AICE A LEVEL GLOBAL PERSPECTIVES SYLLABUS

Course Name: Cambridge International A Level Global Perspectives Syllabus code 9239

Instructor Name: Dr. Sandra B. Crihfield

Important Links: shshistory.com

cie.org.uk

Blackboard (learn)

- Note: You will see many words you would spell with a "z" but the British spell these words with an "s" and I have tried to stay consistent with their words.

Accommodations:

All accommodations required by law will be available to the student. Student and teacher will find suitable methods to make the class an exceptional place to live and be productive. If a parent wishes to be involved in these decisions, they are more than welcome. We will work on strategies to make this course a powerful learning environment for everyone.

Course Aims:

Cambridge International A Level Global Perspectives & Research provides learners with the opportunity to further develop their research skills through the in-depth study of an academic topic of their own choice.

Learners will be supported in identifying a suitable research topic, devising and developing an appropriate research question and engaging fully in the research process. As such this syllabus builds on the higher order thinking skills of analysis, evaluation, and synthesis but focuses primarily on developing learner' research and communication skills.

Learners who have completed Cambridge International AS Level Global Perspectives & Research can therefore embark with confidence on the A Level syllabus, having already developed the skills involved in identifying question, locating and evaluating sources and perspectives, and setting out a realistic and meaningful research agenda. The Critical Path

provides learners with the skills and aptitudes to be successful in both AS and A Level Global Perspectives & Research.

Through constructing a research report, A Level learners are offered the opportunity to apply the tolls for independent, proactive, interdisciplinary study. They may engage more deeply in a chosen specialism and may make a new departure with a study in a non-school, subject, perhaps one that they plan to read at university. Learners are encouraged to cross academic boundaries with an interdisciplinary enquiry.

Cambridge International A Level Global Perspectives & Research encourages critical and creative thinking, with communication an important feature of the process. By taking forward the emphasis on an interdisciplinary, independent and reflective approach, and by building on an awareness of the issues involved in setting up a research proposal, identifying an appropriate question, and undertaking a literature review or its equivalent, learners are well placed to make a successful transition to higher education, employment, and lifelong learning.

The syllabus aims to encourage learners to develop by:
- ➤ Providing opportunities to acquire disciplined and scholarly research skills
- ➤ Promoting a critic, questioning approach to information using the language of reasoning
- ➤ Prompting self-reflection and independence of thought
- ➤ Creating opportunities to understand and engage with key global issues wherever they live and work
- ➤ Nurturing an awareness and understanding of, and respect for, the diversity of perspectives on global issues
- ➤ Encouraging development of independent learning skills in preparation for study in higher education and lifelong learning
- ➤ Promoting an understanding of appropriate research skills
- ➤ Engaging in the research process on an academic topic of their own choice which reflects their interest
- ➤ Providing opportunities for the exercise of the higher-order thinking skills of analysis, synthesis and evaluation
- ➤ Providing opportunities to develop oral presentation and communication skills
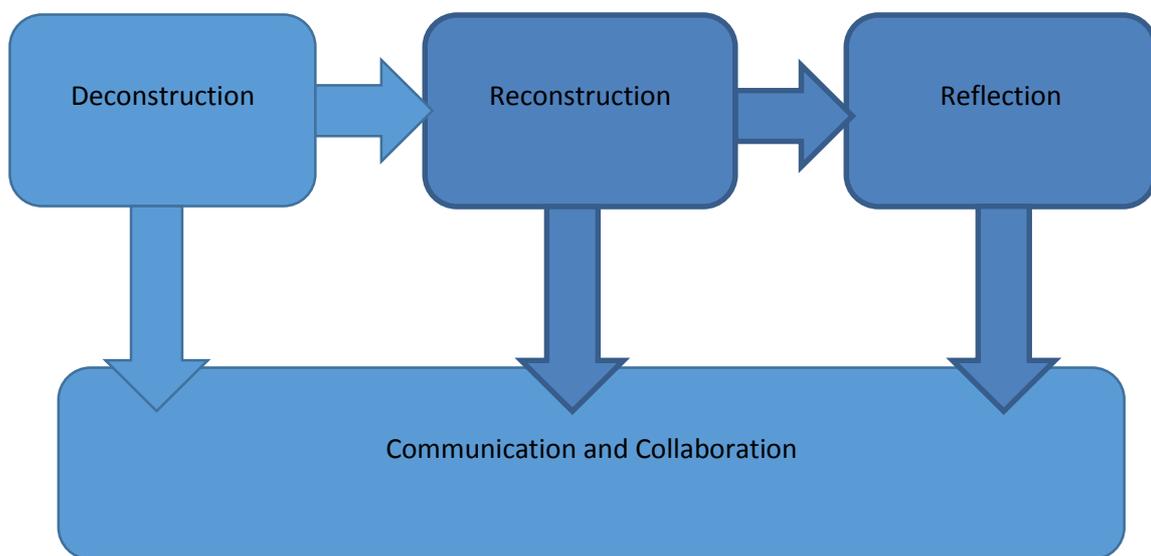
Guided Learning Hours:

The student will have around 360 hours guided learning hours for Cambridge International A Level.

The Critical Path

To encourage learners to think critically, this syllabus presents an approach to analysing and evaluating arguments and perspectives called the Critical Path. This is distinctive to Cambridge International AS and A Level Global Perspectives & Research and provides a central unifying concept linking all parts of the syllabus.

The Critical Path offers a rational approach to teaching and learning, where learners develop the ability to deconstruct and reconstruct arguments about global issues through personal research and interrogation of evidence. By reflecting on the implications of their research and the personal judgements it leads them to make, they learn to communicate their findings and ideas through a range of appropriate formats.

The Critical Path

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│Deconstruction│ ───▶ │Reconstruction│ ───▶ │  Reflection  │
└──────┬───────┘      └──────┬───────┘      └──────┬───────┘
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│            Communication and Collaboration                 │
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Assessment objectives:

Throughout the A Level course, learners will gain knowledge and understanding of how to: design, plan and manage a research report; collect and analyse information; evaluate and make reasoned judgements; and communicate findings and conclusions.

The three assessment objectives in Cambridge International AS and A Level Global Perspectives & Research are:

AO1 Research, analysis and evaluation

• analyse arguments to understand how they are structured and on what they are based

• analyse perspectives and understand the different claims, reasons, arguments, views and evidence they
  contain
• synthesise relevant and credible research in support of judgements about arguments and perspectives
• critically evaluate the strengths, weaknesses and implications of reasoning in arguments and overall
  perspectives
• critically evaluate the nature of different arguments and perspectives
• use research to support judgements about arguments and perspectives

AO2 Reflection

• research and consider alternative perspectives objectively and with empathy
• consider the ways in which personal standpoints may have been affected by the research process
• evaluate the impact of alternative perspectives and conclusions on personal standpoint
• identify the need for further research in light of the research findings

AO3 Communication and collaboration

• use appropriate technical terms and cited references effectively

Relationship between assessment objectives and Qualifications:

The approximate weightings allocated to each of the assessment objectives are summarised below.
The table shows the assessment objectives (AO) as a percentage of each qualification.

Assessment Objective	Weighting in AS Level %	Weighting in A Level %
AO1	70	75
AO2	15	11
AO3	15	14

Component 4 Cambridge Research Report:

Research report, 75 marks – weighted at 50% of the total marks available for the A Level. The approximate mark weightings allocated to each of the assessment objectives are summarized below.

AO1 – 60 marks   AO2 – 5 marks   AO3 – 10 marks

Candidates write a research report on a research question of their own choice.

The Cambridge Research Report must be framed as a single question that lends itself to in-depth research.

In the research report, candidates will be assessed on their ability to:
- ❖ Devise and develop an appropriate research question
- ❖ Design and manage their own research project using appropriate research methods and methodology
- ❖ Maintain and use a research log in support of the research process
- ❖ Select and analyse appropriate concepts, arguments, perspectives, and evidence from a range of source material
- ❖ Analyse and use relevant and credible evidence in support of arguments and overall perspectives
- ❖ Analyse relevant perspectives, showing awareness of how the arguments, claims, and the nature of the evidence are used to support conclusions
- ❖ Evaluate specific research methods and methodology
- ❖ Evaluate and synthesise evidence to draw reasoned conclusions
- ❖ Evaluate and synthesise alternative perspectives and interpretations in order to make their own reasoned personal judgements
- ❖ Reflect on the scope, nature and limitations of their own research report, and how and why their own personal viewpoints of the issue/s researched may have changed during the research process
- ❖ Communicate clearly throughout the report using appropriate academic terms, referencing and citation techniques
- ❖ Provide an oral explanation and justification of their own report findings, choice and use of research methods and methodology.

The report must include a bibliography and full bibliographical references must be given for any quotations. The precise format and referencing conventions used should be appropriate to the subject discipline/s. The production of a bibliography is a requirement.

The report must not exceed 5000 words, excluding only the bibliography. A word count must be declared. Any work beyond 5000 words should not be marked by the Centre and will not be included in the assessment.

Candidates are expected to apply research methods appropriate to their chosen subject discipline/s. Equally, whether the work is based on primary and/or secondary evidence will depend on the subject matter and the approach.

Candidates must use, maintain and submit a research log in support of the research process.

Marking of Submissions:

The report is internally marked and externally moderated by Cambridge. The deadlines and methods for submission will be described later in the syllabus.

Explanation and Justification of the Research Report:

After the completed reports have been submitted, teachers must hold a 10-minute interview/viva with each candidate. The teacher must have read the research report prior to the interview/viva and devised a line of questioning which will provide candidates with an opportunity to explain and justify their work with reference to:

- The choice and use of research methods/methodology
- The justifications of any conclusions arising from the research findings
- Providing oral reasoned reflection on what has been learnt and achieved throughout the research process
- Seeking confirmation that the work submitted is that of the candidate working alone.

Assignments required to complete course:

- ✓ Teach AS students in the classroom
- ✓ Validate exercises to review skills
- ✓ Essay peer reviews
- ✓ A Level Students meeting to encourage each other in this research process
- ✓ Forming a question (start with two questions and then meet with instructor)
- ✓ Concept map of research goal to fully develop question present to instructor and students
- ✓ Decide methodology
- ✓ Read papers with proven methodology
- ✓ Continuous key research logs (daily)
- ✓ Prepare research proposal due Oct 20
- ✓ Prepare Scaffolding for peer review Dec. 10
- ✓ Peer reviews of all A Level students in class due Jan 7.
- ✓ Essay due to peer review Feb. 10
- ✓ Essay due to instructor Feb. 24
- ✓ Instructor submits paper 4 to Cambridge and internally grades
- ✓ Student defense of paper 4
- ✓ Student support AS students with paper 1, 2, & 3

Research methods and methodology

Candidates must explain the process through which they planned and executed the research paying particular attention to their choice, use and evaluation of appropriate research methods and methodology.

Candidates should select and apply research methods appropriate to the discipline/s they are working within and the nature of the selected topic. It is expected that some, but not all, of the research methods listed below will be used in their report:

- literature review (as method)
- qualitative research methods (e.g. ethnography, interviews, focus group)
- quantitative research methods (e.g. surveys, experiments)
- mixed methods.

The use of research methods is always accompanied by underlying theories. These theories can be seen as assumptions on which the acceptance of the research findings and argument are based. Candidates are expected to engage with the theory underlying the choice of methods and the impact this has on the inference of any research findings. Candidates are also expected to evaluate the choice and use of the research methods and methodology.

Candidates should certainly be taught the:

- broad understanding of research methods and methodology within relevant research domains
- necessary research and organisational skills for this task
- appropriate academic conventions for presentation of the report
- meaning and significance of plagiarism.

Significant time should be allocated to this important preparatory stage prior to the research itself.

Explanation and justification of the research report

After the completed reports have been submitted, teachers must hold a 10-minute interview/viva with each candidate. The teacher must have read the research report prior to the interview/viva and devised a line of questioning which will provide candidates with an opportunity to explain and justify their work with reference to:

- the choice and use of research methods/methodology
- the justification of any conclusions arising from the research findings
- providing oral reasoned refection on what has been learnt and achieved throughout the research

Assessment criteria

Research reports should be assessed using the criteria on the following pages.

Assessment criteria overview: Component 4 Cambridge Research Report		
AO1 Research, Analysis and Evaluation		
Research	- Devise and develop an appropriate research question. - Design and manage own research project using appropriate research methods and methodology. - Maintain and use a research log in support of the research process.	20 marks

Analysis	• Select and analyse appropriate concepts, arguments, perspectives and evidence from a range of source material. • Analyse and use relevant and credible evidence in support of arguments and overall perspectives. • Analyse relevant perspectives, showing awareness of how the arguments, claims and the nature of the evidence are used to support conclusions.	20 marks
Evaluation	• Evaluate specific research methods and methodology. • Evaluate and synthesise evidence to draw reasoned conclusions. • Evaluate and synthesise alternative perspectives and interpretations in order to make own reasoned personal judgements.	20 marks
AO1 TOTAL		60 marks
AO2 Reflection		
Reflection	• Reflect on the scope, nature and limitations of own research report and how and why own personal viewpoints of the issue/s researched may have changed during the research process.	5 marks
AO2 TOTAL		5 marks
AO3 Communication		
Communication	• Communicate clearly throughout the report using appropriate academic terms, referencing and citation techniques. • Provide an oral explanation and justification of own report findings, choice and use of research methods and methodology.	10 marks
AO3 TOTAL		10 marks
TOTAL		75 marks

Applying the assessment criteria

In general terms, progression through level descriptors is underpinned by the increase in:

- breadth and depth of understanding
- coherence of argument
- independence and originality.

Candidates can perform at different levels across the assessment criteria. Shortcomings in some aspects of the assessment requirements may be balanced by better performance in others. Teachers should select
appropriate levels not on the basis of a 'tick list' but on the overall response as it relates to the requirements stated within each level. Teachers should adopt a holistic, 'best-fit' approach and apply their professional judgement.

Marking must be positive. Marks are not to be deducted for inaccuracies. Part marks are not to be used. Only where the candidate's work does not meet any of the required criteria should no marks be awarded.

Annotation

Teachers must annotate the work to show that every page has been read. If a piece of work fulfils the full requirement of that level, a candidate must be rewarded accordingly. Further guidance on

annotation is available in the *Cambridge Global Perspectives Administrative Guide*. The guide is available from the Exams

Assessment criteria: Component 4 Cambridge Research Report		
AO1 Research, Analysis and Evaluation		
AO1 Research		
• Devise and develop an appropriate research question. • Design and manage own research project using appropriate research methods and methodology. • Maintain and use a research log in support of the research process.		
Level	Mark Range	Indicative Descriptors
4	16–20	• Appropriate and challenging research question developed thoughtfully and independently by constructive dialogue, responding fully to feedback. • Strong and consistent understanding of appropriate research methods. Methodology is carefully and thoughtfully considered and shows an innovative approach. The work is independently managed without over-reliance on teacher support. • Highly effective and clear maintenance and use of a research log showing full support of the research process.
3	11–15	• Appropriate research question developed with some independence, showing reflection and/or responding to feedback. • Sound understanding of appropriate research methods. Methodology is considered. Much of the work is independently managed without over-reliance on teacher support. • Effective and reasonably clear maintenance and use of a research log throughout the research process.
2	6–10	• Research question identified which may be inappropriate but with guidance shows some ability to develop it either by reflection on its implications or by responding to feedback. • Shows understanding of appropriate research methods. Some research is self-motivated and effective, but some relies on ongoing support and is not well-focused. • Some effective use of a research log, but this is used inconsistently in support of the research process.
4	1–5	• Research question may be inappropriate and/or there is no serious attempt to develop it throughout the study. • Shows limited understanding of appropriate research methods. Management of research lacks independence and is unfocused and ineffective. • Limited and ineffective use of a research log.
0	0	• A mark of zero should be awarded for no creditable content.
AO1 Research, Analysis and Evaluation		
AO1 Analysis		

•	Select and analyse appropriate concepts, arguments, perspectives and evidence from a range of source material.
•	Analyse and use relevant and credible evidence in support of arguments and overall perspectives.
•	Analyse relevant perspectives, showing awareness of how the arguments, claims and the nature of the evidence are used to support conclusions.

Level	Mark Range	Indicative Descriptors

Level	Mark Range	Indicative Descriptors
3	11–15	• Good evaluation of specific research methods and methodology. • Evaluation and synthesis of evidence is well supported, developed and used effectively to draw reasoned conclusions. • Alternative perspectives and interpretations are evaluated with a critical sense and synthesised to have impact on forming own reasoned judgements.
2	6–10	• Some evaluation of specific research methods. • Some evaluation and synthesis of evidence in order to draw reasoned conclusions. There may be overreliance on generalised comment on the origin of evidence rather than on validity of its arguments. • Alternative perspectives are considered with some critical sense but have little impact on making own reasoned judgements.
1	1–5	• Limited evaluation of research methods. • Any evaluation/synthesis of evidence is limited, generalised and barely related to any conclusions. • Limited engagement with alternative perspectives in making own judgements. Little sustained critical sense. Serious imbalance with the focus being largely on one perspective.
0	0	• A mark of zero should be awarded for no creditable content.
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AO2 Reflection		
• Reflect on the scope, nature and limitations of own research report and how and why own personal viewpoints of the issue/s researched may have changed during the research process.		
Level	Mark Range	Indicative Descriptors
4	5	• Reflection on the scope, nature and limitations of the research is clear and cogent. Reflection shows a thoughtful and mature approach to how and why personal viewpoints may have altered during the
3	3–4	• Clear and well-considered reflection on the scope and limitations of the research. Reasoned reflection of how and why personal viewpoints may have altered is related clearly to the research
2	2	• Some reflection on the scope and/or limitations of the research. Reflection of how and why personal viewpoints may have altered is related to the research process.

1	1	• Limited reflection on the scope of the research. Any reflection of how and why personal viewpoints may have altered lacks reference to the research process.
0	0	• A mark of zero should be awarded for no creditable content.

AO3 Communication		

- Communicate clearly throughout the report using appropriate academic terms, referencing and citation techniques.
- Provide an oral explanation and justification of own report findings, choice and use of research methods and methodology.

Level	Mark Range	Indicative Descriptors
4	9–10	• The report is very well organised and very clear to follow. Academic terms and conventions are used consistently and precisely throughout the report. • Very clear and convincing explanation and justification of report findings, choice and use of research methods and methodology.
3	6–8	• The report is well organised and clear to follow. Academic terms and conventions are used consistently and precisely throughout most of the report. • Clear and convincing explanation and justification of report findings, choice and use of research methods and
2	3–5	• The report is organised and fairly clear to follow. Academic terms and conventions are evident but are used inconsistently at times or lack precision. • Some explanation and justification of report findings, choice and use of research methods.
1	1–2	• The report is limited in organisation and is unclear to follow. Academic terms and conventions may be evident but are used inconsistently and/or lack precision. • Limited and unconvincing explanation and justification of report
0	0	• A mark of zero should be awarded for no creditable content.

Further guidance

The Cambridge Research Report is designed to be stimulating, enjoyable and academically challenging. It is intended to enable the use and development of skills which will help candidates in higher education and future employment – not least the ability to plan, monitor and review progress as independent learners.

In supporting candidates throughout the research process, teachers and candidates should find the following information and advice useful.

Initial preparation

Candidates are advised to choose a topic that engages them strongly and is of real importance to them.

The title of the report **must** take the form of a question. Formulating a good research question forms part of the research process and the assessment criteria. It takes time and careful consideration. It must be made clear to the reader how and why the question was developed. Considerable thought must be given to this; why, for example, is the question worth asking, and how did it develop throughout the research process?

The use of the research log is important in supporting the process throughout its development.

Research log

A research log must be maintained and used in support of the report. The purpose of the log is to help plan, monitor and review progress and thinking throughout the research process. The log **must** be submitted as part of the assessment but it will not constitute part of the 5000-word limit. The log must be included as an electronic appendix and cross referenced as necessary within the main body of the report.

The log does not need to include details of all actions and thinking; it should be maintained and used in order to support how the research developed over time. It could contain reflective thoughts, a reminder of things to check, notes/commentary on the use of methods and methodology, comments on how the research question may have changed as a result of feedback received. It must not be used as a means of extending the 5000-word limit but rather as supporting evidence for how the research progressed the way it did.

Perspectives

The research question should lead to the discussion of different perspectives. The possibilities of analysing and evaluating different views and arguments and the evidence which supports them should be evident from the way the question is formed.

To take an example, there are different views about capital punishment. Those against may oppose it on grounds of its failure as a deterrent and they may produce evidence in the form of statistics and studies to confirm this; they may also oppose it on moral grounds based on views on the sanctity of life. There may also be underlying assumptions behind the views to consider. Some views cannot be supported by empirical evidence but they may be supported by reference to philosophical or religious evidence. The counter view should also be considered, including its arguments, evidence and assumptions. Thus two broad perspectives will be assessed and a judgement reached by careful and sympathetic but critical evaluation of serious and genuinely-held views.

The question should lead directly to the assessment of the perspectives. So the title 'Capital Punishment' will not be sufficient. 'Why it is right to abolish capital punishment' does not lead directly to a debate. 'How capital punishment developed' is asking for a description and is not framed as a question. 'Should capital punishment be abolished?' could lead to establishing and evaluating different perspectives and would be an example of an appropriate title.

Methods and methodology

Research methods relate to the techniques used. Research methodology relates to the choice and use of the method/s which in part relates to the theoretical assumptions underpinning the work. The

extent to which candidates develop issues of methodology will be related to the research question and the nature and scope of the report.

The report must explain the process through which any data were collected. This is to ensure that the author and any future reader are able to consider the impact of this process on the inferences drawn from the findings. Candidates do not have to use primary research methods (techniques) unless these are relevant for their study. Many successful reports will use a literature review as method; this may well be appropriate but candidates must still make clear to the reader the process through which they identified and selected relevant literature – the key words/themes used, and why.

The choice and use of research methods are related to the theoretical assumptions underpinning the work, because it is only through understanding these that the author's assumptions about reality become clear.

Presenting the Cambridge Research Report

The report needs to be organised so that the argument is well communicated. The report should contain an introduction, main body and conclusion. It should include sub-headings and must include references (see below). The detailed structure of the report is left to the candidate's discretion and should be aligned with academic conventions of relevant disciplines.

Work beyond the maximum 5000 words will not be included in the assessment.

Sources and references

Candidates must acknowledge where specific ideas and information come from. They should adopt an appropriate referencing and citation system related to the academic discipline/s in which they are working. Many reports will adopt the Harvard, Chicago or APA referencing systems. The actual system adopted is less important than using it consistently.

Candidates must be taught the meanings and significance of plagiarism.

Cambridge use plagiarism detection software packages. Candidates will be required to include a statement of declaration that the research report is their own work. The teacher responsible will be required to verify this declaration, verifying that these regulations have been observed. This declaration must be included as part of the candidate's submission to Cambridge. Details of this declaration can be found in the *Cambridge Global Perspectives Administrative Guide*.

Equality and inclusion

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

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the Cambridge Handbook, which can be downloaded from the website www.cie.org.uk/examsofficers

Language

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

Grading and reporting

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

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

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

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