

# SYLLABUS

Cambridge IGCSE®  
Global Perspectives (US)

**0426**

For examination in June and November 2014

**This syllabus is available only to Centers taking part in the  
Board Examination Systems (BES) Pilot.**

**If you have any questions about this syllabus, please contact Cambridge at  
[international@cie.org.uk](mailto:international@cie.org.uk) quoting syllabus code 0426.**

### Note

**The subject content of this syllabus is the same as the international version. The range of components available is limited to make coursework, if applicable, a mandatory part of the syllabus. Because of this, there may be component numbers omitted in the list of components.**

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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 programs and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognized by the world's universities and employers.

### Recognition

Every year, hundreds of thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognized by schools, universities, and employers as equivalent to UK GCSE. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in Education

We understand education. We work with over 9,000 schools in over 160 countries that offer our programs 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 programs 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](http://www.cie.org.uk/teachers)

### Nonprofit, Part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a nonprofit organization.

We invest constantly in research and development to improve our programs and qualifications.

## 1.2 Why Choose Cambridge IGCSE?

Cambridge IGCSE helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, inquiry, and problem solving, helping them perform well and prepare for the next stage of their education.

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds, leading to globally recognized and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides an excellent preparation for Cambridge International AS and A Levels, Cambridge Pre-U, Cambridge AICE (Advanced International Certificate of Education), and other education programs, such as the US Advanced Placement Program and the International Baccalaureate Diploma. Cambridge IGCSE incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

## 1.3 Why Choose Cambridge IGCSE Global Perspectives?

Cambridge IGCSE Global Perspectives provides opportunities for inquiry into, and reflection on, key global issues from a personal, local/national, and global perspective.

Young people globally face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices.

Candidates will have opportunities to acquire and apply a range of skills, including:

- gathering, synthesizing, and communicating information
- collaborating with others to achieve a common outcome
- analyzing and evaluating planning, processes, and outcomes
- developing and justifying a line of reasoning.

Students will explore stimulating topics that have global significance. They will assess information critically and explore lines of reasoning. They will learn to collaborate with others from another culture, community, or country, directing much of their own learning and developing an independence of thought.

The syllabus emphasizes the development and application of skills rather than the acquisition of knowledge. Students will develop transferable skills that will be useful for further study and for young people as active citizens of the future.

Cambridge IGCSE Global Perspectives encourages awareness of global problems and offers opportunities to explore possible solutions through cooperation and collaboration. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the great complexity of the world and of human thought, and opening hearts to the diversity of human experience and feeling.

## 1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognizing the achievements of learners who pass examinations in at least seven subjects. Learners take subjects from five subject groups, including two languages, and one subject from each of the other subject groups. The seventh subject can be taken from any of the five subject groups.

Global Perspectives (0426) falls into Group II, Humanities and Social Sciences.

Learn more about Cambridge IGCSE and Cambridge ICE at [www.cie.org.uk/cambridgesecondary2](http://www.cie.org.uk/cambridgesecondary2)

## 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](mailto: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](http://www.cie.org.uk/startcambridge).

Email us at [international@cie.org.uk](mailto:international@cie.org.uk) to find out how your organization can become a Cambridge school.

## 2. Assessment at a Glance

For the Cambridge IGCSE in Global Perspectives, candidates take three mandatory components: Individual Research, a Group Project, and a Written Paper. Candidates are eligible for Grades A\* to G.

Component	Weighting	Raw Mark	Nature of Assessment
<p>1. <b>Individual Research</b></p> <p>Candidates carry out research based on <b>two</b> topic areas and submit an Individual Research report on <b>each</b> topic.</p>	40%	80	<b>Internal</b> Individual
<p>2. <b>Group Project</b></p> <p>The Group Project consists of two elements.</p> <p><b>Group Element</b></p> <p>Candidates collaborate to produce a plan and carry out a group project based on research into <b>one</b> topic area. The topic area must be different from the topics studied for the Individual Research.</p> <p><b>Individual Element</b></p> <p>Candidates evaluate the plan, process, and outcome of the group project as well as their individual contributions to the project. Candidates report on what they have learned from cross-cultural collaborations.</p>	30%	60	<b>Internal</b> Group 33% Individual 67%
<p>3. <b>Written Paper</b>                      <b>1 hour, 15 minutes</b></p> <p>The Written Paper consists of mandatory questions based on a range of sources provided with the paper.</p> <p>Sources will present global issues from a range of perspectives.</p>	30%	60	<b>External</b> Individual

### Availability

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

### Combining This with Other Syllabi

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus.

## 3. Syllabus Goals and Assessment Objectives

### 3.1 Goals

This syllabus will appeal to candidates not simply because it will extend their understanding of the world, but also because it will develop their potential to understand different perspectives and to make reasoned responses—skills that will be useful in their study of other disciplines and for their life-long learning.

Candidates examine a range of global issues from a variety of different perspectives, drawing on a variety of subjects. Global issues should be explored from a personal, local/national, and global perspective, and could include almost any discipline, from the literary to the scientific, but should include a cross-cultural perspective.

Cambridge IGCSE Global Perspectives aims to develop learners who:

- are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- have an analytical, evaluative grasp of global issues and their causes, effects, and possible solutions
- inquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities, and countries
- can communicate sensitively with people from a variety of backgrounds
- work independently as well as part of a team, directing much of their own learning with the teacher as facilitator
- consider important issues from personal, local/national, and global perspectives and understand the links between them
- critically assess the information available to them and make judgments
- can support judgments with lines of reasoning
- have a sense of their own, active place in the world
- can empathize with the needs and rights of others.



## 3.2 Assessment Objectives

Throughout the course, candidates gather, analyze, and present information about a range of global issues, researching different perspectives.

AO1	Research, understand, and present global issues from different perspectives, including personal, local/national, and global, as well as cross-cultural perspectives.	20%
AO2	Analyze and evaluate issues and sources. Explore the current situation, the causes and effects, and suggest possible consequences and courses of action.	30%
AO3	Explore and reflect on personal perspectives and on the perspectives of others on a variety of global issues. Develop a line of reasoning to support a view, decision, or course of action.	25%
AO4	Collaborate with others to plan and carry out a project leading to a clear outcome. Evaluate the project, personal contributions to the project, and learning from the project.	25%

The quality of communication is not assessed separately, but the ability to communicate accurately, appropriately, concisely, and effectively should be encouraged. Where work is predominantly written, it should be in continuous prose. Where other media are used, it should be supported by written work in continuous prose.

## 3.3 Grade Descriptors

### Grade A

To achieve a Grade A, a candidate will be able to:

- explore, synthesize, and present a broad range of information
- demonstrate use of a range of highly appropriate resources
- understand that some resources may be biased and of limited reliability
- identify a range of relevant issues and demonstrate an understanding of their causes and effects
- show an understanding of a range of perspectives, including personal, local/national, and global perspectives
- show considerable awareness and appreciation of different perspectives from other cultures
- make personal responses that are fully supported by evidence
- be a supportive and active member of a group
- make constructive contributions to group activities
- work effectively with others to produce a detailed plan
- evaluate the plan, process, and outcome
- identify the successes and shortcomings of group work
- suggest ways to improve the plan, process, and outcome
- reflect on personal contributions to group activities
- make judgments based on evidence and personal perspectives
- distinguish between fact and opinion
- formulate a range of relevant questions

### Grade C

To achieve a Grade C, a candidate will be able to:

- explore and present a range of information, some of which is synthesized
- demonstrate use of a range of mostly appropriate resources
- appreciate that some resources may be biased and of limited reliability, but take some information at face value
- identify a range of issues, some of which are relevant and demonstrate an understanding of some causes and effects
- show an understanding of at least two different perspectives
- show awareness and appreciation of different perspectives from other cultures
- make personal responses that are usually supported by evidence
- support group activities by sometimes taking an active role
- make some constructive contributions to group activities
- work with others to produce a plan
- evaluate some elements of the project
- identify some of the successes and shortcomings of group work
- suggest some ways to improve the plan, process, and outcome
- reflect on some personal contributions to group activities
- make some judgments based on evidence and personal perspectives
- distinguish between fact and opinion some of the time
- formulate some relevant questions
- communicate reasonably effectively and concisely

### Grade F

To achieve a Grade F, a candidate will be able to:

- present a limited range of information, little of which is synthesized
- demonstrate limited use of resources
- demonstrate a limited understanding that some resources may be biased and so lack reliability and take most information at face value
- identify a few relevant issues and demonstrate a limited understanding of their causes or effects
- show some understanding of a limited number of different perspectives
- make some personal responses, few of which are supported by evidence
- show some awareness of perspectives from other cultures
- work in a group, often taking a passive role
- make limited constructive contributions to group activities
- work with others to produce a basic plan
- evaluate the plan, process, or outcome in a limited way
- identify successes and shortcomings of group work in a limited way
- suggest limited ways of improving the plan, process, and outcome
- show limited reflection on personal contributions to group activities
- make limited judgments based on evidence and personal perspectives
- distinguish basic fact from opinions
- formulate a limited number of relevant questions
- communicate in a limited way that lacks conciseness

## 4. Description of Components

### 4.1 Component 1: Individual Research

Candidates present their research findings based on their investigation of **two** topics (see Section 5, Syllabus Content).

For each topic, candidates should:

- set an appropriate question to research
- identify the key issues in the context of the chosen topic
- show understanding of the different perspectives on the issues at personal, local/national, and global levels
- analyze and evaluate the issues, giving evidence to show understanding of the current situation and the possible causes
- identify and evaluate possible future scenarios and identify and develop possible courses of action
- give evidence that they have used and synthesized a range of resources
- provide an evidence-based personal response that explains what they have learned and how it has affected their personal perspective
- provide a list of the resources used and referenced
- communicate effectively
- submit a research report.

Candidates submit **two** research reports.

Reports can consist of multimedia communication and text, or text only.

Where a report consists of text only, it should be written in continuous prose and be between 1,500 and 2,000 words long.

Where candidates use multimedia, it should be purposeful and supported by a minimum of 750 words in continuous prose.

Multimedia could include diagrams, photographs, emails, posters, presentations, or podcasts, as appropriate.

All materials for Component 1 must be submitted electronically.

#### Nature of Assessment

Teachers mark the two research study reports using the assessment criteria on page 21. External moderation of internal assessment is carried out by Cambridge. Centers must submit candidates' internally assessed marks to Cambridge. The deadlines and methods for submitting internally assessed marks are in the *Cambridge Administrative Guide* available on our website.

## 4.2 Component 2: Group Project

Working in groups, candidates investigate **one** topic and report on a related project. The topic must be **different** from the topics chosen for Component 1.

The Group Project is made up of two parts: a group element **and** an individual element.

Each candidate is awarded 67% of the available marks for this component based on the individual element and 33% based on the group element. The individual element includes a mark for the constructive contribution made in the Group Project.

### Group Element

Candidates must work in groups to complete the Group Project. Groups should be made up of three or four candidates. More than one group may choose the same broad topic area, but the focus of the project for each group must be different.

Candidates work together to write a project plan, carry out research, and produce an outcome. They must show evidence that they have collaborated with others from another culture, community, or country.

Groups can comprise candidates from different Centers, but a detailed administrative plan must be approved by Cambridge before Centers make any such arrangements. Centers collaborating in this way will need to accept and agree that one Center must take the responsibility for the marking of all the candidates in all partner Centers and that individual Centers must then submit those marks for their own candidates.

For the group element, each **group** must produce a collective piece of work that includes: a project plan, evidence of the process and collaboration, and a description of the outcome.

### Plan

The plan should include:

- details of the rationale and aims of the project
- planned activities and proposed time-frames
- roles and responsibilities of group members
- the intended outcome.

### Process

The piece of work should include evidence of:

- the process, including information gathering, synthesis, and evaluation
- collaboration, including cross-cultural
- different perspectives, including global, local/national, and personal, as well as cross-cultural
- group activities and individual contributions
- the resources used and referenced.

## Outcome

The project should have a clear outcome. The outcome could be, for example, a factsheet or poster for school, an advertising campaign, a model or design for a device.

For the group element, candidates submit a report.

Reports can consist of multimedia communication and text, or text only.

Where a report consists of text only, it should be written in continuous prose and be between 1,500 and 2,000 words.

Where candidates use multimedia, it should be purposeful and supported by a minimum of 750 words in continuous prose.

Multimedia could include a presentation, a poster, a photographic record, or a digital recording of performances or activities, as appropriate.

## Individual Element

For the individual element, each candidate must produce his/her own evaluation of the Group Project.

Candidates must submit an individual evaluation of:

- the project plan and process
- the project outcome
- their own contribution to and learning from the project, including cross-cultural collaboration.

The evaluation can consist of multimedia communication and text, or text only.

Where a report consists of text only, it should be written in continuous prose and be between 1,000 and 1,500 words long.

Where candidates use multimedia, it should be purposeful and supported by a minimum of 750 words in continuous prose.

Multimedia could include diagrams, photographs, posters, presentations, or podcasts, as appropriate.

All materials for Component 2 must be submitted electronically.

## Nature of Assessment

Each candidate must contribute to the group element **and** produce an individual evaluation. Teachers mark the Group Project using the assessment criteria on pages 23 to 25. External moderation of internal assessment is carried out by Cambridge. Centers must submit candidates' internally assessed marks to Cambridge. The deadlines and methods for submitting internally assessed marks are in the *Cambridge Administrative Guide* available on our website.

### 4.3 Component 3: Written Paper

The Written Paper lasts 1 hour and 15 minutes.

Candidates answer mandatory, structured questions based on sources provided with the paper. Questions require both short answers and longer responses, all in continuous prose.

The stimulus material provided with the Written Paper will be based on topics listed in the syllabus.

Candidates are assessed on their ability to:

- identify and analyze key issues
- distinguish between fact, opinion, prediction, and value judgment
- identify and evaluate possible future scenarios and courses of action
- take into account different perspectives on issues
- make judgments based on evidence and on personal perspectives
- suggest a line of inquiry, outlining a possible approach to a research project
- evaluate sources, claims, and the effectiveness of arguments
- develop a line of reasoning to support a judgment, decision, or course of action

#### **Nature of assessment**

The Written Paper is an externally set assessment, marked by Cambridge.

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## 5. Syllabus Content

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### 5.1 Skills

In the context of the topic-based global issues studied, candidates develop and apply a range of skills that are assessed through their Individual Research, the Group Project, and the Written Paper.

Candidates who study the course should develop the following skills:

#### Planning

- plan and carry out relevant research
- formulate a range of relevant questions
- propose and evaluate a line of inquiry

#### Analysis

- gather and present information, representing different perspectives
- identify and analyze key issues within a topic

#### Synthesis

- synthesize information from a range of sources
- provide references to support information presented

#### Collaboration

- participate constructively in discussions and group work/activities
- engage in cross-cultural collaboration

#### Evaluation

- identify and evaluate possible future scenarios and courses of action
- develop a line of reasoning to support a judgment, decision, or course of action
- evaluate and reflect on the outcome of group work
- evaluate and reflect on the individual contribution to group work
- develop evidence-based personal responses, demonstrating self-awareness

#### Communication

- communicate effectively and appropriately

## 5.2 Topics

The course is built around a series of topics, each containing issues of global importance. The global issues provide a stimulating context through which candidates can begin to develop the skills necessary to participate as active global citizens and for practical application in further study.

Candidates are expected to demonstrate an understanding of global issues from personal, local or national, and international perspectives, using research, reasoning, and questioning skills to gain this understanding and form their own judgments.

Candidates choose from the following topics:

Belief Systems	Language and Communication
Biodiversity and Ecosystem Loss	Law and Criminality
Climate Change	Poverty and Inequality
Conflict and Peace	Sports and Recreation
Disease and Health	Technology and the Economic Divide
Education for All	Trade and Aid
Employment	Tradition, Culture, and Identity
Family and Demographic Change	Transportation and Infrastructure
Fuel and Energy	Urbanization
Humans and Other Species	Water, Food, and Agriculture

## 5.3 Choice of Topics

It is not intended for learners to study all of the topics listed on page 13; rather, teachers should choose a range of topics that has the most relevance to their learners.

Learners should show evidence of research into any **three** topics listed.

The reasons for this open choice are:

- Candidates studying this syllabus around the world are in many different contexts where the different issues will have greater or lesser degrees of impact on their environment. Teachers and learners should select issues to study based on their own areas of interest. Choice and localization of the syllabus to the local context encourages engagement with learning.
- Several of the topics are interconnected to such an extent that teachers and learners may find themselves getting drawn into studying one as a result of studying another.
- The syllabus aims to develop *active* global citizens. The intention is to give as much scope and encouragement as possible for learners to discuss and agree on with their teachers their own paths of inquiry into the complex world they are living in.
- Learners are assessed on skills that can be developed through the study of global topics.



## 5.4 Questions from Different Perspectives

To stimulate inquiry and ongoing discussion, the following pages contain questions from different perspectives for each of the topics listed above. They are not intended to be a list of questions that the learners work through, but rather examples of the sorts of questions that teachers may use to start discussions.

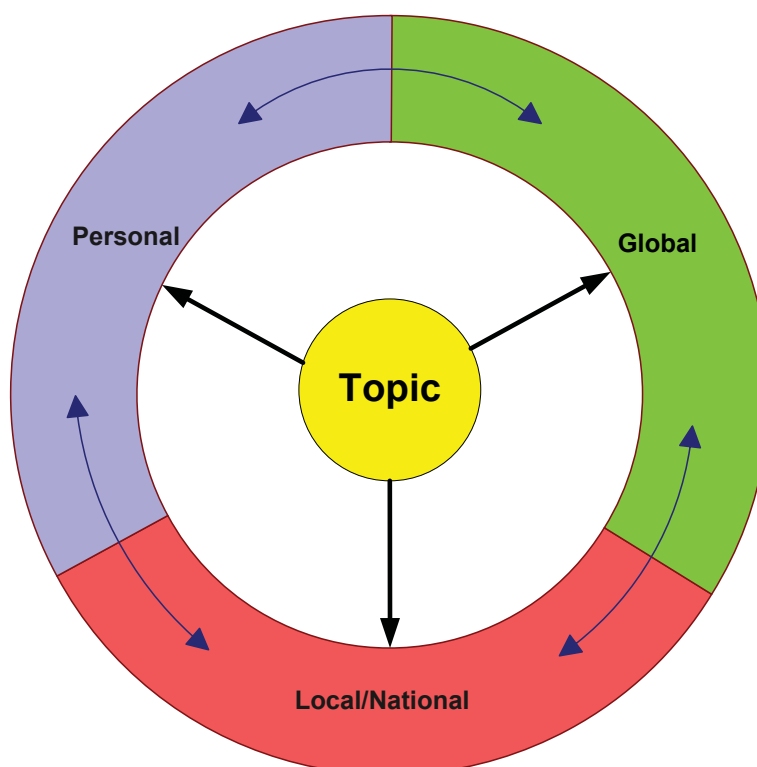
The syllabus content is to be constructed largely by teachers and learners themselves. They may wish to develop their own questions for investigation from the given topics. They may prefer to start from a more immediate, personal, or group concern rather than from the broad topic area, and see how the concern subsequently leads into other global issues and areas of study. The actual starting points, therefore, could be newspaper articles, TV programs or movies, guest speakers, or NGO websites, for example.

A topic such as Biodiversity and Ecosystem Loss should not be undertaken only as a piece of empirical research, e.g., into deforestation. The collection of relevant facts and information is clearly important, but what is also important is addressing the *issues* within the topic. What makes deforestation a matter of global import is not only the fact that about 20 percent of tropical and subtropical forests have disappeared since the 1960s but also the effect of this loss on human (and animal and plant) life, both locally and globally. In general, human relations, with the planet and/or with each other, are at the center of all global issues.

The example questions in Section 5.5 are designed to provide sufficient opportunities for teachers and learners to explore issues that are relevant to their own interests and circumstances.

If teachers and learners wish to explore other topics not specified in this syllabus, Centers should submit a completed proposal form (see Appendix) to Cambridge for approval prior to study.

Learners will engage with the topics from different perspectives, including personal, local/national, and global, as well as cross-cultural.



## 5.5 Example Questions

Possible Questions/Issues for Investigation			
Topic	Global/International Perspectives	Local/National Perspectives	Family/Personal Perspectives
<b>Belief Systems</b>	Why do people have different belief systems? What are some of the different belief systems held in different countries? How do belief systems affect a country's political system and culture?	What are the different belief systems in my country and in my community? How do these belief systems affect the nature of the local community? Is respect shown for other people's beliefs?	What differing beliefs do my friends and family have? How do these beliefs affect their behavior and how other people view them? Have my own beliefs changed over time?
<b>Biodiversity and Ecosystem Loss</b>	Why are plant species threatened? How can existing material/mineral resources be maintained? How would we judge whether the loss of a number of plant or animal species constituted a disaster? Are humans themselves becoming more, or less, diverse?	How can habitats (plant and animal) be maintained? What projects/initiatives are there in my country for maintaining resources and/or finding alternative sources?	How do I and my family and friends use existing material/mineral resources? Do I do anything to threaten plant species? What steps can I/we take to reduce ecosystem loss?
<b>Climate Change</b>	What causes climate change? What are the effects of climate change? Is the present climate change a natural phenomenon or human induced? How do different countries approach climate change?	How does my country approach climate change? What facilities or laws exist to help reduce the impact? What measures are taken in the local community?	Are my family and friends really aware of the issues? Do I, my family, or my friends do anything that might contribute to climate change? Are there further steps we could take?
<b>Conflict and Peace</b>	Why do wars and conflicts begin? Are wars an inevitable part of being human? Where is there conflict in the world today? What is the role of the UN in times of conflict?	Which groups seem to be in conflict within my own country or community? Is it their interests or ideas that are conflicting? What political/ethical systems enable people to live with their differences?	What causes conflicts between me and my family or peers? How are these conflicts best resolved? How can this help me understand conflict on a wider scale?
<b>Disease and Health</b>	How do infant mortality rates and expected life spans compare in different countries? What are the reasons for this? What are the major health problems facing the world today? Is access to good health care a right?	How good are my local health care and sports facilities? Are they equally available to everyone? Which people in my locality have the greatest health care needs? How well does my community cater for people with disabilities?	What can I do to keep myself healthy? Do I have a responsibility to keep myself healthy, and if so, why? Where should I go if I have a health worry or need advice about staying healthy?

Possible Questions/Issues for Investigation			
Topic	Global/International Perspectives	Local/National Perspectives	Family/Personal Perspectives
<b>Education for All</b>	What is education for? What is the relationship between a country's wealth and its rate of literacy? What effect does illiteracy have on a person and on a country? Does everyone have the right to an education?	What types of education are available in my area? Who uses them? How is education funded? What are the educational options available for people with learning difficulties or physical disabilities?	How much do I value my own education? What do I most want to learn as I grow older? If I could change the education system, what changes would I make to the curriculum?
<b>Employment</b>	Why is employment important? Which countries have the highest/lowest employment levels? Why do employment levels differ? What causes unemployment?	What are the employment levels in my country and local community? How do they compare with other countries? What is done to help the unemployed?	How are my extended family and friends' parents employed? How does this affect my/their lifestyle and choices? What is important to me about the kind of job I have?
<b>Family and Demographic Change</b>	Why do some countries have a high proportion of children, or of elderly people? What difficulties can this cause? What is a "family"? What responsibilities do family members have to one another? How or why has the family changed?	What sorts of families live in my local area? What proportion of households are single people? Has this changed in recent decades? What support is there in my area for families in need? How is this funded?	What responsibilities do my parents have to me? What responsibilities do I have to them? What sort of parent do I want to become, if at all? How would I choose to be cared for when I am elderly?
<b>Fuel and Energy</b>	What are the world's mineral resources used for? Which countries provide the most/least? Which countries use the most/least? Who controls the prices? What kinds of fuels are the most environmentally friendly?	Who are the biggest fuel-users in my locality? Where do local fuel supplies come from? Is my community taking action to reduce fuel consumption? Does my community use solar power, wind power, hydroelectric power?	Which fuels/resources do I regularly use at home and at school? How can I, my family, and friends contribute to reducing fuel consumption?
<b>Humans and Other Species</b>	How well do humans share the planet with other species? Are certain species more important than others? Should humans be permitted to "use" other species to make human life easier/better?	What are the laws in my country relating to humans and other species? Do people in my country show respect to animals and other creatures?	What are the attitudes of my friends and family to animals and other creatures? Do my friends/family have strong beliefs about keeping pets, being vegetarian, experiments on animals?

Possible Questions/Issues for Investigation			
Topic	Global/International Perspectives	Local/National Perspectives	Family/Personal Perspectives
<b>Language and Communication</b>	How has the internet transformed the world? Why is it not always easy to make yourself understood in another country, even if you speak the language? Do other societies have different means of communication from those available in my country?	How do people in my country communicate differently with each other? How does the role of the media affect political decisions in my country? What investment has my country made in communication systems?	How does the way I communicate with my family and friends differ? How easy is it to be misunderstood? Why is it important to speak other languages?
<b>Law and Criminality</b>	Why do people make laws? Do we need laws? What causes some people to break laws? Who decides which laws should be in force? What are the problems caused by different law systems in different countries?	What are the crime rates in my country/community? What are the major crimes? What programs are there to protect people from crime? How effective is the national/local police force?	Do I or my family or my friends break any laws? Do I feel safe in my local community? Has crime affected me or my family and friends? Can I do anything to help prevent crime?
<b>Poverty and Inequality</b>	Why are some countries poorer than others, and are all the people in these countries poor? How has the gap in equality changed between countries in recent years? In what way should richer countries be concerned about poverty in other countries?	How does local society treat people differently? What is my country doing to combat poverty? How have some people in my country become wealthier than in comparison to people in other countries?	How would I define being poor? Why do I feel superior or inferior to other people? How do the roles in my family demonstrate equality/inequality?
<b>Sports and Recreation</b>	Has the Olympic movement contributed to global well-being? Why do some countries have more of a tradition in the arts than others? What is the purpose of museums?	How might leisure facilities be improved in my community? What role does sporting success play in a nation's development? Why do professional artists, musicians, or sportsmen and sportswomen earn so much money?	What part do sports play in my life? What would be an ideal work-life balance for me and how would I sustain it? Why do I or members of my family support a particular team?
<b>Technology and the Economic Divide</b>	Which are the most/least technological nations? Why do nations have differing levels of technology? Which are the wealthiest/poorest nations? What are the effects of differing levels of technology and economic status?	How does my country stand in comparison with others with regard to levels of technology and economic status? How does this affect the level of development and living standards of my region?	What technology do I have access to at home/school? How does the level of technology and economic status of my family affect me, my family, and friends?

Possible Questions/Issues for Investigation			
Topic	Global/International Perspectives	Local/National Perspectives	Family/Personal Perspectives
<b>Trade and Aid</b>	How do countries trade with one another? Who makes the rules? Why are some countries with plenty of natural resources poorer than some other countries? Do richer countries have a responsibility to help poorer countries?	What does my country import and export? Which countries do we trade with the most? Why are some goods imported even though we produce similar goods at home?	What should I consider when I make decisions about whose products to buy? What effect does this have on the lives of others around the world? Are there some companies I should specially support or boycott?
<b>Tradition, Culture, and Identity</b>	Why do people value tradition? Why do people divide into nations? Why do some people move from one country to another? How does this affect their lives? If we have "European citizens," should we aim eventually for all people to be "world citizens"?	What traditions give my country a sense of national identity? What role does culture play in the values of my society? How are people from my country identified when they are abroad?	What makes me proud of my country? What traditions does my family have? What does national identity mean to me and my friends? What cultural traditions have I inherited?
<b>Transportation and Infrastructure</b>	Why do countries maintain transportation links between each other and when might they close them? Why do some countries have better public transportation systems and infrastructures than others? In what way might land-locked countries be disadvantaged?	How could the system of public transportation be improved in my country? How has transportation changed in my country over the last century? How are some people disadvantaged in my country because of where they live?	What methods of transportation do I regularly use? In what way does transportation infrastructure affect where my family lives? Why is the speed of a trip more important to me than its quality?
<b>Urbanization</b>	Why are more houses being built in many countries in the world? Should there be restrictions on house building? What different types of houses are there in the world? What are the rules in different countries for building houses?	What provision is there in my country for homeless people? What kinds of homes are there in my community? Does the housing meet people's needs? What happens to people in my area if they are homeless?	What kinds of homes do I and my family and friends live in? What is important to me about my home? How would I feel about new houses being built near my home?
<b>Water, Food, and Agriculture</b>	Why do some countries have an inadequate supply of clean water? Why do some countries have a surplus of food and others do not have enough food? How can growing genetically modified (GM) crops solve food shortages around the world?	What foods are important in my community and why? What emergency measures are in place for coping with droughts and floods in my community or country? What causes famine and drought and how do they affect my community?	How much water do I use each day and for what purpose? How much food does my family waste each day and why? What decisions does my family have to make about food on a daily basis?

## 6. Coursework

### 6.1 Assessment Criteria for Individual Research (Component 1)

A total of 80 marks is available for Component 1, which contributes 40% of the overall mark. 40 marks are available for each individual research topic.

Marks should be awarded for **each** research report based on the following assessment criteria:

Assessment Criteria	Marks
Gather and present information, representing different perspectives	10
Analyze issues within the topic as identified by the question posed for the study	10
Identify and evaluate possible scenarios and formulate possible courses of action	10
Develop an evidence-based personal response, demonstrating self-awareness	10

## 6.2 Mark Scheme: Individual Research (Component 1)

Marks are awarded based on each assessment criterion using the statements within the bands.

A mark of zero should be awarded for non-creditworthy responses.

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
<b>Gather and present information, representing different perspectives</b>	<ul style="list-style-type: none"> <li>• presents <b>limited, relevant</b> information</li> <li>• shows a <b>limited</b> use of resources</li> <li>• gives <b>few</b> perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• presents <b>some relevant</b> information</li> <li>• shows <b>some</b> use of resources</li> <li>• gives <b>some</b> perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• presents a <b>range</b> of <b>relevant</b> information</li> <li>• shows use of a <b>range of mostly appropriate</b> resources</li> <li>• gives a <b>variety</b> of perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• presents a <b>broad range</b> of <b>relevant</b> information</li> <li>• shows use of a <b>range</b> of <b>highly appropriate</b> resources</li> <li>• gives a <b>wide variety</b> of perspectives, including global, local/national, and personal</li> </ul>
<b>Analyze issues within the topic as identified by the question posed for the study</b>	<ul style="list-style-type: none"> <li>• identifies <b>few relevant</b> issues</li> <li>• shows <b>little analysis</b> of the issues within the topic</li> <li>• gives <b>little</b> consideration to the causes, effects, <b>and/or</b> current situations</li> </ul>	<ul style="list-style-type: none"> <li>• identifies <b>some</b> of the <b>relevant</b> issues</li> <li>• shows <b>some analysis</b> of these issues</li> <li>• considers <b>some</b> of the causes, effects, <b>and/or</b> current situations</li> </ul>	<ul style="list-style-type: none"> <li>• identifies <b>mostly relevant</b> issues</li> <li>• shows <b>sound analysis</b> of these issues</li> <li>• considers the causes, effects, and the current situations in <b>some detail</b></li> </ul>	<ul style="list-style-type: none"> <li>• identifies <b>highly relevant</b> issues</li> <li>• shows <b>thorough analysis</b> of these issues</li> <li>• considers the causes, effects, and current situations <b>in depth</b></li> </ul>
<b>Identify and evaluate possible scenarios and formulate possible courses of action</b>	<ul style="list-style-type: none"> <li>• identifies <b>few relevant</b> possible scenarios</li> <li>• shows <b>little evaluation</b></li> <li>• proposes <b>few relevant</b> courses of action</li> </ul>	<ul style="list-style-type: none"> <li>• identifies <b>some simple</b> possible scenarios</li> <li>• shows <b>limited evaluation</b></li> <li>• proposes <b>some possible</b> courses of action that are <b>simplistic</b> in approach and <b>not</b> developed</li> </ul>	<ul style="list-style-type: none"> <li>• identifies a <b>range</b> of possible scenarios</li> <li>• shows <b>some evaluation</b></li> <li>• proposes <b>some appropriate</b> courses of action that are <b>sometimes</b> developed</li> </ul>	<ul style="list-style-type: none"> <li>• identifies a <b>broad range</b> of possible scenarios</li> <li>• shows <b>sound evaluation</b></li> <li>• proposes a <b>range</b> of courses of action that are <b>well developed</b></li> </ul>
<b>Develop an evidence-based personal response, demonstrating self-awareness</b>	<ul style="list-style-type: none"> <li>• <b>little</b> evidence of a personal response</li> <li>• <b>little</b> reference to the considered evidence</li> <li>• <b>minimal</b> evidence of self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• <b>some</b> evidence of a personal response</li> <li>• <b>some</b> reference to the considered evidence</li> <li>• <b>some</b> evidence of self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• <b>sound</b> evidence of an appropriate personal response</li> <li>• some <b>reference</b> to the considered evidence, which <b>sometimes</b> justifies the response</li> <li>• <b>sound</b> evidence of self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• <b>detailed</b> evidence of an appropriate personal response</li> <li>• full <b>reference</b> to the considered evidence, which <b>fully</b> justifies the response</li> <li>• <b>significant</b> evidence of self-awareness</li> </ul>



## 6.3 Assessment Criteria for the Group Project (Component 2)

A total of 60 marks is available for Component 2, which contributes 30% of the overall mark.

Marks should be awarded for the group and individual elements based on the following assessment criteria:

Assessment Criteria	Element		Marks
	Group	Individual	
Production of a project plan	✓		10
Representation of different perspectives, including cross-cultural	✓		10
Constructive participation in group work/activities		✓	10
Evaluation of project plan and process		✓	10
Evaluation of project outcome		✓	10
Evaluation of individual contribution and learning		✓	10



## 6.4 Mark Scheme: Group Project—Group Element

Marks are awarded based on each assessment criterion using the statements within the bands.

A mark of zero should be awarded for non-creditworthy responses.

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
<b>Production of a project plan</b>	<ul style="list-style-type: none"> <li>the plan is <b>simplistic</b> and <b>lacks detail</b></li> <li>the <b>rationale</b> for the project and its <b>goals is unclear</b></li> <li>a concrete outcome is <b>not identified</b> or the outcome is <b>vague</b></li> <li>timeframes and planned activities are <b>not given</b> or are <b>vague</b></li> <li>details of roles and responsibilities are <b>not given</b> or are <b>vague</b></li> </ul>	<ul style="list-style-type: none"> <li>the plan is basic with <b>some details</b></li> <li>the plan includes a <b>basic</b> rationale and a <b>simple</b> goal</li> <li>a concrete outcome is <b>identified</b>, but it may <b>not</b> be <b>appropriate</b> to the goal</li> <li>there is <b>some</b> indication of timeframes and planned activities</li> <li><b>some</b> details of roles and responsibilities are given</li> </ul>	<ul style="list-style-type: none"> <li>the plan is <b>detailed</b></li> <li>a <b>sound</b> rationale is provided and goals are <b>specific</b></li> <li>a concrete outcome is <b>identified</b> that is <b>appropriate</b> to the project goal</li> <li>timeframes are <b>realistic</b> and some planned activities are <b>detailed</b></li> <li>roles and responsibilities are <b>clearly</b> defined</li> </ul>	<ul style="list-style-type: none"> <li>the plan is detailed <b>and</b> well formulated</li> <li>a <b>well thought-out</b> rationale is provided and specific goals are <b>articulated clearly</b></li> <li>a concrete outcome is <b>identified</b> that is <b>well-suited</b> to the project goal</li> <li>timeframes are <b>realistic</b> and <b>appropriate</b> and details of <b>all</b> planned activities are included</li> <li>roles and responsibilities are <b>fully</b> defined with some reasoning given</li> </ul>
<b>Representation of different perspectives, including cross-cultural</b>	<ul style="list-style-type: none"> <li>research information has <b>not</b> been used to support the outcome</li> <li>there is <b>limited</b> evidence of cross-cultural collaboration</li> <li>there is <b>limited</b> awareness of different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>research information has been used to <b>support</b> the outcome but with <b>limited</b> effect</li> <li>there is <b>some</b> evidence of cross-cultural collaboration</li> <li>there is <b>some</b> awareness of different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>research information has been used <b>effectively</b> to support the outcome</li> <li>there is <b>sound</b> evidence of cross-cultural collaboration</li> <li>there is awareness <b>and</b> appreciation of a <b>range</b> of different perspectives, including cross-cultural</li> </ul>	<ul style="list-style-type: none"> <li>research information has been used <b>effectively</b> and <b>thoughtfully</b> to support the outcome</li> <li>there is considerable evidence of cross-cultural collaboration</li> <li>there is awareness <b>and</b> appreciation of a <b>wide range</b> of different perspectives, including cross-cultural, and these differences are treated with <b>empathy</b> and <b>understanding</b></li> </ul>

## 6.5 Mark Scheme: Group Project—Individual Element

Marks are awarded based on each assessment criterion using the statements within the bands.

A mark of zero should be awarded for non-creditworthy responses.

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
<b>Constructive participation in group work/ activities</b>	<ul style="list-style-type: none"> <li>is usually a <b>passive</b> member of the group</li> <li>plays a <b>minimal</b> part in group discussions and activities, even when prompted</li> <li>contributions to group work are <b>not</b> usually constructive</li> <li>shows <b>little</b> or no support for other members of the group</li> <li>shows <b>little</b> commitment to the successful completion of the project</li> </ul>	<ul style="list-style-type: none"> <li>is <b>sometimes</b> an <b>active</b> member of the group</li> <li>plays <b>some</b> part in group discussions and activities, <b>when prompted</b></li> <li>contributions to group work are <b>sometimes</b> constructive</li> <li>shows <b>some</b> support for other members of the group</li> <li>shows <b>some</b> commitment to the successful completion of the project</li> </ul>	<ul style="list-style-type: none"> <li>is <b>usually</b> an active member of the group</li> <li>needs <b>little</b> prompting to contribute to group discussions and activities</li> <li>contributions to group work are <b>usually</b> constructive</li> <li>shows <b>support</b> for other members of the group</li> <li>shows <b>commitment</b> to the successful completion of the project</li> </ul>	<ul style="list-style-type: none"> <li>is <b>always</b> an active member of the group</li> <li>needs <b>no</b> prompting to contribute to group discussions and activities</li> <li>contributions to group work are <b>always</b> constructive</li> <li>shows <b>considerable</b> support for other members of the group</li> <li>shows <b>considerable</b> commitment to the successful completion of the project</li> </ul>
<b>Evaluation of project plan and process</b>	<ul style="list-style-type: none"> <li>the evaluation is <b>simplistic</b></li> <li>the evaluation identifies <b>one</b> strength <b>and/or one</b> weakness in the project plan <b>and/or</b> the process</li> <li>there are <b>no</b> suggestions for improvement</li> </ul>	<ul style="list-style-type: none"> <li>the evaluation is <b>basic</b> with <b>some details</b></li> <li>the evaluation identifies <b>one main</b> strength <b>and one main</b> weakness in both the project plan <b>and</b> the process</li> <li>there is <b>one</b> suggestion for improvement</li> </ul>	<ul style="list-style-type: none"> <li>the evaluation is <b>detailed</b></li> <li>the evaluation identifies <b>some of the main</b> strengths <b>and</b> weaknesses in the project plan <b>and</b> the process</li> <li>there are a <b>few</b> suggestions for improvement, <b>some</b> of which are well-considered</li> </ul>	<ul style="list-style-type: none"> <li>the evaluation is detailed <b>and</b> well formulated</li> <li>the evaluation identifies <b>most</b> of the strengths <b>and</b> weaknesses in the project plan <b>and</b> the process</li> <li>there are <b>several</b> suggestions for improvement, <b>most</b> of which are well-considered</li> </ul>
<b>Evaluation of project outcome</b>	<ul style="list-style-type: none"> <li>the evaluation is <b>simplistic</b></li> <li>the evaluation is <b>not</b> linked to the project goals</li> <li>there is a <b>limited</b> understanding of the successes <b>or</b> failures of the outcome</li> </ul>	<ul style="list-style-type: none"> <li>the evaluation is <b>basic</b> with <b>some details</b></li> <li>the evaluation is not <b>consistently</b> linked to the project goals</li> <li>there is <b>some</b> understanding of the successes <b>or</b> failures of the outcome</li> </ul>	<ul style="list-style-type: none"> <li>the evaluation is <b>detailed</b></li> <li>the evaluation is <b>consistently linked</b> to the project goals</li> <li>there is a <b>sound</b> understanding of the successes <b>and</b> failures of the outcome</li> </ul>	<ul style="list-style-type: none"> <li>the evaluation is detailed <b>and</b> well formulated</li> <li>the evaluation is consistently <b>and</b> clearly linked to the project goals</li> <li>there is <b>considerable insight</b> into the successes <b>and</b> failures of the outcome</li> </ul>

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
<b>Evaluation of individual contribution and learning</b>	<ul style="list-style-type: none"> <li>the evaluation is <b>simplistic</b></li> <li>there is a <b>limited</b> awareness of personal responsibility in the project</li> <li>there is <b>little</b> reflection on either the benefits or challenges of working as a group</li> <li>there is <b>little</b> reflection on own learning from cross-cultural collaboration</li> </ul>	<ul style="list-style-type: none"> <li>the evaluation is <b>basic</b> with <b>some details</b></li> <li>there is <b>some</b> awareness of how own contribution affected the progress of the project</li> <li>there is <b>some</b> reflection on either the benefits <b>or</b> challenges of working as a group</li> <li>there is <b>some superficial</b> reflection on own learning from cross-cultural collaboration</li> </ul>	<ul style="list-style-type: none"> <li>the evaluation is <b>detailed</b></li> <li>there is <b>awareness</b> of strengths <b>and</b> weaknesses of own contribution to the project</li> <li>there is <b>some</b> reflection on both the benefits <b>and</b> challenges of working as a group</li> <li>there is a <b>sound</b> reflection on own learning from cross-cultural collaboration</li> </ul>	<ul style="list-style-type: none"> <li>the evaluation is detailed <b>and</b> well formulated</li> <li>there is <b>considerable insight</b> in evaluating own contribution to the project</li> <li>there is <b>insightful</b> reflection on both the benefits <b>and</b> challenges of working as a group</li> <li>there is <b>insightful</b> reflection on own learning from cross-cultural collaboration</li> </ul>

## 6.6 The Role of the Teacher in Components 1 and 2

The Individual Research and the Group Project are integral parts of the syllabus so Cambridge expects candidates to undertake the work for these components in official timetabled lessons with active and ongoing guidance, support, and supervision from their teachers. At the same time, each Individual Research report submitted must be the product of the candidate and a true reflection of his/her own effort, and each Group Project must be the product and a true reflection of the group's activities and the individual evaluation.

Before any work begins, teachers should introduce Components 1 and 2 to their candidates, providing detailed guidance on the purpose and requirements of each task and the assessment criteria by which each will be marked. These explanations should be repeated as the work progresses.

### Teacher advice

Teachers should give active assistance to each candidate:

- in selecting the topics/issues for her/his Individual Research and the topic/issue for her/his Group Project
- in identifying the main issues and problems of each topic
- with the feasibility and/or manageability of proposed work

Teachers must ensure that the topic chosen for the Group Project is different from any studied in the Individual Research.

Candidates should then be given ongoing advice:

- on possible books and other resources that might be useful for each assignment
- to resolve practical and conceptual problems encountered during research
- to ensure that they have identified a specific outcome/outcomes for their work

Throughout, teachers should give verbal feedback and facilitate group dynamics where necessary.

Teachers should give collective advice in class, teaching their candidates as a group about:

- possible ways of structuring an Individual Research report and a Group Project
- appropriate study and research skills and techniques
- working in a disciplined way to meet the word limits
- the meaning and consequences of plagiarism
- referencing resources they have used
- effective time management

### Teachers may not:

- offer or provide detailed subject guidance for a candidate
- undertake any research for a candidate
- prepare or write any subject-specific notes or drafts for a candidate
- edit or correct any part of a candidate's notes or drafts (written or electronic)
- prepare any part of a candidate's Individual Research report or Group Project
- modify in any way a candidate's work once submitted.

## 6.7 Moderation Procedures for the Individual Research Report and the Group Project

### Internal Moderation

When several teachers in a Center are involved in internal assessments, arrangements must be made within the Center for all candidates to be assessed to a common standard. It is essential that marks for each skill assigned within different teaching groups/classes are moderated internally for the whole Center entry. The Center assessments will then be subject to external moderation.

At least one teacher in each Center offering a subject including coursework must be accredited by Cambridge.

### External Moderation

External moderation of internal assessment is carried out by Cambridge. Individual Candidate Record Cards and Coursework Assessment Summary Forms (copies of which may be found at the back of this syllabus booklet) must be submitted with the coursework. Each piece of work must show clearly how and why the marks given by the teacher have been awarded.

The deadlines and methods for submitting internally assessed marks are in the *Cambridge Administrative Guide* available on our websites.

Information about re-submission of coursework samples and about carrying forward internally assessed marks can be found in the *Cambridge Administrative Guide*.

### Feedback from moderators

Cambridge moderators will comment on a Center's application of the assessment criteria in a short report.

## 7. Appendix

### 7.1 Topic Proposal Form—Cambridge IGCSE Global Perspectives

Teachers wishing to cover a topic that is not listed in the curriculum content should complete this form and submit to Cambridge.

Center Name: \_\_\_\_\_

Center Number: \_\_\_\_\_

Proposed Topic	Suggested Questions/Issues for Investigation		
	Global/International Level	Local/National Level	Family/Personal Level

Please copy this form as necessary.

Forms should be sent to:

The 0426 Product Manager  
 University of Cambridge International Examinations  
 1 Hills Road  
 Cambridge  
 CB1 2EU  
 UK



## A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows
  - (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).
  - (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
  - (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

## B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations sends a computer-printed Coursework mark sheet MS1 to each centre (in late March for the June examination and in early October for the November examination) showing the names and numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at Cambridge but no later than 30 April for the June examination and 31 October for the November examination.
3. Cambridge will select a list of candidates whose work is required for external moderation. As soon as this list is received, send the candidates' work with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, to Cambridge. Indicate the candidates who are in the sample by means of an asterisk (\*) against the candidates' names overleaf.
4. Cambridge reserves the right to ask for further samples of Coursework.
5. Send, with the sample work, instructions given to candidates and information as to how internal moderation was carried out.





**GLOBAL PERSPECTIVES**  
**7.3 Individual Candidate Record Card – Individual Research**  
**Cambridge IGCSE**

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre Number		Centre Name		June/November	<b>2</b>   <b>0</b>   <b>1</b>   <b>4</b>
Candidate Number		Candidate Name		Teaching Group/Set	

<b>Title of Individual Research</b>	Gather and present information, representing different perspectives	Analyse issues within the topic as identified by the question posed for the study	Identify and evaluate possible scenarios and formulate possible courses of action	Develop an evidence-based personal response, demonstrating self-awareness	<b>Totals</b>
	(max 10)	(max 10)	(max 10)	(max 10)	(max 40)
	(max 10)	(max 10)	(max 10)	(max 10)	(max 40)
Marks to be transferred to Coursework Assessment Summary Form	(max 20)	(max 20)	(max 20)	(max 20)	<b>Total Mark</b> (max 80)

## INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS

1. Complete the information at the head of the form.
2. Mark the Coursework assignments for each candidate according to instructions given in the syllabus booklet.
3. Enter marks and total marks in the appropriate spaces.
4. Add brief comments against each assessment criteria to support marks awarded.
5. Complete any other sections of the form required.
6. Ensure that the addition of marks is independently checked.
7. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre. The outcome of internal moderation, in terms of the number of marks added to or subtracted from the initial total, must be clearly shown when marks are transferred onto the Coursework Assessment Summary Form.
8. Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions given on that document.
9. Retain all Individual Candidate Record Cards and Coursework which **will be required for external moderation**. Further detailed instructions about external moderation will be sent in late March of the year of the June Examination and in early October of the year of the November examination. See also the instructions on the Coursework Assessment Summary Form.

**Note:** These Record Cards are to be used by teachers only for students who have undertaken Coursework as part of their Cambridge IGCSE.





## A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows
  - (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).
  - (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
  - (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

## B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations sends a computer-printed Coursework mark sheet MS1 to each centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at Cambridge but no later than 30 April for the June examination and 31 October for the November examination.
3. Cambridge will select a list of candidates whose work is required for external moderation. As soon as this list is received, send the candidates' work with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, to Cambridge. Ministry schools should ask their Ministry about instructions for sampling. Indicate the candidates who are in the sample by means of an asterisk (\*) against the candidates' names overleaf.
4. Cambridge reserves the right to ask for further samples of Coursework.
5. Send, with the sample work, instructions given to candidates and information as to how internal moderation was carried out.





## INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS

1. Complete the information at the head of the form.
2. Mark the Coursework assignments for each candidate according to instructions given in the syllabus booklet.
3. Enter marks and total marks in the appropriate spaces.
4. Add brief comments against each assessment criteria to support marks awarded.
5. Complete any other sections of the form required.
6. Ensure that the addition of marks is independently checked.
7. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre. The outcome of internal moderation, in terms of the number of marks added to or subtracted from the initial total, must be clearly shown when marks are transferred onto the Coursework Assessment Summary Form.
8. Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions given on that document.
9. Retain all Individual Candidate Record Cards and Coursework which **will be required for external moderation.** Further detailed instructions about external moderation will be sent in late March of the year of the June Examination and in early October of the year of the November examination. See also the instructions on the Coursework Assessment Summary Form.

**Note:** These Record Cards are to be used by teachers only for students who have undertaken Coursework as part of their Cambridge IGCSE.



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## 8. Additional Information

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### 8.1 Guided Learning Hours

Cambridge IGCSE syllabi are designed with the assumption that candidates have about 130 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, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates’ prior experience with the subject.

### 8.2 Recommended Prerequisites

We recommend that candidates who are beginning this course should have previously studied a broad curriculum.

### 8.3 Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in Cambridge IGCSE Global Perspectives are well prepared to follow courses leading to Cambridge International AS and A Level or the equivalent in a wide variety of subjects, especially across the humanities and social sciences.

### 8.4 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.

### 8.5 Grading and Reporting

Cambridge IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F, or G, indicating the standard achieved, Grade A\* being the highest and Grade G the lowest. “Ungraded” indicates that the candidate’s performance fell short of the standard required for Grade G. “Ungraded” will be reported on the statement of results but not on the certificate.

## 8.6 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.

## 8.7 Support and Resources

Copies of syllabi, 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/igcse**. 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 categorized 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 (unit lesson plans) 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.



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