SYLLABUS

Cambridge IGCSE®
Global Perspectives

0457

For examination in June and November 2018, 2019 and 2020.
Also available for examination in March 2018, 2019 and 2020
for India only.

Changes to syllabus for 2018, 2019 and 2020

Syllabus aims

The syllabus aims have been updated (see section 5.1).

Syllabus content changes

The content has been reviewed and refreshed. The choice of topics has been increased from 20 to 24. Each component has a prescribed list of topics; the choice of topics is no longer common across the three components (see section 6.1).

Assessment changes

- The component names and their order have been changed:
    - Component 1 Written Examination, previously Component 3 Written Paper
    - Component 2 Individual Report, previously Component 1 Individual Research
    - Component 3 Team Project, previously Component 2 Group Project
- The assessment objectives have been revised from four to three (see section 5.2). Each assessment objective is divided into individual assessment strands.
- The weighting of components has changed (see section 4). For the revised relationship between assessment objectives and components, see section 5.3.
- The number of marks for the **Written Examination** has been increased from 60 marks to 70 marks.
- The sources for the Written Examination will be based on the prescribed list of eight topics for Component 1 (see section 7.1).
- Candidates will submit one **Individual Report**, not two reports. The number of marks for the Report has been reduced from 80 marks to 60 marks. The Report is internally set and externally marked.
- The Individual Report submitted must be based on one topic from the prescribed list of eight topics for Component 2 (see section 7.2).
- The Individual Report must be written in continuous text of 1500–2000 words, and no multimedia may be used.
- The mark scheme for Component 2 is changed (see the subject page for this syllabus at **www.cie.org.uk/igcse** for more information).
- The number of marks for the **Team Project** has increased from 60 marks to 70 marks.
- The Team Project must be based on one topic from the prescribed list of eight topics for Component 3 (see section 7.3).
- The team (which may now be between two to five in number) submits one Outcome and one Explanation. In addition, each individual in the team submits a Reflective Paper.
- The Outcome is a collaborative project and could for example be a poster, a blog, a song, a model, a video, or an event.
- The Explanation has been reduced to 200–300 words, and multimedia may not be used.
- The Reflective Paper is now 750–1000 words, and multimedia may not be used.
- The mark scheme for Component 3 is changed (see section 7.3).

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

Contents

1.   Introduction

1.1   Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. 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 set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **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.

Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at **www.cie.org.uk/recognition**

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at **www.cie.org.uk/teachers**

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at **www.cie.org.uk/examsofficers**

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at **www.cie.org.uk/ISO9001**

1.2   Why choose Cambridge IGCSE?

Cambridge IGCSEs 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 programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at **www.cie.org.uk/cambridgesecondary2**

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

1.3   Why choose Cambridge IGCSE Global Perspectives?

Cambridge IGCSE Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from different perspectives: personal, local/national and global.

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

Prior learning

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

Progression

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

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

1.4   Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at **www.cie.org.uk/cambridgesecondary2**

1.5   How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **info@cie.org.uk**

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**. Email us at **info@cie.org.uk** to find out how your organisation can register to become a Cambridge school.

2.   Teacher support

2.1   Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/igcse** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to **http://teachers.cie.org.uk** (username and password required).

We have an online Learning Area for students to support the teaching of Cambridge IGCSE Global Perspectives. Teachers can log into the area to access resources and course content. It also allows learners around the world to collaborate between schools, countries and cultures, helping to foster genuine global perspectives.

If you are interested in accessing the Learning Area please create a teacher account by completing our online form **www.cie.org.uk/registergp**

If you already have a teacher account you can access the learning area here **http://learning.cie.org.uk/professionaldevelopment/login/index.php**

2.2   Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

2.3   Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

3.   Syllabus content at a glance

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

Cambridge IGCSE Global Perspectives candidates will have opportunities to acquire and apply a range of skills to support them in these challenges, including:

- researching, analysing and evaluating information
- developing and justifying a line of reasoning
- reflecting on processes and outcomes
- communicating information and reasoning
- collaborating to achieve a common outcome.

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

Cambridge IGCSE Global Perspectives emphasises the development and application of skills rather than the acquisition of knowledge. Candidates develop transferable skills that will be useful for further study and for young people as active citizens of the future.

4. Assessment at a glance

Candidates for Cambridge IGCSE Global Perspectives take three compulsory components – Component 1, Component 2 and Component 3. Component 1 is externally assessed. Component 2 is internally set and externally marked. Component 3 is internally assessed and externally moderated.

Component	Weighting
Component 1 Written Examination **1 hour 15 minutes** Candidates answer four compulsory questions based on a range of sources provided with the paper. Questions 1–4 are worth 12, 14, 20 and 24 marks. Sources will present a global issue from a range of perspectives, personal, local and/or national, global, and will be drawn from a list of eight topics. This component is externally assessed. 70 marks	35%
Component 2 Individual Report Candidates research one topic area (from a choice of eight) of personal, local and/or national and global significance and submit one report based on their research. The title is devised by candidates themselves. The report must be 1500–2000 words and written in continuous prose. This component is internally set and externally marked. 60 marks	30%
Component 3 Team Project Candidates devise and develop a collaborative project into an aspect of one topic (from a choice of eight). This choice of project must allow for the exploration of different cultural perspectives. The Team Project comprises two elements. **Team Element** Candidates produce as a team one Outcome and one Explanation as a Collaboration. The Explanation must be 200–300 words. (10 marks) **Personal Element** Candidates each write a Reflective Paper on their research, contribution and personal learning. The paper must be 750–1000 words. (60 marks) This component is internally assessed and externally moderated. 70 marks	35%

Availability

This syllabus is examined in the June and November examination series. This syllabus is also available for examination in March for India only.

This syllabus is **not** available to private candidates.

Detailed timetables are available from **www.cie.org.uk/examsofficers**

Combining this with other syllabuses

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

• syllabuses containing Global Perspectives within the syllabus title at the same level.

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificate and Cambridge O Level syllabuses are at the same level.

5. Syllabus aims and assessment objectives

5.1 Syllabus aims

The syllabus aims are set out below and describe the educational purposes of a course in Cambridge IGCSE Global Perspectives. They are not listed in order of priority.

The aims are to enable learners to:

- become independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action
- enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives
- work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator
- consider important issues from personal, local and/or national and global perspectives and understand the links between these
- critically assess the information available to them and support judgements with lines of reasoning
- communicate and empathise with the needs and rights of others.

5.2 Assessment objectives

Cambridge IGCSE Global Perspectives has three assessment objectives (AOs).

AO1: Research, analysis and evaluation

Candidates should be able to:

- design and carry out research into current global issues, their causes, consequences and possible course(s) of action
- use evidence to support claims, arguments and perspectives
- identify and analyse issues, arguments and perspectives
- analyse and evaluate the evidence and reasoning used to support claims, arguments and perspectives
- analyse and evaluate sources and/or processes to support research, arguments, perspectives and an outcome
- develop a line of reasoning to support an argument, a perspective, course(s) of action or outcome.

AO2: Reflection

Candidates should be able to:

- consider different perspectives objectively and with empathy
- justify personal perspective(s) using evidence and reasoning
- consider how research, engagement with different perspectives and working as part of a team, have influenced personal learning.

AO3: Communication and collaboration

Candidates should be able to:

- select and present relevant arguments, evidence and perspectives clearly and with structure
- present research, and include citations and references
- contribute to the shared purpose and outcome of the Team Project.

5.3   Relationship between assessment objectives and components

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

The table shows the assessment objectives as a percentage of each component and across the qualification as a whole.

Component	AO1 %	AO2 %	AO3 %
1 Written Examination	100	–	–
2 Individual Report	67	8	25
3 Team Project	28	36	36
Weighting of AO in qualification	65	15	20

5.4   Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade A

The candidate is likely to be able to:

- research global issues and identify, analyse and evaluate a range of different perspectives, arguments and sources of evidence
- evaluate evidence and reasoning used, with their own comments fully developed
- show clear understanding with some insight of how the perspectives and conclusions of others have influenced own views, attitudes and personal learning
- develop a convincing line of reasoning, using evidence to support an argument, perspective, course of action or outcome
- collaborate effectively to clearly communicate different cultural perspectives, remaining active and committed throughout the process.

Grade C

The candidate is likely to be able to:

- research global issues and identify, analyse and evaluate several different perspectives, arguments and sources of evidence
- evaluate evidence and reasoning used, with their own comments partially supported
- show clear understanding of how the perspectives and conclusions of others have influenced own views, attitudes and personal learning
- develop a line of reasoning, using evidence to support an argument, perspective, course of action or outcome
- collaborate soundly to communicate different cultural perspectives, remaining active and committed most of the time.

Grade F

The candidate is likely to be able to:

- research global issues and identify and attempt to analyse one or two different perspectives, arguments or evidence, and may attempt evaluation
- describe evidence or reasoning used, with their own comments asserted and/or lacking relevance at times
- show a limited understanding of how the perspectives and attitudes of others have influenced own views, attitudes and personal learning
- attempt a line of reasoning, often relying on assertion rather than evidence to support an argument, perspective, course of action or outcome
- collaborate in an attempt to communicate different cultural perspectives, and is active and committed some of the time.

6. Syllabus content

6.1 Topics

Cambridge IGCSE Global Perspectives is built around topics; knowledge of content is not assessed. However, each particular topic encompasses issues of global importance.

The topics are as follows.

Component 1 Written Examination

- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport systems

Component 2 Individual Report

- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid

Component 3 Team Project

- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture

The topics offer a context within which candidates can begin to develop and demonstrate an understanding of these global issues from personal, local and/or national and global perspectives. Candidates use research, reasoning and questioning to gain this understanding and form their own judgements. It is suggested that teachers look at several topics over the term of the course to help develop candidates' skills.

In developing the skills of working with information, critical thinking, decision making, planning, communication, reflection, teamwork and independent learning, candidates will engage with a range of sources. These sources might include data sets, articles from the media and personal testimony. The sources that candidates use should encourage them to become actively involved in considering issues from different perspectives. It is important, then, that candidates learn to engage with a contrasting breadth and depth of relevant material.

Candidates are encouraged to appreciate different perspectives, and to engage critically with these.

6.2   Choice of topics

Teachers **must** ensure that candidates are working with the given topics within each component.

Candidates do **not** study all of the topics listed above. Teachers and candidates choose topics that have the most relevance for them. The intention is to give as much scope and encouragement as possible for learners to discuss and agree with their teachers their own paths of enquiry into the complex world in which they are living. Consideration of the local and/or national context can also encourage engagement with learning.

Learners are assessed on skills that can be developed through the study of global topics.

7. Description of components

7.1 Component 1 Written Examination

1 hour 15 minutes, 70 marks – external assessment, 35 per cent of the whole of qualification

The mark weightings allocated to each of the assessment objectives are:

AO1 – 70 marks   AO2 – 0 marks   AO3 – 0 marks

Candidates answer **four** compulsory questions based on source material. Candidates write all their answers in the space provided on the question paper.

The source material will be printed on the question paper Insert. Candidates are expected to read and study the sources carefully before attempting the questions. Time for reading is incorporated into the overall time available for the paper. The number of sources may vary from examination to examination.

The source material will present claims, arguments and evidence from different perspectives on a global issue drawn from the following topics:

- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport systems

Candidates will benefit from an understanding of the following: fact, opinion, prediction, value judgement, bias and vested interest. Candidates should be able to analyse and evaluate use of evidence and language.

Questions 1–3

These comprise a series of sub-questions requiring candidates to respond to source material. These include short answers and more extended responses.

Question 1 (12 marks) could be based on statistical information. Candidates may be asked, for example, to describe patterns and trends shown in the statistical information.

Question 2 (14 marks) might ask candidates, for example, to suggest ways to test claims.

Question 3 (20 marks) might ask candidates, for example, to evaluate the effectiveness of arguments, making a judgement about which is the most convincing.

Question 4

Question 4 (24 marks) comprises an extended answer requiring candidates to respond to source material. Candidates might, for example, be asked to use the source material to make a case to support a personal opinion or perspective.

The global issue will be the context for the assessment of the key skills related to AO1. Candidates will **not** be assessed on their prior knowledge and prior understanding of the specific topics represented in the source material.

Nature of assessment

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

Written Examination: the role of the teacher

The Written Examination is a skills-based examination which does not require candidates to have been taught any specific content or have prior knowledge of the particular global topic. The global issue which provides the theme for the examination paper provides a context for the assessment of the skills associated with AO1: Research, analysis and evaluation.

Teachers therefore need to provide opportunity for candidates to practise and develop these skills during the course designed to prepare candidates for assessment in Cambridge IGCSE Global Perspectives. This should involve regular opportunity to discuss and debate global issues related to the topics so that candidates learn to consider a variety of different perspectives. In so doing candidates should contrast and compare the claims, arguments, evidence and values which underpin different perspectives. Candidates will also need to analyse and evaluate sources and background research related to the global issues being considered. Using argument and evidence gathered from background materials and their own research to construct and present arguments is also important. Teachers will need to provide a practical and active approach to teaching and learning, and the development of skills, in global perspectives.

Teachers should also prepare candidates for the types of questions they are likely to experience in the Written Examination by using specimen and past papers and their related mark schemes. These can be obtained from the Cambridge websites **www.cie.org.uk** and **http://teachers.cie.org.uk**

7.2 Component 2 Individual Report

60 marks – internally set and externally marked, 30 per cent of the whole qualification

The mark weightings allocated to each of the assessment objectives are:

AO1 – 40 marks   AO2 – 5 marks   AO3 – 15 marks

Candidates write an Individual Report on one global topic from a choice of eight.

With the guidance of their teacher, candidates choose from one of the specified topic areas and devise a global research question. Candidates use this question as the title for their report. The report must be between 1500 and 2000 words.

The Individual Report must be based on **one** of the following topics:

- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid

Work submitted based on topics other than those listed above will be awarded zero marks.

Each candidate carries out research on a global question devised from the specified list of topics for the component. While there may be some overlap in work completed on the same topic, each candidate's report must be a distinct piece of work which comprises their own research and ideas. Each candidate must devise their own question. The candidate uses the global research question as the title for their report.

For example, the report could be based on the topic of the digital world. The research could focus on the following global question: Given the relatively brief history of the internet, how much has it contributed to society?

Candidates explore issues within the topic, and answer their global research question from local and/or national and global perspectives. They conclude their report by indicating how their research has impacted their personal perspective.

Candidates may structure their report in equally valid and different ways. They might consider the situation in their own country and locality depending on the availability of relevant evidence. As a conclusion, they might explore the effects on society giving their personal perspective in response to their question and using evidence from their research.

This sets out one possible approach. Other possible approaches could be equally acceptable.

Candidates should focus their research initially on identifying and exploring the context of a current global topic. They should then consider the issues within that topic, according to their global research question, from a range of perspectives. These include local and/or national and global perspectives, and different viewpoints within these (for example, those of farmers and local politicians). By engaging with these perspectives, candidates can demonstrate that they understand the arguments, reasoning or claims upon

which these perspectives are based. Candidates should consider the causes, consequences and possible courses of action of the issue(s) in question.

The report must be written in continuous text and should **not** incorporate multimedia. There should be no use of emails, blogs and posters. Candidates can include tables, diagrams and photographs. These must be integral to the argument. Any text must be included as part of the word-count.

Nature of assessment

Candidates decide on their own global research question for this component. The report is externally assessed 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**

Individual Report: the role of the teacher

It is the teacher's responsibility to ensure the feasibility and manageability of the proposed work.

Teachers should support each candidate to:

- understand the nature of the task, that of compiling a written study of an investigative nature
- identify a suitable area to research which complements the candidate's interest, enthusiasm and skills base
- formulate a global research question that allows them to explore relevant issues from different perspectives and viewpoints
- develop research and organisational skills
- select, cite and reference sources appropriately
- refine report writing skills so that the candidate writes as concisely as possible and within the 1500 to 2000 word count
- appreciate how their work will be assessed, confirming that the assessment is externally marked and is not assessed by their teachers.

Teachers should:

- encourage candidates to work towards making well-supported judgements from different perspective(s) which are likely to affect their own personal perspectives
- help resolve practical and conceptual problems encountered during research
- give regular and supportive feedback aiming to enhance motivation
- plan for sessions where candidates can work independently using reference materials as appropriate
- monitor time management and assist candidates to meet deadlines.

Teachers may carry out all the above with the class as a whole, in small focus groups and with individual candidates. It is recommended that all three approaches are used.

The Individual Report must be the candidate's own work. Once candidates embark on researching and writing the report, in the ways set out above, the teacher should **not** intervene and should **not** attempt to change the direction of the research.

Individual Report: the role of the teacher continued

Reference material should be absorbed by candidates, reflected upon and then engaged with in an appropriate way to enable candidates to complete their report.

Teachers must not:

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

Teachers must be happy that the ownership of the report lies with the candidate.

Candidates must be taught the meaning and significance of plagiarism.

Cambridge uses plagiarism detection software packages. Candidates will be required to sign a statement of declaration that the Individual 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.

7.3   Component 3 Team Project

70 marks – internally assessed and externally moderated, 35 per cent of the whole qualification

The mark weightings allocated to each of the assessment objectives are:

AO1 – 20 marks   AO2 – 25 marks   AO3 – 25 marks

Candidates devise and develop a collaborative project into an aspect of one topic from a choice of eight. Candidates submit work for **two** elements: team and personal.

In preparing for this component, candidates must work in teams of two to five members to plan and carry out a project involving an aspect of, or an issue relating to, **one** of the following topics:

• Conflict and peace
• Disease and health
• Human rights
• Language and communication
• Poverty and inequality
• Sport and recreation
• Tradition, culture and identity
• Water, food and agriculture

Work submitted based on topics other than those listed above will be awarded zero marks.

As part of the research, candidates must explore different cultural perspectives on the issue they have chosen to investigate. The team uses their research findings to inform or support the production of an Outcome to achieve the aim of the project as stated in the accompanying Explanation.

Team Element:

The Outcome and Explanation together carry a total of four marks. Up to six further marks may be awarded for the candidates' ability to work as a team (Collaboration). The team element represents five per cent of the total marks for the qualification.

AO1 – 0 marks   AO2 – 0 marks   AO3 – 10 marks

For the purpose of assessment, the Outcome and Explanation will be taken together and will be assessed on the basis of the team's effectiveness in communicating their research into different cultural perspectives in an attempt to meet the project aim.

Collaboration will be assessed on the team's ability to work together effectively to complete the project. Aspects of collaboration include the introduction of new ideas, mutual understanding and commitment to the process. Collaboration is assessed through teacher observation.

The **Outcome** is what the team produces to achieve the project aim, which must involve the team addressing an issue; or for example, raising public awareness about an issue. The Outcome could take a variety of forms, such as: a poster; information leaflet or brochure; a song; a video, or a series of photographs possibly depicting an event such as a fundraiser, lessons; or cartoons with captions; a model or design; a webpage. An essay response is **not** acceptable as the Outcome.

The **Explanation** (200–300 words) accompanying the Outcome should include the following information:

- the project aim
- a brief description of the Outcome
- an explanation of how the team's exploration of different cultural perspectives has informed or supports the Outcome.

Where work has exceeded the word limit, teachers must **not** credit beyond the first 300 words.

Personal Element of Team Project:

Reflective Paper

Reflective Paper, 60 marks – weighted at 30 per cent of the total marks available for the qualification.

AO1 – 20 marks   AO2 – 25 marks   AO3 – 15 marks

At the end of the process each candidate will produce a written Reflective Paper (750–1000 words) focusing on:

- their personal research for the project and their own work processes
- the effectiveness of the Outcome in achieving the project aim
- what they have learned about different cultural perspectives of the issue
- what they have learned about teamwork overall and their own performance as a team member
- what they have learned overall from carrying out the project.

The following must be submitted to Cambridge:

- the evidence of the team's Outcome (the Outcome, or a link to it, may be embedded in the Explanation, or submitted as a separate file)
- the accompanying Explanation
- the individual team members' Reflective Papers.

Where work has exceeded the word limit, teachers must **not** credit beyond the first 1000 words.

The following example sets out a possible approach to the Team Project. Other possible approaches could be equally acceptable.

Team Project: example of an issue for investigation	
Topic	**Tradition, culture and identity**
Issue	**How does culture dictate how we view the attractiveness and healthiness of our bodies?**
Aim	**Promoting the importance of healthy eating to young people, taking into account cultural norms**
Outcome and Explanation	For example, the Outcome could be a collage of photographs with captions, or video-clip with voice-overs, showing different cultural perspectives on the issue, accompanied by the Explanation.
Reflective Paper	For example, candidates could provide: • presentation of key personal research findings into different cultural perspectives • analysis of own work processes (for example, research; analysis of findings; planning and time management) • analysis and evaluation of strengths and weaknesses of the collage or video-clip in achieving the project aims • analysis and evaluation of strengths and weaknesses of their own performance as a team member • reflection on what has been learned overall from carrying out the project • reflection on what has been learned about alternative perspectives and the impact this has had on their own perspective.

Nature of assessment

All elements of the Team Project are internally assessed by teachers and externally moderated 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**

Team Project: the role of the teacher

The teacher should take an active role in creating teams. The maximum team size is five, the minimum two; however, in most instances teams of three or four may work together more readily and find it easier to agree on an issue to research.

Teachers should support each candidate and team in their initial preparation to:

- understand the nature of the task
- formulate an appropriate project
- develop a means through which candidates can research different cultural perspectives
- develop organisational skills
- select, cite and reference sources appropriately
- focus their research and communicative skills
- develop analytical, evaluative and reflective skills
- work collaboratively towards the same shared outcome.

All work submitted must be candidates' own work. Once candidates embark on researching and producing their work in the ways set out above, intervention by the teacher should be minimal and the extent of this should be declared.

Reference material should be absorbed by candidates, reflected upon and then engaged with in an appropriate way to enable candidates to complete their work.

Teachers must not:

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

Teachers must be happy that the ownership of the work lies with the candidates.

Candidates must be taught the meaning and significance of plagiarism.

Cambridge use plagiarism detection software packages. Candidates will be required to sign a statement of declaration that the work 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 signed as part of the candidate's submission to Cambridge.

Assessment

Applying the assessment criteria

AO1: Research, analysis and evaluation – 20
AO2: Reflection – 25
AO3: Communication and collaboration – 25

Information:

- Each candidate submits work for two elements: Team and Personal.

Team Element

- Candidates produce as a team one Outcome and one Explanation as a collaborative project. Each is marked using the appropriate marking grids.
- The Explanation must not exceed 300 words. Teachers and external moderators will not credit material after the 300-word limit.
- The Outcome and Explanation are marked out of four and assess the team's ability to communicate (AO3). There are a further six marks for the candidates' ability to work as a team effectively to complete the Project (AO3). This Collaboration is assessed through teacher observation.
- Both the Outcome and Explanation, and the Collaboration are team marks.
- Each candidate in the same team receives the same mark for the Team Element.

Personal Element

- Candidates each submit a separate Reflective Paper. The Reflective Paper must not exceed 1000 words. Teachers and external moderators will not credit material after the 1000-word limit. The Reflective Paper is marked out of 60 and assesses the candidate's ability to research, analyse and evaluate (AO1), to reflect (AO2) and to communicate (AO3).
- Each candidate in the same team receives a separate mark for the Personal Element.

Marking

- The marking criteria are each presented within different levels.
- Teachers and external moderators will use the full mark range and look for the 'best fit', not a 'perfect fit', taking a holistic approach.
- The teacher must mark Component 3 out of a total of 70, in line with the assessment criteria. The total mark for the component comprises 10 marks for the Team Element – 4 marks for the Outcome and Explanation, and 6 marks for the Collaboration, and 60 marks for the Personal Element – the Reflective Paper.

General principles for marking

1. You should consider the band descriptors across the full range, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
2. The general approach is a positive one.
3. Within any level, marks should be awarded on a 'best-fit' basis. Thus, compensation between higher and lower achievement for different aspects is acceptable.

4. Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. Cambridge's external moderation process allows for adjustments to be made to consistently harsh or generous marking.

To select the most appropriate mark within each set of descriptors in Tables B–E, teachers should use the following guidance:

a. Marking grids describe the top of each level.

b. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer.

c. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Just enough achievement on balance for this level	Above bottom and either below middle of level or at middle of level (depending on number of marks available)
On the borderline of this level and the one below	At bottom of level

Note: It should **not** be assumed that a level in the assessment criteria directly equates to a grade. Final grade thresholds are decided for each examination series based on available evidence.

Annotation

Teachers must annotate the work to show that every page has been read. Further guidance on annotation is available in the *Cambridge Global Perspectives Administrative Guide*. The guide is available from the Exams Officer section of our website: **www.cie.org.uk/examsofficers**

**Table A: Level descriptors for Component 3 Team Project,
Team Element – Outcome and Explanation (4 marks)**

AO3 Communication

The submitted work must be based on one of the topics specified in the syllabus for Component 3 Team Project.

Level	Descriptors	Marks
4	*In attempting to meet the project aim:* • Different cultural perspectives are clearly and fully communicated in both the Outcome and Explanation.	**4**
3	*In attempting to meet the project aim:* • Different cultural perspectives are communicated in both the Outcome and Explanation.	**3**
2	*In attempting to meet the project aim:* • Different cultural perspectives are communicated in either the Outcome or Explanation.	**2**
1	*In attempting to meet the project aim:* • Communication of different cultural perspectives is limited.	**1**
0	• A mark of zero should be awarded for no creditable content.	**0**

**Table B: Level descriptors for Component 3 Team Project,
Team Element – Collaboration (6 marks)**

AO3 Collaboration

The submitted work must be based on one of the topics specified in the syllabus for Component 3 Team Project.

Level	Descriptors	Marks
3	*In attempting to complete the project:* • Team members were active and committed throughout the process. • There was evidence of effective teamwork throughout the process.	**5–6**
2	*In attempting to complete the project:* • Team members were active and committed most of the time. • There was evidence of effective teamwork during most of the process.	**3–4**
1	*In attempting to complete the project:* • Team members were active and committed some of the time. • There was evidence of basic teamwork some of the time.	**1–2**
0	• A mark of zero should be awarded for no creditable content.	**0**

**Table C: Level descriptors for Component 3 Team Project,
Personal Element – Reflective Paper (20 marks)**

AO1 Research, analysis and evaluation

The submitted work must be based on one of the topics specified in the syllabus for Component 3 Team Project.

Level	Descriptors	Marks
4	*The Reflective Paper shows:* • Full and in-depth analysis and evaluation of the strengths **and** limitations of the project outcome in achieving the project aim. • Full and in-depth analysis and evaluation of the strengths **and** limitations of own work processes. • There is a clear, well thought-out and appropriate balance between strengths **and** limitations. • Appropriate, thoughtful and consistent use of examples. • Well-reasoned and developed suggested improvements to own work processes **and** the project outcome.	**16–20**
3	*The Reflective Paper shows:* • Mostly in-depth sound analysis and evaluation of the strengths **and** limitations of the project outcome in achieving the project aim. • Mostly in-depth sound analysis and evaluation of the strengths **and** limitations of own work processes. • There is a clear and appropriate balance between strengths **and** limitations. • Appropriate and mostly consistent use of examples. • Well-reasoned suggested improvements to own work processes **and** the project outcome.	**11–15**
2	*The Reflective Paper shows:* • Some developed analysis and evaluation of the strengths **and** limitations of the project outcome in achieving the project aim. • Some developed analysis and evaluation of the strengths **and** limitations of own work processes. • The balance between strengths **and** limitations is sometimes inappropriate. • Some appropriate use made of examples. • Some suggested improvements to own work processes **and** the project outcome.	**6–10**

Level	Descriptors	Marks
1	*The Reflective Paper shows:* • Limited analysis of the strengths **and/or** limitations of the project outcome in achieving the project aim. • Limited analysis and evaluation of the strengths **and/or** limitations of own work processes. • Weak use of examples. • The balance between strengths and limitations is sometimes inappropriate. • Some appropriate use made of examples. • Few suggested improvements to own work processes **and/or** the project outcome.	**1–5**
0	• A mark of zero should be awarded for no creditable content.	**0**

Table D: Level descriptors for Component 3 Team Project, Personal Element – Reflective Paper (25 marks)

AO2 Reflection

The submitted work must be based on one of the topics specified in the syllabus for Component 3 Team Project.

Level	Descriptors	Marks
4	• Clear, insightful and balanced reflection on the benefits **and** challenges of working as a team. • Clear, insightful and balanced reflection on the strengths **and** weaknesses of own performance as a team member. • Clear, insightful reflection on what has been learned about different cultural perspectives. • Clear, insightful reflection on overall personal learning from the project.	**20–25**
3	• Clear, sound and balanced reflection on the benefits **and** challenges of working as a team. • Clear, sound and balanced reflection on the strengths **and** weaknesses of own performance as a team member. • Clear and appropriate reflection on what has been learned about different cultural perspectives. • Clear and appropriate reflection on overall personal learning from the project.	**13–19**
2	• Some appropriate reflection on the benefits **and** challenges of working as a team. • Some appropriate reflection on the strengths **and** weaknesses of own performance as a team member. • Some appropriate reflection on what has been learned about different cultural perspectives. • Some appropriate reflection on overall personal learning from the project.	**7–12**
1	• Limited reflection on the benefits **and/or** challenges of working as a team. • Limited reflection on the strengths **and/or** weaknesses of own performance as a team member. • Limited reflection on what has been learned about different cultural perspectives. • Limited reflection on overall personal learning from the project.	**1–6**
0	• A mark of zero should be awarded for no creditable content.	**0**

**Table E: Level descriptors for Component 3 Team Project,
Personal Element – Reflective Paper (15 marks)**

AO3 Communication

The submitted work must be based on one of the topics specified in the syllabus for Component 3 Team Project.

Level	Descriptors	Marks
4	• The Reflective Paper is very well-structured, cohesive and comprehensive. • Key personal research findings are presented clearly and consistently. • The connections between the team and personal elements are pertinent and clearly made. • Citation and referencing of sources are in a consistent format and complete.	**12–15**
3	• The Reflective Paper is generally well-structured and comprehensive. • Key personal research findings are generally presented clearly and consistently. • The connections between the team and personal elements are appropriate and clearly made. • Citation and referencing of sources are mostly in a consistent format and mostly complete.	**8–11**
2	• The Reflective Paper is structured but at times difficult to follow. • Key personal research findings are sometimes presented clearly. • The connections between the team and personal elements are often appropriate but at times lack clarity. • Citation and referencing of sources is attempted but incomplete.	**4–7**
1	• The Reflective Paper lacks structure and is difficult to follow. • Key personal research findings are presented but lack clarity. • The connections between the team and personal elements are weak and/or lack clarity. • Little or no citation **and/or** referencing of sources.	**1–3**
0	• A mark of zero should be awarded for no creditable content.	**0**

8. Other information

Equality and inclusion

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

Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

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