



**Cambridge Assessment  
International Education**

**Cambridge  
International  
AS & A Level**

# **SYLLABUS**

**Cambridge International AS & A Level  
For centres in Mauritius  
Global Perspectives**

**8030**

For examination in November 2019.

### Changes to the syllabus for 2019

The latest syllabus is version 1, published September 2017.

There are no significant changes which affect teaching.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

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## Why choose Cambridge Assessment International Education?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

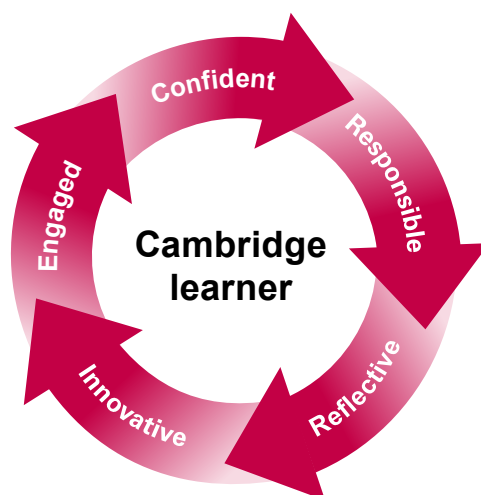
Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

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



**Learn more** about the Cambridge learner attributes in Chapter 2 of our *Implementing the curriculum with Cambridge* guide at [www.cambridgeinternational.org/curriculumguide](http://www.cambridgeinternational.org/curriculumguide)

## Why Cambridge International AS & A Levels?

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

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

Cambridge International AS & A Level curricula are flexible. It is possible to offer almost any combination from a wide range of subjects.

Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. Cambridge International AS & A Levels are accepted across 195 countries. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), European nations, Australia, Canada and New Zealand. Learners should check the university website for specific entry requirements before applying.

### Did you know?

In some countries universities accept Cambridge International AS Levels in their own right as qualifications counting towards entry to courses in the same or other related subjects.

### Learn more

For more details go to [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

## Why Cambridge International AS Level Global Perspectives?

It is widely recognised that we live in an increasingly digitised and inter-connected world. The means by which we access information and the pace with which this takes place are profoundly changing the way we learn, communicate and work. Increasingly, young people are faced with access to a multiplicity of competing ideas. In such an information-rich society, young people need the skills and dispositions to be able to think critically. In the broadest sense this means that they need to: deconstruct arguments, differentiate between the ways in which people express their perspectives, views and arguments, assess and evaluate claims and develop strong lines of reasoning.

### About the syllabus

Cambridge International AS Global Perspectives aims to encourage young people to think about and explore issues of global significance. It also aims to encourage learners to reflect on their professional experience and develop skills relevant to the workplace. Studying this syllabus will appeal to young people because it enables them to explore and make judgements about global issues of relevance and importance to their own lives. It offers learners opportunities to acquire, develop and apply skills in critical thinking, problem solving, research, ICT, communication and collaboration. In short, this course encourages the development within young people of global competency – *the ability to define a global problem, reflect and take action*.

This syllabus is firmly based on skills rather than specific content. Through the study of a range of global issues, learners will explore different and sometimes opposing perspectives. Recognising these perspectives will help to nurture a climate of cross-cultural awareness and promote cultural agility.

Cambridge International AS Level Global Perspectives encourages transformative learning. This is where learners become more aware of their own beliefs and assumptions and more able to be self-critical. This leads to an increased willingness to modify their standpoints and be open to different views and ways of thinking. In short, this course will develop learners that are capable of understanding, assessing and taking action on global issues with competence and confidence.

**By studying Cambridge International AS Level Global Perspectives, learners will develop research skills that will enable them to obtain information, evaluate the reliability and usefulness of this information and use the evidence gathered to construct their own arguments and lines of reasoning. The learner's use of English as a global language is also supported by the course. This qualification also provides evidence of the learner's ability to communicate in English.**

Through well-defined stages, called the Critical Path, learners will be encouraged to apply a logical approach to thinking and reasoning. By following this path, they will be able to analyse the structure and context of arguments, assess the impact and limitations of evidence and make well-reasoned judgements. Learners will build skills in organising and communicating their findings in appropriate multimedia formats.

By developing thinking and reasoning skills, as well as ICT, research and communication skills, Cambridge International AS Level Global Perspectives will enable learners to transfer skills between courses to meet the demands of the twenty-first century and to make a successful transition to higher education and the world of work.

### **Guided learning hours**

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

### **Prior learning**

Cambridge International AS Level Global Perspectives builds on the knowledge, understanding and skills typically gained by candidates taking Level 2 qualifications. We recommend that learners who are beginning this course have attained communication and literacy skills at a level equivalent to O Level Grade 6/IGCSE<sup>®</sup> Grade C in English.

### **Progression**

Cambridge International AS Level Global Perspectives develops a range of transferable skills independent of specific subject content. The syllabus enables candidates to develop a better understanding of the world through inter-disciplinary study. By following the course, they will approach other subjects with an improved ability to analyse, evaluate and reflect on issues and reasoning. Studying Cambridge International AS Level Global Perspectives will prepare young people for a wide range of careers. As a curriculum subject, Cambridge International AS Level Global Perspectives enables candidates to think critically, to reason in a disciplined way and to communicate effectively.

Depending on local university entrance requirements, Cambridge International AS Level Global Perspectives may permit or assist progression directly to university courses in a range of subjects.

## **Teacher support**

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

Please see the syllabus materials DVD for more information.

# 1 Syllabus overview

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## 1.1 Content

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

Cambridge International AS Level Global Perspectives 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.

As 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.

A special feature of Global Perspectives within the HSC Pro is the role of the work placement. Students will develop their skills partly in this setting.



## 1.2 Assessment

For Cambridge International AS Level Global Perspectives, candidates take **three** compulsory components: Written Examination; Essay; Presentation. All candidates are eligible for grades a to e.

All three components are **externally assessed**.

Component	Weighting
<p><b>Component 1 Written Examination</b> <span style="float: right;"><b>1 hour 30 minutes</b></span></p> <p>Written examination consisting of compulsory questions based on sources provided with the examination paper.</p> <p>Candidates analyse and evaluate arguments, interrogate evidence and compare perspectives on global issues listed in the syllabus.</p> <p>30 marks</p>	30%
<p><b>Component 2 Essay</b></p> <p>Candidates write an essay exploring different perspectives on an issue in the sector in which their work placement lies. The essay will be based on their research, should be directly related to the HSC Pro strand the candidate is following and should have local relevance and global significance. The essay title is devised by the candidates themselves.</p> <p>The essay must be between 2000 and 2500 words and written in continuous prose.</p> <p>40 marks</p>	40%
<p><b>Component 3 Presentation</b></p> <p>Candidates carry out research based on pre-released source materials to produce a 10-minute presentation that addresses different perspectives.</p> <p>Candidates structure, develop and present a reasoned argument, demonstrating personal reflection.</p> <p>30 marks</p>	30%

### Availability

This syllabus is examined in the November examination series.

This syllabus is not available to private candidates.

### Combining this with other syllabuses

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

- Cambridge International AS Level General Paper (8009) and (8001)
- syllabuses with the same title at the same level.

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## 2 Syllabus aims and assessment objectives

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### 2.1 Syllabus aims

Cambridge International AS Level Global Perspectives 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 an 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
- providing opportunities to develop employability skills.

### 2.2 Assessment objectives

Throughout the 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. Learners will also be expected to reflect on work-related issues. This knowledge and understanding will be used and assessed in the skills learners acquire and develop, but knowledge and understanding will **not** be separately assessed. The three assessment objectives in Cambridge International AS Level Global Perspectives are:

#### **AO1 Research, analysis and evaluation**

Candidates should be able 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.

#### **AO2 Reflection**

Candidates should be able to:

- 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**

Candidates should be able to:

- select and present relevant information in an engaging, coherent and well-structured way to a non-specialist audience.
- present complex global concepts, perspectives and arguments effectively using multimedia (audio and/or visual) appropriate to the presentation
- use appropriate technical terms and cited references effectively
- show clear and accurate use of written English.

## 2.3 Relationship between assessment objectives and components

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Component	AO1	AO2	AO3	Total	Weighting of component in AS Level qualification
<b>1 Written Examination</b>	100%	–	–	100%	30%
<b>2 Essay</b>	50%	20%	30%	100%	40%
<b>3 Presentation</b>	50%	17%	33%	100%	30%
<b>Weighting of AO in AS Level qualification</b>	<b>65%</b>	<b>13%</b>	<b>22%</b>	–	<b>100%</b>

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## 3 Approaches to teaching and learning

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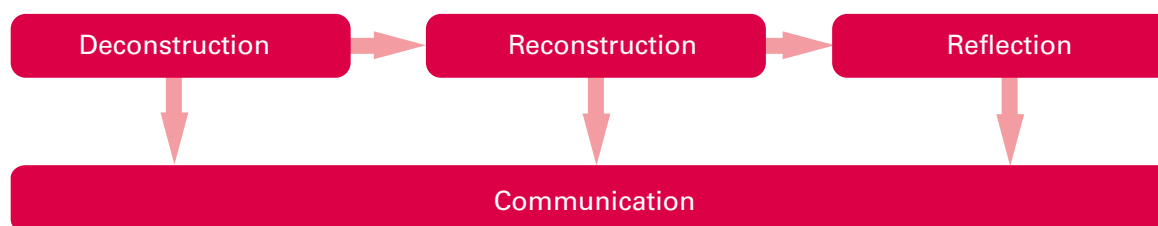
Cambridge International AS Level Global Perspectives is a skills-based syllabus which uses global issues as a context for study. Following this syllabus will equip learners with the skills to be effective, active participants in a rapidly changing intellectual and technical environment. Importantly, it also prepares and encourages them to work collaboratively, confidently and inter-culturally with respect for and understanding of different cultures.

### 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 Global Perspectives 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 interrogating evidence. By reflecting on the implications of their research and the personal judgements that it leads them to make, they learn to communicate their findings and ideas through a range of appropriate formats.

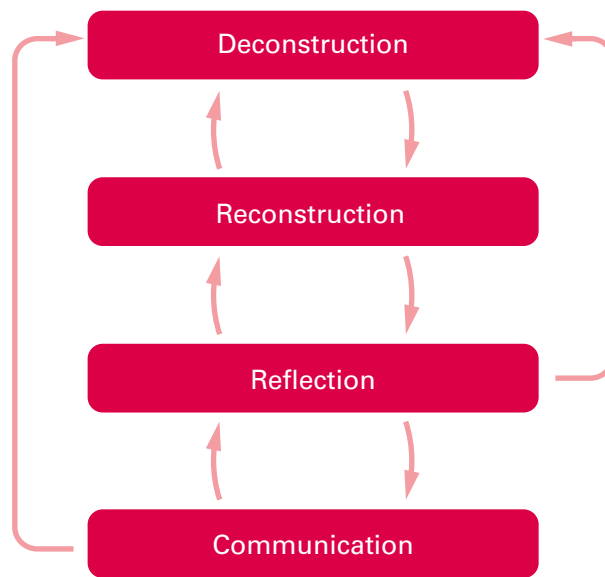
#### The Critical Path



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

The Critical Path is a teaching and learning process, through which learners can develop the skills of research, reasoning and communication in a systematic way. These skills are transferable across other subjects of study and provide candidates with valuable thinking and reasoning skills for use in higher education and for a wide range of careers. The Critical Path is best seen as an iterative learning process which needs to be practised. It is a highly useful teaching and learning tool, as it provides an effective approach to interrogating information, exploring different perspectives and communicating personal reflections.

The Critical Path as an iterative process



The exemplar questions below are designed to support teachers and candidates in developing skills in research, thinking, applying the language of reasoning and communicating effectively.

Element	Exemplar questions to promote thinking and learning
<p><b>Deconstruction</b> Conduct a detailed analysis and evaluation of a point of view</p>	<p><b>Which different perspectives are represented?</b> Identify and critically compare different perspectives on a global 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 counter-assertions), and supporting evidence.</p> <p><b>What are the implications of the conclusions, arguments, reasoning or claims?</b> Suggest the consequences of the conclusions, arguments, reasoning or claims.</p> <p><b>What are the strengths and weaknesses of arguments, reasoning or claims?</b> Evaluate the strengths and weaknesses in the arguments, reasoning or claims. Assess the use of analogy and identify any flaws.</p> <p><b>Is there a valid conclusion or claim?</b> Identify whether any evidence gives strong or weak support to the conclusion or claim. Suggest other evidence required to substantiate or refute claims or counterclaims.</p>

Element	Exemplar questions to promote thinking and learning
<p><b>Reconstruction</b></p> <p>Carry out research, identify and evaluate evidence and sources for and against competing points of view</p>	<p><b>What evidence is there to support different perspectives?</b> Analyse the evidence base and support for different perspectives.</p> <p><b>Which sources are used as supporting evidence and how credible are they?</b> Identify, synthesise and evaluate sources of research to support the evidence.</p> <p><b>Does the evidence lead to a single conclusion?</b> Research and evaluate alternative explanations and perspectives. Make a reasoned and balanced judgement based on evidence.</p> <p><b>What is the context of the arguments?</b> Explain the global context in which the arguments have been made.</p> <p><b>How reliable is the conclusion?</b> Evaluate the reliability and credibility of the sources, making it clear how reasoned judgements are made.</p>
<p><b>Reflection</b></p> <p>Explore the impact of research on personal perspectives</p>	<p><b>What were the personal viewpoints before carrying out the research?</b> Reflect on personal perspectives before undertaking the research.</p> <p><b>How do the personal viewpoints relate to the perspectives identified in the research?</b> Evaluate personal viewpoints against alternative perspectives on global issues.</p> <p><b>What impact has the research had on any prior viewpoints?</b> Evaluate the extent to which personal viewpoints have changed after carrying out the research.</p> <p><b>Why has the research had an effect on prior viewpoints?</b> Justify the reasons why personal perspectives have changed as a result of research.</p> <p><b>What additional research might be useful?</b> Identify and justify possible further research directions.</p>
<p><b>Communication</b></p> <p>Communicate views, information and research effectively and convincingly</p>	<p><b>What is the most effective way to structure a presentation?</b> Select and organise relevant information in a logical and coherent way.</p> <p><b>How can research findings be presented to a non-specialist audience?</b> Explore appropriate multimedia formats to present complex global perspectives.</p> <p><b>How can arguments be presented effectively and persuasively?</b> Use well-supported lines of reasoning based on supporting evidence.</p> <p><b>How can research findings be presented reliably?</b> Use appropriate technical terms and cite references accurately and clearly.</p>

## 3.2 Global topics, themes, issues and perspectives

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.

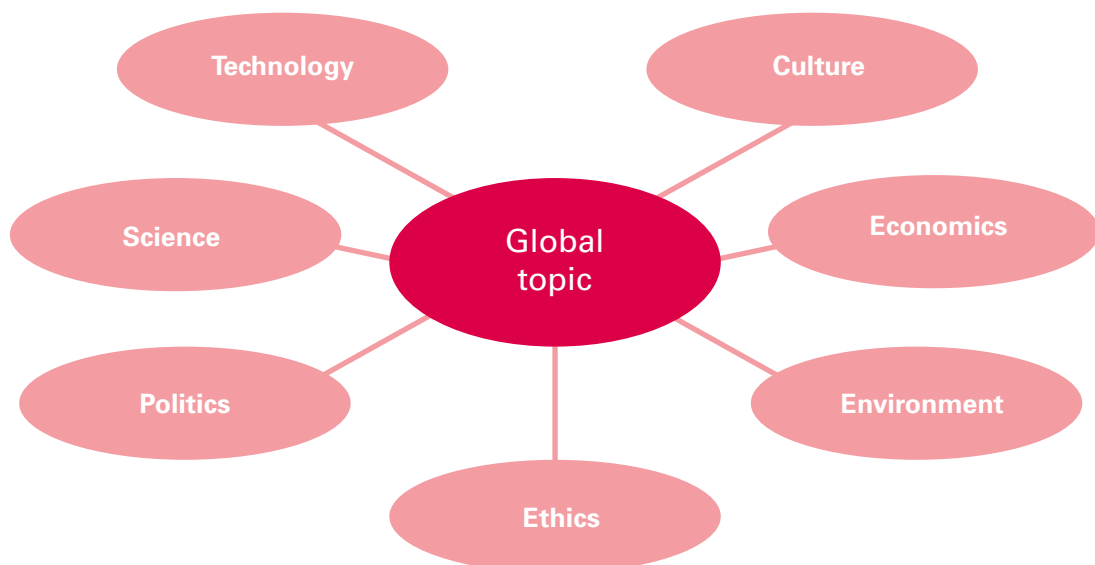
Candidates will practise the Critical Path by identifying and studying global issues arising from at least three topics.

### Topics

<ul style="list-style-type: none"> <li>Alternatives to oil</li> <li>Architectural priorities</li> <li>Artificial Intelligence</li> <li>Arts in an international context</li> <li>Biodiversity</li> <li>Changing national identities</li> <li>Climate change</li> <li>Cultural heritage</li> <li>Endangered cultures</li> <li>Ethical foreign policies</li> <li>Ethics and economics of food</li> <li>Gender issues</li> <li>Genetic engineering</li> <li>Global economic activity</li> <li>Impact of the internet</li> </ul>	<ul style="list-style-type: none"> <li>Industrial pollution</li> <li>International law</li> <li>International sport</li> <li>Medical ethics and priorities</li> <li>Migration and work</li> <li>Political systems</li> <li>Religious-secular divide</li> <li>Rise of global superpowers</li> <li>Standard of living/quality of life</li> <li>Sustainable futures</li> <li>Technology and lifestyles</li> <li>Tourism</li> <li>Transnational organisations (e.g. UN, EU, NATO)</li> <li>Transport</li> <li>Urbanisation</li> </ul>
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### Themes

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



## Global issues and perspectives

By studying topics through different themes, candidates will be supported in identifying global issues which transcend local and national contexts.

### Example 1

For example, by viewing the topic of international sport through the themes of economics, politics and ethics, global issues emerge. One such issue may be who should be responsible for funding events such as the Olympics. Different perspectives to emerge from this issue would include the following.

#### Perspective 1

Funding Olympic events is a drain on tax payers' money. This perspective may have different arguments about the value of the Olympics, the needs of the tax payer, the possible economic benefits, and the political popularity or unpopularity of spending public money. Behind the perspective may be assumptions and beliefs about the importance of international support relative to the costs of the Olympics.

This draws on the themes of economics and politics.

#### Perspective 2

Funding Olympic venues is worth the investment because of the profit they produce after the event. The key here is 'worth' and the assumption that for many reasons the Olympics is worth the investment for the economic and financial benefits and also the political prestige it brings to the host country. It is not just individual arguments that are being explained and considered but also general outlooks on the funding of the Olympics which contain different assumptions, views, justifications and beliefs. It would also be possible to bring into these broad perspectives themes relating to culture, education, the moral importance of nations meeting and competing.

This draws on the themes of economics, politics and ethics.

### Examples 2 and 3

The table below illustrates two examples of how exploring a global topic through different themes can lead to the generation of global issues and in turn to identifying different perspectives.

Global topic	Themes	Global issue	Perspectives
Example 2: Tourism	Culture Economics Environment Ethics	The extent to which tourist companies embrace ethical tourism	Tourist companies should be obliged to pay a local tax to help fund environmentally sound local projects. <b>OR</b> Tourist companies attract and generate wide economic benefits for a locality and should not be expected to pay local taxes on top of this.
Example 3: Rise of global superpowers	Politics Economics Culture Technology	The relationship between regulation of the internet and the rise of a global superpower	Unregulated control is essential for the emergence of a global superpower. <b>OR</b> A global superpower can only emerge if it controls the internet.



### 3.3 Key terms

**Global topics** are those listed in section 3.2 of this syllabus. The main purpose of the list is to help teachers and learners begin to identify the context for the course. Global topics are not mutually exclusive and some overlap is inevitable.

**Themes** such as culture, economics or science provide lenses through which global topics can be viewed. Themes can be overlapping but consideration of a topic through more than one theme is likely to generate a more nuanced range of issues for consideration. For example, if the topic of 'Climate change' is viewed through the themes of politics and science, the learner is more likely to identify different global issues and perspectives than if the same topic is viewed solely through the theme of science. In short, by using themes to explore a topic candidates can be supported in identifying global issues and in turn perspectives.

**A global issue** is one that extends beyond a local or national context and would be experienced by people wherever in the world they live or work. Global issues will almost inevitably touch more than one global topic. For example, wind power as an alternative source of energy to fossil fuels is a global issue which would fall under more than one topic: 'Alternatives to oil' and 'Sustainable futures' to name two.

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

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

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

Arguments and evidence can be used to express a perspective and to support a perspective. There needs to be some form of **evidence base** underlying and/or supporting all perspectives. This evidence base is likely to consist of a variety of arguments, sources and evidence (factual information) which may or may not be of good quality. Candidates need to sift and select evidence. **Evidence** is likely to come in two forms: primary evidence and secondary evidence. Primary evidence originates at the time to which it relates and can come from a range of sources, such as interviews, surveys, artefacts, letters and scientific experimenting. Secondary evidence includes material such as the arguments and opinions of historians and scientists. Candidates should be aware of the strengths and potential weaknesses of all types of evidence. When assessing the value of particular sources, candidates should bear in mind that this is a way of assessing the evidence presented for a perspective and is not an end in itself. Evidence may be assessed in many ways depending on its nature, but a major part of the course is to encourage a critical approach to all sources and to analysing how far arguments are convincingly supported.

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## 4 Description of components

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### 4.1 Component 1 Written Examination

Written examination, 1 hour 30 minutes, 30 marks – weighted at 30% of the total marks available. 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 International.

#### **The role of the teacher**

As this is a skills-based examination, (one that does not require candidates to have been taught any specific content), teachers should consider and explore the skills candidates need to display to be successful in the written examination. Teachers should prepare candidates for the types of questions they are likely to meet in the examination by using specimen and past papers and mark schemes which can be obtained from the syllabus materials DVD.

## 4.2 Component 2 Essay

Essay, 40 marks – weighted at 40% of the total marks available. The approximate mark weightings allocated to each of the assessment objectives are summarised below.

AO1 – 20 marks      AO2 – 8 marks      AO3 – 12 marks

Candidates explore different perspectives on an issue which they have identified in the sector in which their work placement company lies. The issue should be directly related to the HSC Pro strand the student is following and will be of local relevance and global significance. The essay will be based on research and include specific reference to their work placement company. The essay title is devised by the candidates themselves.

Candidates write an essay of 2000 to 2500 words. The essay must be framed as a single question which is clearly focused on an issue identified in the sector in which their work placement lies. 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 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. The research may be based partly on primary sources (for example an interview conducted within the work placement) as well as on published secondary sources.

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

- identify, synthesise, analyse and evaluate relevant sources
- analyse at least two different perspectives
- show consideration of both local relevance and global significance
- identify and evaluate the evidence that supports the perspectives
- explain how the research has affected their personal perspective
- evaluate how their work placement experience has affected their perspective
- present convincing and well-supported judgements that answer the question posed
- suggest further relevant research
- communicate effectively and concisely, using technical terms where appropriate
- show clear and accurate use of written English.

The essay must be written in continuous prose, include a bibliography used and be submitted in an electronic format. Quotations must be fully referenced. The essay must **not** exceed 2500 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 2500 word maximum will **not** be included in the assessment.

### Nature of assessment

Candidates decide on their own essay question for this component. Candidates are required to submit an outline proposal form detailing their question and a brief account of their essay plan for approval by Cambridge International. Candidates should complete an outline proposal form outlining the work that they intend to do for Component 2 and centres should submit these forms to the Mauritius Examination Syndicate (MES), who will forward them to Cambridge International for the advice of Moderators.

The essay is externally marked by Cambridge International. All materials for Component 2 must be submitted electronically. The information on deadlines and methods for submission will be available from

the MES.

### **The role of the teacher**

Each candidate must submit an essay on a different question.

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

- understanding the nature of the task
- identifying a suitable issue to research
- formulating an appropriate question
- developing a suitable approach to the research
- developing organisational skills
- citing and referencing their sources
- focusing on reconstruction and reflection
- writing effectively and concisely to stay between 2000 and 2500 words
- including an accurate word count.

In supporting candidates to formulate an appropriate question teachers may find it useful to explain that the question should:

- be phrased as a question and not as a statement to discuss
- relate to an issue which has both local relevance and global significance
- allow for the analysis of at least two different perspectives;
- encourage candidates to work towards making well-supported judgements which are likely to affect their own personal perspective on the issue/s being considered; this means that candidates should set a question on an issue in which they are genuinely interested.

**The essay must be the candidate's own work.** Once candidates embark on researching and writing the essay, 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.

Teachers must **not**:

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

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

Cambridge International use plagiarism detection software packages. Candidates will be required to include a statement of declaration that the essay 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 International.

## 4.3 Component 3 Presentation

Each candidate will produce a presentation, 30 marks – weighted at 30% of the total marks available. The approximate mark weightings allocated to each of the assessment objectives are summarised below.

AO1 – 15 marks      AO2 – 5 marks      AO3 – 10 marks

The presentation is based on pre-released stimulus material provided by Cambridge International. The stimulus material consists of a range of sources about global issues seen through a variety of perspectives.

Candidates use the stimulus material to identify and research a topic for their presentation. Candidates must pose a single question that allows them to address different perspectives on an issue derived from the stimulus material. They must research one or more perspectives for themselves.

Candidates should reflect on the different perspectives found in the pre-released material and from their own research. In their presentation, candidates establish and present a coherent, personal perspective that shows an understanding of, and empathy with, different perspectives.

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

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

The presentation should:

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

The presentation may be recorded as a live performance, or submitted as a self-running audiovisual artefact (e.g. a slideshow or electronic poster with an embedded voiceover). The presentation must be submitted in electronic format, be of maximum ten minutes' duration and with an accurate time clearly stated on the submission. Work exceeding this will **not** be included in the assessment.

### Nature of assessment

Candidates decide on their own presentation question derived from the stimulus material provided by Cambridge International. The pre-released stimulus material will be available to allow candidates up to four weeks to complete their presentation. The submission **must** include a verbatim transcript of the presentation. This will be used to inform further the assessment of the candidate's work, in particular the quality of its written English in terms of stylistic clarity and accuracy of grammar and spelling. The presentation is externally marked by Cambridge International. All material for Component 3 must be submitted electronically. Information on the date the stimulus material will be released and deadlines and methods of submission will be available from the MES.

### **The role of the teacher**

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

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

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

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

Teachers must **not**:

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

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

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

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## 5 Other information

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### Equality and inclusion

We have 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), we have 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.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/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 the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

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

## Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.



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