

International General Certificate of Secondary Education Global Perspectives

Pilot syllabus for examination in 2009

Syllabus Code 0457

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UNIVERSITY of CAMBRIDGE
International Examinations

IGCSE Global Perspectives

Syllabus Code 0457

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RATIONALE

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

The rationale behind this syllabus is to provide opportunities for enquiry into, and reflection on, those changes. A prime emphasis will be on developing the sorts of skills and dispositions of *thinking* that active citizens of the future will need.

This rationale accords not only with the international ethos that underpins all of the IGCSE syllabuses but also with 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)

It should be particularly noted that developing awareness of this sort is not a question of how to get everybody to think identically. On the contrary, 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.

Students undertaking this course must consider the themes and issues from local, national and global angles whilst developing their own personal perspective.

Through this approach, it is hoped that young people will develop independent minds, at the same time as developing their sense of community, from local to global. Perhaps, indeed, the syllabus goes a step further in reflecting that: 'The global is *personal*, and the personal is *global*'.

INTRODUCTION

All IGCSE syllabuses follow a general pattern. The main sections are:

Aims
Assessment Objectives
Assessment
Curriculum Content

IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

This syllabus is designed so that, in concept and practice, it draws on a variety of subjects, across a number of groups. It can be described as *trans-disciplinary*, suggesting simply the need for teachers and students 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.

It follows from the above that:

- (a) the syllabus can be taught by teachers from a variety of disciplines, provided that they have a broad interest in matters of global import, and a deep commitment to preparing young people for their role in an increasingly interdependent world.

- (b) the syllabus will appeal to students 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.

AIMS

The aims of the syllabus are the same for all students. These are set out below and describe the educational purposes of a syllabus in Global Perspectives for the IGCSE examination. They are divided into *ends* – understandings, and *means* – habits of mind. They are not listed in order of priority, and not all aims will be assessed.

The aims are to:

Ends

- 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 student'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

and to

Means

- develop the disposition to engage in enquiry, especially those forms - 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

ASSESSMENT OBJECTIVES

(A) 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, values, etc. but especially in terms of their awareness of what it means to live in their own place and time.

(B) Candidates should be able to:

4. formulate critical and creative questions (i.e. questioning meanings, knowledge claims, means/practices, ends/values, likely and possible consequences, alternative perspectives, etc.) in response to a variety of stimuli.
5. 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.
6. develop lines of reasoning, in order to provide an explanation or justify a point.
7. 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.
8. participate constructively in a series of dialogues and group activities with their peers, showing some evidence of reflection on, and evaluation of, their participation.
9. collaborate with people living in another country and/or culture including but not limited to 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.

ASSESSMENT

Scheme of Assessment Summary

Assessment will be in three parts: Component 1 Portfolio, Component 2 Project and Component 3 Written Paper, carrying respectively 50%, 20% and 30% of the marks.

| | Duration | Weighting | Nature of Assessment |
|----------------------------------|-----------------|------------------|-----------------------------|
| Component 1 Portfolio | n/a | 50% | Individual |
| Component 2 Project | n/a | 20% | Individual 50% Group 50% |
| Component 3 Written Paper | 2 hours | 30% | Individual |

Each component has a different focus in terms of assessment, as follows:

Portfolio – the focus is on research, developing lines of reasoning, consideration of a wide variety of perspectives and reflecting on own circumstances.

Project – the focus is on analysis of issues, group work and collaboration.

Written Paper – the focus is on enquiry, reasoning and evaluation.

Description of Components

Portfolio

Component 1, the portfolio, should be used to collect 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 will also be 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.

All material for the Portfolio should be stored electronically so it can be submitted to CIE via the internet for moderation. It must consist of at least 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 such digitised items must be accompanied by titles and short written explanations connecting them to the particular area of study.

The Portfolio 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.

It should be emphasised that credit in assessment will be given for quality of personal reflection and response, rather than quantity of information (re)produced – though the reflection needs to be clearly in response to facts, as well as expressive of a personal point of view or perspective.

As part of the portfolio, students must complete the self-evaluation form which requires them to reflect on the development of their ideas (see Appendix B). The evidence provided on the form will be assessed along with the rest of the portfolio by the students' teachers using the Portfolio Assessment Criteria in Appendix A. It is recommended that students 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.

It is expected that the Portfolio will take approximately 80 to 100 hours to complete including work both in and out of the classroom. The submission is likely to take various forms but where a candidate's response is largely written this should be between 1000 and 1500 words for each of the two basic studies and 1500 and 2500 words for each of the two extended studies.

For each area of study the Portfolio could be structured along the following lines:

- Identification of the area to be investigated, including possible reasons for the choice.
- Information gathering, 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 evaluation of likelihood and effects of the outcomes.

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.

It will not be necessary for all these headings to be included in the submitted work, but this structure provides a framework against which the criteria will be applied (see Appendix A).

Project

Component 2, the Project, must be explicitly connected with an issue within an area of study other than one of the four explored in the Portfolio. Projects may be taken on by the whole class, or individual groups may select different areas of study. Individual groups should contain between four and six students.

Each project group will be expected to 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. The representation must include evidence that the students have collaborated with others from another culture and/or country. The final representation should be in electronic form so it can be submitted to CIE for moderation via the internet. The Project is marked by the teacher using the Project Assessment Criteria (see Appendix A).

Each student will also be expected to 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 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.

It is expected that 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.

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

External Written Paper (2 hours)

Component 3, Written Paper, will consist of data and arguments, not necessarily balanced, in respect of two complex global issues. Candidates will be assessed on their ability to respond in four different ways:

- (a) 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.
- (b) to 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, and of possible consequences or alternatives;
- (c) to propose a plan of enquiry or research that might be helpful towards making a more considered judgement;
- (d) to commit to a line of reasoning towards a conclusion or proposal for moving towards a resolution of some of the issues surrounding a global issue;

CURRICULUM CONTENT

Introduction

The core working concept of the syllabus is that of 'global issues'. It is around such issues that the students are expected to develop their thinking and learning.

The emphasis in the syllabus is more on developing *ways of thinking* about issues than on demonstrating great knowledge.

However, effective global thinking must at least involve enquiry into relevant facts, as well as reflection on their significance. Hence the stipulation that students show evidence of research into at least five global areas of study. What is not being stipulated is which particular areas of study these should be. There are three reasons for this.

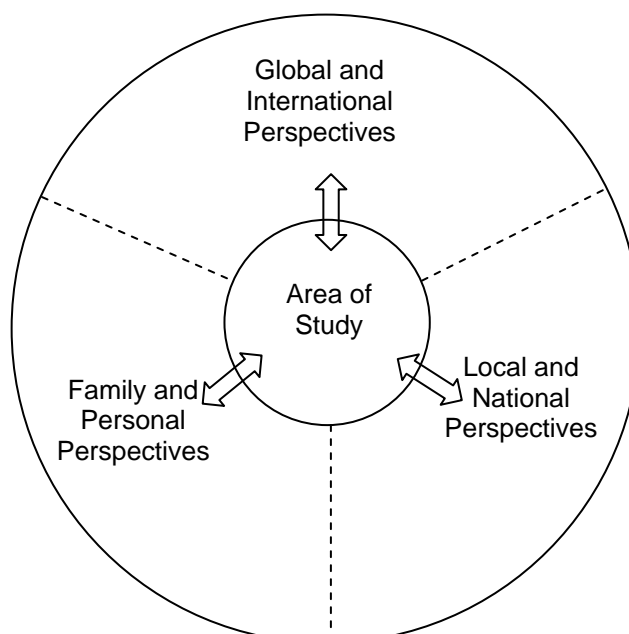
Firstly, an ideal behind the syllabus is that of developing *active* global citizens. But the more prescriptive the content, the greater the risk of making *passive* learners. The intention here is to give as much scope and encouragement as possible for students to negotiate (with their teachers) their own paths of enquiry into the complex world they are living in.

The second reason is that several of the areas of study are interconnected to such an extent that students might well find themselves getting drawn into studying one as a result of studying another. But it is much preferable for them, again, to find and pursue their own connections than for there to be a rigid prescription in advance of which particular combination of areas they should explore.

The final reason is that the students studying this programme around the world will find themselves in many different contexts where the different issues will have greater or lesser degrees of impact on their environment. It is hoped that students will select issues to study based on their own areas of interest in discussion with their teachers. This element of choice and localisation of the syllabus to the local context is an aim of many IGCSE syllabuses and aims to encourage student engagement with their learning.

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 students are required to consider a range of perspectives and the connections between them.



The 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 student enquiries and portfolios.

It is emphasised that the curriculum content is to be constructed largely by teachers and students themselves. So 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 one or more 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 etc – with the headline areas of study to be clarified only later.

The questions in the matrix provided are not intended to be a list of questions that the students 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 about those issues.

The spirit of the syllabus is to allow the students to make their own way through the information they research in each area of study and develop their own meaning and perspective based on that information and the analysis and evaluation of it.

Above all, the areas of study and questions or issues chosen should be recognised as important, not just to humans in general, but to the students personally.

Cautionary notes

- (a) If teachers and students wish to explore other areas of study not specified in this matrix, centres should submit a completed proposal form (see Appendix C) to CIE for approval prior to study.
- (b) It is emphasised that an area of study, such as Biodiversity and Ecosystem Loss, should not be regarded as an invitation to construct a project or a portfolio as a piece of empirical, research e.g. into deforestation. The desire to collect relevant facts is an important disposition of an active global citizen, but what is more important is addressing the *issues* within the area of study. What makes deforestation a matter of global import is not the bald fact that about 20 per cent of tropical and sub-tropical forests have disappeared since the 1960s. It is the effect of this loss on human (and animal and plant) life, both locally and globally.

It is questions about human *relations* to the forests – what they get out of them, what they put into them, how they should conduct those relations in future – that are important to this issue. In general, human relations, with the planet and/or with each other, are at the centre of any and all global issues.

Curriculum Matrix

| Areas of study | Possible Questions/Issues for Investigation | | |
|--|--|--|---|
| | 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? |
| 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? |

| Possible Questions/Issues for Investigation | | | |
|--|--|---|--|
| Areas of study | Global/International Perspectives | Local/National Perspectives | Family/Personal Perspectives |
| 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? |
| 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 their lives 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? |

| 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? |

APPENDIX A: COURSEWORK ASSESSMENT CRITERIA AND PROCEDURES

Portfolio Assessment Criteria

A total of 100 marks will be available for the Portfolio, which will contribute 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 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/criteria-based personal response, demonstrating self-awareness | – | 8 |

Marks will be awarded against each criterion using the following level statements.

Portfolio Criteria

| Criterion | Marks | | | |
|---|--|---|---|--|
| | Band 1 1-2 | Band 2 3-4 | Band 3 5-6 | Band 4 7-8 |
| Gather 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 areas 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. |

Project Assessment Criteria

A total of 40 marks will be available for the Project, which will contribute 20% of the final mark.

The 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 |

Marks will be awarded against each criterion using the following level statements.

Project Criteria

| Criterion | Marks | | | |
|--|---|---|--|---|
| | Band 1 1-2 | Band 2 3-4 | Band 3 5-6 | Band 4 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 focussed 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 | Student is generally unsupportive of other group members. He/she completes some allocated tasks but contributes reluctantly to the group. | Student is generally constructive and takes responsibility for most allocated tasks. Is usually supportive of other group members. | Student 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) |
| 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 |

| Criterion | Marks | | | |
|---|--|--|---|--|
| | Band 1 | Band 2 | Band 3 | Band 4 |
| | 1-2 | 3-4 | 5-6 | 7-8 |
| 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. Student reflects on own learning from cross-cultural collaboration. | Evaluation shows perceptive self-awareness in identifying strengths and weaknesses. Student shows insight into own learning from cross-cultural collaboration and demonstrates the ability to rethink their own initial position(s). |

Moderation Procedures for Portfolio and Project Work

(a) Internal Moderation

When two or more teachers in a Centre are involved in internal assessment, arrangements must be made within the Centre to ensure that all candidates have been assessed to a common standard.

(b) External Moderation

Candidate marks for the Portfolio and the Project must be received by CIE no later than 30 April for May/June examinations and 31 October for November examinations. A sample of Coursework must be uploaded to CIE together with the appropriate assessment forms. CIE will provide detailed guidance on the submission of electronic coursework for Global Perspectives in a separate guidance document.

The sample of candidates' work must cover the whole ability range. If there are ten or fewer candidates, the Coursework of all the candidates must be sent to CIE.

Where there are more than ten candidates all the Coursework that contributed to the final mark will be required for the number of candidates as follows:

| number of candidates entered | number of candidates whose work is required |
|------------------------------|---|
| 11-50 | 10 |
| 51-100 | 15 |
| above 100 | 20 |

The teacher responsible for internal standardisation in the Centre for that syllabus must select the 10, 15 or 20 candidates covering the whole mark range with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one teacher involved in the marking of the work, the sample must include approximately equal samples of the marking of each teacher.

A further sample of Coursework may subsequently be required. All records and supporting written work should be retained until after the publication of the results.

APPENDIX B: PORTFOLIO SELF-EVALUATION FORM

Centre Name: _____

Centre Number: _____

Candidate Name: _____

Candidate Number: _____

| | Pupil Comment | Which piece(s) of work show evidence of this? |
|---|---------------|---|
| <p>Something that demonstrates my skills</p> | | |
| <p>Something that made me think in a new way</p> | | |

| | | |
|---|--|--|
| <p>Something I found difficult or challenging</p> | | |
| <p>Something I might do differently another time</p> | | |
| <p>Something I really enjoyed</p> | | |

APPENDIX C: AREA OF STUDY PROPOSAL FORM

International General Certificate of Secondary Education GLOBAL PERSPECTIVES

Teachers wishing to cover an area of study not 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