



CAMBRIDGE

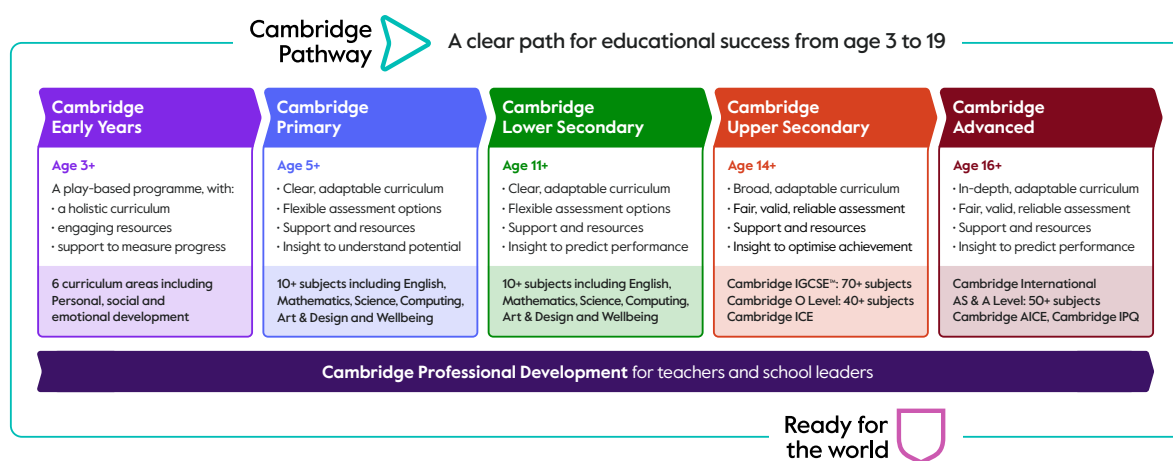
# Cambridge Global Perspectives

A unique, transformational programme that helps students at every stage of school education develop outstanding transferable skills, including critical thinking, research and collaboration.



# About us

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.



The Cambridge Pathway helps learners be ready for the world, offering five stages of education from age 3 to 19, leading seamlessly from early years to pre-university. Each stage builds on the previous and further shapes learners' knowledge, understanding and skills.

Schools can select which stages they provide and choose from a broad range of subjects. This means they can design a curriculum that meets their needs and excites their students.

Every stage – Cambridge Early Years, Primary, Lower Secondary, Upper Secondary and Advanced – helps prepare learners to thrive in and outside the classroom, and at university and beyond.

# What is Cambridge Global Perspectives?

Cambridge Global Perspectives™ is a unique, transformational programme that helps students develop outstanding transferable skills, including critical thinking, research and collaboration.

The programme helps students engage with a range of global issues. Cambridge Global Perspectives is available for students aged 5 to 19 years.

The programme taps into the way today's students enjoy learning, including group work, seminars, projects and working with other students around the world. The emphasis is on developing students' ability to think critically about a range of global issues where there is always more than one point of view.

Students are able to explore global topics they are interested in – for example, urbanisation, artificial intelligence or gender issues.

## Who is it for?

The programme is for students aged 5 to 19 years, and leads seamlessly from primary through to advanced. Each stage builds on learners' development from the previous one or from other educational systems. Our flexible approach allows schools to choose whether to deliver every stage, or focus on specific stages, of the Cambridge Global Perspectives programme. As learners progress through the programme they revisit global issues and develop skills at a higher level and in different contexts.



## The skills pathway

There is clear alignment throughout the Cambridge Global Perspectives programme, with the same skills developed and assessed for learners in all stages from Cambridge Primary through to Cambridge Advanced.



# Cambridge Pathway

The four stages of Cambridge Global Perspectives lead seamlessly from primary to secondary and Cambridge Advanced. It is a coherent curriculum with clear progression, from age 5 to 19. Our syllabus design reflects a ‘spiral’ approach where students can build on their learning from the previous stage.

Cambridge Primary	Cambridge Primary Global Perspectives
Cambridge Lower Secondary	Cambridge Lower Secondary Global Perspectives
Cambridge Upper Secondary	Cambridge IGCSE Global Perspectives Cambridge O Level Global Perspectives
Cambridge Advanced	Cambridge International AS & A Level Global Perspectives

## Why teach Cambridge Global Perspectives?

We developed Cambridge Global Perspectives in response to concerns from higher education institutions about the ‘college-readiness’ of students. Students learn a range of key transferable skills needed for higher education and the workplace.



- It allows students to show what they can achieve, helping them to secure a place at their preferred college or university, or to pursue their chosen career.
- Teachers have the freedom to tailor the course to meet the needs and interests of students.
- The flexible syllabus creates opportunities for open debate and discussion.
- Learners develop and apply practical skills in research, critical thinking and reasoning, helping to deepen the academic experience.
- The assessment is innovative, including team projects, reflective papers, research reports and oral presentations.

“ Students reflect upon how well they are meeting the learning objectives and collaborating with one another. They reflect on new information learned and how it impacts their perspective and personal stance surrounding issues. ”

Lauren Meunier, Imagine Prep, US



# Cambridge Primary Global Perspectives

Cambridge Global Perspectives is available as part of our primary programme, typically for students aged 5 to 11 years.

We developed Cambridge Primary Global Perspectives through a two-year pilot involving primary schools all over the world. This was to make sure it delivers appropriate progression, assessment of skills, and to make sure it is easy for our many diverse schools around the world to incorporate into their existing curriculum.

## What will students learn?

Learners develop their research, analysis, evaluation, reflection, collaboration and communication skills. The programme strengthens the links across all of the other subjects in the primary programme, including English, Mathematics and Science.

Research says that the earlier students start to develop and practise their skills, the greater the impact on their learning. Making Cambridge Global Perspectives available to younger students will develop and embed cross-curricular skills at an earlier age, supporting them in their studies as they progress to Cambridge Lower Secondary and beyond.



## How is the programme taught?

Cambridge Primary is made up of a series of Challenges. There are six Challenges a year. Teachers can integrate the Challenges into their existing teaching or lessons, and do as many as they like.

The programme is flexible so schools can choose how they organise teaching, either as one-hour blocks or as a full day. Flexible delivery options are a key characteristic of the programme. Each Challenge is six hours long, subdivided into a range of activities, and covers a range of skills. The skills are taught through a wide range of topics using a personal, local and global perspective.

Students look at a variety of global issues or topics that give a range of contexts:

### Cambridge Primary topics

- |  |                              |                                 |
|--|------------------------------|---------------------------------|
| • Digital world                          | • Improving communication    | • Sport and recreation          |
| • Education for all                      | • Looking after planet Earth | • The world of work             |
| • Family, friends, community and culture | • Moving goods and people    | • Values and belief             |
| • Globalisation                          | • Moving to a new country    | • Water, food and farming       |
| • Health and wellbeing                   | • Obeying the law            | • Working with other countries. |
|  | • Rich and poor              |                                 |



### How is Cambridge Primary Global Perspectives assessed?

Throughout the programme, teachers focus on formative feedback on the skills they want students to develop. When students complete a Challenge, teachers can discuss with them ‘what went well’ and how they can improve further, so they can reflect on, and improve, their performance.

A Cambridge Primary Checkpoint Global Perspectives assessment is available at the end of the final year to assess learner performance. Students complete a team project which is designed to assess the skills they have developed throughout the programme.

Teachers mark the assessment and we moderate it. Learners receive a statement of achievement at Gold, Silver or Bronze level and the school receives a feedback report.

### Where are the teaching and learning materials?

All of the teaching and learning materials, including the Challenges and the resources needed to deliver them, are available through our Cambridge Primary support site at: <https://primary.cambridgeinternational.org>

“ Parents often share how curious and creative their kids have become, that they can’t stop talking about the sessions and how they look forward to their lesson, week after week. ”

Snehlata Alphonso, JBCN International School, Borivali, India

# Cambridge Lower Secondary Global Perspectives

Cambridge Lower Secondary Global Perspectives is for learners aged 11 to 14 years. We worked with Cambridge schools to develop the course, which provides a natural progression from primary and builds on learner development.

## What will students learn?

We have designed this programme to ensure continuity in the way the skills of research, analysis, evaluation, reflection, collaboration and communication are developed. It challenges learners to explore and make judgements on the global issues that really matter to them.

## How is the programme taught?

Cambridge Lower Secondary Global Perspectives follows the same format as the primary programme. It is also made up of a series of Challenges and teaching is just as flexible so schools can choose how to run it.

Skills are taught through a wide range of topics using a personal, local and global perspective. These topics are the same as the Cambridge IGCSE and O Level syllabuses, allowing secondary schools to develop and embed cross-curricular skills at an earlier age.

Teachers help students to look at a variety of global issues or topics that give a range of contexts:

### Cambridge Lower Secondary topics\*

- |  |   |                                       |
|--|---|---------------------------------------|
| • Arts in society                      | • Employment                              | • Poverty and inequality              |
| • Change in culture and communities    | • Environment, pollution and conservation | • Social identity and inclusion       |
| • Climate change, energy and resources | • Globalisation                           | • Sport and recreation                |
| • Conflict and peace                   | • Health and wellbeing                    | • Technology, industry and innovation |
| • Development, trade and aid           | • Law and criminality                     | • Transport, travel and tourism       |
| • Digital world                        | • Media and communication                 | • Values and beliefs                  |
| • Education for all                    | • Migration and urbanisation              | • Water, food and agriculture.        |
|  | • Political power and action              |                                       |

*\* Same as Cambridge Upper Secondary*

## How is Cambridge Lower Secondary Global Perspectives assessed?

The lower secondary programme is also designed so that teachers focus on formative feedback on the skills they want students to develop throughout the programme. The Cambridge Lower Secondary Checkpoint Global Perspectives assessment at the end of lower secondary is an

individual research report that allows students to demonstrate the skills they have developed throughout the programme. Teachers mark the assessment and we moderate it. Learners receive a statement of achievement at Gold, Silver or Bronze level and the school receives a feedback report.

## Where are the teaching and learning materials?

All of the teaching and learning materials, including the Challenges and the resources needed to deliver them, are available through our Cambridge Lower Secondary support site at: <https://lowersecondary.cambridgeinternational.org>

# Cambridge Upper Secondary Global Perspectives

Cambridge Upper Secondary is typically for learners aged 14 to 16 years. This stage includes Cambridge IGCSE™ – the world’s most popular international qualification for 14 to 16 year olds – and Cambridge O Level, which we have designed especially for an international audience.

## What will students learn?

These qualifications provide plenty of opportunities for enquiry into, and reflection on, key global issues from different perspectives: personal, local and global. They encourage awareness of global problems and offer a range of opportunities to explore solutions through cooperation and collaboration.

The syllabuses are cross-curricular and skills-based. Students produce presentations, projects and reports, working individually and in teams. The emphasis is on developing the ability to think critically and look at contemporary global issues from different perspectives.



## How is the programme taught?

Learners explore stimulating topics that have global significance. The topics offer a context within which they can develop their research, analysis, evaluation, reflection, communication and collaboration skills, and explore contemporary global issues from different perspectives.

Students will:

- conduct independent research, and reflect on how this research has influenced their own perspective on an issue
- learn to collaborate with others to address an issue or problem
- explore perspectives from different cultures and communities
- learn how to evaluate sources of information, distinguish between fact and opinion, and recognise bias and vested interest
- learn to direct their own learning and develop an independence of thought.

We suggest that teachers look at several topics over the duration of the course to help develop learners’ skills.

## Cambridge Upper Secondary topics\* for assessment from 2025

- |  |   |                                       |
|--|---|---------------------------------------|
| • Arts in society                      | • Employment                              | • Poverty and inequality              |
| • Change in culture and communities    | • Environment, pollution and conservation | • Social identity and inclusion       |
| • Climate change, energy and resources | • Globalisation                           | • Sport and recreation                |
| • Conflict and peace                   | • Health and wellbeing                    | • Technology, industry and innovation |
| • Development, trade and aid           | • Law and criminality                     | • Transport, travel and tourism       |
| • Digital world                        | • Media and communication                 | • Values and beliefs                  |
| • Education for all                    | • Migration and urbanisation              | • Water, food and agriculture.        |
|  | • Political power and action              |                                       |

*\* Same as Cambridge Lower Secondary*





### How is Cambridge Upper Secondary Global Perspectives assessed?

The assessment includes a written exam, an individual research report and a collaborative team project. These are designed to assess the skills developed through the course and not to assess knowledge of the global topics.

### Where are the teaching and learning materials?

Course materials are available through the School Support Hub and our secure Online Learning Area. Schools can customise and adapt the resources to suit their needs at: [cambridgeinternational.org/support](https://www.cambridgeinternational.org/support)  
See pages 10–11 for more information.

“ Students realise that the Cambridge IGCSE Global Perspectives topics are not in a box. In order to think about something in depth, students take skills they have learnt from a variety of subject disciplines and bring them to bear on a global issue and how it affects people in society. ”

Gary Bell, teacher, Leipzig International School, Germany

# Cambridge International AS & A Level Global Perspectives & Research

Thousands of learners use Cambridge International AS & A Level every year to gain places at leading universities worldwide. Our Cambridge Global Perspectives qualification for students aged 16 to 19 years encourages young people to think about and explore issues of global significance.

## What will students learn?

Students study global topics they are interested in – for example, climate change, medical ethics and priorities, and sustainable futures. They explore and make judgements about global issues of relevance and importance to their own lives. It offers learners opportunities to acquire, develop and apply skills in critical thinking, problem solving, research, communication and collaboration.

The syllabus is based on developing and practising skills rather than on specific content. Learners broaden their outlook through the critical analysis of – and reflection on – issues of global significance. Collaborative skills are enhanced through participation in a team project.

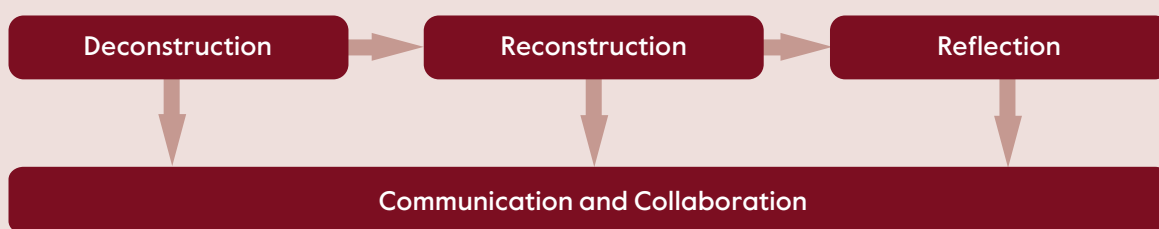
## How is the programme taught?

Cambridge International AS & A Level Global Perspectives takes a cross-curricular, active learning approach. The flexible syllabus is based on skills rather than specific content, giving schools the freedom to tailor the course to meet the needs and interests of students.

Learners develop research, thinking, reasoning and communication skills by following a unique approach to analysing and evaluating arguments and perspectives called the Critical Path. As the course progresses, teachers become active facilitators of their students' learning, providing support and guidance when needed. Students' skills strengthen and their confidence grows as they become independent learners.

### The Critical Path

The course is designed to follow the Critical Path process in a systematic way:



Students develop essential thinking and reasoning skills. They:

- **deconstruct**, analyse and evaluate a point of view
- **reconstruct** this point of view, researching, identifying and evaluating the evidence for and against
- **reflect** on how this impacts on their own perspectives
- **communicate and collaborate**: present these views, with their evidence and their research, both as an individual and in collaboration with their fellow students.



Learners will practise using the Critical Path by identifying and studying global issues arising from at least three topics:

### Cambridge International AS & A Level topics

- |                                    |                                 |                                     |
|------------------------------------|---------------------------------|-------------------------------------|
| • Animal rights                    | • Ethical foreign policies      | • Political power and resistance    |
| • Arts in an international context | • Ethics of food                | • Quality of life                   |
| • Changing identities              | • Global inequality             | • Scientific innovation             |
| • Climate change                   | • Globalisation                 | • Social change and development     |
| • Crime                            | • Health issues                 | • Social inequality                 |
| • Cultural heritage                | • Human rights                  | • Sport in an international context |
| • Demographic changes              | • Impact of technology          | • Sustainable futures               |
| • Distribution of wealth           | • Industrial pollution          | • Tourism                           |
| • Economics of food                | • International aid             | • Transport                         |
| • Endangered cultures              | • International law             | • Urbanisation                      |
| • Energy                           | • Media and communication       |                                     |
| • Environmental priorities         | • Medical ethics and priorities |                                     |
|                                    | • Migration and work            |                                     |

### How is the programme assessed?

We assess students through development of their skills – for example, the critical analysis of arguments; interpretation and evaluation; presentation and communication. The assessment includes a written paper, team projects, essay questions chosen by students, reflective papers and a research project. While the teaching and assessment are innovative, Cambridge Global Perspectives has the same quality, rigour, validity and worldwide recognition as our other subject qualifications.

### Where are the teaching and learning materials?

Access a wide range of course materials to support teaching and learning from the School Support Hub and our secure Online Learning Area. See pages 10–11 for more information.

“ It’s about real life. You can relate to that everywhere. It’s not about reading a textbook and studying that. It’s about how you see the world and how it’s constantly changing. ”

Cambridge Global Perspectives student, Bangalore International School, India

# Teacher support and resources

We provide a wide range of support and training to help you plan and deliver the different Cambridge Global Perspectives stages.



## For learners aged 5 to 14 years

Download teaching resources for the Cambridge Primary and Lower Secondary programmes from the relevant support site, including:

- curriculum frameworks
- teacher guides
- Challenges and resources
- example Challenges with lesson plans
- assessment guidance
- Checkpoint instructions.

<https://primary.cambridgeinternational.org>

<https://lowersecondary.cambridgeinternational.org>



## For learners aged 14 to 19 years

Our School Support Hub has everything you need to teach the programmes to older students. The School Support Hub is our secure online site for teachers at Cambridge schools.

Log in to find all the support you need to teach our Cambridge Upper Secondary and Advanced qualifications in one easy place, including:

- syllabus and specimen materials
- past papers
- mark schemes (rubrics)
- schemes of work
- teacher guides
- resources
- discussion forums.

[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

## Training and professional development

Cambridge International Schools belong to a worldwide education community. We organise a range of community events for Cambridge school leaders and teachers, including local, regional and global conferences every year, and training events where teachers and school leaders can learn from experts and each other.

A structured training programme is available to support schools offering Cambridge Global Perspectives. Training is available to both new and experienced teachers of the subject.

Learn more at [www.cambridgeinternational.org/training](http://www.cambridgeinternational.org/training)

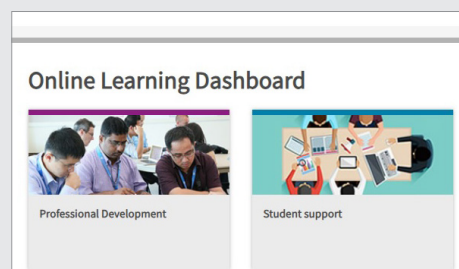




## In focus: Online support for learners

Our Online Learning Area provides a wide range of support for those studying Cambridge Global Perspectives. The teaching and learning materials are available to all Cambridge schools currently offering or considering Cambridge Global Perspectives and include:

- online courses and teaching materials
- online guidance and learning activities.



## Endorsed resources

We work with a range of third-party publishers to produce high-quality resources to support our frameworks. If a resource is endorsed, you can be confident that all learning objectives are covered.



### Cambridge Primary Global Perspectives (0838)

- International Primary Global Perspectives (Collins)
- Cambridge Primary Global Perspectives 2nd edition (Cambridge University Press)

**AVAILABLE IN 2024**

### Cambridge Lower Secondary Global Perspectives (1129)

- Cambridge Lower Secondary Global Perspectives (Collins)
- Cambridge Lower Secondary Global Perspectives 2nd edition (Cambridge University Press)

**AVAILABLE IN 2024**

### Cambridge IGCSE (0457) and O Level (2069) Global Perspectives

- Approaches to learning and teaching Global Perspectives: a toolkit for international teachers (Cambridge University Press)
- Cambridge IGCSE and O Level Global Perspectives Coursebook (Cambridge University Press)
- Cambridge IGCSE Global Perspectives Student's Book (Collins)

### Cambridge International AS & A Level Global Perspectives & Research (9239)

- Cambridge International AS & A Level Global Perspectives and Research Coursebook with Digital Access (2 Years) 2nd edition (Cambridge University Press)
- Cambridge International AS & A Level Global Perspectives and Research Student's Book (Collins).

“ I used the Online Learning Area to experiment with flipped classroom ideas. Starters from modules helped form pre-class discussions on our class ultranet and students came to class ready to work. ”

Sharee Ineson, teacher and academic tutor for international students,  
Southland Girls' High School, Invercargill, New Zealand

# International recognition

Our expertise in curriculum, learning and teaching, and assessment is the basis for the recognition of our programmes and qualifications around the world. Our qualifications are widely recognised by universities and employers. Cambridge students can be confident that their qualifications will be understood and valued throughout their education and career, in their home country and internationally.

## Cambridge Advanced

Universities around the world recognise Cambridge Global Perspectives as a rigorous qualification that equips students with the skills they need to succeed both at university and beyond.

Cambridge International A Level Global Perspectives & Research is widely recognised and welcomed by universities around the world that have signed a statement of support for the programme. This includes most UK and Ivy League universities.

In addition, some universities including MIT, University of Washington and all state colleges and universities in Florida, award general elective credit for students who have achieved a set grade at Cambridge International A Level Global Perspectives & Research.



“Cambridge Global Perspectives is rigorous, academic and challenging. I think students are going to be at a distinct advantage when they go to university.”

Teacher, New Zealand



“ I would highly recommend Cambridge Global Perspectives to other schools. It is engaging, fun and encourages learners to develop the skills that will help them succeed in life. I believe it’s something that all students should do in all schools, everywhere. ”

Emma-Maria Robertson, Chief Executive and Director, Mayfair Academy, Spain

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