

# SYLLABUS

**Cambridge International AS Level  
Global Perspectives**

**8987**

For examination in June and November 2015

### Changes to syllabus for 2015

This syllabus has been updated, but there are no significant changes.

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8987  
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# 1. Introduction

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## 1.1 Why choose Cambridge?

### Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge International AS and A Levels are recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives learners the freedom to select subjects that are right for them.

Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level. Cambridge AS Levels are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International AS and A Levels in countries such as the USA and Canada.

Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

## Support for teachers

A wide range of support materials and resources is available for teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

## Support for exams officers

Exams officers can trust in reliable, efficient administration of exam entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

## Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)

## 1.2 Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS and A Levels give learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Schools can offer almost any combination of 60 subjects and learners can specialise or study a range of subjects, ensuring a breadth of knowledge. Giving learners the power to choose helps motivate them throughout their studies.

Through our professional development courses and our support materials for Cambridge International AS and A Levels, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge International AS and A Levels have a proven reputation for preparing learners well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

Learners studying Cambridge International AS and A Levels have the opportunities to:

- acquire an in-depth subject knowledge
- develop independent thinking skills
- apply knowledge and understanding to new as well as familiar situations
- handle and evaluate different types of information sources
- think logically and present ordered and coherent arguments
- make judgements, recommendations and decisions
- present reasoned explanations, understand implications and communicate them clearly and logically
- work and communicate in English.

## Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that candidates have about 360 guided learning hours per subject over the duration of the course. Cambridge International AS Level syllabuses are designed on the assumption that candidates have about 180 guided learning hours per subject over the duration of the course. This is for guidance only and the number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

## 1.3 Why choose Cambridge International AS Level Global Perspectives?

Cambridge International AS Level Global Perspectives aims to prepare young people for positive engagement with a rapidly changing world, broadening their outlook through the critical analysis of and reflection on, issues of global significance.

This syllabus is firmly based on skills rather than specific content. Through the study of global issues, learners will explore different and sometimes opposing perspectives and will acquire and develop thinking and reasoning skills as well as research and communication skills. These skills will enable learners to meet the demands of the twenty-first century and to make a successful transition to study in higher education.

Cambridge International AS Level Global Perspectives encourages transformative learning, where learners become critically aware of their own beliefs and assumptions and those of others, developing valid arguments by reflecting on and interpreting, a range of evidence.

Advances in technology have changed our access to information and the way we communicate and work. Increasingly, young people are faced with a multiplicity of competing ideas, information and arguments and they need to be able to think critically to deconstruct arguments, to differentiate between the ways in which people express their perspectives, to assess and evaluate claims and to develop lines of reasoning.

Learners will develop research skills that will enable them to obtain information, evaluate the reliability and usefulness of this information and use the evidence gathered to construct their own arguments and support lines of reasoning.

Through well-defined stages, called the Critical Path, learners will apply a logical approach to decision-making. Learners will be able to analyse the structure and context of arguments, assess the impact and limitations of evidence and make well-reasoned judgements through informed research. Learners will learn to organise and communicate their findings in appropriate formats.

Cambridge International AS Level Global Perspectives prepares learners for further education and for life-long learning across a range of disciplines by helping them to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference

## Prior learning

The Cambridge International AS Level Global Perspectives builds on the knowledge, understanding and skills typically gained by candidates taking Level 2 qualifications. It is recommended that candidates have attained communication and literacy skills at a level equivalent to IGCSE/GCSE Grade C in English.

## Progression

The Cambridge International AS Level Global Perspectives develops a range of transferable research skills that is independent of subject content. The syllabus enables candidates to approach other subjects with an improved ability to analyse, evaluate and reflect on issues and reasoning and the Cambridge International AS Level Global Perspectives will prepare candidates for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. As a curriculum subject, Cambridge International AS Level Global Perspectives enables candidates to think critically, to reason in a disciplined way and to communicate effectively.

Candidates who complete the AS in Global Perspectives may convert to the Pre-U Global Perspectives and Independent Research qualification (9766) by going on to take the Independent Research Report. Further information can be obtained from [www.cie.org.uk](http://www.cie.org.uk)

## 1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE Diploma is the group award of the Cambridge International AS and A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in three different curriculum groups:

- Mathematics and Science (Group 1)
- Languages (Group 2)
- Arts and Humanities (Group 3)

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level counts as a single-credit qualification within the Cambridge AICE Diploma award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum groups.

Global Perspectives (8987) falls into Group 4, Global Perspectives.

Credits gained from Cambridge AS Level Global Perspectives (8987) or Cambridge International Pre-U Global Perspectives and Independent Research (9766) can be counted towards the Cambridge AICE Diploma, but candidates must also gain at least one credit from each of the three curriculum groups to be eligible for the award.

Learn more about the Cambridge AICE Diploma at [www.cie.org.uk/qualifications/academic/uppersec/aice](http://www.cie.org.uk/qualifications/academic/uppersec/aice)

The Cambridge AICE Diploma is awarded from examinations administered in the June and November series each year.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

## 1.5 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cie.org.uk](mailto:info@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at [www.cie.org.uk/alevel](http://www.cie.org.uk/alevel) to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online. For Teacher Support go to <http://teachers.cie.org.uk> (username and password required).

### 2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See [www.cie.org.uk/events](http://www.cie.org.uk/events) for further information.

### 3. Assessment at a glance

This qualification is assessed via three compulsory components.

All three components are available in both the May/June and October/November examination series.

Component	Weighting	Raw mark	Nature of assessment
<p>1 <b>Written paper</b> <b>1 hour 30 minutes</b></p> <p>The written paper consists of compulsory questions based on sources provided with the paper. Candidates will be required to analyse and evaluate arguments, interrogate evidence and compare perspectives centred on global issues listed in the syllabus.</p>	25%	30	Externally Assessed
<p>2 <b>Essay</b></p> <p>Candidates explore different perspectives concerning issues of global significance arising from their studies during the course and write an essay based on their research. The essay should be between 1750 and 2000 words and written in continuous prose.</p>	30%	30	Externally Assessed
<p>3 <b>Presentation</b></p> <p>Candidates carry out research based on pre-released source materials to produce a 15-minute presentation that addresses contrasting perspectives. Candidates structure, develop and present a reasoned argument, demonstrating personal reflection.</p>	45%	40	Externally Assessed

## Availability

This syllabus is examined in the May/June and the October/November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from **[www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)**

Centres in the UK that receive government funding are advised to consult the Cambridge website **[www.cie.org.uk](http://www.cie.org.uk)** for the latest information before beginning to teach this syllabus.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level

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## 4. Syllabus aims and assessment objectives

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### 4.1 Syllabus aims

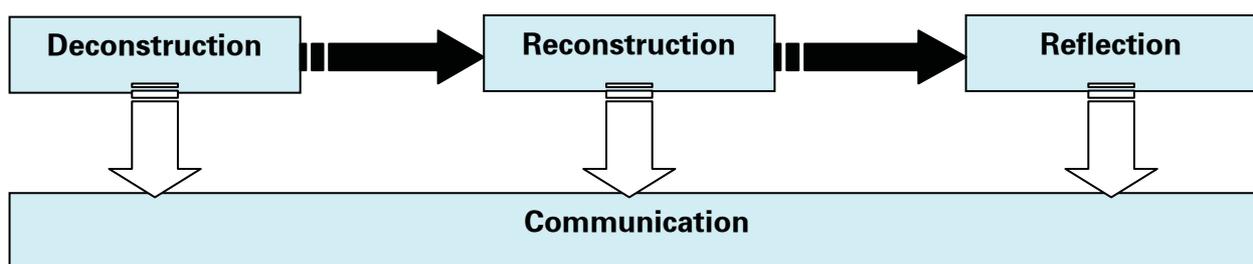
Cambridge International AS Global Perspectives will appeal to young people because it enables them to explore issues of global significance and offers them opportunities to acquire, develop and apply skills in critical thinking, research and communication.

Not only does Cambridge International AS Global Perspectives equip learners with the skills they need in a rapidly changing intellectual and technical environment, it also prepares and encourages them to engage confidently with issues and ideas of global significance.

To encourage learners to think critically, this syllabus presents an approach to analysing and evaluating arguments and perspectives called the Critical Path.

Candidates will learn how to deconstruct and reconstruct arguments by researching global issues and interrogating evidence. They will reflect on the implications of their research and analysis from a personal perspective and communicate their findings and ideas as reasoned arguments.

#### The Critical Path



Cambridge International AS Global Perspectives aims to develop learners by:

- providing opportunities to acquire disciplined and scholarly research skills
- promoting a critical, questioning approach to information that is often taken for granted
- encouraging self-reflection and an independence of thought
- encouraging an understanding of and engagement with, some of the key global issues that they will face wherever they live and work
- encouraging an awareness and understanding of and respect for, the diversity of perspectives on global issues
- encouraging an interdisciplinary approach to global issues

## 4.2 Assessment objectives

Throughout the course, candidates will gain knowledge and understanding of the background to a range of global issues and will appreciate the diversity of perspectives within them. This knowledge and understanding will underpin and inform the skills they will acquire, but will **not** be separately assessed.

<p>AO1 <b>Deconstruction</b> Analyse and evaluate conclusions, arguments, reasoning or claims</p>	<ul style="list-style-type: none"> <li>critically compare <b>different perspectives</b></li> <li>analyse the <b>structure</b> of arguments, reasoning or claims and identify the <b>key components</b></li> <li>evaluate the <b>implications</b> of the conclusions, arguments, reasoning or claims.</li> <li>analyse and evaluate the <b>strengths</b> and <b>weaknesses</b> of arguments, reasoning or claims</li> <li>evaluate the <b>validity</b> of the conclusions, arguments, reasoning or claims</li> </ul>
<p>AO2 <b>Reconstruction</b> Analyse the evidence for conclusions, arguments, reasoning or claims</p>	<ul style="list-style-type: none"> <li>research and analyse <b>evidence</b> to support conclusions, arguments, reasoning or claims</li> <li>evaluate <b>sources</b> used to support conclusions, arguments, reasoning or claims</li> <li>research and analyse <b>alternative perspectives</b> and <b>conclusions</b> against the supporting evidence</li> <li>identify and analyse the <b>context</b> upon which arguments have been based</li> <li>evaluate the <b>reliability</b> and <b>credibility</b> of sources</li> </ul>
<p>AO3 <b>Reflection</b> Assess the impact of research on personal perspectives</p>	<ul style="list-style-type: none"> <li>state <b>personal perspectives</b> before carrying out research</li> <li>research <b>alternative perspectives</b> objectively, and with <b>sympathy</b> and <b>empathy</b></li> <li>evaluate the <b>impact</b> of alternative perspectives and conclusions on personal perspectives</li> <li>identify the <b>need</b> for further research and <b>suggest</b> its likely impact on personal perspectives</li> </ul>
<p>AO4 <b>Communication</b> Communicate views, information and research effectively and convincingly</p>	<ul style="list-style-type: none"> <li><b>select</b> and <b>present</b> relevant information, in a <b>balanced, coherent</b> and <b>well-structured</b> way to a non-specialist audience</li> <li><b>present</b> complex, global concepts and perspectives effectively, using <b>appropriate</b> media</li> <li><b>develop</b> and <b>present</b> convincing and <b>well-supported</b> lines of reasoning <b>based on</b> supporting evidence</li> <li>use <b>appropriate technical terms</b> and <b>cited</b> references effectively</li> </ul>

### 4.3 Weightings of assessment objectives

The relationship between the assessment objectives and the components is shown in the table below.

Assessment Objective	Component			Whole Assessment (raw marks)
	1: Written paper (raw marks)	2: Essay (raw marks)	3: Presentation (raw marks)	
<b>AO1</b>	18	3	6	27
<b>AO2</b>	12	12	6	30
<b>AO3</b>	0	10	16	26
<b>AO4</b>	0	5	12	17
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

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## 5. Syllabus content

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### 5.1 Description of components

#### Component 1: Written paper

The written paper lasts 1 hour and 30 minutes.

Candidates answer compulsory, structured questions based on two or more sources provided with the paper. Questions will require both short and longer responses.

The stimulus material provided with the written paper may express different perspectives on issues of global significance taken from the topics listed in the syllabus.

Candidates will **not** be assessed on their knowledge and understanding of the specific issues represented in the stimulus material. Instead, candidates will be assessed on their thinking and reasoning skills focused mainly on analysing and evaluating arguments, evidence and contexts. See Section 5 for the role of the teacher.

In carrying out a critical and comparative analysis of the stimulus material, candidates will be assessed on their ability to:

- identify and analyse the structure and context of arguments, reasoning and claims
- evaluate the strength of the arguments
- identify the key components of arguments
- identify and evaluate the strengths and weaknesses of arguments
- assess the validity of conclusions or claims
- assess the credibility of sources
- identify and evaluate different perspectives

#### **Nature of assessment**

This component is an externally set assessment, marked by Cambridge.

#### Component 2: Essay

Candidates write an essay on a global issue of their choice from the topics studied during the course.

The essay must be framed as a single question which is clearly focused on a global issue that lends itself to global treatment in 1750 to 2000 words. Candidates should be supported in formulating an appropriate question. See Section 6 for the role of the teacher.

Candidates should focus their individual research on identifying and exploring the context and basis of the arguments from different global perspectives. They should identify different perspectives, understand the arguments, reasoning or claims, upon which these perspectives are based, offer a critical view of them and reach a personal, supported view.

In the essay, candidates will be assessed on their ability to:

- identify and synthesise relevant sources
- assess the credibility of sources used
- analyse at least two conflicting perspectives
- identify and evaluate the evidence that supports the perspectives
- explain how the research has affected their personal perspectives
- show an awareness of the limitations of the arguments considered
- present convincing and well-supported conclusions that answer the question posed
- suggest further relevant research
- communicate effectively and concisely, using technical terms where appropriate

The essay must be written in continuous prose, include a list of sources used and be submitted in an electronic format. Quotations must be fully referenced. The essay must **not** exceed 2000 words and an accurate word-count must be clearly stated on each essay. The word-count excludes the title, references and footnotes. Work beyond the 2000 word maximum will **not** be included in the assessment.

### Nature of assessment

Candidates decide on their own essay question for this component, which is externally marked by Cambridge. All materials for Component 2 must be submitted electronically. The deadlines and methods for submission are contained in the document *Submitting Global Perspectives work online*, which is available from the Exams Officer section of our website: [www.cie.org.uk/examsofficers](http://www.cie.org.uk/examsofficers)

## Component 3: Presentation

Candidates produce a presentation based on pre-released source materials provided by Cambridge. The stimulus material consists of a range of sources about at least one global issue seen through a variety of perspectives.

Candidates use the stimulus material to identify and research a topic for their presentation. Candidates must frame a single question that allows them to address contrasting perspectives on an issue derived from the stimulus material. They may research one or more perspectives for themselves. Candidates should be supported in formulating an appropriate question. See Section 6 for the role of the teacher.

Candidates should reflect on the alternative perspectives found in the source materials and from their own research and the focus of the presentation is mainly reflection and communication. In their presentation, candidates establish and present a coherent, personal perspective that shows an understanding of, and empathy with alternative perspectives.

In the presentation, candidates will be assessed on their ability to:

- communicate a coherent argument
- engage with different perspectives, showing any relationships between them
- develop a line of reasoning based on supporting evidence
- express a relevant personal perspective
- evaluate their own personal perspective
- justify their own personal perspective
- present convincing and well-supported conclusions that answer the question posed

The presentation should:

- include relevant stimulus material
- communicate effectively to a non-specialist audience
- cite sources and references clearly and accurately

Candidates are normally expected to deliver their presentation to a live audience and candidates may choose any appropriate format to communicate their research (e.g. poster, PowerPoint, video, weblog, webpages or a mixture of different media). Teachers must ensure that the quality of any recording will permit accurate marking of the work.

Whether presented or not, the submission must include a verbatim transcript of the presentation. The running time for the presentation must not exceed 15 minutes. Work beyond the maximum 15 minutes running time will not be included in the assessment.

The pre-released source material will be available to Centres by 1 March to allow candidates four weeks to complete their presentation. Each Centre may determine the precise timing of the four-week period to fit their own circumstances.

Teachers must ensure that, for each candidate, sufficient and appropriate supporting evidence is submitted to Cambridge to permit accurate marking of the work.

### **Nature of assessment**

Candidates decide on their own presentation question based on the stimulus material provided by Cambridge. The presentation is marked by Cambridge. All materials for Component 3 must be submitted electronically. The deadlines and methods for submission are contained in the document *Submitting Global Perspectives work online* which is available from the Exams Officer section of our website:

**[www.cie.org.uk/examsofficers](http://www.cie.org.uk/examsofficers)**

## 5.2 Skills in research, communication, thinking and reasoning

This syllabus uses global issues to develop the Critical Path approach to interrogating information, exploring different perspectives and communicating personal reflections. These practical skills are transferable across other subjects of study at the same level and provide candidates with valuable thinking and reasoning skills for use in higher education and for a wide range of careers.

The exemplar questions below are designed to support teachers and candidates in developing skills in research, communication, thinking and reasoning.

Element	Exemplar questions
<p><b>Deconstruction</b></p> <p>Analyse and evaluate conclusions, arguments, reasoning or claims</p>	<p><b>What are the different perspectives represented?</b> Critically compare different perspectives.</p> <p><b>What are the key components of the argument or claim?</b> Differentiate between fact, argument, opinion, rant, speculation, prediction, explanation, hypothesis, account and belief. Identify the conclusions, reasons (premises), assumptions (stated and unstated), assertions (and counter-assertions), and supporting evidence.</p> <p><b>What are the implications of the conclusions, arguments, reasoning or claims?</b> Suggest the consequences of the conclusions, arguments, reasoning or claims, in a global context.</p> <p><b>What are the strengths and weaknesses of arguments, reasoning or claims?</b> Evaluate the strengths and weaknesses in the arguments, reasoning or claims. Assess the use of analogy and identify any flaws.</p> <p><b>Is there a valid conclusion or claim?</b> Identify whether any evidence gives strong or weak support to the conclusion or claim. Suggest other evidence required to substantiate or refute claims or counterclaims.</p>
<p><b>Reconstruction</b></p> <p>Critically analyse and interpret the context and evidence of arguments</p>	<p><b>What evidence is there to support different perspectives?</b> Analyse the evidence base and support for different perspectives.</p> <p><b>What are the sources used as supporting evidence and how credible are they?</b> Identify, synthesise and evaluate sources of research to support the evidence.</p> <p><b>Does the evidence lead to a single conclusion?</b> Research and evaluate alternative explanations and perspectives. Make a reasoned and balanced judgment based on evidence.</p> <p><b>What is the context of the arguments?</b> Explain the global context in which the arguments have been made.</p> <p><b>How reliable is the conclusion?</b> Evaluate the reliability and credibility of the sources, making it clear how reasoned judgments are made.</p>

Element	Exemplar questions
<p><b>Reflection</b></p> <p>Explore the impact of the research on personal perspectives</p>	<p><b>What were the personal viewpoints before carrying out the research?</b> Reflect on personal perspectives prior to undertaking the research.</p> <p><b>How do the personal viewpoints relate to the perspectives identified in the research?</b> Evaluate personal viewpoints against alternative perspectives on global issues.</p> <p><b>What impact has the research had on any prior viewpoints?</b> Evaluate the extent to which personal viewpoints have changed after carrying out the research.</p> <p><b>Why has the research had an effect on prior views?</b> Justify the reasons why personal perspectives have changed as a result of research.</p> <p><b>What additional research might be useful?</b> Identify and justify possible further research directions.</p>
<p><b>Communication</b></p> <p>Present research findings effectively</p>	<p><b>What is the most effective way to structure the presentation?</b> Select, and organise relevant information in a logical and coherent way.</p> <p><b>How can research findings be presented to a non-specialist audience?</b> Explore appropriate media to present complex global perspectives.</p> <p><b>How can arguments be presented effectively and persuasively?</b> Use well-supported lines of reasoning based on supporting evidence.</p> <p><b>How can research findings be presented reliably?</b> Use appropriate technical terms and cite references accurately and clearly.</p>

### 5.3 Global topics and perspectives

The global topics provide meaningful and stimulating contexts through which candidates can develop the skills necessary to participate as active, global citizens and to prepare them for independent research and further study. The topics are viewed through different perspectives that help candidates find pathways through the issues and the connections between them.

A suitable study programme can be devised by choosing a range of topics set within a global context and viewed through different perspectives. Candidates should select the topics that engage their interest and explore each chosen topic through the four elements:

- deconstruction
- reconstruction
- reflection
- communication

Candidates research global topics through different themes. Candidates should explore a range of topics from the list below.

#### Global topic

- Alternatives to oil
- Artificial Intelligence
- Biodiversity and threats to the world's natural heritage
- Endangered cultures
- Ethical foreign policies
- Genetic engineering
- Global climate change
- Globalisation of economic activity
- Globalisation versus new nationalisms
- Impact of the internet
- Incorporating technology into buildings
- Industrial pollution
- Integration and multiculturalism
- International law
- Medical ethics and priorities
- Migration and work
- On-line and interactive communities
- Standard of living/quality of life
- Sustainable futures
- Technology and lifestyles
- The challenge of GM crops
- The economic role of women
- The emergence of a global superpower
- The ethics and economics of food
- The religious-secular divide
- The speed of change in technology and global trade
- Transnational organisations (UN, World Bank, EU, NATO)
- Urbanisation and the countryside

By studying at least **four** topics, candidates will develop the Critical Path to interrogating information and acquire and develop a range of skills, including thinking critically, reasoning and communication.

Candidates research global topics through as many different themes as is relevant.

**Theme**

Culture

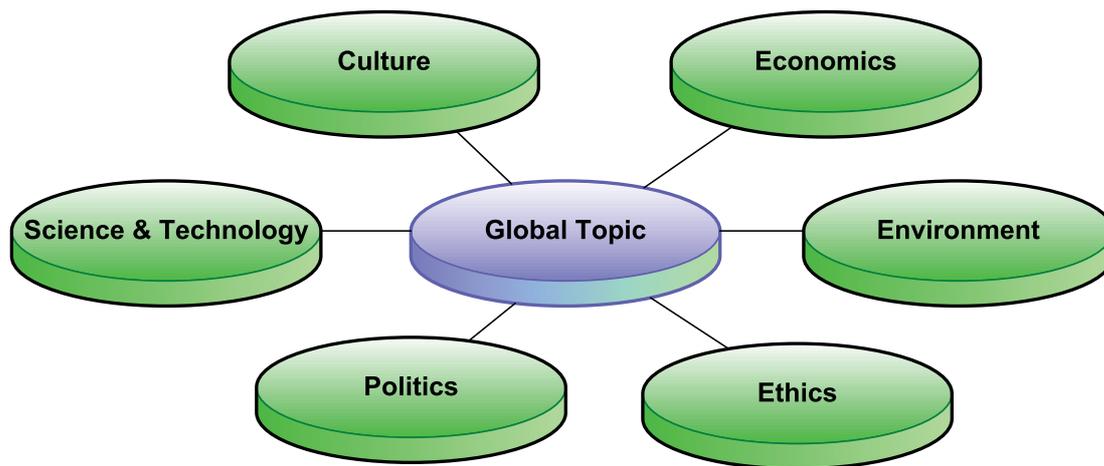
Economics

Environment

Ethics

Politics

Science and Technology



Global issues are complex, multi-faceted and multi-level challenges and through the structured exploration of global topics, candidates research alternative perspectives from different themes. Candidates will be guided towards development of research, communication, thinking and reasoning.

## 5.4 Key terms

A **global issue** is one that goes beyond the local or national context and would be experienced by people wherever in the world they live or work. For example, migration is an issue of importance around the world, and to examine it in its global context from different perspectives would require a question such as 'Is immigration control ever justified?' rather than 'Should immigration policy in Germany be changed?' The latter is based on one country whereas the former has the potential to be global.

A **perspective** is a viewpoint or standpoint, sometimes embedded in or strongly informed by a world view. Underlying any perspective are concepts, principles, uses of language and attitudes which are often implicit and may be emotional and subconscious as well as rational and conscious. Perspectives tend to be coloured by the circumstances in which people live, the language they use and the ideas that surround them.

Different perspectives should be genuinely **contrasting** (i.e. they should come from a different world-view rather than represent subtly different takes on an issue). Although there is no absolute requirement that alternative perspectives be rooted in different geographical areas, genuinely different **global perspectives** are likely to be informed by different cultural, geographical and political environments. Looking at materials from different countries and/or cultures would therefore be a good way of accessing different global perspectives.

It is also possible for two contrasting perspectives (rooted in different world views) to be exemplified by particular 'local' contexts (for example the views of a local Muslim community versus those of a secular background). Teachers should note however that while local contexts can be used as exemplification, this exemplification should be used to consider implications more globally. Candidates need to **empathise** with viewpoints that differ from their own while not necessarily accepting the viewpoints of others.

Arguments and evidence often express a perspective and can be used to support a perspective. There needs to be some form of **evidence base** underlying and/or supporting all perspectives. This evidence base is likely to consist of a variety of arguments, sources and evidence which may or may not be of good quality. Candidates need to sift and select evidence. **Evidence** is likely to come in two forms: primary evidence such as historical texts or results of scientific evidence, and secondary evidence such as the arguments and opinions of historians or scientists. The assessment objectives put weight on the second of these. Candidates should be aware of the strengths and potential weaknesses of all types of evidence. Primary is not necessarily better than secondary. When assessing the credibility of particular sources candidates should bear in mind that this is a way of assessing the evidence presented for a perspective and is not an end in itself.

Candidates research and **analyse** different perspectives based on issues of global significance. They examine the structure of arguments, considering the strengths and weaknesses. They will use research skills to search, collect and **synthesise** their findings into well-supported lines of reasoning, drawing together evidence from a variety of sources into a balanced argument or conclusion. Candidates **evaluate** evidence, arguments, reasoning, conclusions or claims in the context of different perspectives, including their own. They make reasoned and value judgements based on evidence and personal viewpoints prior to and after carrying out their research. Candidates consider the validity of evidence, reasoning, conclusions or claims.

The **Critical Path** is an approach to thinking critically. It consists of **deconstruction, reconstruction** and **personal reflection**. **Deconstruction** is the analysis of an argument or reasoning; **reconstruction** is the analysis of the context and evidence of an argument, and **personal reflection** is the exploration of the impact of research on personal viewpoints.

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## 6. The role of the teacher

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### 6.1 Component 1: Written paper

#### **1 hour 30 minutes**

The written paper consists of compulsory question based on sources provided with the paper.

Candidates will be required to analyse and evaluate arguments, interrogate evidence and compare perspectives centred on global issues.

Although this is a skills-based paper that does not require candidates to have been taught any specific content, teachers should consider and explore the skills candidates need for this paper during class work. Teachers should prepare candidates for the types of questions they are likely to meet in the paper by using specimen and past papers and mark schemes which can be obtained from the Cambridge website

**<http://www.cie.org.uk>**

## 6.2 Component 2: Essay

Candidates write an essay on a global issue of their choice from the topics studied during the course.

A class may work together to carry out background research on a common theme, but each candidate must devise their own question. Each candidate must submit a different question.

Candidates should be given sufficient time to plan and prepare their research. During this preparation, teachers should support each candidate in:

- understanding the nature of the task
- identifying a suitable topic to research
- formulating an appropriate question
- developing a suitable approach to the research
- developing organisational skills
- citing and referencing their sources
- focussing on reconstruction and reflection
- writing effectively and concisely to stay between 1750 and 2000 words
- including an accurate word count

Questions for essay titles may be submitted to Cambridge for approval using the Outline Proposal Form. Further details are available in the *Cambridge Administrative Guide*.

**The essay must be the candidate's own work.** Once candidates embark on researching and writing the essay, they must only seek assistance from their teacher, **but** there must be minimum intervention by the teacher. Candidates must **not** cut and paste large amounts of text from sources without showing evidence of reworking.

Teachers must **not**:

- offer or provide detailed subject guidance to candidates
- undertake any research on behalf of candidates
- prepare or write any subject-specific notes or drafts for candidates
- correct any part of a candidate's essay or notes used for the essay
- suggest amendments to, or comment on, any part of the essay

**Candidates must be taught the meaning and significance of plagiarism.**

Candidates will be required to sign a declaration indicating that the essay is their own work. The teacher responsible will be required to countersign this declaration, verifying that these regulations have been observed. This declaration must accompany the essay on submission to Cambridge.

### 6.3 Component 3: Presentation

Candidates produce a presentation based on pre-released source materials provided by Cambridge. The stimulus material consists of a range of sources about a global issue seen through a variety of perspectives.

A class may work together to carry out background research on a common theme, but each candidate must devise their own question which has its own focus.

Candidates should be given sufficient time to interrogate and discuss the pre-release material, and to plan and prepare their research. During this preparation, teachers should support each candidate in:

- understanding the nature of the task
- discussing the issues, problems and research opportunities based on the pre-release material
- formulating an appropriate question
- developing a suitable approach to the research
- developing organisational skills
- citing and referencing their sources
- focussing on reflection and communication
- developing an empathetic approach to alternative perspectives

**The presentation and associated materials must be the candidate's own work.** Once candidates embark on researching and producing the presentation, they must only seek assistance from their teacher, **but** there must be minimum intervention by the teacher. Candidates must **not** cut and paste large amounts of text from sources without showing evidence of reworking.

Teachers must **not**:

- offer or provide detailed subject guidance to candidates
- undertake any research on behalf of candidates
- prepare or write any subject-specific notes or drafts for candidates
- correct any part of a candidate's notes used for the presentation
- prepare any part of the presentation
- produce any part of the transcript to accompany the oral commentary
- suggest amendments to, or comment on, any part of the presentation

**Candidates must be taught the meaning and significance of plagiarism.**

Candidates will be required to sign a declaration indicating that the presentation is their own work. The teacher responsible will be required to countersign this declaration, verifying that these regulations have been observed. This declaration must accompany the presentation on submission to Cambridge.

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## 7. Grade descriptions

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A **Grade A** candidate:

- shows **detailed** evidence of identifying and critically evaluating different perspectives
- understands the structure of an argument, reasoning or claims and identifies the key components **accurately**, distinguishing between claims and counter-arguments, where appropriate
- demonstrates the ability to make **perceptive** critical evaluation of an argument, identifying strengths, weaknesses and flaws even if **subtle**
- demonstrates evidence of critical evaluation of the implications and validity of conclusions, arguments, reasoning or claims
- locates and analyses a **range** of relevant supporting evidence
- evaluates a **range** of relevant sources of evidence
- recognises contrasting perspectives and identifies the reasoning that supports them, recognising both sides of an argument
- recognises and understands the context upon which arguments are based
- can construct an argument that has coherence and depth
- evaluates the reliability and the credibility of sources with relevance to the issue
- shows **extensive** evidence of personal reflection and reasoned opinion
- shows **extensive** awareness of alternative perspectives
- carries out a **thorough** evaluation of the impact of alternative perspectives on personal viewpoints with precision, sympathy and empathy
- selects and presents information from relevant sources
- organises and presents ideas with clarity
- presents an argument with clarity and with relevant supporting evidence
- uses appropriate media in an **effective** and **persuasive** way
- uses appropriate technical terms **effectively**
- uses relevant sources **effectively**, citing references **accurately**

A **Grade C** candidate:

- shows **some** evidence of identifying and critically evaluating different perspectives
- understands **some** of the structure of an argument, reasoning or claims and identifies **most** of the key components
- demonstrates **some** evidence of critical evaluation of an argument, identifies **obvious** strengths, weaknesses **and** flaws
- demonstrates **some** evidence of critical evaluation of the implications and validity of conclusions, arguments, reasoning or claims
- locates and analyses a **range** of supporting evidence, **most** of which are relevant
- evaluates a **range** of sources of evidence, some of which are relevant
- **usually** recognises contrasting perspectives and the **gist** of reasoning that supports them
- **usually** recognises the context upon which arguments are based
- can construct an argument that has **some** coherence and/or depth
- evaluates the reliability and the credibility of sources with **some** relevance to the issue
- shows **some** evidence of personal reflection and reasoned opinion

- shows **some** awareness of alternative perspectives
- evaluates the impact of alternative perspectives on personal viewpoints, but it maybe **incomplete, imprecise** or **lacking** in sympathy or empathy
- selects and presents information from sources of **some** relevance
- organises and presents ideas with **some** clarity
- presents an argument with **some** clarity and with supporting evidence, although it may **lack** balance
- uses appropriate media in an **effective** way, but **lacking** in persuasiveness
- uses appropriate technical terms to **some** effect
- uses **some** sources effectively, citing **some** references accurately

A **Grade E** candidate:

- shows **limited** evidence of identifying and critically evaluating different perspectives
- understands the **gist** of an argument, reasoning or claims and identifies **some** of the key components
- demonstrates **limited** evidence of critical evaluation of an argument and identifies an **obvious** weakness **or** flaw
- demonstrates **limited** evidence of critical evaluation of the implications and validity of conclusions, arguments, reasoning or claims
- locates and analyses **some** supporting evidence, but **some** may lack relevance
- evaluates sources of evidence, but only **superficially**
- recognises the **gist** of contrasting perspectives and/or **some** of the reasoning
- can **usually** recognise the **context** upon which arguments are based
- attempts to construct an argument, but with **limited** coherence and/or depth
- attempts to evaluate the reliability or the credibility of sources, but only **superficially**
- shows **limited** evidence of personal reflection or reasoned opinion
- shows a **limited** awareness of alternative perspectives
- evaluates the impact of alternative perspectives on personal viewpoints, but only in a **limited** way, lacking sympathy and empathy
- selects and presents information from sources of **limited** relevance
- often **lacks** clarity in organising and presenting ideas
- presents an argument that **lacks** clarity and is **lacks** supporting evidence
- uses appropriate media in a **limited** way
- uses appropriate technical terms to **limited** effect
- uses sources which are **limited** and/or **not** always cited accurately

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## 8. Other information

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### Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **[www.cie.org.uk](http://www.cie.org.uk)**

### Language

This syllabus and the associated assessment materials are available in English only.

### Grading and reporting

Cambridge International A Level results are shown by one of the grades A\*, A, B, C, D or E, indicating the standard achieved, A\* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending); X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending); X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

For languages other than English, Cambridge also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.

## Entry codes

To maintain the security of our examinations we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes, examination timetables and administrative instructions for your administrative zone can be found in the *Cambridge Guide to Making Entries*.

Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cie.org.uk](mailto:info@cie.org.uk) [www.cie.org.uk](http://www.cie.org.uk)

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