

# AICE GLOBAL PERSPECTIVES SYLLABUS



**Course Name:** Cambridge International AS Level Global Perspectives Syllabus code 9239

**Instructor Name:** Dr. Sandra B. Carihfield

**Important Links:** [shshistory.com](http://shshistory.com)

[cie.org.uk](http://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.

## **Text:**

The text is *Global Perspectives and Research Coursebook* by David Towsey. Students will also read one of the following books: *A Long Way Gone* or *Girls Like Us*. The course is a research based course and we will use the Internet to explore information for their research. Reading skills are very important to the focus of the course and students need to learn to deconstruct the research articles and utilize the information in their research.

## **Grades:**

The student will have three units to work through and in each unit, there will be a research grade, and three to four other grades based on key skills important to the course such as scaffolding, deconstruction, research and reflective essays, and presentations. These five academic grades will be combined with employability each nine weeks to create the student grade. In addition to these grades the student must take an AICE exam (paper 1) in May and submit two papers electronically to Cambridge (Paper 2) and (Paper 3). Failure to meet the due dates will result in no submission of paper 2 and 3. Employability Grades will be determined by excused absences, appropriate use of your phone, tardiness or lack of it, book or research in class every day, and appropriate class behavior.

## **Course Aims:**

Learners engage with a variety of sources of information and interact in class, focusing on particular global issues.

Cambridge International AS Level Global Perspectives & Research is based on skills rather than on specific content. Learners develop skills in research, critical thinking, reasoning, problem-solving and communication by following an approach to analysing and evaluating arguments and perspectives called the Critical Path. This is an approach to learning designed to enhance skills in carrying out research, the analysis and evaluation of evidence and arguments, holistic reflection and communication. Collaboration skills are enhanced through participation in a team project.

As this is a skills-based course, teaching and learning are likely to involve learners in researching current global affairs using a wide variety of media formats such as newspapers, websites, academic journal articles, podcasts and books. Having researched and identified relevant materials, learners engage with the issues they raise and interpret and evaluate the arguments through activities such as class discussions, role play, presentations and group-based tasks.

The course is based on the premise that investigating global issues through a variety of different perspectives will help increase learner awareness of the world around them. The syllabus provides a wide array of global topics from which learners choose to study those most pertinent to their own interests and areas of expertise.

## Course Topics with Book and Video Selections for the course:

**Water:**

Videos: *Blue Gold, Tapped, What Lies Upstream*

**Food:**

Videos: *Food, Inc., Fed Up, Fast Food Nation, How I Fell in Love with a Fish, What's Wrong with What We Eat?*

**Child Soldiers and Sex Trafficking:**

Readings: *Girls Like Us, A Long Way Home,*

Videos: *Blood Diamonds, Very Young Girls*

Skill videos: *Did You Know? 2014, The Secret Structure of Great Talks, Arguing, Dafur in 10 Minutes, Build a Tower, Build a Team, What's Wrong with What We Eat?*

## 1.2 Assessment

For Cambridge International AS Level Global Perspectives & Research, candidates take **three** compulsory components: Written Examination; Essay; Team Project. All three components are **externally assessed**. For Cambridge International A Level Global Perspectives & Research, candidates take **four** compulsory components: Written Examination; Essay; Team Project; Cambridge Research Report. Components 1 to 3 are **externally assessed** and Component 4 is **internally assessed and externally moderated**.

**Component 1 Written Examination 1 hour 30 minutes**

Written examination consisting of compulsory, structured questions based on

sources provided with the examination paper. Candidates analyse and evaluate arguments, interrogate evidence and compare perspectives on global issues listed in the syllabus. 30 marks 30%

### **Component 2 Essay**

Candidates explore different perspectives on issues of global significance arising from their studies during the course and write an essay based on their research.

The essay title is devised by candidates themselves.

The essay must be between 1750 and 2000 words and written in continuous prose.

35 marks 35%

### **Component 3 Team Project**

Candidates work in teams to identify a local problem which has global relevance.

Individual team members research the issue and suggest solutions to the problem based on their research findings. Teams work together to agree a set of proposed *team solutions* to the problem.

While the focus of the task is on team work, each candidate within a team prepares two pieces of work for individual submission. These are:

#### **Presentation**

Each candidate presents an eight-minute live presentation of their individual research and proposed solutions to the problem. (25 marks) 25%

#### **Reflective Paper**

Each candidate explains these team solutions in an individual 800-word reflective paper. (10 marks) 10% a total of 35 marks in total 35%

### **Availability**

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

**Cambridge International AS and A Level Global Perspectives & Research 9239 syllabus**

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

## **2. Syllabus aims and assessment objectives**

### **2.1 Syllabus aims**

The syllabus aims to encourage learners to develop by:

- providing opportunities to acquire disciplined and scholarly research skills
- promoting a critical, 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
- offering an interdisciplinary approach to 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.

### **2.2 Assessment objectives**

Throughout the AS Level course, learners will gain knowledge and understanding of the background to a range of global issues and will learn to appreciate the diversity of perspectives within them. This knowledge and understanding will be used and assessed through the skills learners acquire and develop, but knowledge and understanding will **not** be separately assessed.

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**

- work effectively in a group to identify an appropriate local problem with global relevance and consider a range of possible solutions (AS Level only)
- select and present relevant information in an engaging, coherent and well-structured way to a non-specialist audience (AS Level only)
- present complex global concepts, perspectives and arguments effectively using multimedia (audio and/or visual) appropriate to the presentation (AS Level only)
- use appropriate technical terms and cited references effectively

## **2.3 Relationship between assessment objectives and components**

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 component.

Component	A01	A02	A03	Total	Weighting of component in AS Level qualification
<b>1 Written Examination</b>	100%	-	-	100%	30%
<b>2 Essay</b>	57%	29%	14%	100%	35%
<b>3 Team Project: Presentation, Reflective Paper</b>	57%	14%	29%	100%	35%
<b>Weighting of AO in AS Level Qualification</b>	<b>70%</b>	<b>15%</b>	<b>15%</b>	-	<b>100%</b>

## 2.4 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.

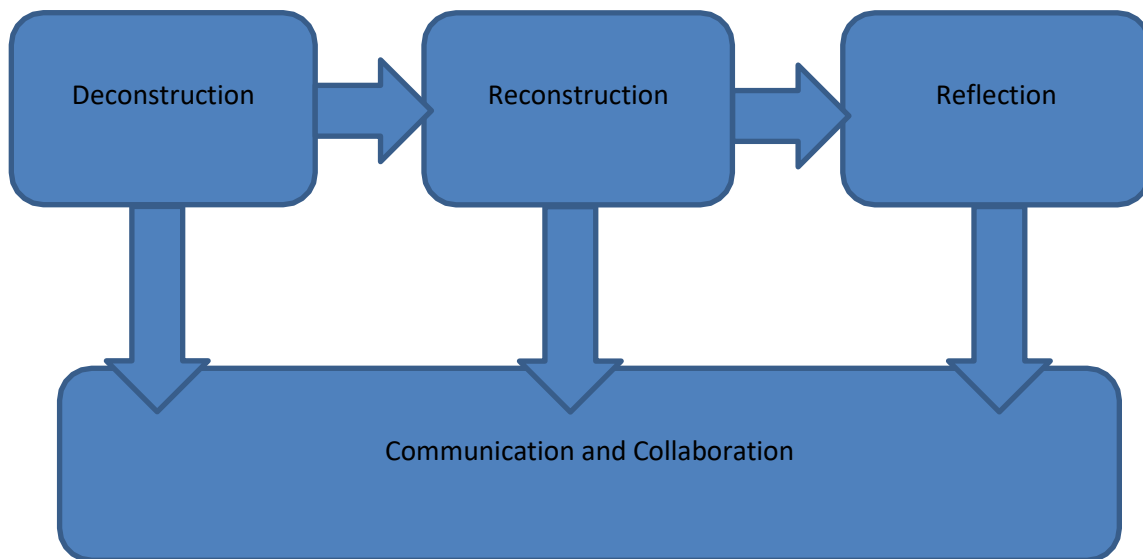
Assessment Objective	Weighting in AS Level %	Weighting in A Level %
AO1	70	75
AO2	15	11
AO3	15	14

## 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



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

Element	Exemplar questions to promote thinking and learning
<b>Deconstruction</b> Conduct a detailed analysis and evaluation of a point of view	<p><b>Which different perspectives are represented?</b> Identify and critically compare different perspectives on an issue made up of arguments, claims, views, beliefs and evidence.</p> <p><b>What are the key components of the argument or claim?</b> Differentiate between fact, argument, opinion, rant, speculation, prediction, explanation, hypothesis, account and belief. Identify conclusions, reasons (premises), assumptions (stated and unstated), assertions (and counterassertions), and supporting evidence.</p> <p><b>What are the implications of the conclusions, arguments, reasoning or claims?</b> Suggest the consequences of the conclusions, arguments, reasoning or claims.</p> <p><b>What are the strengths and weaknesses of arguments, reasoning or claims?</b> Evaluate the strengths and weaknesses in the arguments, reasoning or claims. Assess the use of analogy and identify any flaws. Is there a valid conclusion or claim? Identify whether any evidence gives strong or weak support to the conclusion or claim. Suggest other</p>

evidence required to substantiate or refute claims or counterclaims.

**Reconstruction** Carry out research, identify and evaluate evidence and sources for and against competing points of view

**What evidence is there to support different perspectives?** Analyse the evidence base and support for different perspectives.  
**Which sources are used as supporting evidence and how credible are they?** Identify, synthesise and evaluate sources of research to support the evidence.  
**Does the evidence lead to a single conclusion?** Research and evaluate alternative explanations and perspectives. Make a reasoned and balanced judgement based on evidence.  
**What is the context of the arguments?** Explain the context in which the arguments have been made.  
**How reliable is the conclusion?** Evaluate the reliability and credibility of the sources, making it clear how reasoned judgements are made.

**Reflection** Explore the impact of research on personal perspectives

**What were the personal viewpoints before carrying out the research?** Reflect on personal perspectives before undertaking the research.  
**How do the personal viewpoints relate to the perspectives identified in the research?** Evaluate personal viewpoints against alternative perspectives on issues.  
**What impact has the research had on any prior viewpoints?** Evaluate the extent to which personal viewpoints have changed after carrying out the research.  
**Why has the research had an effect on prior viewpoints?** Justify the reasons why personal perspectives have changed as a result of research.  
**What additional research might be useful?** Identify and justify possible further research directions.

**Communication and Collaboration** Communicate view, information, and research effectively and convincingly

**How can I work with others to identify problems and work towards devising effective and workable solutions?** Find ways of working together and maximising each individual's potential in pursuit of a common goal.  
**What is the most effective way to structure a presentation?** Select and organise relevant information in a logical and coherent way.  
**How can research findings be presented to a non-specialist audience?** Explore appropriate multimedia formats to present complex perspectives.

**How can arguments be presented effectively and persuasively?** Use well-supported lines of reasoning based on supporting evidence.

**How can research findings be presented reliably?** Use appropriate technical terms and cite references accurately and clearly.

### 3.2 Global topics, themes, issues and perspectives (AS Level)

The syllabus includes a broad range of global topics and themes which together provide meaningful and stimulating contexts for skills development. By engaging with these topics and themes, candidates can begin to develop the skills necessary to become active global participants – with a capacity and disposition for understanding and acting on global matters. Candidates will practise the Critical Path by identifying and studying global issues arising from at least three topics.

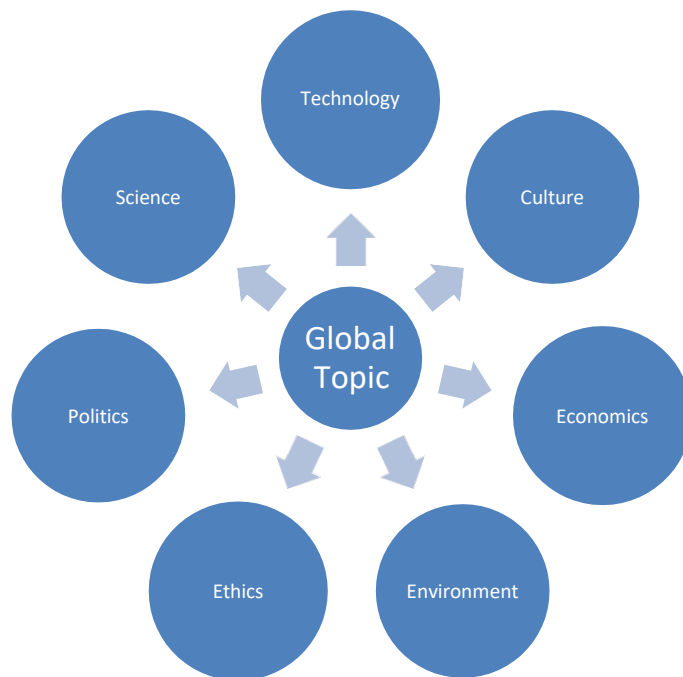
#### Topics

Alternatives to oil  
Architectural priorities  
Artificial Intelligence  
Arts in an international context  
Biodiversity  
Changing national identities  
Climate change  
Cultural heritage  
Endangered cultures  
Ethical foreign policies  
Ethics and economics of food  
Gender issues  
Genetic engineering  
Global economic activity  
Impact of the internet  
Industrial pollution  
International law  
International sport  
Medical ethics and priorities  
Migration and work  
Political systems  
Religious-secular divide  
Rise of global superpowers  
Standard of living/quality of life  
Sustainable futures  
Technology and lifestyles  
Tourism  
Transnational organisations (e.g. UN, EU, NATO)  
Transport  
Urbanisation



## Themes

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



### 4.1 Component 1 Written Examination

Written examination, 1 hour 30 minutes, 30 marks – weighted at 30% of the total marks available for the AS Level and 15% at A Level. The approximate mark weightings allocated to each of the assessment objectives are summarised below.

AO1 – 30 marks AO2 – 0 marks AO3 – 0 marks

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

The source material may express different perspectives on issues of global significance.

Candidates will **not** be assessed on their knowledge and understanding of the specific issues represented in the source material. Instead, candidates will be assessed on their thinking and reasoning skills focused on analysing and evaluating arguments, interrogating evidence and contexts and comparing perspectives centred on global issues.

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

- 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.

## Nature of assessment

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

## 4.2 Component 2 Essay

Essay, 35 marks – weighted at 35% of the total marks available for the AS Level and 17.5% at A Level. The approximate mark weightings allocated to each of the assessment objectives are summarised below.

AO1 – 20 marks AO2 – 10 marks AO3 – 5 marks

Candidates write an essay on a global issue of their own choice from topics studied during the course. The essay must be framed as a single question which is clearly focused on a global issue that lends itself to global treatment in 1750 to 2000 words. Candidates should be supported in formulating an appropriate question.

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

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

- identify, synthesise, analyse and evaluate relevant sources
- analyse at least two globally contrasting perspectives
- identify and evaluate the evidence that supports the perspectives
- explain how the research has affected their personal perspectives
- present convincing and well-supported judgements that answer the question posed
- suggest further relevant research
- communicate effectively and concisely, using technical terms where appropriate.

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

## Nature of assessment

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

## 4.3 Component 3 Team Project

Two pieces of work: presentation and reflective paper, total 35 marks – weighted at 35% of the total marks available for the AS Level and 17.5% at A Level. The approximate mark weightings allocated to each of the assessment objectives are summarised below.

AO1 – 20 marks AO2 – 5 marks AO3 – 10 marks

In preparing for this component, candidates must work in teams of two to five members to identify a local problem which has global relevance. Each team works together to identify the problem to research and in response to which they will propose effective workable solutions. The team must frame a single question that allows them to address contrasting perspectives on the problem. The scope of the proposed research should be sufficiently broad to enable teams to explore the problem from local and global perspectives. Teams should be supported in formulating an appropriate question.

Candidates allocate areas for each team member to research. It is expected that each candidate in the team will identify a solution which arises from a distinctive perspective they have identified, and argue for effective and workable solutions which arise from that perspective. This will allow scope for candidates to be innovative in the solutions they identify.

### Presentation

Presentation, 25 marks – weighted at 25% of the total marks available for the AS Level.

AO1 – 20 marks AO2 – 0 marks AO3 – 5 marks

Individuals will present their research and preferred solution in a live presentation for up to eight minutes (per individual). The presentation should be supported by multimedia (audio and/or visual) appropriate to the presentation and delivered to an audience. The size of the audience can be determined by the centre but must include at least three people.

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

- structure and communicate a coherent argument
- research and identify with different perspectives (local and global), showing any relationships between them
- develop a line of reasoning based on supporting evidence
- differentiate their personal perspective from the work of the team as a whole
- present convincing and well-supported conclusions which respond to the overall question posed by the team
- present complex global concepts, perspectives and arguments in a creative and effective manner using multimedia appropriate to the presentation.

The presentation should:

- be engaging to a non-specialist audience
- use multimedia (audio and/or visual) in an effective way
- use appropriate technical terms and cite references clearly and accurately.

The presentations must be video-recorded and submitted to Cambridge along with the multimedia materials used and a verbatim transcript of the presentation. The running time for the presentation must not exceed eight minutes. Work beyond the maximum running time will not be included in the assessment. Teachers must ensure that the quality of any recording will permit accurate marking of the work.

Following the individual presentations, candidates then come together to discuss their findings and agree

on a set of team solutions to the problem and question posed. These findings and team solutions must be contained in the reflective paper.

## Reflective Paper

Reflective paper, 10 marks – weighted at 10% of the total marks available for the AS Level and 5% of the total marks available for the A Level.

AO1 – 0 marks AO2 – 5 marks AO3 – 5 marks

At the end of the process each candidate will write a reflective paper (maximum 800 words) focusing on how the team worked together, what could be improved, and any changes to their personal views shaped by the collaborative experience.

The reflective paper must include the team's agreed effective and workable solutions to the problem they are solving.

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

- evaluate the effectiveness of their work with others in a team to identify an appropriate local problem with global relevance
- work with others in a team to consider a range of effective and workable solutions
- consider the ways in which personal viewpoints may have been affected by the research and collaborative experience
- identify the need for further research in light of the research findings.

Teachers must ensure that, for each candidate, sufficient and appropriate supporting evidence is submitted to Cambridge to permit accurate marking of the work. This should include: a recording of the live presentation, any multimedia materials used as part of the presentation, a transcript of the presentation and a copy of the reflective paper. Work beyond the maximum 800 words will **not** be included in the assessment. The reflective paper must be submitted to Cambridge for assessment.

## Nature of assessment

Both the presentation and the reflective paper are externally assessed by Cambridge. All materials for Component 3 must be submitted electronically. The deadlines and methods for submission are contained in the *Cambridge Global Perspectives Administrative Guide*. The guide is available from the Exams Officer section of our website: [www.cie.org.uk/examsofficers](http://www.cie.org.uk/examsofficers)

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

Cambridge uses plagiarism detection software packages. Candidates will be required to include a statement of declaration that the presentation and reflective paper are their own work.

## Other information

### Plagiarism

The failure to correctly cite information will result in an automatic score of 59%. The use of another's work regardless of the source without giving credit will result in an unscored submission from Cambridge and a 0% from this instructor.

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

## 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.

## School Board Supplemental Material Policy:

Board Policy 4.21.XI.B

While the textbook is the main text that is used in this course, in order to meet the intent of the standards as well as the rigor expected by the State of Florida other materials including primary source documents, political cartoons, maps, charts, videos, and graphs from repositories such as the list below may be used with in the classroom. Video from Safari or our other Learning Resources (GALE, World Book, You Tube for Education, etc.,) as well as anything packaged within digital textbook resources, may be used in our class as well. Each of these materials is aligned to the standards of the course set forth by the State of Florida.