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Curriculum Framework

Cambridge Lower Secondary Global Perspectives 1129

Published in September 2022.



Version 2.0

Cambridge Pathway

Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them skills they need for life so they can thrive throughout their schooling work and life.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

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Changes to this curriculum framework

For information about changes to this curriculum framework, go to page 17.

The latest curriculum framework is version 2.0, published September 2022.

1 Why choose this curriculum framework?

Key benefits

Cambridge Lower Secondary Global Perspectives allows learners aged 11 to 14 to develop and embed the skills of analysis, collaboration, communication, evaluation, reflection and research before they start formal qualifications. Research shows that the earlier learners start to develop and practise these transferable skills, the greater the impact on their learning. These skills will support them in their studies in lower secondary and prepare them for Cambridge Upper Secondary and beyond.

In Cambridge Lower Secondary Global Perspectives, you can choose topics and global issues that are interesting and relevant for your learners, for example, issues related to sustainability. Learners explore different perspectives, which helps them to develop a global outlook. Learners start to evaluate perspectives and sources for credibility and bias.

Cambridge provides teaching and learning resources called Challenges. Each Challenge shows how you can support your learners to develop a particular skill using a topic as the context for age-appropriate activities. There are examples of how you can use Cambridge teaching and learning approaches like active learning and formative assessment.

Cambridge Lower Secondary Global Perspectives is designed to be flexible so you can deliver it in the best way for your school. Your school can choose how many Challenges to cover each year and you can choose which Challenges to do and whether to adapt them to your context and learners. Your school can also decide which language or languages your learners will use to engage with, and discuss, issues.

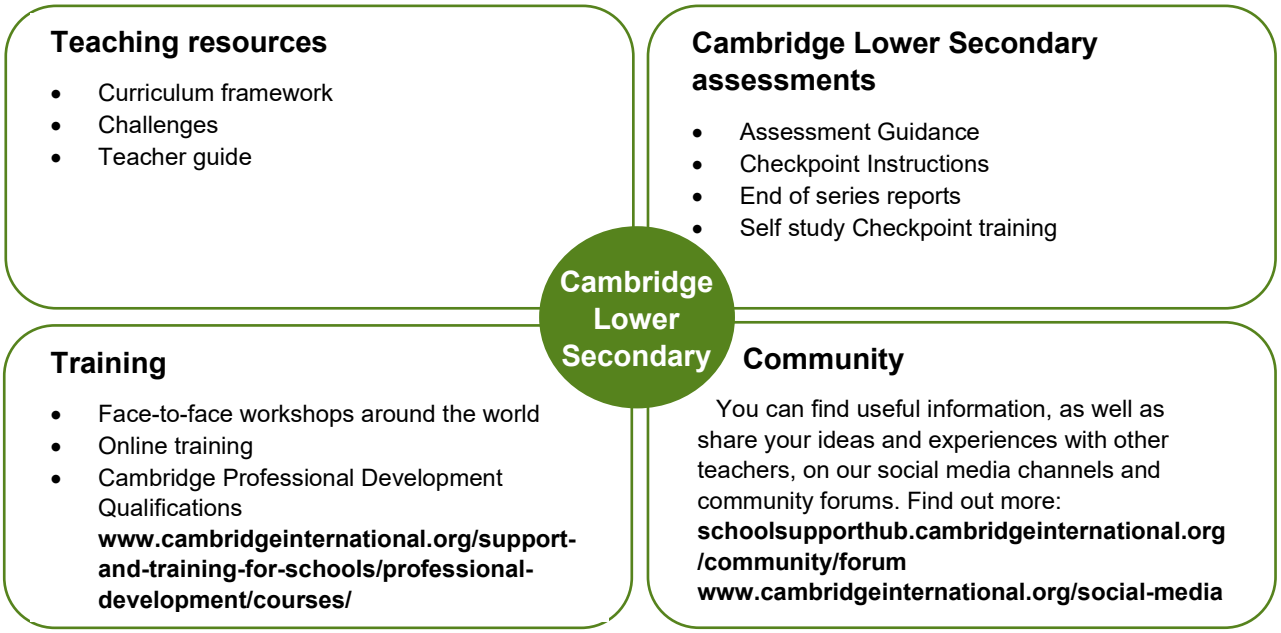
At the end of Cambridge Lower Secondary Global Perspectives your learners can demonstrate their skills through Cambridge Lower Secondary Checkpoint Global Persepctives. In this assessment, learners produce a Research Report of 800 to 1000 words on a global issue. The Research Report is written in English and provides an opportunity for learners to practise writing in English without the pressure of a formal, timed, assessment of their English skills. Completing the Research Report helps prepare learners for later stages as it is similar to one of the components of Cambridge IGCSE™ and O Level Global Perspectives.

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Supporting teachers

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

You will find most of these resources on the Cambridge Lower Secondary support site (**lowersecondary.cambridgeinternational.org/global-perspectives-1129**). 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

Our lower secondary programme is part of the Cambridge Pathway. This pathway leads seamlessly from primary to secondary and pre-university years. Each step of the pathway builds on the learners' development from the previous one or from other educational systems. This curriculum framework is typically for learners aged 11 to 14, but it may be appropriate to use it for slightly different ages to suit your context.

More information about each stage of the pathway for Cambridge Global Perspectives™ is available on the Cambridge International website: **cambridgeinternational.org/programmes-and-qualifications/cambridge-global-perspectives/**

Teaching time

This curriculum framework is designed to be very flexible. If you want to teach six Challenges a year then you need about 36 hours of Global Perspectives for each stage. This could be organised as one hour a week or occasional full days (allowing you to focus on a Challenge from start to finish). If you have less time available, then you can choose to do fewer Challenges each year. In Stage 9, Cambridge Lower Secondary Checkpoint Global Perspectives takes the time of approximately two Challenges.

Assessment

At the end of Stage 9, 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 5 of this document and *Cambridge Lower Secondary Global Perspectives Checkpoint Instructions*.

2 Curriculum overview

Aims

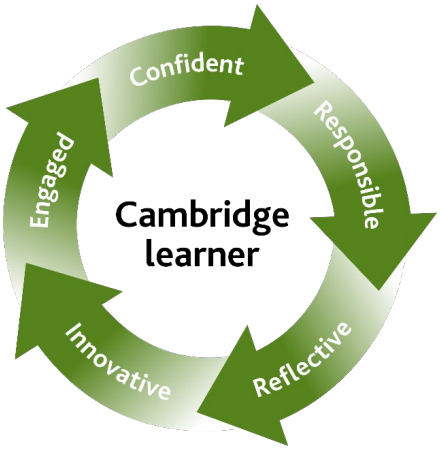
Following Cambridge Lower Secondary Global Perspectives helps learners to lay the foundations for lifelong learning, including:

- 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 of their personal and local context, as well as having global awareness.

In Cambridge Lower Secondary Global Perspectives, learners:

- become increasingly independent learners able to apply the skills of analysis, collaboration, communication, evaluation, reflection and research in everyday situations and when studying other subjects
- explore personal, local and global perspectives to make sense of, and feel connected to, the world around them
- develop an analytical understanding and awareness of global issues, their causes and consequences
- make informed decisions about the information they read, hear and see on global issues, identifying different perspectives and arguments
- work together as a team to achieve shared goals
- engage with others' ideas and ask well-judged questions
- conduct their own independent research on a global issue and effectively communicate their findings and judgements
- reflect on their progress, contributions and learning, and identify areas for improvement
- use information and sources to suggest solutions for local, national or global problems.

The Cambridge approach encourages learners to be:



Cambridge Lower Secondary Global Perspectives supports learners to become:

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

Innovative – learners think of innovative and sustainable solutions to global issues informed by their understanding of the issues and perspectives involved. 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 allows them to confidently choose information sources to use in their own research. They are given opportunities to present their work to peers which helps them to become confident communicators.

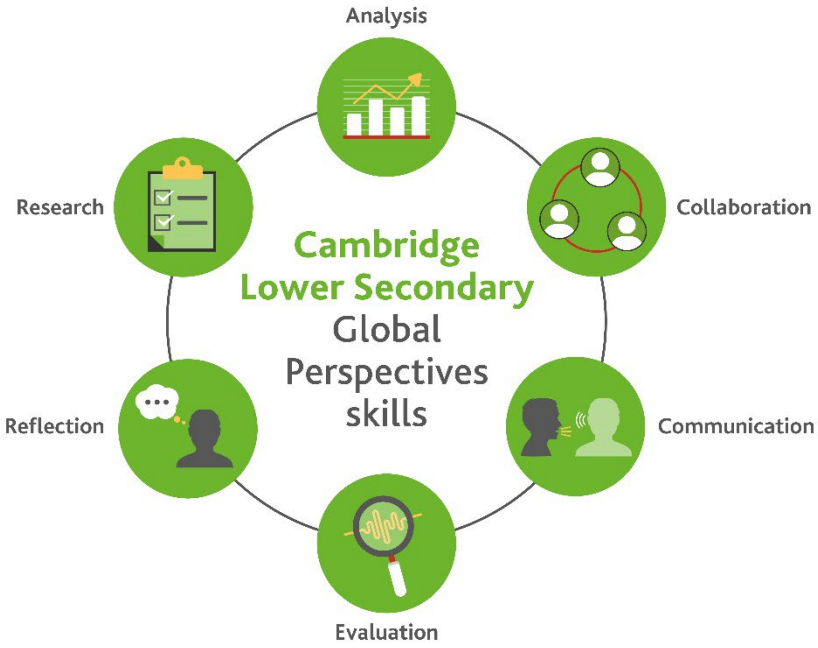
Engaged – learners consider issues that affect them and other people around the world. Through research, learners better understand how local actions can contribute to global issues.

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 an issue.

Skills overview

This 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' attainment and skills development can be checked.

We have divided the learning objectives into six main areas called 'strands' which run through every lower secondary stage. Each strand corresponds to one of the skills: Analysis, Collaboration, Communication, Evaluation, Reflection and Research.



In Stages 7 and 8 the same objectives can be used to structure learning but the range of materials and contexts you provide to learners needs to be increasingly complex. The Challenges give ideas of how to do this (see Section 4 for more information).

It may be appropriate to introduce this framework at slightly different ages to suit your particular circumstances.

The words 'argument, 'evidence', 'perspective' and 'issue' have particular meanings in the context of Cambridge Lower Secondary Global Perspectives. These meanings are:

Argument – a series of statements containing reasons and evidence which support a claim about a global issue.
Evidence – information about a global issue that helps to develop understanding or prove that something is true or false.
Issue – an important subject or problem for discussion.
Perspective – a viewpoint on an issue based on evidence and reasoning.

You will find definitions for other terms used in this curriculum framework in the glossary (Section 6 of this document).

3 Learning objectives by stage

Stages 7 and 8

Analysis

Identifying perspectives

- **78A.01** Identify ideas and evidence from different perspectives within different sources, on a given issue.

Interpreting data

- **78A.02** Explain how graphical or numerical data supports an argument or a perspective.

Making connections

- **78A.03** Explain causes of a local or global issue and consequences on others.

Solving problems

- **78A.04** Suggest and justify different actions to make a positive difference to a national or global issue.

Collaboration

Working together

- **78Cl.01** Work positively within a team to achieve a shared outcome and improve teamwork, for example by contributing useful ideas, offering solutions to problems, encouraging other team members to participate and being open to others' ideas.

Being an effective team

- **78Cl.02** The team assigns roles and divides tasks fairly, considering the skills of team members and the time available, resolves disagreements and works together to achieve a shared outcome.

Communication

Communicating information

- **78Cm.01** Present information and arguments clearly with some reasoning, referencing sources where appropriate.

Listening and responding

- **78Cm.02** Listen to ideas and information and offer relevant and well-judged contributions that demonstrate understanding of the issue.

Evaluation

Evaluating sources

- **78E.01** Evaluate sources, considering the author and purpose, recognising that some sources may be more credible than others.

Evaluating perspectives and arguments

- **78E.02** Discuss the effectiveness of an argument, making explicit reference to its structure and use of evidence.

Reflection

Personal contribution

- **78Rf.01** Explain personal contribution to teamwork and identify targets for improvement.

Teamwork

- **78Rf.02** Consider the benefits and challenges of teamwork experienced when working together to achieve a shared outcome.

Personal perpectives

- **78Rf.03** Consider ways that personal perspective on an issue may have changed as a result of conducting research or exploring different perspectives.

Personal learning

- **78Rf.04** Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement.

Research

Constructing research questions

- **78Rs.01** Construct relevant research questions.

Information skills

- **78Rs.02** 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

- **78Rs.03** Select an appropriate method and conduct research to test predictions and begin to answer a research question.

Recording findings

- **78Rs.04** Select, organise and record relevant information from a range of sources and findings from primary research, using appropriate methods.

Stage 9

Analysis

Identifying perspectives

- **9A.01** Identify perspectives and synthesise arguments and evidence from a range of sources on a given issue.

Interpreting data

- **9A.02** Identify patterns and trends in graphical or numerical data in order to support an argument or a perspective.

Making connections

- **9A.03** Make some links between causes and consequences of an issue at personal, local and global levels.

Solving problems

- **9A.04** Recommend an appropriate course of action and explain both its implementation and possible consequences for a national or global issue.

Collaboration

Working together

- **9Cl.01** Work positively and sensitively within a team to achieve a shared outcome and improve teamwork, for example by contributing useful ideas, offering solutions to problems, supporting and encouraging other team members to participate and being open to others' ideas.

Being an effective team

- **9Cl.02** The team assigns roles and tasks with an appropriate rationale, responding flexibly when required to make adjustments to achieve a shared outcome, and constructively resolves disagreements.

Communication

Communicating information

- **9Cm.01** Present coherent, well-reasoned and clearly structured arguments, including in-text citations and detailed referencing of sources where appropriate.

Listening and responding

- **9Cm.02** Listen to ideas and information and offer well-judged contributions that shape the discussion and enhance understanding of the issue.

Evaluation

Evaluating sources

- **9E.01** Evaluate a range of sources, considering credibility in terms of factors such as the author, purpose, bias and how well they are supported by other sources.

Evaluating perspectives and arguments

- **9E.02** Evaluate an argument, considering the structure, reasoning and evidence.

Reflection

Personal contribution

- **9Rf.01** Explain personal contribution to teamwork and relate to own strengths and areas for improvement.

Teamwork

- **9Rf.02** Relate benefits and challenges of teamwork to personal experience of working together to achieve a shared outcome and identify targets for improvement.

Personal perspectives

- **9Rf.03** Explain how personal perspective on an issue has changed as a result of conducting research and exploring different perspectives.

Personal learning

- **9Rf.04** Identify skills learned or improved during an activity and consider strategies for further development.

Research

Constructing research questions

- **9Rs.01** Construct a range of relevant research questions and identify the most appropriate one to follow up.

Information skills

- **9Rs.02** 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

- **9Rs.03** Select most suitable methods and conduct research to test predictions and answer a research question.

Recording findings

- **9Rs.04** Select, organise and effectively record relevant information from a wide range of sources and findings from primary research, justifying the method chosen.

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 use topics to provide stimulating contexts for the development of specific skills and learning objectives.

Challenges include suggested activities that require learners to analyse, collaborate, communicate, evaluate, reflect or research. Activities are designed to encourage learners to consider and connect personal, local and global perspectives related to an issue[Error! Bookmark not defined.]. You can find more guidance in the *Cambridge Lower Secondary Global Perspectives Teacher Guide* and definitions for key terms used in Cambridge Global Perspectives (like 'issues' and 'perspectives') in Section 6 of this document.

Cambridge Lower Secondary Global Perspectives gives learners the opportunity to develop important skills while exploring significant global topics, and issues within these topics. The topics give learners a stimulating context in which to develop skills; however, there is no required content for Cambridge Lower Secondary Global Perspectives. Learners do not need to study specific topics or issues and they do not have to learn specific content.

This diagram shows how skills, topics, issues and perspectives are combined in each Challenge.



Topics

Each Challenge is linked to one of the topics on the following list. The topics in the list are broad and within each topic there are many potential issues. This list is provided to give you ideas of the types of topic that might interest your learners. You should choose topics, issues and resources that are appropriate for your learners' ages, cultural backgrounds and learning context. You will also need to comply with your school's policies and any local legal requirements.

We recommend that learners consider a range of topics each year, but it is up to you which Challenges to use, how many to use and whether to adapt them for your learners. The intention is to give as much scope and encouragement as possible for learners to develop their skills and start to engage with the complex world in which they are living. How to drive sustainable change is part of this complex world. Sustainability is a global issue and any of the topics can be considered with a focus on sustainability, if you choose to do so.

Arts in society

Change in culture and communities

Climate change, energy and resources

Conflict and peace

Development, trade and aid

Digital world

Education for all

Employment

Environment, pollution and conservation

Globalisation

Health and wellbeing

Law and criminality

Media and communication

Migration and urbanisation

Political power and action

Poverty and inequality

Social identity and inclusion

Sport and recreation

Technology, industry and innovation

Transport, travel and tourism

Values and beliefs

Water, food and agriculture

5 Cambridge Lower Secondary Checkpoint Global Perspectives

There are many ways to assess how learners' skills develop in Cambridge Lower Secondary Global Perspectives. 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.

Cambridge Lower Secondary Checkpoint Global Perspectives is intended for the final year of lower secondary education, Stage 9. It is designed to assess the skills described in this document, with a particular emphasis on research, analysis and evaluation.

Learners work individually to write a Research Report that must be between 800 and 1000 words. The Research Reports are marked by teachers and moderated by Cambridge International. It is similar to the Individual Report component of Cambridge IGCSE Global Perspectives and so, unlike other Cambridge Lower Secondary subjects with Checkpoint assessments, there are no written tests provided for Cambridge Lower Secondary Global Perspectives. You can find all of the information you need about the assessment in *Cambridge Lower Secondary Global Perspectives Checkpoint Instructions*.

6 Glossary

This glossary is provided to support your understanding of the content of this curriculum framework. The definitions are intended to be sufficient to guide an informed reader.

Argument – a series of statements containing reasons and evidence which support a claim about a global issue.

Bias – unfairly prejudiced for or against something or someone.

Challenge – a medium-term plan for Cambridge Lower Secondary Global Perspectives, comprising suggested activities that can be developed into lesson plans.

Evidence – information about a global issue that helps to develop understanding or prove that something is true or false.

Issue – an important subject or problem for 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 viewpoint on an issue based on evidence and reasoning.

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

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

7 Changes to this curriculum framework

This curriculum framework has been amended. The latest curriculum framework is version 2.0, published September 2022.

- We have revised the definition of 'perspectives' and 'issues' and these definitions are common across Cambridge Primary, Lower Secondary, IGCSE and O Level Global Perspectives.
- We have combined and renamed some of the suggested topics. For example, sustainability is no longer a separate topic as issues of sustainability can be linked to many of the topics.
- We have emphasised that topics are only suggestions and you can choose any topics that will interest and engage your learners. We no longer refer to Programme Topics.
- In the Analysis strand, we have revised the 'Interpreting data' learning objectives to make it clear that learners should consider how data supports an argument or perspective. Stage 9 learners now need to explain implementation as well as the consequences of a course of action.
- The Collaboration strand has been revised, so that learning objectives in 'Working together' describe how an individual contributes to a team and learning objectives in 'Being an effective team' describe how a team acts collectively.
- Stage 9 learners are now explicitly expected to be able to use in-text citations as well as reference lists.
- In the Evaluation strand, we have made the disinction clearer between 'Evaluating sources' and 'Evaluating perspectives and arguments'. Evaluation of sources now expects learners to consider the credibiliy of sources, rather than only bias. The expected progression in 'Evaluating perspectives and arguments' has been made clearer.
- We have edited the learning objectives in the Research strand to make it clearer that learners are expected to conduct primary research (such as surveys) as well as look at sources.
- We have revised the assessment criteria for Cambridge Lower Secondary Checkpoint Global Perspectives for assessment in 2023 onwards. Instructions for this assessment are now in a separate document called *Cambridge Lower Secondary Global Perspectives Checkpoint Instructions.*
- Progression information previously found in the curriculum framework is now a separate document called *Cambridge Lower Secondary Global Perspectives Progression Grid.*
- We have made changes in order to make the curriculum framework digitally accessible. For example, we have increased the font size and spacing and added alternative text to images and tables.

There may be other minor changes that do not affect teaching and learning.

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