Cambridge Assessment
International Education

Curriculum Framework

Cambridge Primary
Global Perspectives® 0838

Cambridge Pathway

Why choose Cambridge?

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

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

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

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

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

Quality management

Our systems for managing the provision of international qualifications and education programmes for students aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at **www.cambridgeinternational.org/ISO9001**

Contents

# 1 Why choose this Curriculum Framework?

Key benefits

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

The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication and offers valuable opportunities to reinforce links with and skills learnt in English as a first or second language, mathematics, science and ICT Starters. 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.

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

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

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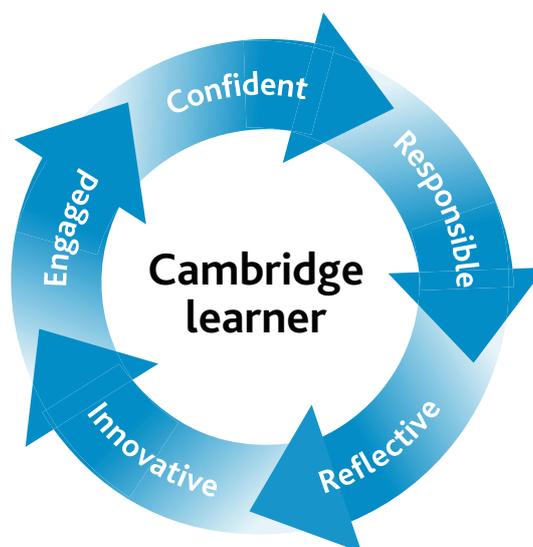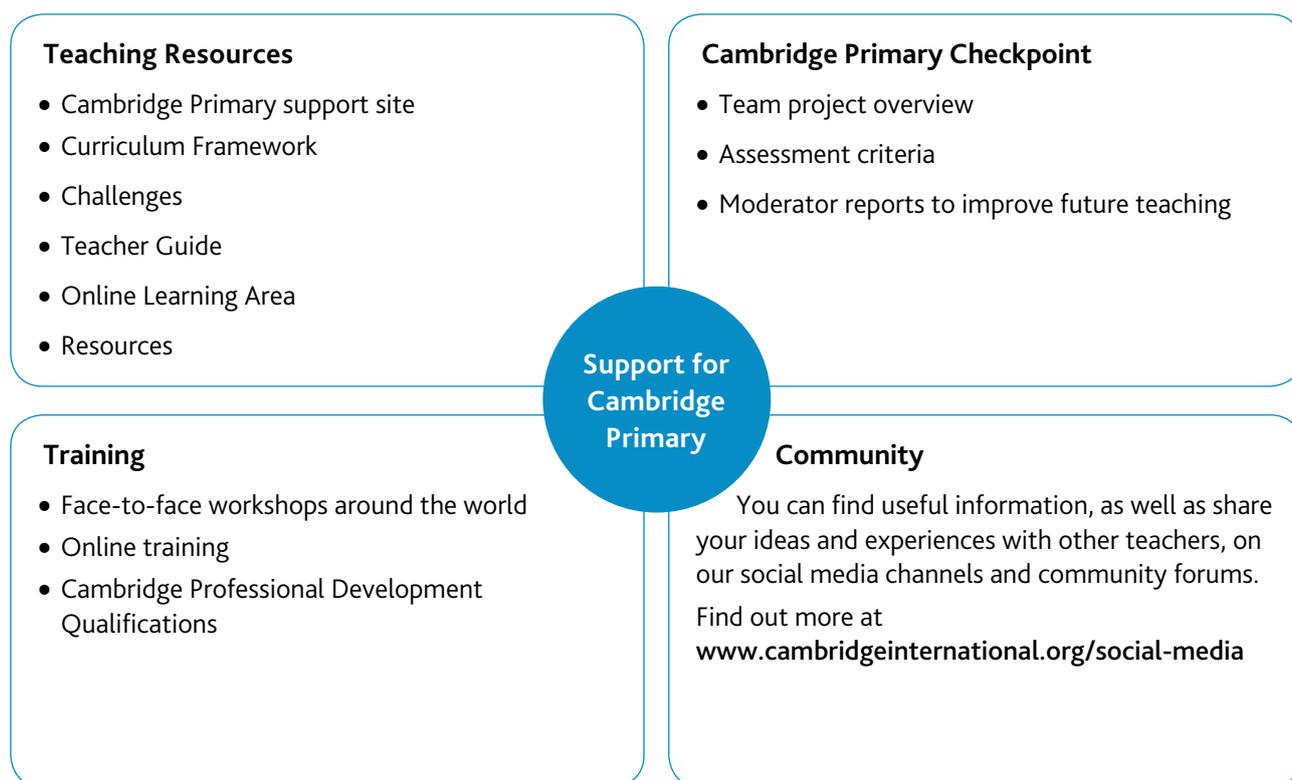
Assessment

At the end of the programme learners can complete Cambridge Primary Checkpoint Global Perspectives. This is a team project marked by teachers and moderated by Cambridge International. More information on assessment can be found in section 5 of this document.

Progression

Cambridge Primary Global Perspectives has been designed to support learners to develop the skills required for success in their primary education. The skills developed in the Cambridge Primary phase have been carefully designed to progress to the next stage of the Cambridge Pathway. More information on progression can be found in section 6 of this document.

Supporting teachers

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

Teaching Resources

- Cambridge Primary support site
- Curriculum Framework
- Challenges
- Teacher Guide
- Online Learning Area
- Resources

Cambridge Primary Checkpoint

- Team project overview
- Assessment criteria
- Moderator reports to improve future teaching

Support for Cambridge Primary

Training

- Face-to-face workshops around the world
- Online training
- Cambridge Professional Development Qualifications

Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at
www.cambridgeinternational.org/social-media

'There was nothing like it introduced to us before and we realised that this subject has a really wide scope and would expand the knowledge of the children significantly.'

Rhea Rodrigues, Bombay Cambridge School, Andheri East, India

2 Curriculum overview

Aims

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

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

In Cambridge Primary Global Perspectives, learners:

- develop the skills needed for further education and the workplace
- understand their place in an interconnected world
- make informed decisions about the information they read, hear and see
- understand how causes and consequences are connected
- suggest solutions for problems faced by their community
- work collaboratively as a team to achieve shared goals
- analyse and reflect on issues from different perspectives
- become increasingly independent and reflective learners.

In Cambridge Primary Global Perspectives, learners are:

Responsible – learners are responsible for their own learning by directing their choice of issue to research. They contribute to group problem solving and are responsible for completing specific tasks allocated to them. They show academic honesty and give credit to others for their contributions.

Innovative – learners think of innovative solutions to problems and suggest a course of action that will make a positive difference to those in their local community. Their presentations to classmates may make innovative use of technology or other resources.

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

Engaged – learners will consider issues that affect them and those in their local community. They will also discuss how these issues affect others around the world. As learners better understand the causes and consequences of local issues they will engage with solutions and actions to improve the situation.

Reflective – learners are reflective about their own learning, about their behaviour in relation to others and how their behaviour and habits can affect people locally and even globally. They also reflect on how information changes or reinforces their ideas about a topic.

Skills overview

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

The learning objectives are divided into six main areas called 'strands' which run through every stage. Each strand corresponds to one of the skills: Research, Analysis, Evaluation, Reflection, Collaboration and Communication.
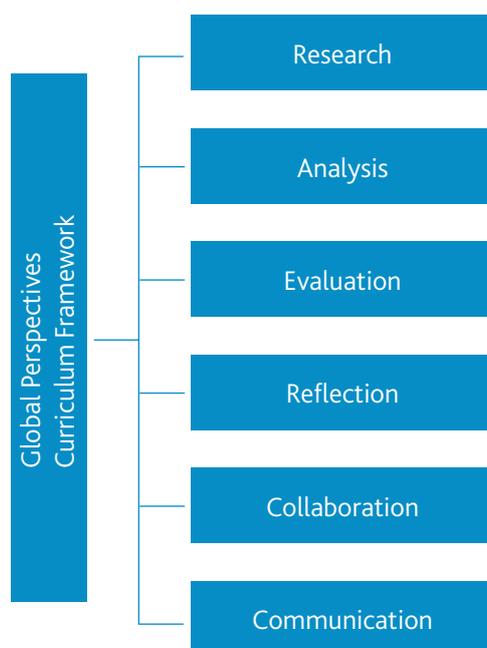
Separate learning objectives are provided for Stages 1 and 2 as cognitive development is rapidly changing in these years. In Stages 3 and 4 the same objectives can be used to structure learning but the range of materials and contexts provided to the learners will be increasingly complex. The same is true of Stages 5 and 6 where the same learning objective can be used to plan teaching across both years. It may be appropriate to introduce this framework at slightly different ages to suit your own particular circumstances.

3 Learning objectives by stage

Stage 1

Research

Constructing research questions

- Ask basic questions about a given topic

Information skills

- Talk about information on a given topic in sources provided

Conducting research

- Begin to participate in simple investigations and ask basic questions to find information and opinions

Recording findings

- Record information on a given topic in pictograms or simple graphic organisers

Analysis

Identifying perspectives

- Say something known about a topic

Interpreting data

- Talk about information recorded in pictograms or graphic organisers

Making connections

- Talk about simple, personal consequences of own actions

Solving problems

- Choose a possible solution to an issue from a range of actions given

Evaluation

Evaluating sources

- Select a source relevant to a given topic and explain reasons for choice

Evaluating arguments

- State an opinion about a given topic

Reflection

Personal contribution

- Identify personal contribution in the form of an action intended to help achieve a shared outcome

Teamwork

- Identify an action that someone else contributed to achieve a shared outcome

Personal viewpoints

- Talk about what has been learned during an activity with support

Personal learning

- Talk about something liked in a particular activity

Collaboration

Cooperation and interdependence

- Share resources with others while working independently or with a partner

Engaging in teamwork

- Work positively with others

Communication

Communicating information

- Answer questions with relevant information about a given topic

Listening and responding

- Listen to others in class discussions and respond with simple questions

Stage 2

Research

Constructing research questions
- Ask focused questions about a given topic

Information skills
- Locate relevant information in sources provided

Conducting research
- Conduct simple investigations, using interviews or questionnaires to find information and opinions

Recording findings
- Record findings from research in pictograms, simple tables or graphic organisers

Analysis

Identifying perspectives
- Recognise that different people know different things about a topic

Interpreting data
- Recognise that graphical and numerical data can show information about a topic

Making connections
- Talk about simple, personal consequences of own actions on others

Solving problems
- Suggest a personal action that could make a positive difference to an issue affecting self

Evaluation

Evaluating sources
- Suggest sources which might be relevant to a topic, explaining reasons for relevance

Evaluating arguments
- Express an opinion about a given topic, giving reasons for opinion

Reflection

Personal contribution
- Identify personal contribution in the form of an idea intended to help achieve a shared outcome

Teamwork
- Identify an idea that someone else contributed to achieve a shared outcome

Personal viewpoints
- Talk about what has been learned during an activity

Personal learning
- Talk about a particular activity that supported learning

Collaboration

Cooperation and interdependence

- Carry out a task in order to contribute to a shared outcome

Engaging in teamwork

- Work positively with others, contributing to a shared outcome

Communication

Communicating information

- Talk about a given topic, giving relevant information

Listening and responding

- Listen to others in class discussions and respond with simple and relevant questions

Stages 3 to 4

Research

Constructing research questions

- Construct own questions to aid understanding of a topic

Information skills

- Locate relevant information and answers to questions within sources provided

Conducting research

- Conduct investigations, using interviews or questionnaires, making observations and taking appropriate measurements

Recording findings

- Select, organise and record information from sources and findings from research in simple charts or diagrams

Analysis

Identifying perspectives

- Recognise that people think or believe different things about a topic

Interpreting data

- Draw simple conclusions from graphical or numerical data

Making connections

- Talk about simple causes of personal actions and consequences on others

Solving problems

- Suggest personal actions that could make a positive difference to an issue affecting others

Evaluation

Evaluating Sources

- Discuss a source, recognising that the author has a clear viewpoint on the topic

Evaluating arguments

- Express an opinion about another person's viewpoint, giving reasons for opinion

Reflection

Personal contribution

- Identify strengths and limitations of personal contribution to teamwork

Teamwork

- Identify how working together improved the shared outcome achieved

Personal viewpoints

- Talk about what has been learned during an activity and consider how personal ideas have changed

Personal learning

- Identify which types of activities support learning

Collaboration

Cooperation and interdependence

- The team allocate given tasks to team members to achieve a shared outcome

Engaging in teamwork

- The team member introduces ideas and works positively with other team members to achieve a shared outcome

Communication

Communicating information

- Present information about a given topic clearly and with an appropriate structure

Listening and responding

- Listen to others in class discussions and respond with relevant ideas and questions

Stages 5 to 6

Research

Constructing research questions

- Begin to construct research questions with support

Information skills

- Identify sources and locate relevant information and answers to questions within them

Conducting research

- Conduct investigations, using interviews or questionnaires to test a prediction or begin to answer a research question

Recording findings

- Select, organise and record relevant information from sources and findings from research, using an appropriate method

Analysis

Identifying perspectives

- Identify some key points from different perspectives on the same topic within a source

Interpreting data

- Find and interpret simple patterns in graphical or numerical data

Making connections

- Talk about simple causes of a local issue and consequences on others

Solving problems

- Suggest and justify an action to make a positive difference to a local issue

Evaluation

Evaluating sources

- Discuss a source, considering the author and/or purpose, and comment on its strengths and limitations

Evaluating arguments

- Express opinions about a source, making reference to its features and arguments

Reflection

Personal contribution

- Discuss the impact of personal contribution to teamwork

Teamwork

- Identify benefits and challenges of working together to achieve a shared outcome

Personal viewpoints

- Discuss ways that personal ideas may have been influenced by new information or the ideas of others

Personal learning

- Identify skills learned or improved during an activity

Collaboration

Cooperation and interdependence

- The team plan and divide tasks fairly to achieve a shared outcome, considering skills of team members and time available

Engaging in teamwork

- The team member introduces useful ideas which are likely to help achieve a shared outcome and works positively to solve problems faced by the team

Communication

Communicating information

- Present information clearly with an appropriate structure and with some reference to sources where appropriate

Listening and responding

- Listen to ideas and information about an issue and ask questions relevant to the issue

4   Teaching and learning in Cambridge Primary Global Perspectives

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

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

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

Programme topics

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

Keeping healthy	Moving to a new country	Understanding belief
Keeping the peace	People – young and old	Reduce, reuse, recycle
Rich and poor	The world of work	Looking after planet Earth
Obeying the law	The right to learn	Sport and leisure
Values and beliefs	Using energy	Families
Water, food and farming	Worldwide companies	Living and working together
Working with other countries	Moving goods and people	Sharing planet Earth
Keeping safe	Improving communication	Computers and technology
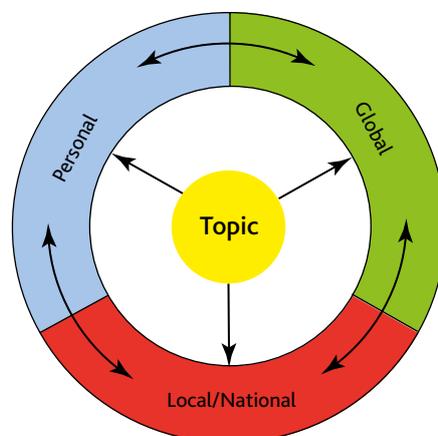
More information on using the Challenges can be found in the Cambridge Primary Global Perspectives Teacher Guide.

5 Cambridge Primary Checkpoint Global Perspectives

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

Cambridge Primary Checkpoint Global Perspectives is an assessment designed to be taken in the final year of primary education. Learners work as a team and conduct research on their chosen issue. The project is marked by teachers and moderated by Cambridge International. There are no written tests provided by Cambridge International.

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

Assessment overview

With your support and guidance, learners work as a team (of three or four learners) to identify local issues they would like to improve, change or resolve. They explore different local perspectives about these issues in order to identify one issue to focus on. The team conducts research on their chosen issue which is used to set a goal to improve, change or resolve the local issue. The team then agrees on a course of action to take which is likely to achieve this goal. This course of action will be communicated in the Evidence of Action. Once the team have implemented the course of action, the learners in each team work collaboratively to complete a Team Report. Each learner also produces a Personal Reflection, which is written independently.

Team Report	20%
8 marks	
Submitted as a team	
Internally assessed and externally moderated	

Evidence of Action	20%
8 marks	
Submitted as a team	
Internally assessed and externally moderated	

Personal Reflection	40%
16 marks	
Submitted by each learner	
Internally assessed and externally moderated	

All learners will be assessed on their collaboration through teacher observation. You will award a mark for the team as a whole and for the contribution of each individual learner.

Team observation	10%
4 marks	
Mark for whole team	
Internally assessed and externally moderated	

Individual observation	10%
4 marks	
Mark for each learner	
Internally assessed and externally moderated	

Assessment purposes

Purpose of the assessment:

- To reward learner achievement in relation to the Global Perspectives programme, with particular weight on achievement within the skills of collaboration.
- To provide a formal synoptic assessment of the skills developed throughout the programme.
- To provide formal feedback to the school and the learner's parent/carer about the learner's achievement.
- To give the learner an assessment experience that prepares them for the Lower Secondary Global Perspectives programme of study.
- To provide some diagnostic feedback to teachers in relation to their internal moderation, and strength of student evidence present in the sample.

The Cambridge Primary Checkpoint Global Perspectives should not inform judgements related to:

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

Role of the teacher

You should support each learner and team in their initial preparation to:

- understand the nature of the task
- formulate an appropriate team project
- identify a suitable local issue and action
- develop organisational skills
- focus their research and communicative skills
- develop analytical, evaluative and reflective skills
- work collaboratively towards the same shared goal.

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

You must not:

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

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

Assessment objectives

The assessment objectives (AOs) are:

AO1 Research, analysis and evaluation

AO2 Reflection

AO3 Communication and collaboration

Weighting for assessment objectives

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

Weightings for the team project	Assessment objective		
	AO1 Research, analysis and evaluation %	AO2 Reflection %	AO3 Communication and collaboration %
Team Report	20	0	0
Evidence of Action	10	0	10
Personal Reflection	0	40	0
Team observation	0	0	10
Individual observation	0	0	10
Total for team project	30	40	30

Description of the assessment

Team Report

The Team Report must be between 300 and 500 words. It is written collectively by the team and should:

- justify the issue chosen, goal set and local action taken, making reference to different local perspectives on the issue
- outline research findings on the issue
- summarise the course of action taken by the team
- discuss the strengths and limitations of the action taken.

The Team Report must not exceed 500 words. Where work has exceeded the word limit, you must not credit beyond the first 500 words.

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

Assessment objective	Number of marks
AO1 Research, analysis and evaluation	8
AO2 Reflection	0
AO3 Communication and collaboration	0

Evidence of Action

The Evidence of Action should communicate clearly the course of action taken by the team to achieve the project goal. It should also show evidence of research findings. The Evidence of Action could be:

- the outcome of the course of action taken (e.g. a poster, information leaflet, brochure, website, song, poem, role play, or presentation designed to make a difference to the local issue identified)
- a depiction of the course of action (e.g. a series of photographs, short film or cartoon describing and explaining the course of action taken to make a difference to the local issue identified)
- a recording of the course of action taken (e.g. a video recording of a drama production, fashion show, lesson delivered, or an event such as a fundraiser, organised to make a difference to the local issue identified).

An essay response is not acceptable for the Evidence of Action.

Video submissions for the Evidence of Action must not exceed 15 minutes. Where work has exceeded this time limit, you must not credit beyond the first 15 minutes.

The mark weightings allocated to each of the assessment objectives for the Evidence of Action are:

Assessment objective	Number of marks
AO1 Research, analysis and evaluation	4
AO2 Reflection	0
AO3 Communication and collaboration	4

Personal Reflection

Learners produce a document of 350–450 words which should outline:

- strengths and limitations of their contribution to the team
- benefits and challenges of working together as a team
- how their thoughts on the issue have developed as a result of the research conducted and/or action taken
- how their personal behaviour or the behaviour of others has changed as a result of the research conducted (e.g. a learner has stopped leaving the tap on while brushing their teeth after conducting research on water wastage) and/or action taken (e.g. an assembly on litter has led to a reduction in littering in the playground) and/or working together as a team (e.g. a learner now takes more care to listen to the ideas of others after experiencing how it felt to not have their ideas listened to while working with on the project).

The Personal Reflection must not exceed 450 words. Where work has exceeded the word limit, you must not credit beyond the first 450 words.

The mark weightings allocated to each of the assessment objectives for the Personal Reflection are:

Assessment objective	Number of marks
AO1 Research, analysis and evaluation	0
AO2 Reflection	16
AO3 Communication and collaboration	0

Teacher observation

You will observe learners working in teams throughout the process of planning and carrying out the Team Project. You should also engage in discussions with learners, asking targeted questions, in order to assess how well they have collaborated while completing the Team Project.

You may ask learners for examples of actions they have performed to meet the assessment criteria. In the team setting, other members of the team may support a team member's responses with examples or verify examples given by the team member. Due to this, most discussion should take place in a group setting but you may also choose to speak to learners individually, if necessary.

You should look holistically at all the available evidence and apply their professional judgement to award one mark to each team and a separate mark to each individual learner, for the collaboration that has taken place to complete the Team Project.

The mark weightings allocated to each of the assessment objectives for the assessment of collaboration through teacher observation are:

Assessment objective	Number of marks
AO1 Research, analysis and evaluation	0
AO2 Reflection	0
AO3 Communication and collaboration	8

Assessment criteria

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

Team Report

AO1 (8 marks)

Research, analysis and evaluation

Team Report includes:

- a thoughtful justification for the issue chosen, goal set and the action taken which is clearly linked to different local perspectives
- detailed and appropriate research findings
- an effective summary of the action taken
- a clear and balanced explanation of the strengths and limitations of the action taken.

(7–8 Marks)

Team Report includes:

- a thoughtful justification for the issue chosen and goal set or the action taken with some reference to local information
- appropriate research findings
- a good summary of the action taken
- a clear explanation of the strengths and limitations of the action taken.

(5–6marks)

Team Report includes:

- some justification for the issue chosen and goal set or action taken
- some research findings
- a summary of the action taken
- an explanation of the strengths and/or limitations of the action taken.

(3–4marks)

Team Report includes:

- an attempt to justify the issue chosen or goal set or action taken
- some reference to research findings
- some information about the action taken
- a basic explanation of the strengths or limitations of the action taken.

(1–2 marks)

No attempt is made/no creditable content given.

Evidence of Action

The mark awarded for the Evidence of Action must be based only on the work submitted by the team for the Evidence of Action, and not on any other evidence the teacher may have seen over the course of the Team Project.

AO1 (4 marks) Research, analysis and evaluation	AO3 (4 marks) Communication and Collaboration
The course of action taken is appropriate, well-executed and likely to meet the goal set. (4 marks)	The Evidence of Action clearly communicates an important message or action taken, supported by research findings. (4 marks)
The course of action taken is either appropriate or well-executed and likely to meet the goal set. (3 marks)	The Evidence of Action communicates an important message or action taken, with reference to research findings. (3 marks)
The course of action taken is appropriate or well-executed but unlikely to meet the goal set. (2 Marks)	The Evidence of Action communicates an important message or action taken. (2 marks)
A course of action has been taken but it is neither well executed nor appropriate for the goal set. (1 mark)	The Evidence of Action makes some attempt to communicate a message or an action taken. (1 mark)
No attempt is made/no creditable content given.	No attempt is made/no creditable content given.

Personal Reflection

AO2 Reflection (8 marks)	AO2 Reflection (8 marks)
Reflection on thoughts and behaviour	Reflection on the process of collaboration
Well-reasoned explanation of: – how thoughts on the issue have developed; and – how personal behaviour or the behaviour of others has changed as a result of learning, action taken or working together as a team. The connections between thoughts, behaviour and actions taken/teamwork are clear and well explained. (7–8 marks)	Insightful discussion of the strengths and limitations of personal contribution to the team. A clear and balanced explanation of the benefits and challenges of working as a team. (7–8 marks)
Clear explanation of: – how thoughts on the issue have developed; and – how personal behaviour or the behaviour of others has changed as a result of learning, action taken or working together as a team. The connections between thoughts/behaviour and actions taken/teamwork are clear. (5–6 marks)	Clear discussion of the strengths and/or limitations of personal contribution to the team. A clear explanation of the benefits and challenges of working as a team. (5–6 marks)
Some explanation of: – how thoughts on the issue have developed; or – how personal behaviour or the behaviour of others has changed as a result of learning, action taken or working together as a team. Some connection between thoughts/behaviour and actions taken/teamwork. (3–4 marks)	Some discussion of the strengths and/or limitations of personal contribution to the team. An explanation of some benefits and/or challenges of working as a team. (3–4 marks)
A basic explanation of: – thoughts on the issue; or – how personal behaviour or the behaviour of others has changed. (1–2 marks)	A basic discussion of the strengths and/or limitations of personal contribution to the team. An attempt is made to describe some benefits and/or challenges of working as a team. (1–2 marks)
No attempt is made/no creditable content given.	No attempt is made/no creditable content given.

Teacher observation

Individual

AO3 Communication and collaboration (4 marks)

Individual contribution to the process of collaboration

The team member:	The team member:
– introduces helpful ideas and offers solutions to problems faced by the team and is open to new ideas or solutions to problems offered by others. (2 marks)	– works positively with others throughout the process, sensitively and effectively resolving conflict within the team and encouraging other team members to participate. (2 marks)
The team member:	The team member:
– introduces helpful ideas/offers solutions to problems faced by the team or is open to new ideas or solutions to problems offered by others. (1 mark)	– works positively with others most of the time, helping to resolve potential conflict and supporting other members to participate. (1 mark)
The team member:	The team member:
– does not meet the criteria for 1 mark. (0 marks)	– does not meet the criteria for 1 mark. (0 marks)

In order to maintain the fairness of the team element of this assessment, learners who are awarded a total mark of 0 for their individual contribution to the process of collaboration will receive a mark of 0 for the Evidence of Action, Team Report and Team collaboration. This means that learners will not be awarded the marks for the work of their team unless they have shown commitment to the process of collaboration. This adjustment will be automatically applied when the marks are externally moderated and will not affect the mark given to other members of the team.

Team

AO3 Communication and collaboration (4 marks)

Team collaboration

The team members:	The team:
– communicate positively throughout the process and sensitively resolve any conflicts caused by different viewpoints. (2 marks)	– divides tasks fairly between members in order to utilise the skills and time of team members, and reconstructs these effectively into a shared team outcome. (2 marks)
The team members:	The team:
– communicate positively throughout the process and effectively manage conflicts caused by different viewpoints. (1 mark)	– divides tasks fairly between members in order to utilise the skills and time of team members. (1 mark)
The team members:	The team:
– do not communicate positively throughout the process or do not manage conflicts effectively. (0 marks)	– does not divide tasks fairly between members or most work is completed by one member of the team. (0 marks)

Assessment outcomes

Once teachers have marked the team project, evidence is sent to Cambridge International for moderation.

Learners can achieve either Bronze, Silver or Gold.

Bronze	Silver	Gold
Working towards the standard	Meeting the standard	Exceeding the standard
Learners have a basic grasp of a few of the skills for the stage and are working towards achieving others.	Learners have a sound grasp of the skills for the stage.	Learners have an excellent grasp of the skills for the stage.
They would benefit from more focus on some of the learning objectives.	They are successfully achieving many of the learning objectives expected at this stage.	They are successfully achieving the great majority of the learning objectives and often go beyond what is expected at this stage.

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

6 Progression in Cambridge Primary Global Perspectives

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

Research			

Constructing research questions

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Ask basic questions about a given topic	Ask focused questions about a given topic	Construct own questions to aid understanding of a topic	Begin to construct research questions with support

In Stage 1, teachers will introduce a topic and learners will be asked to think of basic questions about that topic. In Stage 2, learners will be asking questions focused on the specific issue in the Challenge. In Stages 3 and 4, the teacher will present learners with information about an issue and learners' questions will be targeted on developing their understanding of the issue. In Stages 5 and 6, teachers will introduce research questions and support learners in constructing these. In the Cambridge Lower Secondary phase, learners will take responsibility for constructing their own research questions.

Information skills

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Talk about information on a given topic in sources provided	Locate relevant information in sources provided	Locate relevant information and answers to questions within sources provided	Identify sources and locate relevant information and answers to questions within them

In Stages 1 to 4, teachers will support learners by providing age-appropriate and increasingly complex sources of information, relevant to the topic. By Stages 5 and 6, learners will identify their own sources of information. In Stage 1, simple sources such as pictures and key words will be used to prompt discussion on a topic. By Stage 2, learners will identify key information within sources as instructed by the teacher. In Stages 3 and 4, learners use sources to find specific information and answers to questions about a topic or issue. These questions may have been devised by the learners (see 'Constructing research questions'). In Stages 5 and 6, learners will find relevant information and answers to questions in the sources they have identified. In the Cambridge Lower Secondary phase, learners will locate information from within an increasingly wide range of sources and begin to reference these.

Research continued

Conducting research

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Begin to participate in simple investigations and ask basic questions to find information and opinions	Conduct simple investigations, using interviews or questionnaires to find information and opinions	Conduct investigations, using interviews or questionnaires, making observations and taking appropriate measurements	Conduct investigations, using interviews or questionnaires to test a prediction or begin to answer a research question

In Stage 1, learners are introduced to the idea of data collection through participating in simple investigations such as a whole-class survey and asking basic questions to other class members. In Stages 2 to 6, learners will take more responsibility for gathering their own data. In Stages 2 to 4, investigations will become more complex and learners will be using an increasing variety of methods, however, these will be directed by the teacher. In Stages 5 and 6, learners will conduct investigations designed to test a prediction or explore a research question (see 'Constructing research questions'). In the Cambridge Lower Secondary phase, learners will continue to conduct increasingly complex investigations but with more focus on selecting the most suitable method.

Recording findings

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Record information on a given topic in pictograms or simple graphic organisers	Record findings from research in pictograms, simple tables or graphic organisers	Select, organise and record information from sources and findings from research in simple charts or diagrams	Select, organise and record relevant information from sources and findings from research, using an appropriate method

In Stage 1, learners will record basic information as a class. This is likely to be on a display board with support and guidance from the teacher. By Stage 2, learners will record findings from their own simple investigations (see 'Conducting research'). By Stages 3 and 4, learners will be introduced to different methods in order to record information from sources (see 'Information skills') as well as findings from their own investigations. In Stages 5 and 6, learners will select the most appropriate method to record information they have gathered. In the Cambridge Lower Secondary phase, learners will use an increasingly wide range of methods to record findings.

Analysis

Identifying perspectives

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Say something known about a topic	Recognise that different people know different things about a topic	Recognise that people think or believe different things about a topic	Identify some key points from different perspectives on the same topic within a source

In Stages 1 and 2, learners will share knowledge, listening to what other members of the class know about a topic in order to understand that people do not all know the same things. This prepares them for Stages 3 and 4, where they begin to recognise that different people not only have different knowledge but also have different thoughts and beliefs about topics. It may be useful at this stage for teachers to start to introduce the idea of perspectives when discussing learners' thoughts and beliefs. This will prepare learners for Stages 5 and 6 where they will identify information from different perspectives in a source. Initially, teachers may support learners by identifying the different perspectives in a source. Increasingly, learners may be able to identify the perspectives and the key information independently. This will prepare learners for the Cambridge Primary Checkpoint Global Perspectives, where they will identify different local perspectives on an issue. In the Cambridge Lower Secondary phase, learners will analyse different perspectives through the ideas and evidence that support them.

Interpreting data

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Talk about information recorded in pictograms or graphic organisers	Recognise that graphical and numerical data can show information about a topic	Draw simple conclusions from graphical or numerical data	Find and interpret simple patterns in graphical or numerical data

In Stage 1, learners start by making simple observations about the pictograms and graphic organisers created as a class (see 'Recording findings'). In Stage 2, teachers will introduce different types of graphical and numerical data and at this stage, learners will recognise that these contain information about a topic. In Stages 3 and 4, learners start to form simple conclusions from the data, initially with the support of the teacher. By the end of Cambridge Primary, learners will be able to show that they understand simple patterns in data and in the Cambridge Lower Secondary phase, learners will start to understand how these types of data can be used to support arguments.

Analysis continued

Making connections

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Talk about simple, personal consequences of own actions	Talk about simple, personal consequences of own actions on others	Talk about simple causes of personal actions and consequences on others	Talk about simple causes of a local issue and consequences on others

In Stage 1, learners will explore how their own actions lead to consequences for them. In Stage 2, the focus is on their own actions in relation to others. In Stages 3 and 4, learners will begin to explore causes, looking at possible reasons for their actions. By Stages 5 and 6, learners will start to discuss causes and consequences of issues in their local community. This will prepare learners for the Cambridge Primary Checkpoint Global Perspectives where they will identify a local issue they would like to improve, change or resolve as a team.

Solving problems

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Choose a possible solution to an issue from a range of actions given	Suggest a personal action that could make a positive difference to an issue affecting self	Suggest personal actions that could make a positive difference to an issue affecting others	Suggest and justify an action to make a positive difference to a local issue

In Stage 1, learners will select a solution to a given problem from possible alternatives presented by the teacher. Across Stages 2 to 6, learners will suggest their own solutions to problems; in Stage 2 for an issue affecting themselves and in Stages 3 to 4, for issues affecting other people. In Stages 5 to 6, learners will suggest and justify actions to improve a local issue. These are likely to involve other people and should draw on the causes and consequences of the issue (see 'Making connections'). This will prepare learners for the Cambridge Primary Checkpoint Global Perspectives where they will agree on an action to take, as a team, to improve a local issue of their choice.

Evaluation

Evaluating sources

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Select a source relevant to a given topic and explain reasons for choice	Suggest sources which might be relevant to a topic, explaining reasons for relevance	Discuss a source, recognising that the author has a clear viewpoint on the topic	Discuss a source, considering the author and/or purpose, and comment on its strengths and limitations

In Stage 1, learners will select a source or artefact from alternatives presented by the teacher and explain how this is related to the topic. In Stage 2, learners will suggest sources or artefacts which may give information about a topic. These may be suggestions from the learners' own experience outside the classroom. In Stages 3 and 4, learners start to work with written sources and begin to recognise that what writers say about a topic is shaped by their views and opinions. By Stages 5 and 6, learners are able to discuss how the information in a source may be influenced by the views or background of its author or the purpose for which it was produced. This will be used to comment on the usefulness of the source in providing information on the topic. In the Cambridge Lower Secondary phase, learners will evaluate sources through considering how the author or purpose may lead to bias in the information presented.

Evaluating arguments

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
State an opinion about a given topic	Express an opinion about a given topic, giving reasons for opinion	Express an opinion about another person's viewpoint, giving reasons for opinion	Express opinions about a source, making reference to its features and arguments

In Stage 1, learners will talk about the topic make simple statements about their preferences. In Stage 2, learners will give their opinion on a topic explaining why they have this opinion. By Stages 3 and 4, learners will give their opinion on another person's viewpoint explaining why they agree or disagree with the other person's views. By Stages 5 and 6, learners will be able to give an opinion about a source of information, explaining this opinion with reference to key features of the source (use of facts, evidence, opinion and structure) and the arguments presented. In the Cambridge Lower Secondary phase, learners will evaluate the reasoning used to develop an argument within a source.

Reflection

Personal contribution

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Identify personal contribution in the form of an action intended to help achieve a shared outcome	Identify personal contribution in the form of an idea intended to help achieve a shared outcome	Identify strengths and limitations of personal contribution to teamwork	Discuss the impact of personal contribution to teamwork

In Stages 1 and 2, learners will be reflecting on how they contributed to a shared outcome. In Stage 1, learners will be able to recognise something they have done that helped them and others to complete a task. In Stage 2, they will be able to recognise more abstract contributions, such as ideas. By Stages 3 and 4, the focus of the reflection is no longer on contributions to an outcome but on contributions to the process of teamwork. In Stages 3 and 4, learners will be able to reflect on the strengths of their collaborative behaviour and identify when they could have done more to support effective teamwork. By Stages 5 and 6, learners will be able to discuss the impact of their collaborative behaviour on the team. This skill is assessed as part of the Cambridge Primary Checkpoint Global Perspectives where learners will have to discuss the strengths and limitations of their contribution to the team project.

Teamwork

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Identify an action that someone else contributed to achieve a shared outcome	Identify an idea that someone else contributed to achieve a shared outcome	Identify how working together improved the shared outcome achieved	Identify benefits and challenges of working together to achieve a shared outcome

In Stages 1 to 4, learners are reflecting on the benefits of teamwork. In Stage 1 they will be able to recognise something someone else has done that helped them achieve a shared outcome. In Stage 2, they will be able to recognise more abstract contributions of others, such as ideas. In Stages 3 and 4, learners will be working in teams to achieve a shared outcome and will be able to recognise and explain how this teamwork led to a better outcome than could have been achieved through working on their own. In Stages 5 and 6, learners will be able to reflect on the teamwork they have undertaken and recognise the challenges they faced working with others as well as the ways that teamwork improved the outcome they achieved. This skill is assessed as part of the Cambridge Primary Checkpoint Global Perspectives where learners will have to discuss the benefits and challenges of working as part of a team to complete the team project.

Reflection continued

Personal viewpoints

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Talk about what has been learned during an activity with support	Talk about what has been learned during an activity	Talk about what has been learned during an activity and consider how personal ideas have changed	Discuss ways that personal ideas may have been influenced by new information or the ideas of others

In Stages 1 and 2, learners are able to reflect on what they have learnt during an activity: in Stage 1, with support from the teacher and then Stage 2, more independently. By Stages 3 and 4, learners will be able to reflect on the difference between their understanding and knowledge of a topic at the start of a Challenge, and compare this to their ideas about the topic at the end. In Stages 5 and 6, learners move on from thinking about how their ideas may have changed as a result of a specific activity to think about how their ideas may have been influenced by new ideas or other people. This will prepare them for the Cambridge Primary Checkpoint Global Perspectives where they will reflect on how their thoughts on an issue have changed as a result of taking part in the team project.

Personal learning

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Talk about something liked in a particular activity	Talk about a particular activity that supported learning	Identify which types of activities support learning	Identify skills learned or improved during an activity

In Stage 1, learners will be able to talk about something they enjoyed in a particular classroom activity. In Stages 2 to 6, learners will reflect on a series of lessons. In Stage 2, learners will be able to identify and talk about a specific activity which helped them to develop new understanding or consolidate existing learning. By Stages 3 and 4, learners will be able to identify the types of activities that most supported their learning throughout the series of lessons. In Stages 5 and 6, learners will be able to reflect on a series of lessons in order to identify specific skills that they developed during particular activities. In the Cambridge Lower Secondary phase, learners will link the skills they have developed during activities to their own strengths and areas for development.

Communication

Communication information

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Answer questions with relevant information about a given topic	Talk about a given topic, giving relevant information	Present information about a given topic clearly and with an appropriate structure	Present information clearly with an appropriate structure and with some reference to sources where appropriate

In Stages 1 and 2, the focus is on the relevance of the information communicated by the learners, in short responses to questions in Stage 1 and giving more information about a topic in Stage 2. In Stages 3 to 6, learners develop more structured communication and can present information clearly to different audiences. By Stages 5 and 6, learners will be able to reference sources of information from their research when appropriate. This will prepare them for the expectations of the Cambridge Primary Checkpoint Global Perspectives where learners will clearly communicate an important message or action taken.

Listening and responding

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Listen to others in class discussions and respond with simple questions	Listen to others in class discussions and respond with simple and relevant questions	Listen to others in class discussions and respond with relevant ideas and questions	Listen to ideas and information about an issue and ask questions relevant to the issue

In Stages 1 to 4, learners are listening and responding during class discussions. In Stage 1, learners will be able to respond with simple questions. In Stage 2, these questions will be more relevant to the topic of discussion. In Stages 3 and 4, learners will be able to respond with their own ideas and more complex questions that are relevant to the topic of discussion. By Stages 5 and 6, learners are listening and responding to information and ideas about an issue and they will be able to ask questions that show they are attempting to understand the issue.

Collaboration

Cooperation and interdependence

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Share resources with others while working independently or with a partner	Carry out a task in order to contribute to a shared outcome	The team allocate given tasks to team members to achieve a shared outcome	The team plan and divide tasks fairly to achieve a shared outcome, considering skills of team members and time available

In Stage 1, learners will be able to share resources with other class members during activities. In Stage 2, they will be able to complete individual tasks in order to achieve a shared outcome. By Stages 3 and 4, learners will be able to work as a team to achieve a shared outcome, allocating specific tasks to individuals. By Stages 5 and 6, the team should be able to able to show some rationale for this task allocation which takes into account, fairness, skills of individual members and time available. This will prepare learners for the expectations of the Cambridge Primary Checkpoint Global Perspectives where they will divide tasks fairly and reconstruct them effectively in to a shared team outcome.

Engaging in teamwork

Stage 1	Stage 2	Stages 3 to 4	Stages 5 to 6
Work positively with others	Work positively with others, contributing to a shared outcome	The team member introduces ideas and works positively with other team members to achieve a shared outcome	The team member introduces useful ideas which are likely to help achieve a shared outcome and works positively to solve problems faced by the team

In Stage 1, interactions between learners will be largely positive and conflict-free. In Stage 2, learners will be working together positively to complete shared tasks. By Stages 3 and 4, learners will be working positively as a team and members of the team will introduce ideas aimed at improving teamwork or a shared outcome. By Stages 5 and 6, members of the team will contribute useful ideas that help achieve a shared outcome and will help to solve problems faced by the team. This will prepare learners for the Cambridge Primary Checkpoint Global Perspectives where they will work positively with others, introduce helpful ideas and offer solutions to problems faced by the team.

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