



CAMBRIDGE

Cambridge
Pathway



Cambridge Lower Secondary



Ready for the world

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators like you.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Together, we help Cambridge learners be **ready for the world**.



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Welcome to Cambridge Lower Secondary

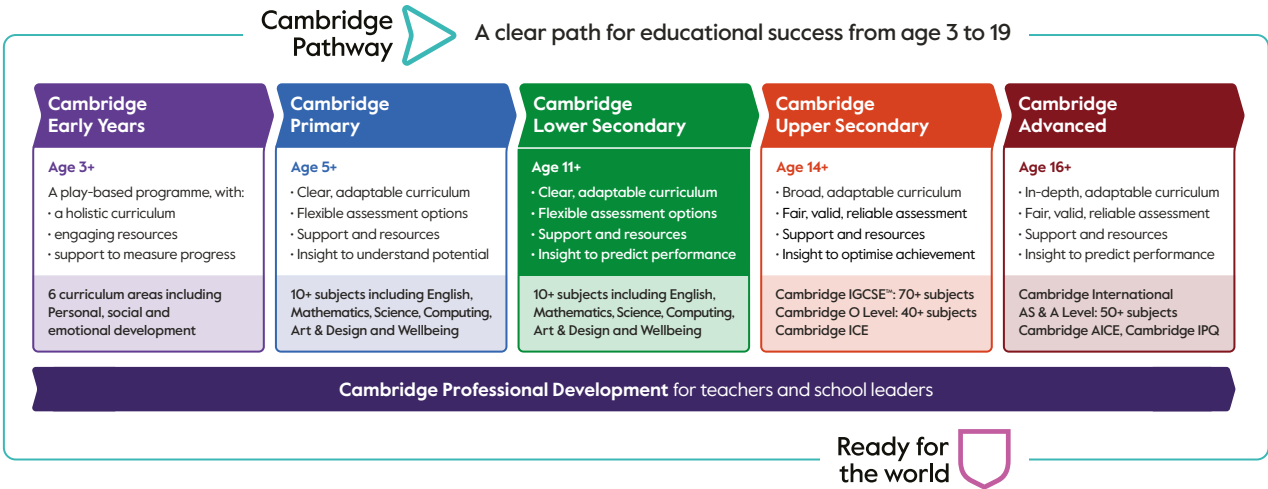
Cambridge Lower Secondary is typically for learners aged 11 to 14 years. It helps you prepare students for the next step of their education, helping them to become confident, responsible, reflective, innovative and engaged.

By offering Cambridge Lower Secondary, you can provide a broad and balanced education for your learners, helping them to thrive throughout their schooling, work and life.

With 13 subjects to choose from, including English, Mathematics and Science, our lower secondary programme provides a clear path for the next stage of education, as well as plenty of opportunities to develop creativity, expression and personal wellbeing in a variety of ways.

You can shape the curriculum around how you want your students to learn. Because Cambridge Lower Secondary is flexible, you can adapt the content to suit your context, culture and ethos.

Our lower secondary programme is part of the Cambridge Pathway. The five stages lead seamlessly from early years to primary to secondary and pre-university years. Each stage builds on learners' development from the previous one or from other educational systems:



Our approach to lower secondary education

We have built Cambridge Lower Secondary around what matters most to our schools and learners around the world:

▶ **A broad curriculum for a balanced education**

With a choice of 13 subjects, a wide range of support and optional assessments, you will find plenty to help you deliver core subjects as well as develop creativity, expression and wellbeing.

A range of subjects makes sure that teaching and learning appeals to many different students and prepares them for the future by introducing them to new topics. Teachers can enjoy a stimulating and varied curriculum, which challenges and inspires students to be lifelong learners.

▶ **A clear path to progress, step by step**

Cambridge Lower Secondary helps you prepare learners for the next step of their education, providing a clear path as they progress through the Cambridge Pathway in an age-appropriate way.

We need to make sure that students are learning the right things at the right time. Each subject at Cambridge Lower Secondary has a curriculum framework with progression grids showing teachers what comes before and after. Teachers can focus on teaching, knowing that the sequencing of learning aligns from stage to stage. Students will be familiar with content and skills from the previous stage and well prepared for the next.

▶ **A global learner in a local context**

Cambridge Lower Secondary encourages learners to understand their own culture, community and identity within the wider world.

We want to celebrate local culture while helping learners to discuss global issues. Activities in our schemes of work are internationally focused but they can be applied in all local contexts so that learners can develop a broad outlook.

▶ **A flexible approach**

Cambridge Lower Secondary is flexible, so you can build a programme that adapts to your learners' needs and works with your local context.

Our programme covers three years of learning and can be integrated with local and national curricula. However, if your school has longer or shorter terms/semesters or school hours, you can combine learning objectives from two or more years to cover more content. Also, our range of assessment options helps you to choose the approach that works best for your school and learners.

▶ **An aligned programme based on the latest research**

We make sure that the programme, from curriculum to teaching, learning and assessment, is aligned and informed by the latest research.

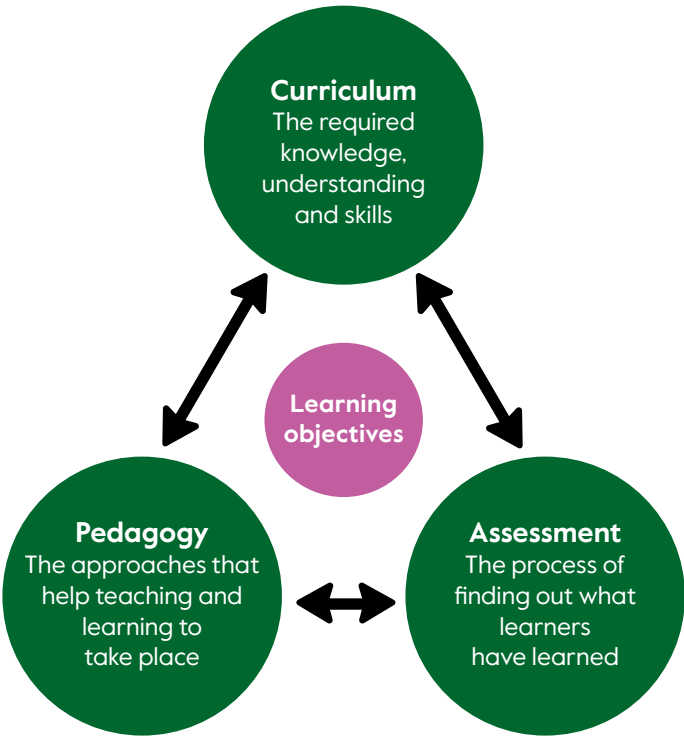
Subject experts and leading specialists develop our curricula using subject-specific research. We critically review every learning objective through the lens of curriculum, teaching, learning and assessment. Aligning these four areas puts learners in the best possible position for the future and leads to a richer learning experience.

An integrated programme

We believe education works best when curriculum, teaching, learning and assessment align. Cambridge Lower Secondary prepares students for the next stage by developing knowledge, understanding and skills across the programme.

We encourage teaching practice that engages lower secondary students in their own learning, and we support our programmes with high-quality resources.

Our view is that assessment should both prove and improve students' learning, giving them focus, pace and challenge. We organise our lower secondary assessments in a way that maximises time for teaching and learning.



“Cambridge is a well-respected and rigorous exam board. We like that we can see progression from Cambridge Primary through to Lower Secondary using the curriculum and Cambridge Checkpoint tests.”

Chris Terry, Head of Secondary,
Straits International School, Malaysia

Choose from
13 subjects
 in any combination

Curriculum

Cambridge Lower Secondary is designed to stretch, challenge and inspire all students, whatever their cultural context.

We give our schools the flexibility to develop a curriculum that suits their students' needs. Many of our schools offer Cambridge Lower Secondary alongside their national curriculum, or as part of a bilingual programme.

There are 13 subjects to choose from. Each comes with a clear set of learning objectives, so you know exactly what content to cover and which skills to develop:

- Art & Design
- Cambridge Global Perspectives™
- Computing
- Digital Literacy
- English
- English as a Second Language
- Humanities NEW
- Mathematics
- Modern Foreign Language NEW
- Music
- Physical Education
- Science
- Wellbeing.

We encourage teaching practice that engages students in their own learning, and offer teaching resources and professional development to help you do this.

The curriculum and progression

All Cambridge Lower Secondary subjects include a set of learning objectives that provide a structure for teaching and learning, and a reference for you to check learners' attainment and skills against.

We divide learning objectives into clearly sequenced areas called 'strands' that you can teach separately or together. All 13 subjects and learning objectives ensure a smooth progression throughout Cambridge Lower Secondary and onwards into Cambridge Upper Secondary and beyond.

Classroom and external assessments

Accurately measuring a student's potential and progress can transform learning and help you make informed decisions about individual students, their educational needs and where to focus your teaching efforts.



Measure potential £

Our on-screen baseline assessments for 11 to 14 year olds help you identify and diagnose learning needs, and measure and benchmark learners' potential. The baseline and diagnostic assessments adapt to each student's level, quickly and accurately identifying their abilities in core academic skills.



Measure

Track learners' aptitude in core skills.



Marking

On-screen assessment, with results provided automatically.



Frequency

Usually at the beginning or the end of the academic year.



Benefits

- Understand students' potential and what they are learning.
- Helps to predict grades in qualifications such as Cambridge IGCSE, O Level and International AS & A Level.
- Plan your interventions to help students improve on areas of weakness and reach their potential in strength areas.

For more information about our baseline assessments, go to cem.org/readyfortheworld

Provide feedback

We encourage you to assess some subjects in the classroom through discussion, observation and lesson outputs. We provide assessment guidance to help you give formative feedback on the skills you want learners to develop so that they can reflect on and improve their performance. Cambridge resources also provide a range of formative assessment opportunities and full support to implement them.



Measure

Skill development.



Marking

By teachers.



Frequency

Throughout the academic year.



Benefits

- Feedback on 'what went well' with students, and how they can improve further.
- Students can reflect on and improve their performance.

Monitor progress

Cambridge Lower Secondary Progression Tests help you to assess knowledge, skills and understanding. Use them to check learners' progress at any time of year, as many times as needed, throughout Stages 7, 8 and 9.



Measure

Learners' skills and understanding in English as a First or Second Language, Mathematics and Science.



Marking

Marked by teachers.



Frequency

At any time in the year, as many times as needed.



Benefits

- Get detailed information about learner performance.
- Compare strengths and weaknesses of individuals and groups.
- Use our clear guidance, standards and mark schemes.
- Give structured feedback to learners and parents.

Check achievement £

Use Cambridge Checkpoint to monitor individual and group performance at the end of the Lower Secondary programme. As the tests are internationally benchmarked, you can have extra confidence in the feedback you receive and share with parents.



Measure

Learners' skills and understanding in English as a First or Second Language, Mathematics, Science and Cambridge Global Perspectives.



Marking

Marked by Cambridge.



Frequency

At the end of Cambridge Lower Secondary.



Benefits

- See how your learners are performing against an international benchmark, and in comparison to the rest of their class.
- Easily monitor group and individual performance.
- Learners receive a statement of achievement and a diagnostic feedback report.

We receive
130 000 
Cambridge Lower Secondary Checkpoint
entries every year

“The big difference comes with the level at which Cambridge subjects are assessed, the rigorous assessment methodology and the ease with which educators can continually track student progress.”

Kay Didimalang, Headteacher, Legae English Medium School, Botswana

Support

We support Cambridge Lower Secondary with high-quality resources to help you plan and deliver the programme:

- assessment guidance and analysis tools
- curriculum frameworks and progression grids
- endorsed resources from publishers
- past papers, mark schemes and end-of-series reports
- schemes of work
- teacher guides
- training – online and face to face.

Registered Cambridge International Schools can download free teaching resources from the Cambridge Lower Secondary support site: lowersecondary.cambridgeinternational.org

Endorsed resources

We work with leading authors and educators to develop our resources that meet the needs of every learner. Our resources go through a detailed and independent quality assurance process. The process makes sure each resource closely reflects the syllabus or curriculum, and is accessible and appropriate for Cambridge schools around the world.

We also endorse resources from a range of other publishers that support the Cambridge Pathway and help schools to deliver our international programmes and qualifications. To increase choice and help meet the needs of our schools, many of our programmes and qualifications have more than one endorsed title.

Endorsement means we are confident the resource will support teaching and learning of the Cambridge programme or qualification.

How to find endorsed resources

To find endorsed resources for your subject, visit the relevant subject page at cambridgeinternational.org/lowersecondary

Cambridge resources for Cambridge Lower Secondary

At Cambridge, teachers are at the heart of everything we do. Every teacher has their own style in the classroom, and we offer a wide range of high-quality resources to suit different teaching methods and types of learning.

Supporting an active approach

The teaching and learning approaches in our resources support our aim to develop learners who are ready for the world. Your students will build their critical thinking, collaboration and communication skills as they make, question and investigate.

Children learn in different ways and at different speeds, but with extensive support in student and teacher resources across lower secondary, you can tailor your lessons to individual needs. Furthermore, our professional development training helps you feel confident in using the resources to get the best outcomes for your students.

Reducing the language barrier

Learning in English broadens students' opportunities, but it can be challenging. Our resources help students understand new concepts and give them the confidence to progress with their English and express themselves.

In the lower secondary series, you will find vocabulary boxes and glossaries across all subjects, along with a wide range of authentic fiction and non-fiction to give learners greater experience of the English language.

Tools for learning

We provide both print and digital books as well as digital front-of-class support, via Digital Classroom and Cambridge Online Mathematics, so you can teach in a way that suits your context. We also offer free 30-day trials of our digital resources so you can find the perfect fit for your classroom.

For more information about our resources and digital trials, go to: cambridge.org/education/lower_secondary

“The rich resources and activity-based lessons inspire curiosity and make learning simpler.”

Samuel Ewache, Science Teacher,
Start-Rite Schools, Abuja, Nigeria



Art & Design

Cambridge Lower Secondary Art & Design (0073) gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Students explore and push boundaries to become reflective, critical and decisive thinkers. They learn how to articulate personal responses to their experiences and to think about how their artistic development will support them throughout all areas of their education.

“Cambridge has helped us to develop students’ soft skills, broaden their knowledge and help them understand the value of collaboration.”

Rutdiana Anggodo, Curriculum Coordinator,
Saint Peter’s Catholic School, Jakarta,
Indonesia

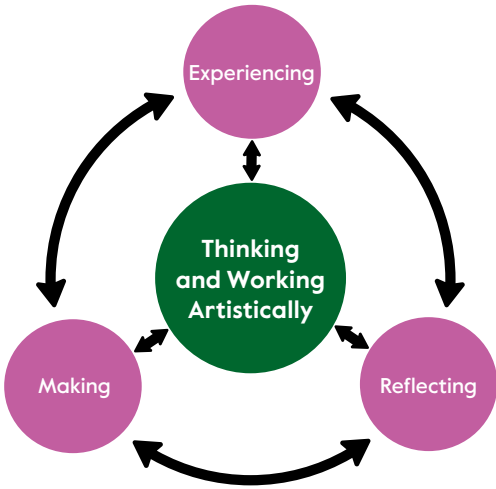
What will students learn?

Cambridge Lower Secondary Art & Design students:

- learn to see themselves as artists and become increasingly reflective and independent
- develop the skills needed to express creative ideas and to communicate visually
- understand their place and the place of others in a creative, innovative and interconnected world
- make increasingly informed decisions about the art and design they encounter
- develop creative skills that will help with many aspects of their future learning and development
- learn how to articulate personal responses to their experiences and to think about how their artistic development will support them throughout all areas of their education.

The curriculum and progression

Cambridge Lower Secondary Art & Design provides a structure that mirrors the process followed by artists of all ages and levels of expertise. For this reason, the same learning objectives are used to structure the learning from Cambridge Primary and through each stage of lower secondary. These learning objectives are divided into four main areas, called ‘strands’, which have also been designed to reflect the interwoven stages of the artistic process.



Progression examples

We have designed this curriculum so that learners are able to continually develop their artistic skills and thought processes. Therefore the same set of learning objectives applies across all stages of the lower secondary curriculum. How learners then progress within those learning objectives is illustrated within example progression guidance, such as that provided in the table on the next page.

Learning objective examples

Strand	Stages 7 and 8	Stage 9
Experiencing	The role of art, craft and design is compared across local and global cultures and across historical periods, including the present.	Learners’ selections and explorations are clearly influenced by research into art from different times and cultures.
Making	Tools, technologies and processes are explored, both independently and collaboratively, and peer assessment is used to identify and discuss outcomes throughout the making process.	The selection of materials and processes becomes the learners’ own choice and demonstrates innovation.
Reflecting	Contextual links are identified between different artworks.	Learners appreciate how other artists take inspiration from their surroundings, experiences and their peers.
Thinking and Working Artistically	The work of artists and other learners is used both to stimulate creative ideas and to inform problem solving. Learners are increasingly responsible for the selection of the artists they research to inspire their creativity and their experimentation with new technical skills.	Learners access art and design independently, to suit their own interests. They are more aware of the art, and the sources of art, that are available to them and they demonstrate awareness of how art and design affects their own lives and the lives of those around them.

Support for teachers

We provide a wide range of support to help deliver the course, including activities that you can adapt to suit a range of artistic contexts and resources:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Assessment guidance	✓
Community online forum	✓

How is this subject assessed?

There are no Cambridge Lower Secondary Progression Tests or Cambridge Lower Secondary Checkpoint tests for this subject.



Teaching support and classroom assessment guidance is available on the lower secondary support site.

How is this subject taught?

You can teach Cambridge Lower Secondary Art & Design through a broad range of investigative, art-making and reflective activities. These include a number of study areas, for example painting, printmaking, model making or digital art. You can also apply the curriculum content to your local context and to the resources that you have available.



Cambridge Global Perspectives™

Cambridge Lower Secondary Global Perspectives (1129) is a unique, transformational programme that helps learners at every stage of school education develop outstanding transferable skills. This subject develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It also provides valuable opportunities to reinforce links with other Cambridge Lower Secondary subjects.



The curriculum and progression

We have divided the learning objectives into six main areas called 'strands' that run through every stage. Each strand corresponds to one of the skills: research, analysis, evaluation, reflection, collaboration and communication.

We have designed the learning objectives in Cambridge Lower Secondary Global Perspectives to promote progression along the Cambridge Pathway.

Developing perspectives

By the end of the lower secondary 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, they will be able to synthesise arguments from different perspectives. This will prepare learners for Cambridge Lower Secondary Checkpoint, where they will analyse different perspectives on an issue in order to answer a research question.

Learning objective examples

Stages 7 and 8	Stage 9
Identify ideas and evidence from different perspectives within different sources, on a given topic.	Identify perspectives and synthesise arguments and evidence from a range of sources on a given topic.

Support for teachers

We provide a wide range of support to help you deliver Cambridge Global Perspectives, including activities that you can adapt to suit your context.

Curriculum framework	✓
Challenges	✓
Teacher guide	✓
Self-study courses	✓
Online training	✓
Face-to-face training	✓
Community online forum	✓
Textbooks and resources from publishers	✓

How is this subject taught?

Teaching and assessment focus on the development of skills. This means that the learning objectives focus on skills that learners will need rather than knowledge and understanding about specific topics.

The skills are taught through a wide range of topics using a personal, local and global perspective. Teachers help students to look at a variety of global issues or topics that give a range of contexts. Cambridge Lower Secondary Global Perspectives introduces students to topics that they will cover for Cambridge Upper Secondary Global Perspectives, which supports their progression to the next phase of learning.

We have built this curriculum around a series of Challenges or medium-term plans. The Challenges for each stage provide:

- a skill focus and the learning objectives related to this skill
- a context in which to develop the skill and success criteria that describe how the skill could be demonstrated
- information about resources and suggested activities.

How is this subject assessed?

Chk Cambridge Lower Secondary Checkpoint*

Teaching support and classroom assessment guidance is available on the lower secondary support site.

*Students produce an individual Research Report that is marked by teachers and moderated by Cambridge.

Teaching and learning resources

This series helps learners develop six essential skills: analysis, collaboration, communication, evaluation, reflection and research. Adaptable to any Cambridge Global Perspectives topic, such as "Education for all" and "Globalization", these resources encourage students to explore issues at local, national and global levels while appreciating diverse perspectives. This series has been developed for the Cambridge Lower Secondary Global Perspectives curriculum framework (1129).



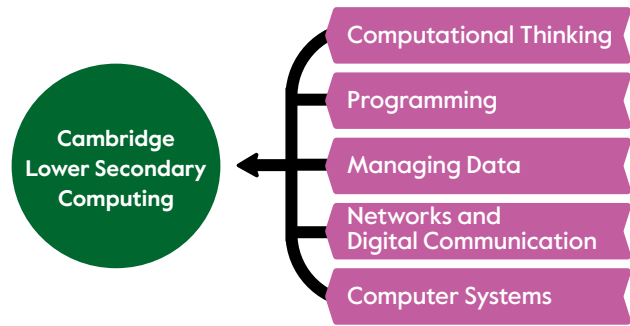
Computing

Cambridge Lower Secondary Computing (0860) helps learners understand how computers work. This stimulating course gives students the opportunity to look inside a computer to understand the purpose of different components. They will develop coding skills in text-based programming languages, such as Python, and begin to appreciate how computers are used.

What will students learn?

- Students will learn how to:
- extract key information from a set of instructions, break down problems into smaller parts and learn how to solve them
 - present algorithms in an increasingly complex way
 - think logically to identify and solve errors in complex computing scenarios
 - see themselves as computer scientists and understand how skills such as programming and logical thinking help in local and global industries
 - understand the role that computers, other machines and data play in a range of industries.

Schools that are looking to develop learners' skills on how to use computers and stay safe online might consider using our Cambridge Lower Secondary Digital Literacy course (see page I7) in addition to this subject.



- Our computing curriculum is divided into five strands:
- **Computational Thinking** develops skills such as problem solving using algorithms that are presented as flowcharts and pseudocode.
 - **Programming** helps learners to understand the common constructs of programming languages and to appreciate the contribution that computer scientists make to our lives.
 - **Managing Data** encourages learners to reflect on how we use computers to store and analyse data on an ever-increasing scale.
 - **Networks and Digital Communication** shows how computers and other machines communicate with each other across networks which are created through a combination of hardware and data transmission protocols.
 - **Computer Systems** helps learners understand the components within a computer system and how we use them to control a range of other devices. They are also introduced to emerging technologies and the impact technology has at home, and in school and industry.

The curriculum and progression

We have designed learning objectives to ensure progression in learning from Stage 7 to Stage 9 and onwards into Cambridge Upper Secondary and beyond. The table below shows some examples of how knowledge, understanding and skills progress across the lower secondary stages.



Learning objective examples

Strand	Stage 7	Stage 8	Stage 9
Computational Thinking	Follow, understand, edit and correct algorithms that are presented as flowcharts.	Follow and understand algorithms that are presented as pseudocode.	Follow, understand, edit and correct algorithms that are presented as pseudocode.
Programming	Know how to apply test plans.	Know how to develop and apply test plans.	Know how to develop and apply test plans that include normal, extreme and invalid data.
Managing Data	Know that there are many systems that can be used to model real-life scenarios, such as simulators.	Identify key features of models such as simulators, including their data requirements.	Evaluate the use of models that represent real-life systems.
Networks and Digital Communication	Know the differences between Bluetooth®, wi-fi and cellular networks, including the different generations of cellular networks (4G, 5G).	Describe the advantages and disadvantages of wired and wireless networks, including performance and security aspects.	Explain the scalability factors that should be considered when designing networks.
Computer Systems	Explain the use of automation in at least two industries, such as health, manufacturing or advertising.	Describe how autonomous programming and AI is used in robotics.	Describe the benefits and risks of the computerisation of traditional manufacturing and industrial practices, for example Industry 4.0.

How is this subject taught?

We have included plenty of opportunities for learners to investigate and create programs using the constructs that they discover. We encourage you to revisit programming activities such as creating interfaces, quizzes and data input and output systems throughout each stage.

Activities that enable learners to create instructions away from the computer, such as those related to decision making, will help them to consider and discuss the key principles of logic and precision. These

activities will also introduce them to widely used methods for presenting algorithms, such as flowcharts and pseudocode.

Opportunities to see and interact with real networked hardware and emerging technologies that control other machines will help learners to understand the context of computing systems beyond those that they use in the classroom or at home. This will include the automated systems that are becoming increasingly important to regional and global economies.

Computing continued


Support for teachers

We provide a wide range of support to help you deliver computing, including activities that can be extended into longer projects:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Self-study courses	✓
Online training	✓
Face-to-face training	✓
Assessment guidance	✓
Textbooks and resources from publishers	✓
Community online forum	✓

How is this subject assessed?

There are no Cambridge Lower Secondary Progression Tests or Cambridge Lower Secondary Checkpoint tests for this subject.

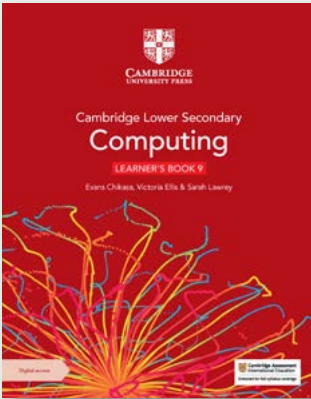
 Teaching support and classroom assessment guidance is available on the lower secondary support site.

Understanding how computers work

will help learners to develop the logical thinking skills that will benefit their whole education

Teaching and learning resources

From exploring data types to planning a computer game, these resources support your learners as they continue their journey towards becoming confident computational thinkers. As learners engage with various activities and projects, they will develop 21st-century computing skills including programming, problem-solving, logical thinking and data handling. This series covers all five computing strands and is developed for the Cambridge Lower Secondary Computing curriculum framework (O860).



Digital Literacy

The digital world allows us to connect, collaborate and discover new information on an ever-broadening scale. Cambridge Lower Secondary Digital Literacy (O082) learners should be able to effectively use technology as part of their educational journey.

What will students learn?

Cambridge Lower Secondary Digital Literacy learners will:

- understand their place, and the place of others, in an interconnected world and make educated decisions about the information that they encounter online
- develop knowledge and understanding that will allow them to respond to, and evaluate technology of the future
- develop skills to create increasingly sophisticated documents and presentations
- learn how to become positive contributors to the digital world
- use digital technology safely and protect their own physical and emotional wellbeing.

Students develop the digital skills that will help with many aspects of their future learning and development. Schools looking to develop learners' understanding of how computers work, including coding skills, might consider using our Cambridge Lower Secondary Computing course (see page 14) in addition to this subject.



Digital Literacy continued



The curriculum and progression

Learning objectives provide structure and a reference for you to check students' attainment and skills against. The curriculum is divided into three main areas called 'strands' and you can teach them separately or together. We have designed the learning objectives to ensure progression in learning from Stage 7 to Stage 9 and onwards into Cambridge Upper Secondary. The table below shows some examples of how knowledge, understanding and skills progress across the stages.

Cambridge Digital Literacy helps learners to embrace the digital world responsibly



Learning objective examples

Strand	Stage 7	Stage 8	Stage 9
Tools and Content Creation	Use Track Changes and comments when editing documents.	Create templates and master documents and understand the benefit of these.	Create a portfolio of documents for a common purpose.
Safety and Wellbeing	Understand that all online activity can be collated and added to a user's digital footprint, which can have positive and negative consequences.	Understand that metadata can be sold as a product.	Explain how search engines provide personalised search results based on metadata, including targeted advertising.
The Digital World	Discuss and make predictions about future technologies.	Describe the benefits and risks of the Internet of Things.	Describe the benefits and risks of Artificial Intelligence.

Support for teachers

We provide a wide range of support to help you deliver digital literacy:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Assessment guidance	✓
Community online forum	✓

How is this subject taught?

Schools can teach Cambridge Lower Secondary Digital Literacy as a separate subject or embed the content within broader learning. For example, content creation skills can be taught while learners are preparing to present their work in Mathematics or Science, and safety messages can be embedded within cross-curricular sessions about how learners should conduct and protect themselves in the modern world.

How is this subject assessed?

There are no Cambridge Lower Secondary Progression Tests or Cambridge Lower Secondary Checkpoint tests for this subject.

Teaching support and classroom assessment guidance is available on the lower secondary support site.

English

Cambridge Lower Secondary English (0861) is for learners who have English as a first language. It can be used in any cultural context. This curriculum encourages lifelong enthusiasm for reading, writing and spoken communication. It equips students with transferable language skills for interrogating and producing spoken or written texts and working collaboratively. It also develops their confidence, creativity and intellectual engagement.

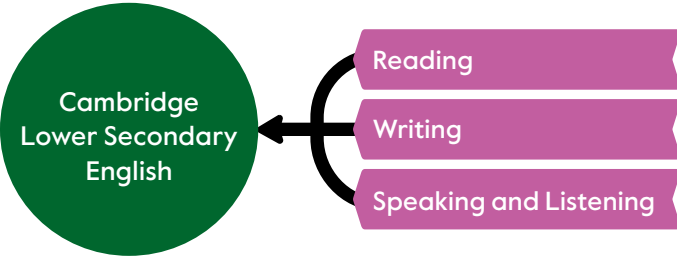
What will students learn?

Learners develop English skills they can apply to a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively, and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment.

Together, the reading, writing, speaking and listening skills acquired through Cambridge Lower Secondary English support learners' overall intellectual, creative and social development. They will:

- become confident communicators, able to apply their reading, writing, speaking and listening skills effectively in everyday situations and in studying a range of subjects
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes
- develop speaking and listening skills for effective presentation and collaboration, sharing and responding to ideas to achieve a shared understanding or goal
- develop a broad vocabulary and an understanding of how to apply grammar and linguistic conventions appropriately
- develop skills to evaluate spoken and written texts, making decisions about how convincingly they represent different values and opinions.

Divided into three stages, the curriculum framework covers knowledge, skills and understanding in the three strands:



The curriculum and progression

We have designed learning objectives to ensure progression in learning from Stage 7 to Stage 9 and onwards into Cambridge Upper Secondary. The table below shows some examples of how knowledge, understanding and skills progress across the stages.

Support for teachers

We provide a wide range of support to help deliver Cambridge Lower Secondary English, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Face-to-face training	✓
Textbooks and resources from publishers	✓
Cambridge Lower Secondary Progression Tests and analysis tool	✓
Community online forum	✓



Learning objective examples

Strand	Stage 7	Stage 8	Stage 9
Reading	Comment on the key features of text structure in a range of fiction and non-fiction texts, including poetic forms.	Discuss how a writer uses features of text structure for effect in a range of fiction and non-fiction texts, including poetic forms.	Analyse how the structure of a text can be manipulated for effect in a range of fiction and non-fiction texts, including poetic forms.
Writing	Use a range of planning methods to generate, organise and shape ideas.	Use the most appropriate approach to planning writing in order to generate, organise and shape ideas.	Make an informed choice about whether to plan before writing.
Speaking and Listening	Show insight into texts and issues through choice of speech, gesture and movement, within drama.	Demonstrate empathy and understanding of a range of characters through flexible choice of speech, gesture and movement in a dramatic scene.	Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence.

English continued

How is this subject taught?


You can teach our English curriculum using a broad range of activities that promote experience, reflection and improvement. We recommend a range of fiction genres, poetry, playscripts and non-fiction text types to provide authentic contexts for skills development.

The learning objectives in the three strands of the curriculum framework support an integrated approach to teaching and learning reading, writing, and speaking and listening skills.


We have embedded grammar within the Reading and Writing strands to promote an authentic and meaningful learning experience where learners both explore grammatical concepts through reading and apply them in their own writing.

How is this subject assessed?

 Cambridge Lower Secondary Progression Tests

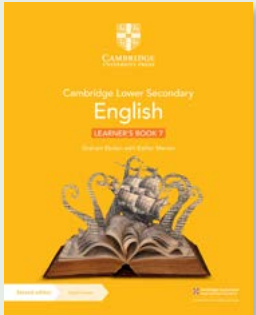
 Cambridge Lower Secondary Checkpoint

We do not assess Speaking and Listening with these tests.

 Teaching support and classroom assessment guidance is available on the lower secondary support site.

Teaching and learning resources

Your learners will develop their English skills as they write a film script, explore autobiographies and perform a scene from a detective story. The series offers a wide range of international fiction, non-fiction, poetry and drama to help your learners develop their understanding of different genres and text types. Packed with activities that cover reading, writing, speaking and listening, this series offers opportunities to develop 21st-century skills – such as collaboration and critical thinking. The series has been developed for the Cambridge Lower Secondary English curriculum framework (0861), providing a seamless transition for your learners.



English as a Second Language

For learners who speak a language other than English at home.

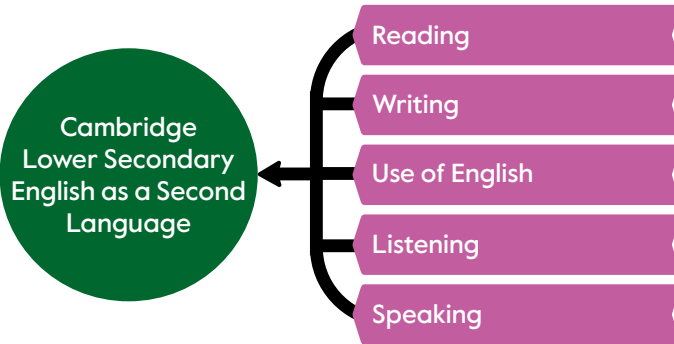
Cambridge Lower Secondary English as a Second Language (0876) empowers learners to communicate confidently and to develop the critical skills needed to respond to a range of information, media and texts. It promotes active learning, develops thinking skills and encourages intellectual engagement. It develops a solid foundation for further study of English as a second language, and for study through the medium of English.

What will students learn?

In Cambridge Lower Secondary English as a Second Language, learners:

- develop a curiosity about other languages and cultures, and how these shape our perceptions of the world
- see themselves as successful language learners
- are able to communicate effectively through the skills of reading, writing, speaking and listening
- become confident in and enjoy reading a range of texts
- develop a solid foundation in the skills required for continued study of English as a second language and for study through the medium of English.

Divided into three stages, the curriculum framework covers knowledge, skills and understanding in five strands:



This course supports progression to Cambridge IGCSE and O Level English as a Second Language.

International language standards

We have based the learning objectives on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used around the world to map learners' progression in English. The CEFR provides an international standard which is widely recognised for describing language ability. Alignment to the CEFR makes it easy for schools and parents to understand the level of the English as a Second Language programme.

“The Cambridge Lower Secondary curriculum provides a systematic learning and teaching programme and also helps us to build our own bilingual courses by integrating both the Chinese and Cambridge curricula.”

Daniel Guo, PLS Coordinator, Huanggang Education Group, China



English as a Second Language continued

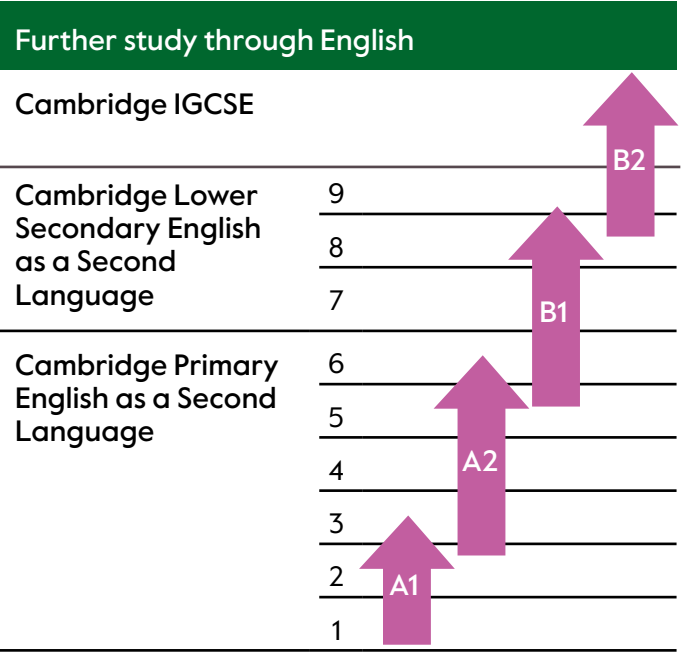
Learner progression in each strand within the curriculum framework is mapped in terms of the common reference levels in the CEFR. The CEFR describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. See how Cambridge Lower Secondary aligns to the CEFR on the right.

The curriculum and progression

Cambridge Lower Secondary English as a Second Language includes a set of learning objectives that provide a structure for teaching and learning, and a reference for you to check learners' attainment and skills against. The learning objectives ensure progression in learning from Stage 7 to Stage 9 and onwards into Cambridge Upper Secondary. Here are some examples of how knowledge, understanding and skills progress across the stages:

Learning objective examples

Strand	Stage 7	Stage 8	Stage 9
Reading	Deduce meaning from context, with little or no support, in short and extended texts.	Deduce meaning from context and understand some implied meaning, with support, in short and extended texts.	Deduce meaning from context and understand some implied meaning, with little or no support, in short and extended texts.
Writing	Punctuate extended texts with some accuracy when writing independently.	Punctuate extended texts with reasonable accuracy when writing independently.	Punctuate extended texts with reasonable accuracy when writing independently and frequently correct their own errors.
Use of English	Use an increasing range of connectives to explain reasons (e.g. therefore, as) and to give explanations (e.g. so that, such as).	Use a range of connectives to indicate purpose (e.g. so that [in order to]) and to contrast (e.g. although, while, however).	Use a range of connectives.
Listening	Understand, with support, the detail of an argument in short and extended talk.	Understand, with little or no support, the detail of an argument in short and extended talk.	Understand the detail of an argument in short and extended talk.
Speaking	Express, with support, opinions and reactions and begin to develop arguments, supported when necessary by reasons, examples and evidence.	Express, with little or no support, opinions and reactions and justify points of view.	Express opinions, justify their point of view and evaluate the opinions of others.



How is this subject taught?

The curriculum supports an integrated approach to planning and teaching to develop effective communication skills in English. The five strands of the curriculum framework, and their respective learning objectives, work together to support the development of knowledge, skills and understanding.

The 'Use of English' strand provides learners with the linguistic features they need to be able to understand and use when engaging with the language receptively (reading and listening) and productively (writing and speaking). Learners will revisit and engage with language at deeper levels and in different contexts.

How is this subject assessed?

- Cambridge Lower Secondary Progression Tests
- Cambridge Lower Secondary Checkpoint
- Teaching support and classroom assessment guidance is available on the lower secondary support site.

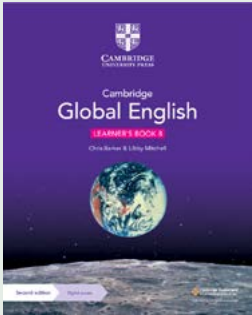
Support for teachers

We provide a wide range of support to help deliver Cambridge Lower Secondary English as a Second Language, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Face-to-face training	✓
Textbooks and resources from publishers	✓
Cambridge Lower Secondary Progression Tests and analysis tool	✓
Community online forum	✓

Teaching and learning resources

With international cross-curricular topics from, adventures in space to sport and nature, the series helps your class develop the skills to study across the curriculum in English. Part of a nine-stage series covering primary and lower secondary, these resources take your learners from A1 to B1/B2 CEFR level. We have included a range of fiction, non-fiction and poetry to give your learners experience with authentic language, helping them to develop their vocabulary. This series supports you and your learners through the Cambridge Lower Secondary English as a Second Language curriculum framework (0876).



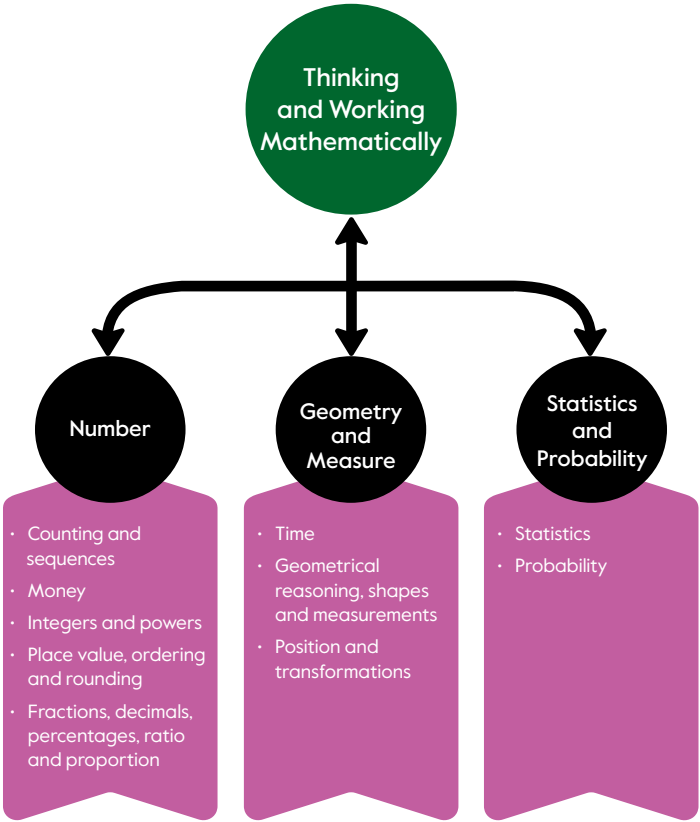
Mathematics

Cambridge Lower Secondary Mathematics (0862) encourages lifelong enthusiasm for analytical and rational thinking. Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions and relationships. They will become mathematically competent and fluent in computation that they can apply to everyday situations.

What will students learn?

Students will learn to recognise the interconnections of mathematical concepts and:

- engage in creative mathematical thinking to generate elegant solutions
- improve numerical fluency and knowledge of key mathematical concepts to make sense of numbers, patterns, shapes, measurements and data
- develop mathematical skills, strategies and a way of thinking that will help them to describe the world around them and play an active role in modern society
- communicate solutions and ideas logically in spoken and written language using appropriate mathematical symbols, diagrams and representations
- understand that technology provides a powerful way of communicating mathematics, one which is particularly important in an increasingly technological and digital world.



The curriculum and progression

Divided into three stages, this curriculum covers knowledge, skills and understanding in four main areas called ‘strands’ that can be taught separately or together. We have embedded Thinking and Working Mathematically within and across the curriculum strands.

As with all our lower secondary subjects, we have included a set of learning objectives that provide a structure for teaching and learning mathematics, and a reference for you to check learners’ attainment and skills against. The learning objectives ensure progression in learning from Stages 7 to 9 and onwards into Cambridge Upper Secondary. The table below shows some examples of how knowledge, understanding and skills progress across the stages.

Support for teachers

We provide a wide range of support to help deliver Cambridge Lower Secondary Mathematics, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Face-to-face training	✓
Textbooks and resources from publishers	✓
Cambridge Lower Secondary Progression Tests and analysis tool	✓
Community online forum	✓

Learning objective examples

Strand	Stage 7	Stage 8	Stage 9
Number	Understand the relationship between squares and corresponding square roots, and cubes and corresponding cube roots.	Recognise squares of negative and positive numbers, and corresponding square roots.	Use knowledge of square and cube roots to estimate surds.
Algebra	Understand and describe n th term rules algebraically (in the form $n \pm a$, $a \times n$ where a is a whole number).	Understand and describe n th term rules algebraically (in the form $n \pm a$, $a \times n$, or $an \pm b$, where a and b are positive or negative integers or fractions).	Understand and describe n th term rules algebraically (in the form $an \pm b$, where a and b are positive or negative integers or fractions, and in the form, $\frac{n}{a}$, n^2 , n^3 or $n^2 \pm a$, where a is a whole number).
Geometry and Measure	Derive and use a formula for the volume of a cube or cuboid. Use the formula to calculate the volume of compound shapes made from cuboids, in cubic metres (m^3), cubic centimetres (cm^3) and cubic millimetres (mm^3).	Use knowledge of area and volume to derive the formula for the volume of a triangular prism. Use the formula to calculate the volume of triangular prisms.	Use knowledge of area and volume to derive the formula for the volume of prisms and cylinders. Use the formula to calculate the volume of prisms and cylinders.
Statistics and Probability	Understand and explain that probabilities range from 0 to 1, and can be represented as proper fractions, decimals and percentages.	Understand that complementary events are two events that have a total probability of 1.	Understand that the probability of multiple mutually exclusive events can be found by summation and all mutually exclusive events have a total probability of 1.




Mathematics continued

How is this subject taught?

Thinking and Working Mathematically supports the concepts and skills in all strands of this curriculum. When learners think and work mathematically, they actively engage with their learning of mathematics. They try to make sense of ideas and build connections between different facts, procedures and concepts.

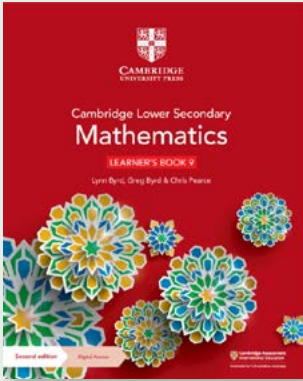
Learners who do not think and work mathematically can carry out processes that their teacher has shown them, but they may not understand why the processes work or what the results mean. Noticing inconsistencies, patterns and particular representations encourages learners to think and work mathematically. Practice, reflection and questioning will help them to improve.

How is this subject assessed?

-  Cambridge Lower Secondary Progression Tests
-  Cambridge Lower Secondary Checkpoint
-  Teaching support and classroom assessment guidance is available on the lower secondary support site.

Teaching and learning resources

Whether your students are learning about integers, probability or collecting data, this series helps them develop critical thinking, communication and collaboration skills. You will be fully supported with worked examples and plenty of opportunities for practice while projects throughout the series provide opportunities for deeper investigation of mathematical ideas and concepts. This series supports you and your learners through the Cambridge Lower Secondary Mathematics curriculum framework (O862).



Thinking and Working Mathematically is a unique feature of our curriculum.

This process encourages learners to talk with others, challenge ideas and to provide evidence that validates conjectures and solutions.

When learners think and work mathematically, they actively seek to make sense of ideas and build connections between different facts, procedures and concepts. This supports higher order thinking that helps them to view the world in a mathematical way.

Science

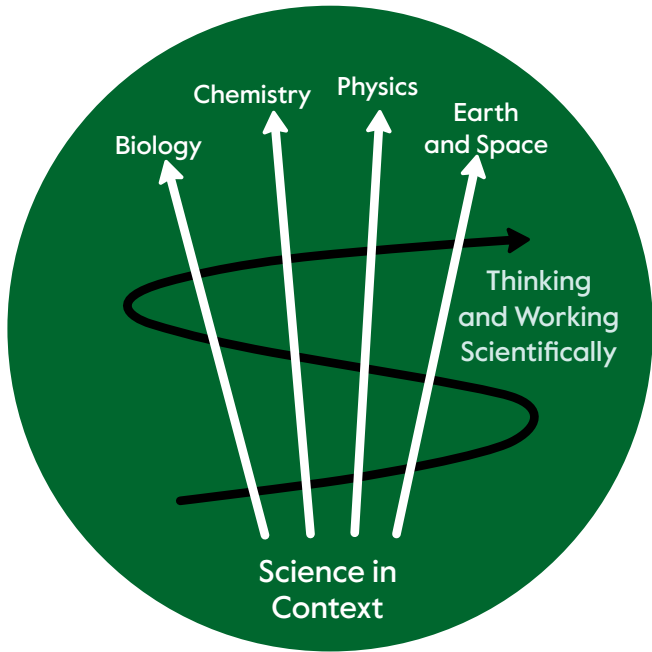
Cambridge Lower Secondary Science (0893) develops lifelong curiosity about the natural world and helps learners seek scientific explanations of the phenomena around them.

Students develop a holistic approach to science by considering scientific thinking and practical skills alongside knowledge and understanding, which is vital for explaining the world around us. This approach provides learners with the knowledge and skills they need to excel at science in later stages of education. It also helps them to make informed choices, including considering sustainability issues and meeting the challenges facing our environment.

What will students learn?

This curriculum is divided into six main areas called ‘strands’:

- **Biology** – living things and their interaction with each other.
- **Chemistry** – the study of matter.
- **Physics** – the interaction of matter and energy.
- **Earth and Space** – planet Earth, the wider Solar System and beyond.
- **Thinking and Working Scientifically** – develops understanding and skills of scientific models and representations, scientific enquiry and practical work.
- **Science in Context** – unique to our Science curriculum, this helps teachers demonstrate the relevance of science to learners.



The curriculum and progression

Due to the nature of developing science, some learning objectives are developed over multiple years, for example in Thinking and Working Scientifically, to support mastery of a skill. Other scientific concepts are introduced in one year and then further developed after a gap, for example learning about chemical and physical properties in Stage 7 and further developing it in Stage 9. This gives you time to cover the breadth of scientific content as well as developing learners’ depth of understanding over the whole curriculum. The table on the next page shows some examples of how knowledge, understanding and skills progress across the stages.


Support for teachers

We provide a wide range of support to help deliver Cambridge Lower Secondary Science, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Face-to-face training	✓

Improving learners’ awareness of science in the world around them develops their sense that

‘science is for me’,
helping to connect them
to the subject



Textbooks and resources from publishers	✓
Cambridge Lower Secondary Progression Tests and analysis tool	✓
Equipment list	✓
Community online forum	✓

Learning objective examples

Strand	Stage 7	Stage 8	Stage 9
Thinking and Working Scientifically	Carry out practical work safely.	Carry out practical work safely, supported by risk assessments where appropriate.	
Biology	Understand that all organisms are made of cells and microorganisms are typically single celled.	(No relevant learning objective in the progression sequence)	Know that chromosomes contain genes, made of DNA, and that genes contribute to the determination of an organism’s characteristics.
Chemistry	Use the particle model to describe chemical reactions.	Use word equations to describe reactions.	Use word equations and symbol equations to describe reactions (balancing symbol equations is not required).
Physics	Describe changes in energy that are a result of an event or process.	(No relevant learning objective in the progression sequence)	Know that energy is conserved, meaning it cannot be created or destroyed.
Earth and Space	Describe the model of plate tectonics, in which a solid outer layer (made up of the crust and uppermost mantle) moves because of flow lower in the mantle.	(No relevant learning objective in the progression sequence)	Explain the movement of tectonic plates in terms of convection currents.
Science in Context	Discuss how the uses of science can have a global environmental impact.		

Science continued




How is this subject taught?

The programme is designed to give you maximum flexibility, so you can integrate all of the ‘strand’ categories into a holistic science learning experience.

For example, you can teach content from Biology and develop a skill from Thinking and Working Scientifically while using a context, prompted by Science in Context, to make sure learning is engaging and relevant to students. However, you can also teach content learning objectives on their own or set content in a context with no skill development.

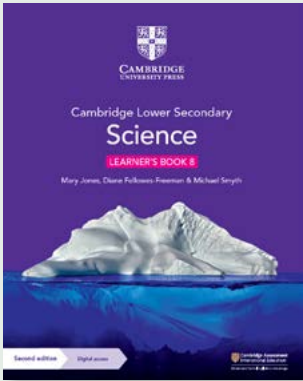
Science is an experimental subject and learners should have many opportunities to develop their skills in scientific enquiry. Not only does this help them to experience and understand different areas of science, but it also helps them to appreciate that scientific understanding changes over time.

How is this subject assessed?

-  Cambridge Lower Secondary Progression Tests
-  Cambridge Lower Secondary Checkpoint
-  Teaching support and classroom assessment guidance is available on the lower secondary support site.

Teaching and learning resources

From discovering how we breathe to finding out how gravity works, this series helps your learners develop critical thinking, communication and collaboration skills. It helps learners think and work scientifically, with opportunities to plan experiments, make predictions and gather results. Each unit ends with a project, such as using chromatographs to solve a mystery, which helps learners to better understand topics and how they relate to the real world. This series supports you and your learners through the Cambridge Lower Secondary Science curriculum framework (0893).



“The programme not only gives students a solid grounding in scientific thinking but also equips them with the language to tackle higher order skills.”

Chris Barker, International Director,
Nanjing Hankai Academy, China

Humanities

Cambridge Lower Secondary Humanities (0839) helps learners develop a lifelong curiosity about our world and its people. Through their studies of people, the past and places, learners build knowledge and skills to prepare them to be informed, engaged and empathetic members of their communities.

What will students learn?

Learners will explore the world, its people and places, locally, nationally and globally, in the past, present and future. They will develop knowledge, understanding and skills related to:

- how the world works and changes – key concepts, events, processes and interconnections
- how they make sense of the world – worldviews, narratives, ideas, interpretations and explanations
- their role in the world as informed individuals and community members
- diversity in the human, natural and physical world
- questioning and reflecting to broaden and deepen understanding and inform future thinking
- humanities and social sciences subjects, to support progression to future study and a lifelong interest in these subjects.

The curriculum and progression

The Cambridge Lower Secondary Humanities curriculum is organised into three strands: People, Past and Places. The three strands are connected through common themes, but are distinct, as they each develop discipline-specific knowledge and skills.

People

Learners explore identities, communities and societies through worldviews, commonly held beliefs and practices. The People strand relates to humanities and social science subjects such as psychology, sociology and economics.

Past

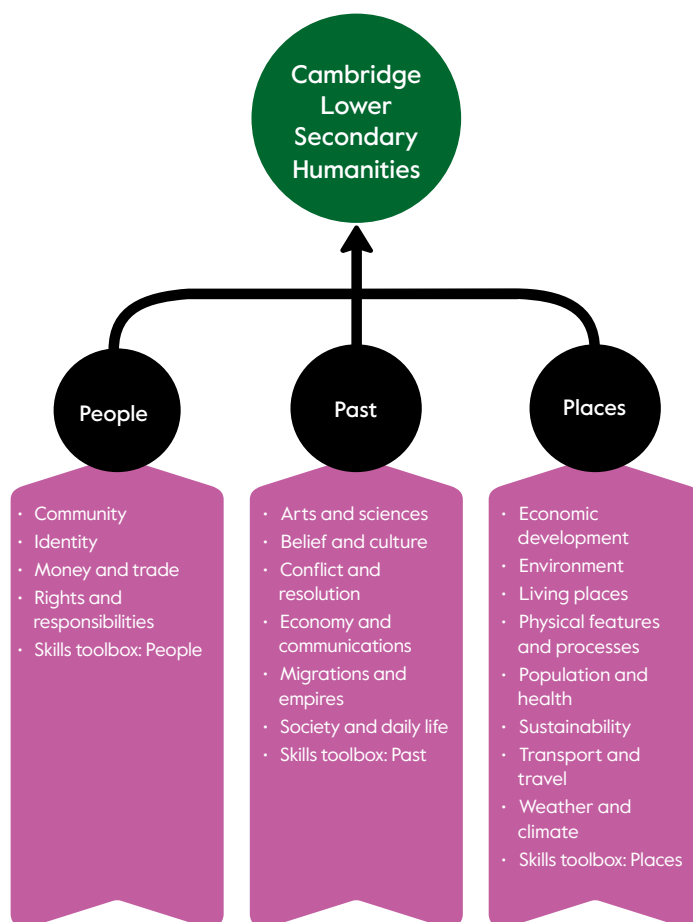
Learners explore how the world has changed over time, how we construct the past, why there are different interpretations of the past and how this can inform us when making decisions in the future. The Past strand relates to history.

Places

Learners explore places, spaces and environments, locally, nationally and globally. The Places strand relates to geography.

The learning objectives are grouped into one stage group for Stages 7 to 9. This gives you the flexibility to decide when it is most appropriate to cover each learning objective with your learners. You also have the choice of whether to cover a learning objective only in one stage, spread the content across multiple stages, or revisit and reinforce learning across multiple stages.

The Cambridge Lower Secondary Humanities curriculum progresses to a range of Cambridge IGCSE humanities subjects.



Learning objective examples

Strand	Stages 7 to 9
People	Analyse different variations of communities.
Past	From a past context, analyse the social or cultural impact of scientific discoveries.
Places	Explain why employment structures vary between countries.

Support for teachers

We provide a wide range of support to help you deliver Cambridge Lower Secondary Humanities including:

Example enquiries	✓
Schemes of work	✓
Humanities enquiry approach guide	✓
Teacher guide	✓
Skills videos	✓
Community online forum	✓
Learning objective examples	✓
Assessment guidance	✓
Online training	✓

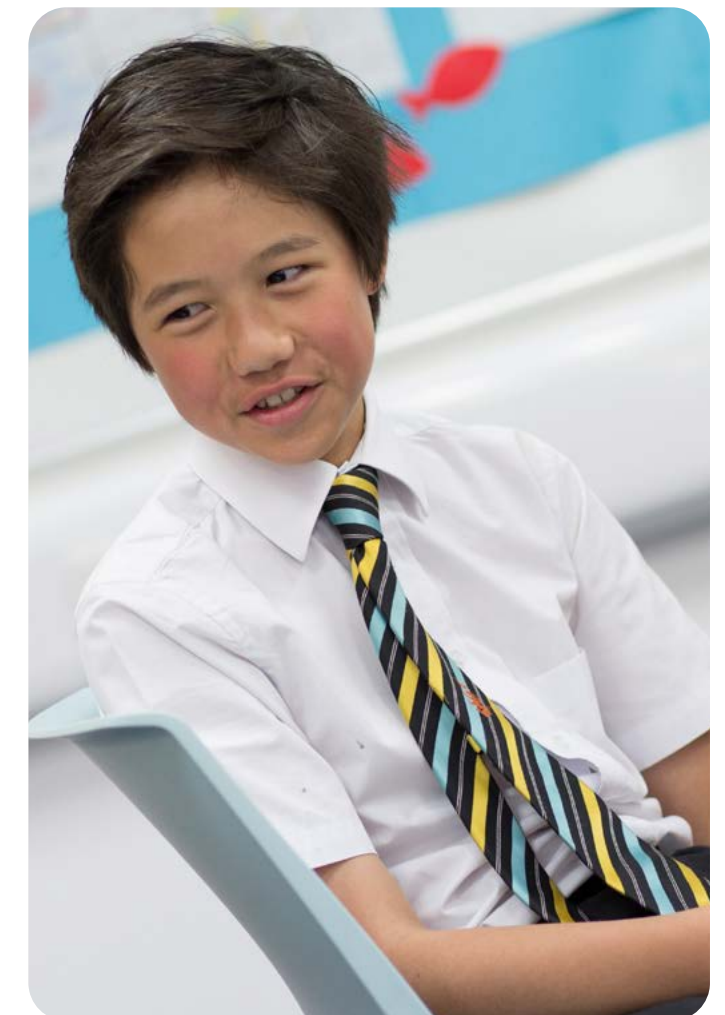
How is this subject taught?

We recommend that you follow our enquiry approach. This approach will help learners achieve a deep understanding of topics and develop their subject-specific skills. With this approach learners actively engage with the topics they are studying and develop a comprehensive understanding of the world, as well as critical thinking skills. You will plan challenging enquiries that are engaging and relevant to your learners.

How is this subject assessed?



Teaching support and classroom assessment guidance is available on the lower secondary support site.



Modern Foreign Language

Cambridge Lower Secondary Modern Foreign Language (0771) is a generic framework that provides a structured approach to teaching any foreign language that a school chooses, except English. Students will learn how to communicate effectively through the skills of reading, writing, listening and speaking. Our curriculum also includes strands on cultural understanding, vocabulary and grammar. Learning a foreign language from a young age can improve the process of learning, including memory, concentration, and problem-solving skills.

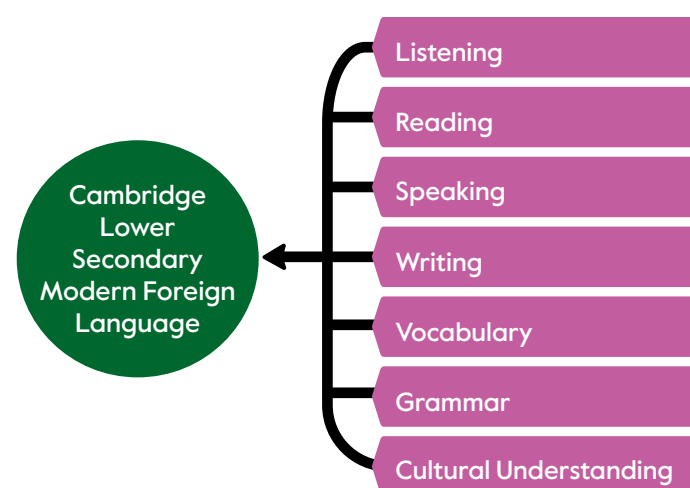
What will students learn?

Cambridge Lower Secondary Modern Foreign Language students will:

- enjoy learning and using languages
- develop awareness of the nature of language and language learning
- develop positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- develop a solid foundation in the skills required for continued study of a foreign language.

The curriculum and progression

Cambridge Lower Secondary Modern Foreign Language is designed for learners aged from 11 to 14 years old. It may be appropriate to introduce this curriculum at a slightly different age to suit your context. We provide guidance on how to cover all six stages of learning (Stages 4 to 9) in three years if that is more appropriate to your context.



The framework can be used to teach any modern foreign language, apart from English. We have divided the learning objectives into seven main areas called 'strands', most of which run through every primary stage: Listening, Reading, Speaking, Writing, Vocabulary, Grammar and Cultural Understanding. These seven strands and their respective learning objectives work together to support the development of knowledge, skills and understanding.

Learning objective examples

Strand	Sub-strand	Stage 7	Stage 8	Stage 9
Listening	Listening for global meaning	Understand the topic in a short, simple, familiar text, if the speech they hear is slow and clear.	Understand the main information in a simple, familiar text, if the speech they hear is slow and clear.	Understand the main information in a simple, familiar text.
Reading	Reading for global meaning	Understand the main information in a short, simple, familiar text.	Understand the main information in a simple, familiar text.	Understand the main information in a simple text.
Speaking	Communication	Use isolated sentences to maintain short exchanges, allowing for noticeable hesitation and false starts.	Use a short sequence of sentences to maintain short exchanges, allowing for some hesitation, false starts and reformulation.	Use a sequence of sentences to maintain short exchanges, allowing for some hesitation, false starts and reformulation.
Writing	Communication	Write isolated phrases and sentences.	Write simple phrases and sentences.	Write a sequence of sentences.
Vocabulary	Reading	Understand familiar names, words and basic phrases in a short, simple, familiar text, such as messages and notices, about lifestyle, hobbies, sports and weather.	Understand words and phrases in a simple, familiar text, such as personal letters, articles, signs and notices, that include figures, names, illustrations, titles, descriptions, directions, instructions or hazard warnings.	Understand words and phrases in a simple text, such as brochures, websites, emails, posts, maps, short newspaper articles, labels and recipes, describing people, places, everyday life and culture.
Grammar	Speaking	Use some simple grammatical structures and sentence patterns, mostly correctly but with occasional, basic mistakes.	Use some simple grammatical structures, sentence patterns, and present and future tenses, mostly correctly but with some basic mistakes.	Use simple grammatical structures, sentence patterns, and present, future and past tenses, mostly correctly but with occasional, basic mistakes.
Cultural Understanding		Recognise words common to different languages, such as haus/hus/house, and the benefits of knowing this.	Understand a simple, familiar text about people, places and everyday life from different cultures.	Ask questions about different cultures and show interest to promote understanding of different cultures; demonstrate sensitivity to and respect for different cultures.

Modern Foreign Language continued

Support for teachers

We provide a wide range of support to help you deliver modern foreign language, including innovative training and professional development so that you can give your learners the best possible learning experience.

Our support materials, which are designed to help you implement this approach, include:

School leaders' guide	✓
Progression grids	✓
Schemes of work	✓
Teacher guide	✓
Assessment guidance	✓
Suggested resources	✓
Online training	✓

You will find most of these resources on the Cambridge Lower Secondary support site lowersecondary.cambridgeinternational.org. Ask the Cambridge coordinator or exams officer in your school if you do not already have a login for this support site.


How is this subject taught?

Cambridge Lower Secondary Modern Foreign Language can be adapted to teach any foreign language, except English. Our framework and supporting materials will help schools structure this effectively. It is expected that teachers will adopt an integrated approach to planning and teaching Cambridge Lower Secondary Modern Foreign Language. Each lesson needs to provide opportunities to practise all four skills (listening, reading, speaking and writing), as well as a learning objective from the Cultural Understanding strand, where possible.

At a cross-curricular level, the Content and Language Integrated Learning (CLIL) approach should be used.

This involves learning another subject (e.g. science or mathematics) through a language, and learning a foreign language through studying other subjects. Language learning is meaningful when it is presented and practised in context.

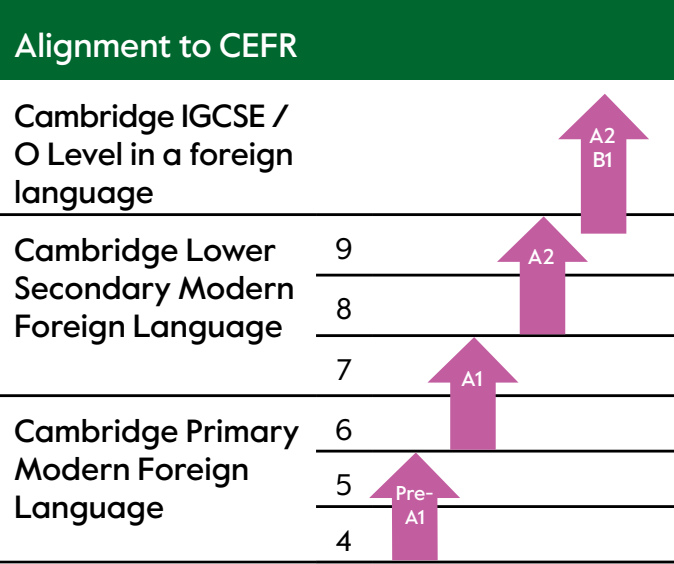
How is this subject assessed?

 Teaching support and classroom assessment guidance is available on the lower secondary support site.

Language levels

The learning objectives for learners of Cambridge Lower Secondary Modern Foreign Language are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR). The alignment of Cambridge Primary and Lower Secondary Modern Foreign Language to the CEFR is illustrated below.

Cambridge Primary and Lower Secondary Modern Foreign Language programmes provide a solid foundation for the further study of a foreign language at Cambridge IGCSE or O Level and beyond:



Wellbeing

Cambridge Lower Secondary Wellbeing (0859) is a holistic programme that encourages learners to be active participants in the development of their own and others' wellbeing. This is done by reflecting on and understanding themselves, fostering positive relationships with others, and being safe and active participants in an ever-changing world.



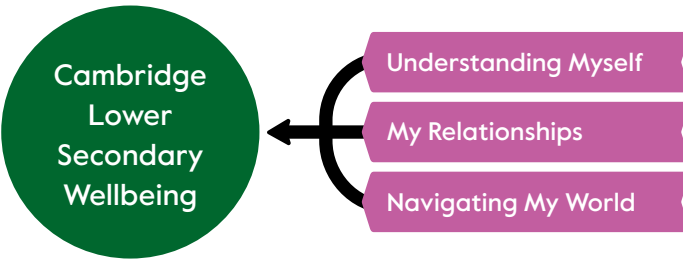
What will students learn?

In Cambridge Lower Secondary Wellbeing, learners:

- develop their understanding of factors that contribute to their own and others' emotional and physical wellbeing
- practise a wide range of strategies for managing their emotional and physical wellbeing
- explore a wide range of interpersonal relationships, including friendships, family, the importance of community and social responsibility
- demonstrate positive expressive and receptive communication skills when interacting with others
- are empowered to manage their own safety and respond to change in a wide range of situations
- explore how they can contribute to the wellbeing of others.

The curriculum and progression

We have divided Cambridge Lower Secondary Wellbeing learning objectives into three strands.



We have designed our learning objectives to ensure progression in learning from Stage 7 to Stage 9 and onwards into Cambridge Upper Secondary. There is one set of learning objectives for each strand across all of Stages 7 to 9. The table on the next page shows some examples of knowledge, understanding and skills in Cambridge Lower Secondary Wellbeing.

Wellbeing continued

Learning objective examples

Strand	Stages 7 to 9
Understanding Myself	Understand what secondary emotions are and how they can affect the understanding of their own and others' behaviour.
My Relationships	Recognise different types of bullying and the impact these have on themselves and others.
Navigating My World	Explore what 'justice' means and what they can do to address inequalities and discrimination.

Support for teachers

We provide a wide range of support to help you deliver Wellbeing, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Assessment guidance	✓
Community online forum	✓

How is this subject taught?

The programme is designed to be flexible to suit your context. You can:


- teach the learning objectives as a standalone subject
- integrate the learning objectives into the teaching and learning of the rest of your curriculum
- do both.

Each learning objective can be taught independently of the others. However, Cambridge Lower Secondary Wellbeing has been designed as a holistic programme where learning objectives from all three strands can be taught together to provide a richer teaching and learning experience. For example, you can evaluate the impact of words and behaviour on

others (Understanding Myself) while navigating peer pressure (My Relationships) to identify and mitigate risky behaviours (Navigating My World).

We acknowledge that intervention for specific wellbeing needs should be timely for learners in order to have the greatest impact. Therefore, our schemes of work also provide examples of spontaneous moments in addition to the more structured suggested teaching ideas.

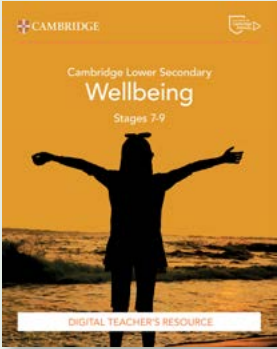
How is this subject assessed?

 Teaching support and classroom assessment guidance is available on the lower secondary support site.



Teaching and learning resources

Support your lower secondary learners to foster positive relationships and understand their emotions with our Cambridge Lower Secondary Wellbeing Digital Teacher's Resource Stages 7–9. Learners will develop skills to understand secondary emotions, recognise types of bullying, and explore how they can address discrimination through roleplaying, stories and games. This resource also includes materials you can share with parents on the benefits of teaching wellbeing and can be used alongside the Cambridge Wellbeing Check. This series supports teachers and learners of the Cambridge Lower Secondary Wellbeing curriculum framework (0859).



Cambridge Wellbeing Check

The Cambridge Wellbeing Check is here to give you a clear picture of wellbeing at your school and support you in helping students aged 7 to 18 feel their best. The check equips you with the tools you need to evaluate, explore, teach and promote wellbeing – and have a lasting, positive impact.

It helps you to:

- assess students' day-to-day wellbeing
- monitor the times when they might be feeling low, stressed, pressured by assessment, or coping with change
- teach, explore and evaluate your students' wellbeing
- improve your teaching with actionable reports
- help students feel good and do better.

Find out more about the Cambridge Wellbeing Check at cem.org/wellbeing

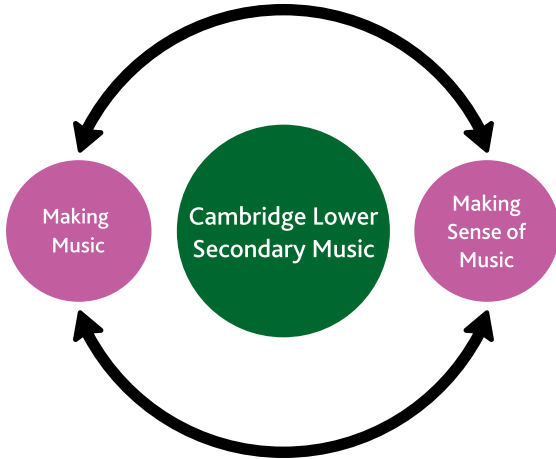


Music

Music fosters creativity and builds confidence. It helps learners to develop a deeper understanding of self-expression and shows them the importance of communication as they learn to connect with other musicians and with audiences. Cambridge Lower Secondary Music (0078) broadens learners’ experience as they explore music as performers, composers and informed listeners. They will make, understand and appreciate music from different cultures, times and places.

What will students learn?

- Cambridge Lower Secondary Music learners:
- cultivate a joy of music through participating in meaningful and enjoyable experiences
 - develop the knowledge, skills and attitudes necessary to contribute as musicians
 - collaborate with others in purposeful and expressive ways through singing and playing instruments
 - nurture their individual and collective creativity
 - use their growing knowledge to explore and generate music.
- Students develop the creative skills that will help with many aspects of their future learning and development.



The curriculum and progression

The learning objectives provide a structure for teaching and learning, and a reference for you to check learners’ attainment and skills against. Learning objectives are divided into two main areas called ‘strands’ that can be taught separately or together. We have designed the learning objectives to ensure progression in learning from Stage 7 to Stage 9 and onwards into Cambridge Upper Secondary.

Learning objective examples

Strand	Stages 7 and 8	Stage 9
Making Music	Contributing to coherent and successful compositions and improvisations, drawing on internalised sounds from a wide variety of sources.	Improvising and composing using a range of musical structures and devices, with growing independence.
Making Sense of Music	Beginning to explore and recognise specific features of particular styles, genres and traditions in music, relating it to context.	Identifying, explaining and demonstrating how specific features of music relate to its context.

Support for teachers

We provide a wide range of support to help deliver this course, including suggested activities that you can adapt to suit a range of contexts:


Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Assessment guidance	✓
Community online forum	✓

How is this subject taught?

The Cambridge Lower Secondary Music curriculum is designed to be flexible so learners can perform through singing and playing musical instruments of any kind – as well as found objects and music technology.

We recommend that learners experience music from their own culture as well as exploring music from other times and places. The programme is designed to complement, rather than replace, instrumental or singing lessons.

How is this subject assessed?

 Teaching support and classroom assessment guidance is available on the lower secondary support site.



Physical Education

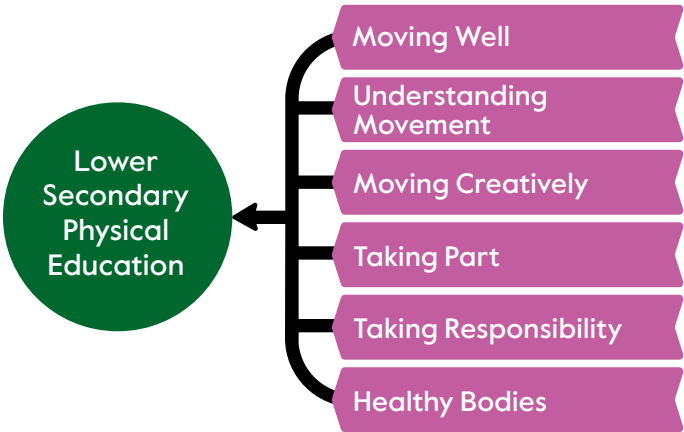
Physical education is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health, and there is growing evidence that it improves academic performance across the curriculum. Cambridge Lower Secondary Physical Education (0081) is about learning to move and about moving to learn.

“Physical activity improves personal and mental wellbeing, social inclusion, perceived academic attainment and employability.”

Source: 2018 British Universities & Colleges Sport Active Students Survey

What will students learn?

Learners develop movement skills through a wide variety of age-appropriate physical activities, including games, team sports, gymnastics and dance. They will improve their coordination, flexibility, speed, stamina and strength.



Students also develop important social skills such as taking turns and sharing, as well as their understanding of leadership, collaboration and fair play.

Cambridge Lower Secondary Physical Education learners will:

- participate as individuals and group members in respectful and responsible ways, engaging appropriately and safely
- improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive and social development
- become independent, critical and reflective movers and thinkers
- develop their confidence, moving with increasing control, fluency and variety.

Students develop collaborative and leadership skills that will help with many aspects of their future learning and development. The programme builds on what students have learned in Cambridge Lower Secondary Physical Education and supports progression to the next stage of the Cambridge Pathway.

The curriculum and progression

The learning objectives provide a structure for teaching and learning, and a reference for you to check learners’ attainment and skills against. Learning objectives are divided into six main areas called ‘strands’ that can be taught separately or together. We have designed the learning objectives to ensure progression in learning from Stage 7 to Stage 9 and onwards into Cambridge Upper Secondary.

Each learning objective enables development of knowledge, understanding and skills through a spiral approach.



Learning objective examples

Strand	Stages 7 to 9
Moving Well	Select and apply a range of increasingly complex movement skills and techniques.
Understanding Movement	Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes.
Moving Creatively	Apply existing skills in creative and innovative ways, showing an understanding of what is viable, as well as the ability to cope with unpredictable challenges. Add new and advanced skills as a result of this process.

Support for teachers

We provide a wide range of support to help deliver Cambridge Lower Secondary Physical Education, including activities that can be adapted to suit a range of contexts:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Assessment guidance	✓
Community online forum	✓

How is this subject taught?

Cambridge Lower Secondary Physical Education is taught through a broad range of tasks, challenges and physical activities. It includes cooperative, competitive, athletic, adventurous and health-based contexts that are appropriate for each learning stage. Learners will move for as much of each lesson as possible, with activities designed to promote their confidence, self-esteem, cognitive abilities and social skills.

How is this subject assessed?

Teaching support and classroom assessment guidance is available on the lower secondary support site.

Training

We offer a wide range of professional development and training for teachers and school leaders. Choose the format that suits you best, whether online, virtual or face to face.

Guide to Cambridge Lower Secondary

Included in your programme fee, our *Guide to Cambridge Lower Secondary* provides an overview for teachers and school leaders who are new to the programme. You will learn how our programme is structured while exploring our support materials.

Introduction courses £

Our introduction courses will support you as you learn about our curriculum frameworks and key content for teaching. You will also become familiar with the Cambridge approach to teaching and learning alongside your teaching peers.

Focus on Teaching courses £

Focus on Teaching courses are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.

Focus on Assessment courses £

Focus on Assessment courses are for teachers who want to understand the assessment of a syllabus in greater depth.

Enrichment professional development £

Transform your approach to teaching with a better understanding of key concepts and skills.

Learn more and book a place

Go to: cambridgeinternational.org/events



Preparing to Teach courses

Learn how to embed key teaching approaches inside our teaching and learning resources.



Cambridge Teaching Skills Roadmap

Master key teaching skills to ensure a consistent approach to teaching across your school with the support of our resources.

Every year, we run
more than
1500
training courses
for 30 000
education professionals



From self-study materials to online help, access support that suits you and your school. Find out more at cambridge.org/education/subject/teacher-development



Become a Cambridge school

If you would like to register your school with Cambridge, you will need to follow these four simple steps. We will guide you through the whole process.



Step 1: Express your interest

We aim to contact you within two working days of submitting your expression of interest.



Step 2: Complete our application form

We aim to contact you within five working days of submitting your application form.



Step 3: We carry out an approval visit

We will arrange a time that is convenient to you. From time to time we carry out reapproval visits to make sure schools continue to meet our requirements post-registration.



Step 4: You become a Cambridge school

If you are approved to become a Cambridge school we will send your contract letter within 30 working days of the approval visit.

We are now also accepting registrations from schools that wish to offer the Cambridge Pathway online.

Learn more: cambridgeinternational.org/join

Start working with us

Welcome to Cambridge

When you have completed the registration process, you will be an official Cambridge International School. You will be able to use this name, as well as a version of our logo, on your website and marketing materials. When you register, we will send you a Welcome to Cambridge pack. This contains all the guidance you need to get started.

Keep up to date with changes

Get updates about changes to our syllabuses
– sign up for email alerts at:
cambridgeinternational.org/syllabusupdates



Fees

We charge each school an annual registration fee, plus fees for each examination entry. To find out more, speak to your local Cambridge team.

Talking to parents and students about us

Visit our website to find free marketing materials that you can download and use to explain the Cambridge Pathway to parents and students.
cambridgeinternational.org/toolkit

Notes



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