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SYLLABUS

**Cambridge International AS Level
Global Perspectives**

8987

For examination in June and November 2014

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1. Introduction

1.1 Why choose Cambridge?

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

Recognition

A Cambridge International AS or A Level is 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 students 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. They 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 A/AS Levels in countries such as the USA and Canada.

Learn more at www.cie.org.uk/recognition

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98 % of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

- **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.

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at www.cie.org.uk/teachers

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

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications

1.2 Why choose Cambridge International AS and A Level?

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

You can offer almost any combination of 55 subjects. Students can specialise or study a range of subjects, ensuring breadth. Giving students the power to choose helps motivate them throughout their studies.

Cambridge International AS and A Level gives you building blocks to build an individualised curriculum that develops your learners' knowledge, understanding and skills in:

- in-depth subject content
- independent thinking
- applying knowledge and understanding to new as well as familiar situations
- handling and evaluating different types of information sources
- thinking logically and presenting ordered and coherent arguments
- making judgements, recommendations and decisions
- presenting reasoned explanations, understanding implications and communicating them clearly and logically
- working and communicating in English.

The syllabuses are international in outlook, but retain a local relevance. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias.

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

1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE (Advanced International Certificate of Education) Diploma is the group award of Cambridge International AS and A Level.

Cambridge AICE Diploma involves the selection of subjects from three curriculum groups – Mathematics and Science; Languages; Arts and Humanities.

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level 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 areas.

The AICE Diploma is comprised of examinations administered in May/June and October/November series each year.

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

Learn more about the AICE Diploma at <http://www.cie.org.uk/qualifications/academic/uppersec/aice>

AS Global Perspectives counts towards fulfilling the requirements for six credits. It cannot, however, be used to meet the requirements to obtain one credit in each of the curriculum groups 1, 2 and 3.

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 international@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.

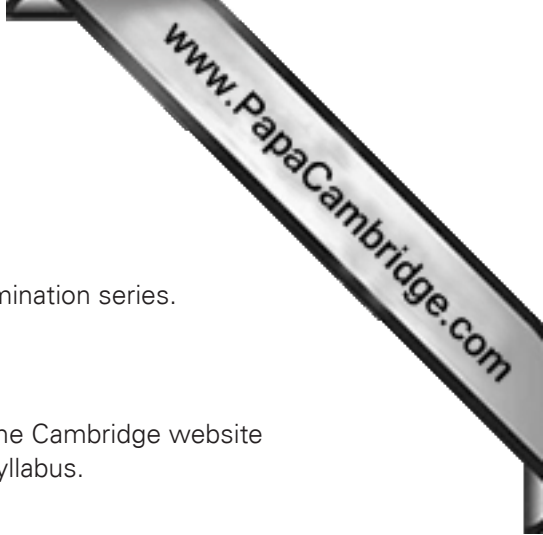
Email us at international@cie.org.uk to find out how your organisation can become a Cambridge school.

2. 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 Written paper 1 hour 30 minutes</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 Essay</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 Presentation</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.

Centres in the UK that receive government funding are advised to consult the Cambridge website **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

3. Syllabus aims and objectives

3.1 Aims

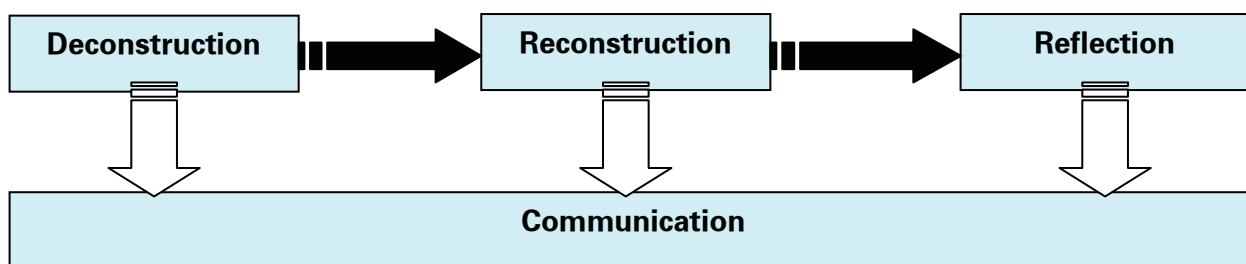
Cambridge International AS Global Perspectives will appeal to young people because it enables them to explore issues of global significance and offers them opportunities to acquire, develop and apply skills in critical thinking, research and communication.

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

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

3.3 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)	
AO1	18	3	6	27
AO2	12	12	6	30
AO3	0	10	16	26
AO4	0	5	12	17
Total	30	30	40	100

4. Syllabus content

4.1 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 5 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 in the *Cambridge Administrative Guide* available on our website.

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 5 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 use any appropriate format to communicate their research (e.g. poster, PowerPoint, video, weblog, webpage 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 in the *Cambridge Administrative Guide* available on our website.

4.2 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>Deconstruction</p> <p>Analyse and evaluate conclusions, arguments, reasoning or claims</p>	<p>What are the different perspectives represented? Critically compare different perspectives.</p> <p>What are the key components of the argument or claim? 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>What are the implications of the conclusions, arguments, reasoning or claims? Suggest the consequences of the conclusions, arguments, reasoning or claims, in a global context.</p> <p>What are the strengths and weaknesses of arguments, reasoning or claims? Evaluate the strengths and weaknesses in the arguments, reasoning or claims. Assess the use of analogy and identify any flaws.</p> <p>Is there a valid conclusion or claim? 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>Reconstruction</p> <p>Critically analyse and interpret the context and evidence of arguments</p>	<p>What evidence is there to support different perspectives? Analyse the evidence base and support for different perspectives.</p> <p>What are the sources used as supporting evidence and how credible are they? Identify, synthesise and evaluate sources of research to support the evidence.</p> <p>Does the evidence lead to a single conclusion? Research and evaluate alternative explanations and perspectives. Make a reasoned and balanced judgment based on evidence.</p> <p>What is the context of the arguments? Explain the global context in which the arguments have been made.</p> <p>How reliable is the conclusion? Evaluate the reliability and credibility of the sources, making it clear how reasoned judgments are made.</p>

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

4.3 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

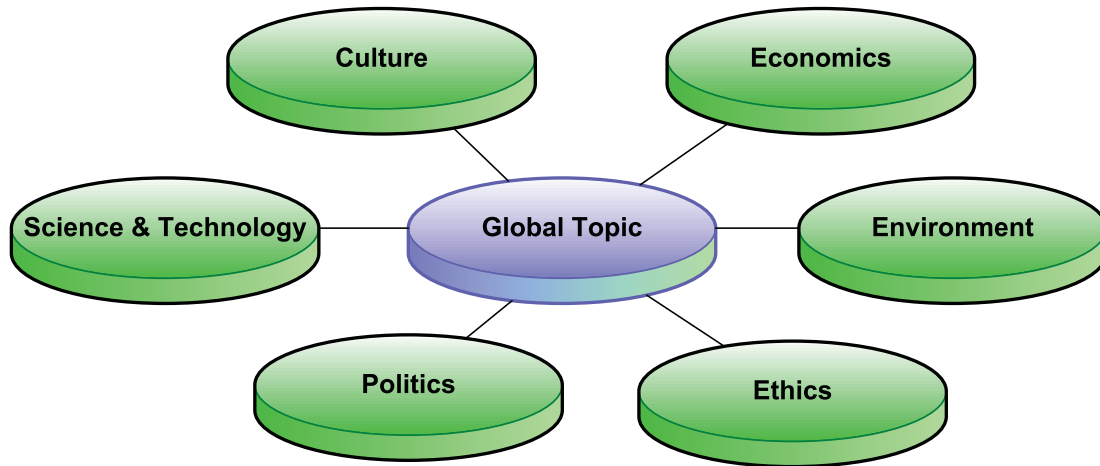
- Alternatives to oil
- Artificial Intelligence
- Biodiversity and threats to the world's natural heritage
- Endangered cultures
- Ethical foreign policies
- Genetic engineering
- Global climate change
- Globalisation of economic activity
- Globalisation versus new nationalisms
- Impact of the internet
- 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.

4.4 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.

5. The role of the teacher

5.1 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/>

5.2 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.

5.3 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.

6. Grade descriptions

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 may be **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

7. Additional information

7.1 Guided learning hours

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. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, these figures are for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

7.2 Recommended 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.

7.3 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**

7.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

7.5 Grading and reporting

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e indicating the standard achieved, Grade a being the highest and Grade e the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at Cambridge International AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

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

The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade a obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade b obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade c obtains a percentage uniform mark of 60%.
 - ... the minimum mark necessary for a Grade d obtains a percentage uniform mark of 50%.
 - ... the minimum mark necessary for a Grade e obtains a percentage uniform mark of 40%.
 - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade c and the minimum for a Grade d (and whose grade is therefore d) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

7.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

7.7 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/alevel**. Click the Subjects tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **http://teachers.cie.org.uk** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

