Syllabus

Cambridge IGCSE Global Perspectives
Syllabus code 0457
For examination in June and November 2012

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

Contents

Cambridge IGCSE Global Perspectives
Syllabus code 0457

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at **www.cie.org.uk/recognition**.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at **www.cie.org.uk/teachers**.

Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

2

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1. Introduction

1.2 Why choose Cambridge IGCSE Global Perspectives?

Young people globally face unprecedented challenges in the 21st century – not least in how they will come to terms with accelerating changes in the world that will impact on their life chances and life choices.

The study of Cambridge IGCSE Global Perspectives provides opportunities for enquiry into, and reflection on, those changes. A prime emphasis is on developing the sorts of skills and dispositions of thinking that active citizens of the future will need.

This approach aims to help young people develop independent minds, at the same time as developing their sense of community, from local to global.

The rationale behind the syllabus accords with the international ethos that underpins all of the IGCSE syllabuses. It also reflects the thinking expressed by UNESCO in its seminal reports on education:

Education must include activities and processes that encourage awareness of, and commitment to, the solutions of global problems. This should be done in such ways that people learn solutions are possible through cooperation at all levels – at the levels of individuals, organisations and nations.

UNESCO (cited by Walker, 2002)

Developing awareness of this sort is not a question of how to get everybody to think identically. It is a matter of opening minds to the great complexity of the world and of human thought, and opening hearts to the diversity of human experience and feeling.

1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. Global Perspectives (0457) falls into Group II, Humanities and Social Sciences.

Learn more about ICE at **www.cie.org.uk/qualifications/academic/middlesec/ice**.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

3

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1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre
You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre
You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

4

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2. Assessment at a glance

Cambridge IGCSE Global Perspectives
Syllabus code 0457

All candidates take	Weighting	Raw mark	Weighted mark	Nature of assessment
Component 1: Portfolio The focus is on research, developing lines of reasoning, consideration of a wide variety of perspectives and reflecting on own circumstances. Candidates choose **4** areas of study, 2 basic and 2 extended.	50%	100	100	<u>Internal</u> Individual
and				
Component 2: Project The focus is on analysis of issues, group work and collaboration. The area or issue studied for the Project must be **different** from areas studied in the Portfolio.	20%	40	40	<u>Internal</u> Individual 50% Group 50%
and				
Component 3: Written Paper 2 hours The focus is on enquiry, reasoning and evaluation.	30%	100	60	<u>External</u> Individual

Availability

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

This syllabus is not available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

5

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3. Syllabus aims and objectives

3.1 Aims

The syllabus aims are divided into *ends* – understandings, and *means* – habits of mind. These are not listed in order of priority, and not all aims will be assessed.

The aims for *ends* are to:

- become aware of a range of global themes and issues, viewed from personal, local, national and global perspectives, and of the connections between them;
- develop insights into the causes of these issues, and their possible future effects on the planet and on humanity;
- develop insights into the candidate's own nature, circumstances and possible future, as a member of the human race, but also as an individual with unique biological and cultural inheritances.

The aims for *means* are to:

- develop the disposition to engage in enquiry, especially areas – such as philosophical, spiritual, ethical and political enquiry – that draw out very different perspectives on global themes and issues;
- develop the disposition to engage in dialogue, collaboration and action, to share and compare experiences, feelings, ideas, ideals, projects and practices with those immediately around them, but also with those living in other countries and/or cultures;
- develop the dispositions of reflection and evaluation, i.e. thinking about experiences, observations, data, feelings, ideas, ideals, projects and practices – their own and others' – with a view to seeing whether and how such things might be improved;
- develop the disposition to seek clarity and develop a personal viewpoint, wherever possible, in relation to the global themes and issues studied.

This syllabus is designed to draw on a variety of subjects, across a number of groups. It can be described as 'trans-disciplinary', with the need for teachers and candidates to look at global themes and issues from a variety of perspectives. These could include almost any disciplinary perspective, from the mathematical to the anthropological, but also perspectives that are not disciplinary; particularly the personal.

The syllabus will appeal to candidates not simply because it will extend their understanding of the world, but also because it will develop their general potential to understand different perspectives and to make reasoned responses: skills which will be useful in their study of all other disciplines.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

6

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3. Syllabus aims and objectives

3.2 Assessment objectives

AO1: Engagement, analysis and awareness

Candidates should be able to

1. give evidence of engagement with different areas of study and of the capacity to represent the issues within those areas clearly, and from different perspectives – in particular, showing awareness of rights and responsibilities that may arise, and of the connections between them;

2. present an analysis of the conditions and causes of the issues, and a reasoned prediction of possible and likely scenarios (depending on how the issues may be addressed), and in particular indicating policies (personal and/or political) that they favour, and why;

3. demonstrate self-awareness over the period of study, in terms of their recognition of their own circumstances, feelings, aspirations, attitudes, beliefs and values, but especially in terms of their awareness of what it means to live in their own place and time.

AO2: Enquiry, collaboration and evaluation

Candidates should be able to

1. formulate critical and creative questions (i.e. questioning meanings, knowledge claims, means/practices, ends/values, likely and possible consequences, alternative perspectives) in response to a variety of stimuli;

2. propose lines of enquiry that go beyond immediate questions such as *where*, *when* and *what*, to deeper questions such as *how*, *why* and *what if*;

3. develop lines of reasoning, in order to provide an explanation or justify a point;

4. identify key elements from a complex question or situation from an area of study, including grounds for judgement, with a view to forming a perspective of their own;

5. participate constructively in a series of dialogues and group activities with their peers, showing some evidence of reflection on, and evaluation of, their participation;

6. collaborate with people living in another country and/or culture including engaging in a dialogue arising from an area of study, with an aim to appreciating differing views and opinions of people from different cultures or countries.

Both Assessment Objectives apply to all three components.

The ability to communicate accurately, appropriately, concisely and effectively pervades both Assessment Objectives and is not assessed separately. Written work must be in continuous prose.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

7

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3.3 Description of components

Component 1: Portfolio

Candidates should use the Portfolio to present their evidence of engagement with **four** areas of study and the issues within them, including consideration of possible futures. In two of the areas of study candidates are also expected to present and evaluate a range of possible actions (including policies) at different levels (from the personal to the global), clearly developing and articulating a perspective of their own.

These areas of study could be explored through a variety of stimuli, such as films or images, some of which might raise issues that are more personal than global – though global implications should always be born in mind.

Credit in assessment will be given for quality of personal reflection and response, rather than quantity of information produced – though the reflection needs to be clearly in response to facts, as well as expressive of a personal point of view.

As part of the Portfolio, candidates complete the self-evaluation form which requires them to reflect on the development of their ideas (see Appendix 6.2). Teachers assess the evidence provided on the form along with the rest of the Portfolio using the Portfolio Assessment Criteria in Section 5. Candidates must keep a record of the development of their ideas throughout the course (e.g. web log, scrapbook, diary) to facilitate the completion of this form.

The Portfolio will take approximately 80 to 100 hours to complete including work both in and out of the classroom. Submission may take various forms but for a written response, it should be:

- 1000–1500 words for each of the two basic studies
- 1500–2500 words for each of the two extended studies.

Written work must be in continuous prose.

For each area of study, candidates could structure the Portfolio along the following lines:

- Identification of the area to be investigated, including reasons for the choice;
- From the information gathered, demonstrating an understanding of the different perspectives on the issues arising and the impacts at a personal, local and global level;
- Analysis and evaluation of information, highlighting and even ranking the key elements;
- Prediction of possible scenarios and an evaluation of the likelihood and effects of the outcomes;
- A bibliography identifying clearly all of the resources used.

The extended studies could proceed along these lines:

- Identification of possible courses of action;
- A personal response to the issues, clearly based on an understanding of the information collected.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

8

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It is not necessary for these headings to be included in the submitted work, but this structure provides a framework against which the assessment criteria will be applied.

Compiling the Portfolio

*   Store all materials for the Portfolio electronically so you can submit it to CIE via CIE Direct for moderation.
*   The Portfolio must consist of some extended writing but candidates should also be encouraged to construct, for example, written dialogues or posters or other vehicles to present different perspectives. The expression of their own perspective might be provided via digitised audio or video tapes, for example, or pictures or graphics which, if not originally in digital form, should be digitally scanned or photographed.
*   All digitised items must be accompanied by titles and short written explanations connecting them to the particular area of study.
*   Candidates should include an appendix showing the approximate number, and general goals, of internet searches made during the course, plus any other main resources that were used;
*   When submitting each Portfolio, Centres should ensure that they enclose the completed self-evaluation form [6.2] for each candidate.

Component 2: Project

The Project must be explicitly connected with an and area of study/ issue which is not considered within the Portfolio. The whole class may consider the same project or individual groups may select different areas of study. Individual groups should contain between three and six students.

Each Project group should produce a collective representation of the thinking behind, the aims of, the planning and progression of the Project (i.e. the activities undertaken), and the obvious outcomes of their Project. This must include evidence that the candidates have collaborated with others from another culture and/or country. Written work must be in continuous prose.

The Project should include a bibliography identifying clearly all of the resources used. Each candidate should submit an individual evaluation of their own contribution to the Project, such as information and ideas they contributed, as well as an evaluation of, and personal reflection on, the Project as a whole.

The final representation should be in electronic form for submission to CIE for moderation via CIE Direct. The Project is marked by the teacher using the Project Assessment Criteria in Section 5.

The group will be awarded 50% of the available marks for this component based on the group submission and individuals will be awarded the final 50% based on the individual submission.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

9

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3. Syllabus aims and objectives

The Project will take 20–30 hours of time to complete including time in and out of the classroom. The final outcomes could be provided in different forms but if based largely on written work this should not exceed 2000 words for the group submission and a further 1000 words for the individual submission.

The Project could be structured along the following lines:

- Discussion of the aims of the Project and possible reasons for the choice of area of study;
- Development of Project Plan, including roles and responsibilities and intended outcomes;
- Information gathering, including cross-cultural collaboration, and ongoing evaluation of information;
- Discussion of ideas for action, implementation and ongoing development of Project Plan;
- Evaluation of Project outcome, including individual contribution and learning.

All these headings do not need to be included in the submitted work, but this structure provides a framework against which the criteria will be applied.

Component 3: Written Paper

The Written Paper lasts 2 hours and consists of data and arguments, not necessarily balanced, in respect of two complex global issues. Candidates will be assessed on their ability to:

- identify key concepts and aspects in each issue in respect of which it might be appropriate to make a provisional judgement, making clear one's criteria for judgement;
- formulate a range of questions, from questions of interpretation/meaning, to questioning of knowledge claims (in respect of assumptions, assertions and nature or source of knowledge), to questions of validity of argument or of value judgement;
- propose a plan of enquiry or research that might be helpful towards making a more considered judgement;
- commit to a line of reasoning towards a conclusion or proposal for moving towards a resolution of some of the key considerations surrounding a global issue.

Written work must be in continuous prose.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

10

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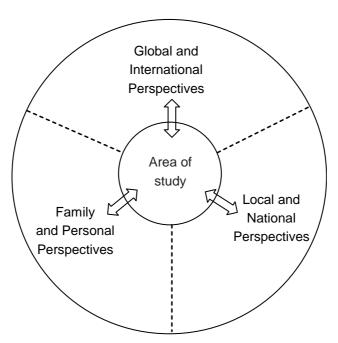
4. Curriculum content

4.1 Choice of areas of study

Candidates should show evidence of research into any five global areas of study. The reasons for this 'open choice' are:

- Candidates studying this programme around the world are in many different contexts where the different issues will have greater or lesser degrees of impact on their environment. Teachers and candidates should select issues to study based on their own areas of interest. Choice and localisation of the syllabus to the local context encourages engagement with learning.

- Several of the areas of study are interconnected to such an extent that teachers and candidates may find themselves getting drawn into studying one as a result of studying another.

- The syllabus aims to develop *active* global citizens. The intention is to give as much scope and encouragement as possible for candidates to discuss and agree with their teachers their own paths of enquiry into the complex world they are living in.

4.2 Clarification of areas of study

Within this syllabus an area of study is essentially a global theme, or issue which can be viewed from a wide range of perspectives. In researching an area of study, candidates are required to consider a range of perspectives and the connections between them.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

11

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4. Curriculum content

The curriculum matrix on the following pages identifies a number of areas of study that may be considered as 'containing' global issues and may be used as headlines under which to structure Portfolio and Project work. The questions in the matrix provided are not intended to be a list of questions that the candidates work through, but rather as examples of the sort of questions that may stimulate enquiry into particular issues and form part of the ongoing discussion.

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

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

If teachers and candidates wish to explore other areas of study not specified in this matrix, Centres should submit a completed proposal form (see Appendix 6.1) to CIE for approval prior to study.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

12

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4. Curriculum content

4.3 Curriculum matrix

Possible Questions/Issues for Investigation			
Areas of Study	**Global/International Perspectives**	**Local/National Perspectives**	**Family/Personal Perspectives**
Belief Systems	Why do people have different belief systems? What are some of the different belief systems held in different countries? How do belief systems affect a country's political system and culture?	What are the different belief systems in my country and in my community? How do these belief systems affect the nature of the local community? Is respect shown for other peoples' beliefs?	What differing beliefs do my friends and family have? How do these beliefs affect their behaviour and how other people view them? Have my own beliefs changed over time?
Biodiversity and Ecosystem Loss	Why are plant species threatened? How can existing material/mineral resources be maintained? How would we judge whether the loss of a number of plant or animal species constituted a disaster? Are humans themselves becoming more, or less, diverse?	How can habitats (plant and animal) be maintained? What projects/initiatives are there in my country for maintaining resources and/or finding alternative sources?	How do I and my family and friends use existing material/mineral resources? Do I do anything to threaten plant species? What steps can I/we take to reduce ecosystem loss?
Climate Change	What causes climate change? What are the effects of climate change? Is the present climate change a natural phenomenon or human induced? How do different countries approach climate change?	How does my country approach climate change? What facilities or laws exist to help reduce the impact? What measures are taken in the local community?	Are my family and friends really aware of the issues? Do I, my family, my friends do anything that might contribute to climate change? Are there further steps we could take?
Conflict and Peace	Why do wars and conflicts begin? Are wars an inevitable part of being human? Where is there conflict in the world today? What is the role of the UN in times of conflict?	Which groups seem to be in conflict within my own country or community? Is it their interests or ideas that are conflicting? What political/ethical systems enable people to live with their differences?	What causes conflicts between me and my family or peers? How are these conflicts best resolved? How can this help me to understand conflict on a wider scale?

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

13

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4. Curriculum content

Possible Questions/Issues for Investigation			
Areas of Study	**Global/International Perspectives**	**Local/National Perspectives**	**Family/Personal Perspectives**
Disease and Health	How do infant mortality rates and expected life spans compare in different countries? What are the reasons for this? What are the major health problems facing the world today? Is access to good health care a right?	How good are my local health care and sports facilities? Are they equally available to everyone? Which people in my locality have the greatest health care needs? How well does my community cater for people with disabilities?	What can I do to keep myself healthy? Do I have a responsibility to keep myself healthy, and if so, why? Where should I go if I have a health worry or need advice about staying healthy?
Education for All	What is education for? What is the relationship between a country's wealth and its rates of literacy? What effect does illiteracy have on a person and on a country? Does everyone have the right to an education?	What types of education are available in my area? Who uses them? How is education funded? What are the educational options available for people with learning difficulties or physical disabilities?	How much do I value my own education? What do I most want to learn as I grow older? If I could change the education system, what changes would I make to the curriculum?
Employment	Why is employment important? Which countries have highest/lowest employment levels? Why do employment levels differ? What causes unemployment?	What are the employment levels in my country and local community? How do they compare with other countries? What is done to help the unemployed?	How are my extended family and friends' parents employed? How does this affect my/their lifestyle and choices? What is important to me about the kind of job I have?
Family and Demographic Change	Why do some countries have a high proportion of children, or of elderly people? What difficulties can this cause? What is a 'family'? What responsibilities do family members have to one another? How/why has the family changed?	What sorts of families live in my local area? What proportion of households are single people? Has this changed in recent decades? What support is there in my area for families in need? How is this funded?	What responsibilities do my parents have to me? What responsibilities do I have to them? What sort of parent do I want to become, if at all? How would I choose to be cared for when I am elderly?

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

14   www.theallpapers.com

Possible Questions/Issues for Investigation			
Areas of Study	**Global/International Perspectives**	**Local/National Perspectives**	**Family/Personal Perspectives**
Fuel and Energy	What are the world's mineral resources used for? Which countries provide the most/least? Which countries use the most/least? Who controls the prices? What kinds of fuels are the most environmentally friendly?	Who are the biggest fuel-users in my locality? Where do local fuel supplies come from? Is my community taking action to reduce fuel consumption? Does my community use solar power, wind power, hydro-electric power?	Which fuels/resources do I regularly use at home and at school/college? How can I, and my family and friends contribute to reducing fuel consumption?
Humans and Other Species	How well do humans share the planet with other species? Are certain species more important than others? Should humans be permitted to 'use' other species to make human life easier/better?	What are the laws in my country relating to humans and other species? Do people in my country show respect to animals and other creatures?	What are the attitudes of my friends and family to animals and other creatures? Do my friends/family have strong beliefs about keeping pets, being vegetarian, experiments on animals?
Law and Criminality	Why do people make laws? Do we need laws? What causes some people to break laws? Who decide which laws should be in force? What are the problems caused by different law systems in different countries?	What are the crime rates in my country/community? What are the major crimes? What schemes are there to protect people from crime? How effective is the national/local police force?	Do I or my family or my friends break any laws? Do I feel safe in my local community? Has crime affected me or my family and friends? Can I do anything to help prevent crime?
Technology and the Economic Divide	Which are the most/least technological nations? Why do nations have differing levels of technology? Which are the wealthiest/poorest nations? What are the effects of differing levels of technology and economic status?	How does my country stand in comparison with others with regard to levels of technology and economic status? How does this affect the level of development and living standards of my region?	What technology do I have access to at home/school? How does the level of technology and economic status of my family affect me, my family and friends?

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

15

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4. Curriculum content

Possible Questions/Issues for Investigation			
Areas of Study	**Global/International Perspectives**	**Local/National Perspectives**	**Family/Personal Perspectives**
Trade and Aid	How do countries trade with one another? Who makes the rules? Why are some countries with plenty of natural resources poorer than some other countries? Do richer countries have a responsibility to help poorer countries?	What does my country import and export? Which countries do we trade with the most? Why are some goods imported even though we produce similar goods at home?	What should I consider when I make decisions about whose products to buy? What effect does this have on the lives of others around the world? Are there some companies I should specially support, or boycott?
Tradition, Culture and Language	Why do people value tradition? Why do people divide into nations? Why do some people move from one country to another? How does this affect their lives? If we have 'European citizens', should we aim eventually for all people to be 'World citizens'?	What traditions give my country a sense of national identity? How many different ethnic backgrounds live in my community? What can we learn from each other?	Should I be proud of my country? Do I have duties to my country? What cultural traditions have I inherited? How important is tradition to me? How important is it for me to learn a foreign language?
Urbanisation	Why are more houses being built in many countries in the world? Should there be restrictions on house building? What different types of houses are there in the world? What are the rules in different countries for building houses?	What provision is there in my country for homeless people? What kind of homes are there in my community? Does the housing meet people's needs? What happens to people in my area if they are homeless?	What kind of homes do I and my family and friends live in? What is important to me about my home? How would I feel about new houses being built near my home?
Water	Why do people need clean water? Why do some countries have an inadequate supply of clean water? Who owns a river that passes through several countries? What causes droughts/floods?	Is my community at risk from flood or drought? What emergency measures are in place for coping with droughts or floods in my community or country? Who uses the most water?	How does my water use affect that of others? Do I need to make an effort to save water? How could I do this? Who pays for clean water?

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

16   www.theallpapers.com

5. Coursework

5.1 Coursework assessment criteria and procedures

Portfolio assessment criteria

100 marks are available for the Portfolio, which contributes 50% of the final mark. Marks should be awarded, for each area of study considered, against the following headings:

Criteria	Total Mark	
	Basic study (2 areas)	Extended study (2 areas)
Gather and present information, representing different perspectives	6	6
Analyse issues within the area of study	6	6
Identify and evaluate possible scenarios	6	6
Formulate possible courses of action	–	6
Develop evidence-based personal response, demonstrating self-awareness	–	8

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

17

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5. Coursework

Marks are awarded against each criterion using the following level statements.

Portfolio criteria	Marks			
	Band 1	**Band 2**	**Band 3**	**Band 4**
	1–2	**3–4**	**5–6**	**7–8**
Gather and present information, representing different perspectives	**Limited** information is gathered that illustrates **a few** perspectives (perhaps only two).	A **range** of relevant information is gathered that represents **several** perspectives.	A **broad range** of relevant information is gathered that represents a **variety** of perspectives (including global, local and personal).	**Not applicable**
Analyse issues within the area of study	**Simple** analysis showing **little** understanding of conditions or causes.	The analysis shows **some** consideration of conditions and causes.	**Thorough** analysis of pertinent issues with **in-depth** consideration of conditions and causes.	**Not applicable**
Identify and evaluate possible scenarios	Ideas are **simple** and **limited** in scope (perhaps only providing one or two simple scenarios) and **replicate** information collected from other sources. There is **little or no** evaluation.	**Several** possible scenarios are identified based on evidence collected. Evaluation is **limited**.	A **broad range** of scenarios is identified based on evidence collected. There is **thorough** evaluation of possible outcomes.	**Not applicable**
Formulate possible courses of action	**Few** possible courses of action are proposed which are **simplistic** in approach.	**Some** suitable courses of action are proposed which are **developed** to a **basic** level.	A **broad range** of **well-developed** courses of action are proposed.	**Not applicable**
Develop evidence-based personal response, demonstrating self-awareness	Response is **simplistic** and makes **little** appropriate reference to the considered evidence. There is **minimal** evidence of self-awareness.	Response makes **occasional** reference to the considered evidence. There is **some** evidence of self-awareness.	Response is **detailed** in places and is justified with reference to the considered evidence. There is **significant** evidence of self-awareness.	Response is **detailed** and is **fully justified** with reference to the considered evidence. There is evidence of **sophisticated** and **perceptive** self-awareness.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

18

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5. Coursework

Project assessment criteria

40 marks are available for the Project, which contributes 20% of the final mark.

Marks should be awarded for group and individual contributions against the following headings:

Criteria	Nature of Assessment		Total Mark
Constructive participation in discussions		Group	6
Project Plan		Group	6
Participation in group work/activities	Individual		6
Representation of different viewpoints and perspectives (including cross-cultural)		Group	8
Evaluation of Project Outcome	Individual		6
Evaluation of individual contribution and learning	Individual		8

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

19

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5. Coursework

Marks are awarded against each criterion using the following level statements.

Project criteria	Marks			
	Band 1	**Band 2**	**Band 3**	**Band 4**
	1–2	**3–4**	**5–6**	**7–8**
Constructive participation in discussions	Group discusses issues **without sustained focus**. Requires **intervention** to resolve conflicts. **Little** responsive listening.	Group discusses issues mainly in a **focused** way and is able to solve **most** conflicts **without intervention**. **Some** listening skills displayed.	Group discusses issues in a **highly constructive** manner, resolves conflicts **without intervention** and **achieves purpose** in a **focused** way. Evidence of **responsive** listening.	**Not applicable**
Project Plan	**Simplistic** plan lacking direction and detail. Roles and responsibilities are **unclear**.	**Appropriate** aims are **identified**. Roles and responsibilities are **not fully specified**.	**Well-formulated** plan, with **well defined** aims and **clearly defined** roles and responsibilities.	**Not applicable**
Participation in group work/ activities	Candidate is **generally unsupportive** of other group members. He/she completes **some** allocated tasks but contributes **reluctantly** to the group.	Candidate is **generally constructive** and takes responsibility for **most** allocated tasks. Is **usually supportive** of other group members.	Candidate **participates constructively** and assumes **full responsibility** for allocated tasks. Is **supportive** of other group members.	**Not applicable**
Representation of viewpoints and perspectives (including cross-cultural)	Outcome demonstrates **limited** awareness of different perspectives. Representation shows **little** insight or understanding of viewpoint(s) from other culture(s).	Outcome demonstrates **some** awareness of different perspectives. Representation shows **some** understanding of viewpoint(s) from other culture(s) but is **inconsistent**.	Outcome demonstrates **considerable** awareness of different perspectives. Shows **clear** understanding and **appreciation** of different viewpoint(s) from other culture(s).	Outcomes demonstrate **sophisticated** awareness of a **wide range** of perspectives. Representation incorporates **empathy**, **understanding** and **appreciation** of viewpoint(s) from other culture(s).

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5. Coursework

Project criteria	Marks			
	Band 1	**Band 2**	**Band 3**	**Band 4**
	1–2	**3–4**	**5–6**	**7–8**
Evaluation of Project Outcome	Evaluation is **simplistic** and shows **limited** understanding of successes and failures of the Project.	Evaluation **shows understanding** of major successes and failures of the Project. Evaluation is **not consistently linked** to the aims.	Evaluation shows **insight** into successes and failures of the Project. Evaluation is **clearly linked** to the initial aims. **Suggestions** are made for **improvements** (e.g. other lines of enquiry or procedures that could have been followed).	Not applicable
Evaluation of individual contribution (including what was learnt from cross-cultural collaboration)	Evaluation is **simplistic** and shows **limited** sense of personal responsibility in the Project, and of alternative ways of contributing to it.	Evaluation shows **some** awareness of how own contribution both **helped and hindered** group progress in the Project, and **some appreciation** of the value and challenges of collaboration in a group and across cultures.	Evaluation shows **self-awareness** and **main** strengths and weaknesses are identified. Candidate **reflects** on own learning from cross-cultural collaboration.	Evaluation shows **perceptive** self-awareness in identifying **strengths and weaknesses**. Candidate shows **insight** into own learning from cross-cultural collaboration and demonstrates the **ability to rethink** his/her own initial position(s).

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

21

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5. Coursework

5.2 Moderation procedures for Portfolio and Project work

Internal Moderation

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

Teachers may not undertake internal assessment without the written approval of CIE. This will only be given to teachers who satisfy CIE requirements concerning moderation, and they will have to undergo special training in assessment before entering candidates. This will be done via a Distance Training Pack. Please apply to CIE via **international@cie.org.uk**, quoting 0457 Teacher Accreditation.

External Moderation

External moderation of internal assessment will be carried out by CIE. The internally moderated marks for all candidates must be received at CIE by 30 April for the May/June examination and by 31 October for the November examination. These marks may be submitted either by using MS1 mark sheets or by using Cameo as described in the Handbook for Centres, and must be accompanied by the Coursework Assessment Summary Form and the Individual Candidate Record Card for the Portfolio and the Project (see Appendix 6).

Once CIE has received the marks, CIE will select for each component a sample of candidates whose work should be submitted for external moderation. CIE will communicate the list of candidates to the Centre, and the Centre should despatch the coursework of these candidates electronically to CIE immediately. Individual Candidate Record Cards and Coursework Assessment Summary Forms (copies of which may be found at the back of this syllabus booklet) must be enclosed with the coursework. Each piece of work must show clearly how and why the marks given by the teacher have been awarded.

Further information about external moderation may be found in the Handbook for Centres and the Administrative Guide for Centres.

Feedback from moderators

Moderators will comment on a Centre's application of the assessment criteria in a short report.

5.3 The role of the teacher for Paper 1 and Paper 2

The Portfolio and the Project are integral parts of the syllabus so CIE expects candidates to undertake the work for these components in official timetabled lessons with active and on-going guidance, support and supervision from their teachers. At the same time, each Portfolio submitted must be the product of the

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

22

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candidate and a true reflection of their own effort, and each Project must be the product and a true reflection of the group and the individual.

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

Teachers should
give active assistance to each candidate

- in selecting the areas of study/issues for her/his Portfolio and the area of study/issue for her/his Project;
- in identifying the main issues and problems of each; and
- about the feasibility and/or manageability of proposed work.

Teachers must ensure that the area/issue chosen for a Project is different from any studied in the Portfolio.

Candidates should then be given on-going advice:

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

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

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

- possible ways of structuring a Portfolio and a Project;
- appropriate study and research skills and techniques;
- working in a disciplined way to meet the word limits;
- the meaning and consequences of plagiarism;
- creating an appropriate bibliography;
- effective time management.

Teachers may not
- offer or provide detailed subject guidance for a candidate;
- undertake any research for a candidate;
- prepare or write any subject-specific notes or drafts for a candidate;
- edit or correct any part of a candidate's notes or drafts (written or electronic);
- prepare any part of a candidate's Portfolio or Project;
- modify in any way a candidate's work once submitted.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

23

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6. Appendix

6.1 Area of study proposal form – Cambridge IGCSE Global Perspectives

Teachers wishing to cover an area of study which is not listed in the curriculum matrix should complete this form and submit to CIE.

Centre Name:_____

Centre Number:_____

Proposed Area(s) of Study	Suggested Questions for Investigation		
	Global/International Level	Local/National Level	Family/Personal Level

Please copy this form as necessary.
Forms should be sent to:
    CIE
    1 Hills Road
    Cambridge
    CB1 2EU
    UK

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24

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6. Appendix

6.2 Portfolio self-evaluation form – Cambridge IGCSE Global Perspectives

Centre Name:_____

Centre Number:_____

Candidate Name: _____

Candidate Number:_____

	Pupil Comment	**Which piece(s) of work show evidence of this?**
Something that demonstrates my skills		
Something that made me think in a new way		

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

25

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6. Appendix

	Pupil Comment	**Which piece(s) of work show evidence of this?**
Something I found difficult or challenging		
Something I might do differently another time		
Something I really enjoyed		

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26

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GLOBAL PERSPECTIVES
6.3 Coursework Assessment Summary Form – Portfolio
IGCSE

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

Centre Number						Centre Name			June/November	**2**	**0**	**1**	**2**

Candidate Number	Candidate Name	Teaching Group/ Set	Gather & present information, representing different perspectives	Analyse issues within the area of study	Identify and evaluate possible scenarios	Formulate possible courses of action	Develop evidence-based personal response	Total mark (max 100)	Internally Moderated Mark (max 100)

Name of teacher completing this form		Signature		Date					
Name of internal moderator		Signature		Date					

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A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.

2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.

3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows

    (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).

    (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.

    (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.

4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.

2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 30 April for the June examination and 31 October for the November examination.

3. CIE will select a list of candidates whose work is required for external moderation. As soon as this list is received, send the candidates' work with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, to CIE. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names overleaf.

4. CIE reserves the right to ask for further samples of Coursework.

5. Send, with the sample work, instructions given to candidates and information as to how internal moderation was carried out.

UNIVERSITY of CAMBRIDGE
International Examinations

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

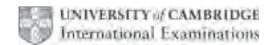| Centre Number	Centre Name	June/November	**2** **0** **1** **2**
Candidate Number	Candidate Name	Teaching Group/Set	

Investigation	Gather & present information, representing different perspectives	Analyse issues within the area of study	Identify and evaluate possible scenarios	Formulate possible courses of action	Develop evidence-based personal response	Totals
Basic 1:	(max 6)	(max 6)	(max 6)			(max 18)
Basic 2:	(max 6)	(max 6)	(max 6)			(max 18)
Extended 1:	(max 6)	(max 6)	(max 6)	(max 6)	(max 8)	(max 32)
Extended 2:	(max 6)	(max 6)	(max 6)	(max 6)	(max 8)	(max 32)
Marks to be transferred to Coursework Assessment Summary Form	(max 24)	(max 24)	(max 24)	(max 12)	(max 16)	**Total Mark** (max 100)

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

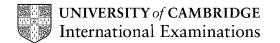**INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS**

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

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

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GLOBAL PERSPECTIVES
6.5 Coursework Assessment Summary Form – Project
IGCSE

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

Centre Number		Centre Name		June/November	2	0	1	2

Candidate Number	Candidate Name	Teaching Group/ Set	Constructive participation in discussions GROUP	Project Plan GROUP	Representation of different viewpoints GROUP	Participation in group work/activities INDIVIDUAL	Evaluation of Project Outcome INDIVIDUAL	Evaluation of individual contribution + learning INDIVIDUAL	Total mark (max 40)	Internally Moderated Mark (max 40)

Name of teacher completing this form		Signature		Date				

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A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.

2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.

3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows

    (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).

    (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.

    (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.

4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.

2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 30 April for the June examination and 31 October for the November examination.

3. CIE will select a list of candidates whose work is required for external moderation. As soon as this list is received, send the candidates' work with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, to CIE. Ministry schools should ask their Ministry about instructions for sampling. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names overleaf.

4. CIE reserves the right to ask for further samples of Coursework.

5. Send, with the sample work, instructions given to candidates and information as to how internal moderation was carried out.

GLOBAL PERSPECTIVES
6.6 Individual Candidate Record Card – Project
IGCSE

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

Centre Number		Centre Name		June/November	2 0 1 2
Candidate Number		Candidate Name		Teaching Group/Set	

Brief description of Project:	Mark
Constructive participation in discussions (GROUP)	(max 6)
Project Plan (GROUP)	(max 6)
Representation of different viewpoints and perspectives (including cross cultural) (GROUP)	(max 8)
Participation in group work/activities (INDIVIDUAL)	(max 6)
Evaluation of Project Outcome (INDIVIDUAL)	(max 6)
Evaluation of individual contribution and learning (INDIVIDUAL)	(max 8)
Marks to be transferred to Coursework Assessment Summary Form	**Total Mark:** (max 40)

INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS

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

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

7. Additional information

7.1 Guided learning hours

IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

7.2 Recommended prior learning

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

7.3 Progression

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 IGCSE Global Perspectives are well prepared to follow courses leading to AS and A Level or the equivalent in a wide variety of subjects, especially across the humanities and social sciences.

7.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

7.5 Grading and reporting

IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, Grade A* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. For some language syllabuses CIE also reports separate oral endorsement grades on a scale of 1 to 5 (1 being the highest).

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

35

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7. Additional information

Percentage uniform marks are also provided on each candidate's Statement of Results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains…

   … the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.

   … the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.

   … the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.

   … the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.

   … the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.

   … the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.

   … the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.

   … the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.

   … no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

7.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **http://teachers.cie.org.uk**. This website is available to teachers at registered CIE Centres.

Cambridge IGCSE Global Perspectives 0457. Examination in June and November 2012.

36

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