one to follow up

By the end of the Primary phase, learners will understand the features of a good research question. In Stages 7 and 8 learners practise writing research questions without the support of the teacher. By Stage 9 learners will be able to construct a range of relevant research questions on a topic of their choice and identify which one will be the most feasible to pursue in the Cambridge Lower Secondary Checkpoint Global Perspectives.

#### Information skills

Stages 7 to 8

Identify and begin to reference a range of print and multimedia sources and use them to locate relevant information and answer research questions

Stage 9

Identify and accurately reference a wide range of print and multimedia sources and use them to locate relevant information and answer research questions

By the end of the Primary phase, learners will be able to identify their own sources of information. These should become increasingly complex as they work through the Lower Secondary phase. In Stages 7 and 8, learners will begin to reference sources used to answer questions about an issue. In Stage 7, learners may be starting to work with age-appropriate and relevant online sources, as guided by the teacher, so the sources referenced may be from a range of different media. By Stage 9, learners should use consistent referencing conventions. This is a key criterion in the Cambridge Lower Secondary Checkpoint Global Perspectives. Teachers should encourage academic honesty at all times.

## Research continued

### Conducting research

#### Stages 7 to 8

Select an appropriate method and conduct research to test predictions and begin to answer a research question

#### Stage 9

Select most suitable methods and conduct research to test predictions and answer a research question

By the end of the Primary phase, learners will have used a range of research methods. In the Lower Secondary phase, learners will continue to conduct research using different methods, with a focus on selecting the most appropriate methods for each investigation. In Stage 9, learners will conduct research using a range of suitable methods, to test predictions and answer a research question which may form part of their Cambridge Lower Secondary Checkpoint Global Perspectives..

### Recording findings

#### Stages 7 to 8

Select, organise and record relevant information from a range of sources and findings from research, using appropriate methods

#### Stage 9

Select, organise and effectively record relevant information from a wide range of sources and findings from research, justifying the method chosen

By the end of the Primary phase, learners will be able to select from a number of different methods of recording information. In Stages 7 and 8, learners will be recording information from a wider range of sources (see 'Information skills') than in the Primary phase. In Stage 9, learners will continue to work with an increasing range of sources and will be able to explain why they chose a particular method of recording information. The ability to accurately record information from qualitative and quantitative sources will support learners in the Cambridge Lower Secondary Checkpoint Global Perspectives..

## Analysis

### Identifying perspectives

Stages 7 to 8

Identify ideas and evidence from different perspectives within different sources, on a given topic

Stage 9

Identify perspectives and synthesise arguments and evidence from a range of sources on a given topic

By the end of the Primary phase, learners will be able to identify information from different perspectives in a source. In Stages 7 and 8 learners will analyse perspectives through the ideas and evidence supporting them and will be working with a range of sources. By Stage 9, learners will be able to synthesise arguments from different perspectives. This will prepare learners for the Cambridge Lower Secondary Checkpoint Global Perspectives where they will be analysing different perspectives on an issue, in order to answer a research question.

### Interpreting data

Stages 7 to 8

Explain how graphical or numerical data supports an argument

Stage 9

Identify patterns and trends in graphical or numerical data in order to support an argument

By the end of the Primary phase, learners will be familiar with different types of graphical and numerical data and be able to interpret the data within them. In Stage 7 and 8, teachers will provide learners with data sources and learners will be able to explain how these support (or refute) given arguments. By Stage 9, learners will be working independently with increasingly complex data to identify patterns and trends that support an argument.

### Making connections

Stages 7 to 8

Explain causes of a local or global issue and consequences on others

Stage 9

Make some links between causes and consequences of an issue at personal, local and global levels

By the end of the Primary phase, learners will be able to discuss causes and consequences of personal actions and local issues. In Stages 7 to 8, learners will explore more complex causes and consequences of local issues and will begin to look also at global issues. By Stage 9, learners will be able to explain how causes are linked to consequences at personal, local and global levels and also how issues at personal and local levels are linked to issues at a global level. This will support learners in the Cambridge Lower Secondary Checkpoint Global Perspectives where they will analyse a local or global issue, discussing its causes and consequences.



## Analysis continued

### Solving problems

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Stages 7 to 8

Suggest and justify different actions to make a positive difference to a national or global issue

Stage 9

Recommend an appropriate course of action and explain possible consequences for a national or global issue

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By the end of the Primary phase, learners will be able to suggest and justify an action to improve a local issue. Learners will develop this further in Stages 7 and 8, suggesting and justifying actions to improve national or global issues. In Stage 9, learners will recommend an appropriate course of action for a national or global issue, explaining the consequences of the action and how it is likely to help improve the issue. This will support learners in the Cambridge Lower Secondary Checkpoint Global Perspectives where they will propose a realistic course of action to help resolve a local or global issue.

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## Evaluation

### Evaluating sources

#### Stages 7 to 8

Evaluate sources, considering the author and purpose, recognising that some sources may be biased

#### Stage 9

Evaluate a range of sources, considering the author and purpose and how well they are supported by other sources, explaining why some may be biased

By the end of the Primary phase, learners will be able to comment on the usefulness of a source with reference to the views and background of the author or the purpose for which it was produced. In Stages 7 and 8, learners will be able to evaluate sources of information, recognising that the author or purpose of a source may lead bias in the information presented. By Stage 9, learners will be able to evaluate sources and explain why they might be biased, not only through considering their author and purpose, but also by how well the information within them is supported by other sources. This will support learners in the Cambridge Lower Secondary Checkpoint Global Perspectives where they have to evaluate the sources of information used in their Research Report and explain why some may contain bias.

### 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.

## Reflection

### Personal contribution

Stages 7 to 8

Explain personal contribution to teamwork and identify targets for improvement

Stage 9

Explain personal contribution to teamwork and relate to own strengths and areas for improvement

By the end of the Primary phase, learners will be able to reflect on the strengths and limitations of their contribution to teamwork and discuss the impact on the team. In Stages 7 and 8, learners will be able to reflect on this in more depth and identify specific ways that their personal contribution to teamwork could be improved. By Stage 9, learners will be able to relate these areas for improvement to their own personal attributes and plans for development.

### Teamwork

Stages 7 to 8

Consider the benefits and challenges of teamwork experienced when working together to achieve a shared outcome

Stage 9

Relate benefits and challenges of teamwork to personal experience of working together to achieve a shared outcome and identify targets for improvement

By the end of the Primary phase, learners will be able to reflect on the teamwork they have undertaken and recognise the challenges they faced as well as the ways that teamwork improved the outcome achieved. In Stages 7 and 8, learners will be able to reflect on this in more depth. By Stage 9, learners will be able to relate these areas for improvement to their own personal attributes and plans for development.

### Personal viewpoints

Stages 7 to 8

Consider ways that personal perspective on an issue may have changed as a result of conducting research or exploring different perspectives

Stage 9

Explain how personal perspective on an issue has changed as a result of conducting research and exploring different perspectives

By the end of the Primary phase, learners will be able to talk about how some of their beliefs or ideas have been influenced by new information or the ideas of others. In Stages 7 and 8, learners reflect on how their perspective on a specific issue has been influenced by research or considering different perspectives on the issue. By Stage 9, learners will be able to explain clearly how research and different perspectives have influenced their personal perspective on an issue. This will prepare learners for the Cambridge Lower Secondary Checkpoint Global Perspectives where they explain how their personal perspective on an issue has been changed or developed by research conducted and the different perspectives they have analysed.

## Reflection continued

### Personal learning

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#### Stages 7 to 8

Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement

#### Stage 9

Identify skills learned or improved during an activity and consider strategies for further development

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By the end of the Primary phase, learners will be able to reflect on a series of lessons in order to identify specific skills that they developed during particular activities. In Stages 7 and 8, learners will continue to reflect on this and also link this to their own strengths and areas for skill development. By Stage 9, learners will be able to reflect on their own areas for skill development and the skills developed during particular activities in a series of lessons. They will use this information to plan which types of activities they personally need to focus on in the future.

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## Collaboration

### Cooperation and interdependence

#### Stages 7 to 8

The team assign roles and divide tasks fairly, considering skills of team members and time available, and work together to achieve a shared outcome

#### Stage 9

The team assign roles and tasks with an appropriate rationale and respond flexibly when required to help each other achieve a shared outcome

By the end of the Primary phase, learners will be able to achieve a shared outcome by fairly dividing work into individual tasks, considering the time and skills of individual team members. In Stages 7-9, learners will be working on more complicated collaborative tasks. They will be able to assign roles and work together as a team with more coordination between team members, encouraging greater interdependence and shared responsibility for the team outcome. By Stage 9, learners will be working with increasing interdependence and will be able to work flexibly to support each other, in response to time pressure or unexpected issues affecting team members.

### Engaging in teamwork

#### Stages 7 to 8

The team member introduces useful ideas to help achieve a shared outcome and works positively to resolve conflict, solve problems and encourage other team members to participate, when required

#### Stage 9

The team member introduces useful ideas to help achieve a shared outcome, and works positively and sensitively to resolve conflict and solve problems, supporting and encouraging other team members to participate, when required

By the end of the Primary phase, learners will be able to contribute useful ideas that help achieve a shared outcome and help to solve problems faced by the team. In Stages 7 and 8, team members will continue to work positively together and help to resolve conflict within the team and encourage other team members to participate, if this is needed. By Stage 9, team members will show sensitivity when resolving conflict within the team and will support and encourage other team members to take part, if this is needed. This will be good preparation for learners' moving on to IGCSE/O Level Global Perspectives where they will complete a collaborative project.

## Communication

### Communicating information

#### Stages 7 to 8

Present information and arguments clearly with some reasoning, referencing sources where appropriate

#### Stage 9

Present coherent, well-reasoned and clearly structured arguments with detailed referencing of sources where appropriate

By the end of the Primary phase, learners will be able to present information clearly, using an appropriate structure and with some reference to sources where appropriate. In Stages 7 to 8 they will start to present arguments with some reasoning and by Stage 9, they will be able to present clearly structured, well-reasoned and coherent arguments with detailed references. This will prepare them for the expectations of the Cambridge Lower Secondary Checkpoint Global Perspectives where they will have to present well-structured and clear information with consistent references throughout.

### Listening and responding

#### Stages 7 to 8

Listen to ideas and information and offer relevant and well-judged contributions that demonstrate understanding of the issue

#### Stage 9

Listen to ideas and information and offer well-judged contributions that shape the discussion and enhance understanding of the issue

By the end of the Primary phase, learners are listening and responding to information and ideas about an issue and they will be able to ask questions that show they are attempting to understand the issue. In Stages 7 and 8, learners will listen to ideas and information presented and be able to respond with sensitivity toward the speaker and make a contribution that shows understanding of the issue under discussion. By Stage 9, learners will be able to respond with a contribution that shapes the discussion and enhances their own or the group's understanding of the issue.

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## 6 Cambridge Lower Secondary Checkpoint Global Perspectives

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There are many ways to assess how learners' skills develop during the Cambridge Lower Secondary Global Perspectives programme. Each Challenge provides several opportunities to identify progress, give feedback and discuss next steps with learners. The Teacher Guide offers guidance on using the Challenges to assess skill development and how to provide formative feedback to learners.

This section provides a detailed description of the requirements for the Research Report. It explains what learners need to do and the criteria for marking their work.

### Assessment overview

Cambridge Lower Secondary Checkpoint Global Perspectives is designed to be completed in the final year of lower secondary education. There are no written tests provided by Cambridge International.

Learners work individually to write a Research Report on one of the programme topics. This Research Report must be between 800 and 1000 words.

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.

Learners should conduct their own independent research on the issue, using a range of sources and analyse the issue, identifying and discussing its causes and consequences. They should then propose one national or local course of action (for the country from which their national perspective was drawn) which is likely to help to resolve the issue. Learners should also evaluate their sources of information, explaining where they may contain bias. The conclusion of the Research Report should reflect upon how the research conducted has impacted on the learner's own personal perspective.

While different learners may conduct research on the same topic, each learner's report must be a distinct piece of work on a specific issue within their chosen topic, which comprises only their own research and ideas. Each learner must devise their own research question (with guidance from you). This research question must be used as the title for their report.

For example, the report could be based on the topic of Employment. The research could focus on the following issue as a question: Should there be a legal minimum wage?

Where work has exceeded the word limit, you must not credit beyond the first 1000 words.

There are 40 marks available for the Research Report, which is internally assessed by you and externally moderated by Cambridge International.

## Assessment purposes

Purpose of the assessment:

- To reward learner achievement in relation to the Global Perspectives programme, with particular weight on achievement within the skills of research, analysis, reflection and communication.
- To provide a formal synoptic assessment of the skills developed throughout the programme.
- To provide formal feedback to the school and the learner's parent/carer about the learner's achievement.
- To give the learner an assessment experience that is preparatory for the IGCSE®/O Level Global Perspectives.
- To provide some diagnostic feedback to teachers in relation to their internal moderation, and strength of student evidence present in the sample.

Cambridge Lower Secondary Checkpoint Global Perspectives should not inform judgements related to:

- school admissions
- division of learners into different class or tutor groups (also known as setting or streaming)
- performance of teachers or centres
- employment.

### Role of the teacher

You should support each learner in their initial preparation to:

- understand the nature of the task; compiling a written Research Report of an investigative nature
- choose an issue from the programme topics which complements the learner's interest, enthusiasm and skills base
- formulate an appropriate research question
- develop planning, research and organisational skills
- develop analytical, evaluative and reflective skills
- develop learner's ability to cite and reference sources of information.

While the learner is working on the report, you should:

- give regular and supportive feedback aiming to enhance motivation
- give general feedback once first drafts have been written
- plan for sessions where learners can work independently using reference materials as appropriate
- monitor time management and assist learners to meet deadlines set.

You should carry out all of the above with the class as a whole and in small groups.

All work submitted must be learners' own work, but teachers can support and guide learners in a general way.

You must not:

- undertake any research on behalf of learners
- prepare or write any notes or drafts for learners
- correct any part of a learner's work or any draft work or notes used.

You must ensure that the ownership of the work lies with the learners.



## Assessment objectives

The assessment objectives (AOs) are:

AO1 Research, analysis and evaluation

AO2 Reflection

AO3 Communication and collaboration

## Weighting for assessment objectives

The mark weightings allocated to each of the assessment objectives for the Research Report are:

Assessment objective	Number of marks
AO1 Research, analysis and evaluation	32
AO2 Reflection	4
AO3 Communication and collaboration	4

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objective	Percentage of marks available
AO1 Research, analysis and evaluation	80%
AO2 Reflection	10%
AO3 Communication and collaboration	10%
Total	100%

## Assessment criteria

The Cambridge Lower Secondary Global Perspectives Checkpoint is assessed by teachers and moderated by Cambridge International. Marks are submitted through the Online Learning Area and automatically calculated by the system. The marking process is simple for teachers and descriptors are provided to help you select the description which most accurately reflects the learner's work. Guidance is provided for teachers in the Online Learning Area.

### AO1 – Research, analysis and evaluation

A	Constructing research questions	Formulates a well-constructed and focused research question which is relevant to the issue chosen.	(4 marks)	Formulates a research question which is relevant to the issue chosen but not focused enough to be fully answered in the report.	(3 marks)	Attempts to formulate a research question with some relevance to the issue chosen but is not formulated as a research question.	(1 mark)	Focuses their research around a title which has some relevance to the issue chosen but is not formulated as a research question.	(0 marks)
B	Analysis	Analyses the issue effectively, explaining a range of clear and relevant causes and consequences.	(5–6 marks)	Analyses the issue, explaining some causes and consequences.	(3–4 marks)	Analyses the issue, identifying some causes and/or consequences.	(2 marks)	Attempts to analyse the issue, identifying one cause or consequence.	(0 marks)
C	Evaluation	Evaluates sources of information, explaining why some may contain bias.	(4 marks)	Evaluates sources of information, recognising that some may contain bias.	(3–4 marks)	Evaluates some sources of information but does not acknowledge the possibility of bias.	(2 marks)	Attempts to evaluate one source of information.	(0 marks)
D	Information skills	Relevant information from a range of different sources.	(4 marks)	Relevant information from different sources.	(3 marks)	Information from different sources.	(2 marks)	Information from one source.	(0 marks)
E	Global perspective	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)	An explicit global perspective on the issue, supported with evidence and an attempt to explain how the perspective is global in nature.	(3 marks)	An attempt to present a global perspective on the issue, supported with some evidence.	(2 marks)	An attempt to present a global perspective on the issue but based on assertion rather than evidence.	(0 marks)
F	National perspective	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)	An explicit national perspective on the issue with one (or more) relevant examples of the perspective from the country chosen.	(3 marks)	An attempt to present a national perspective on the issue with relevant information about the country chosen.	(2 marks)	An attempt to present a national perspective on the issue, with some information about the country chosen, based on assertion rather than evidence.	(0 marks)

### AO1 – Research, analysis and evaluation continued

G	Different perspectives	A clear and insightful contrast between the global and national perspectives chosen.	(2 marks)	A contrast between the global and national perspectives chosen.	(1 mark)	No creditable response.	(0 marks)
H	Problem solving	A realistic national or local course of action which is likely to help resolve the issue.	(4 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.	(0 marks)
		A realistic national or local course of action which may help improve the issue.	(3 marks)		(1 mark)		(0 marks)

### AO2 – Reflection

I	Reflection	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)	Reflects on how their personal perspective on the issue has changed or developed, but with no real reference to research conducted or the national or global perspective analysed.	(2 marks)	Makes an attempt to reflect on how their personal perspective on the issue has changed or developed.	(1 mark)	No creditable response.	(0 marks)
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### AO3 – Communication and collaboration

J	Communicating information	Is well-structured and coherent.	(2 marks)	Is structured but at times difficult to follow.	(1 mark)	No creditable response.	(0 marks)
K	Referencing sources	Has consistent referencing of sources throughout, including author and title.	(2 marks)	Makes an attempt to reference some sources.	(1 mark)	No creditable response.	(0 marks)

## Assessment outcomes

Once teachers have marked the individual research reports, they are sent to Cambridge International for moderation. Learners can achieve either Bronze, Silver or Gold.

Bronze	Silver	Gold
The learner is likely to be able to:		
<ul style="list-style-type: none"><li>• attempt to research an issue, using some information</li><li>• identify a cause or consequence of an issue</li><li>• propose an action aimed at resolving an issue</li><li>• state their opinion on an issue</li><li>• present information with some clarity.</li></ul>	<ul style="list-style-type: none"><li>• conduct research, using some relevant information from different sources</li><li>• analyse an issue by identifying some of its causes and consequences</li><li>• present a global or national perspective on an issue</li><li>• attempt to evaluate a source of information</li><li>• suggest a course of action which may help to resolve an issue</li><li>• present their personal perspective on an issue</li><li>• communicate research findings with some clarity.</li></ul>	<ul style="list-style-type: none"><li>• conduct research, using relevant information from a range of sources</li><li>• analyse an issue by explaining some of its main causes and consequences</li><li>• compare a global and national perspective on an issue</li><li>• evaluate sources of information, recognising where some may contain bias</li><li>• suggest a realistic course of action which is likely to help resolve an issue</li><li>• explain their personal perspective on an issue referring to some of the evidence presented</li><li>• communicate research findings clearly.</li></ul>

More information on assessing Cambridge Lower Secondary Checkpoint Global Perspectives can be found on the Online Learning Area.

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## 7 Glossary

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**Assessment criteria** – refer specifically to the skills assessed in Cambridge Primary Checkpoint Global Perspectives.

**Bias** – unfairly prejudiced for or against something or someone.

**Challenge** – the medium-term plan for the Cambridge Primary Global Perspectives programme.

**Evaluation** – an appraisal of something to determine its worth/effectiveness for purpose.

**Issue** – an important topic or problem for debate or discussion.

**Learning objectives** – statements from the curriculum framework of the expectations of knowledge, understanding and skills that learners will develop; they provide a structure for teaching and learning, and a reference against which to check learners' attainment and skills development.

**Perspective** – a particular attitude towards or way of regarding something.

**Prediction** – what someone thinks will happen in the future.

**Strand** – a collection of learning objectives in the curriculum framework that forms an area of learning.

**Success criteria** – descriptions of how learners can achieve the learning objectives through a particular activity in the context of a specific Challenge and topic. This helps learners to know if they have been successful in achieving the learning objectives through the Challenge.

**Synthesis** – the bringing together of research and information to form something new.

**Teacher guide** – a document providing support in using the curriculum framework to plan and deliver lessons using effective teaching and learning approaches.

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