

# SYLLABUS

**Cambridge International Level 3  
Pre-U Certificate in  
Global Perspectives (Short Course)**

**1340**

For examination in June 2021

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate. QN: 600/3214/5

## Changes to the syllabus for 2021

The latest syllabus is version 3, published May 2018.

This syllabus is now offered in the June series only. Please see page 7 for details.

### **Changes to previous version, published September 2016.**

We have added guidance on Total Qualification Time value (TQT). TQT includes both guided learning hours and independent learning activities. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

|| Significant changes to the syllabus are indicated by double black vertical lines either side of ||  
the text.

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

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## Introduction

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### Why choose Cambridge Pre-U?

Cambridge Pre-U is designed to equip learners with the skills required to make a success of their studies at university. Schools can choose from a wide range of subjects.

Cambridge Pre-U is built on a core set of educational aims to prepare learners for university admission, and also for success in higher education and beyond:

- to support independent and self-directed learning
- to encourage learners to think laterally, critically and creatively, and to acquire good problem-solving skills
- to promote comprehensive understanding of the subject through depth and rigour.

Cambridge Pre-U Global Perspectives Short Course is normally assessed in one examination series at the end of a one-year programme of study. The Short Course comprises the first three components of the Pre-U Global Perspectives and Independent Research (GPR). It is provided for those who do not wish to take the subject through to the Pre-U GPR.

The Cambridge Pre-U nine-point grade set recognises the full range of learner ability.

### Why choose Cambridge Pre-U Global Perspectives (Short Course)?

In addition to the aims that run through and inform the Cambridge Pre-U subject syllabuses, Cambridge Pre-U Global Perspectives (Short Course) seeks to add value in terms of coherence, depth and breadth, through:

- expanding creative, critical and responsible awareness through the tackling of global issues in Global Perspectives

Global Perspectives places academic specialisation in a practical, real-world context, being a seminar-based opportunity to research and explore a range of issues challenging people across the globe. Developing critical/analytical, research, and problem-solving skills essential to higher education, candidates will learn to place their personal perspectives in a global context, finding new inspiration and challenges for their studies. Candidates will submit a presentation and an essay from their portfolio and sit an examination.

Cambridge Pre-U Global Perspectives aims to prepare young people for positive engagement with a rapidly changing world, broadening their outlook through the critical analysis of, and reflection on, issues of global significance.

This syllabus is firmly based on skills rather than specific content. Through the study of global issues, learners will explore different and sometimes opposing perspectives and will acquire and develop thinking and reasoning skills as well as research and communication skills. These skills will enable learners to meet the demands of the twenty-first century and to make a successful transition to study in higher education.

Cambridge Pre-U Global Perspectives encourages transformative learning, where learners become critically aware of their own beliefs and assumptions and those of others, developing valid arguments by reflecting on and interpreting a range of evidence.

Advances in technology have changed our access to information and the way we communicate and work. Increasingly, young people are faced with a multiplicity of competing ideas, information and arguments and they need to be able to think critically to deconstruct arguments, to differentiate between the ways in which people express their perspectives, to assess and evaluate claims and to develop lines of reasoning.

Learners will develop research skills that will enable them to obtain information, evaluate the reliability and usefulness of this information and use the evidence gathered to construct their own arguments and support lines of reasoning.

Through well-defined stages, called the Critical Path, learners will apply a logical approach to decision-making. Learners will be able to analyse the structure and context of arguments, assess the impact and limitations of evidence and make well-reasoned judgements through informed research. Learners will learn to organise and communicate their findings in appropriate formats.

Cambridge Pre-U Global Perspectives prepares learners for further education and for life-long learning across a range of disciplines by helping them to be:

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

## Prior learning

Cambridge Pre-U builds on the knowledge, understanding and skills gained by learners achieving a good pass in Level 1/Level 2 qualifications.

## Progression

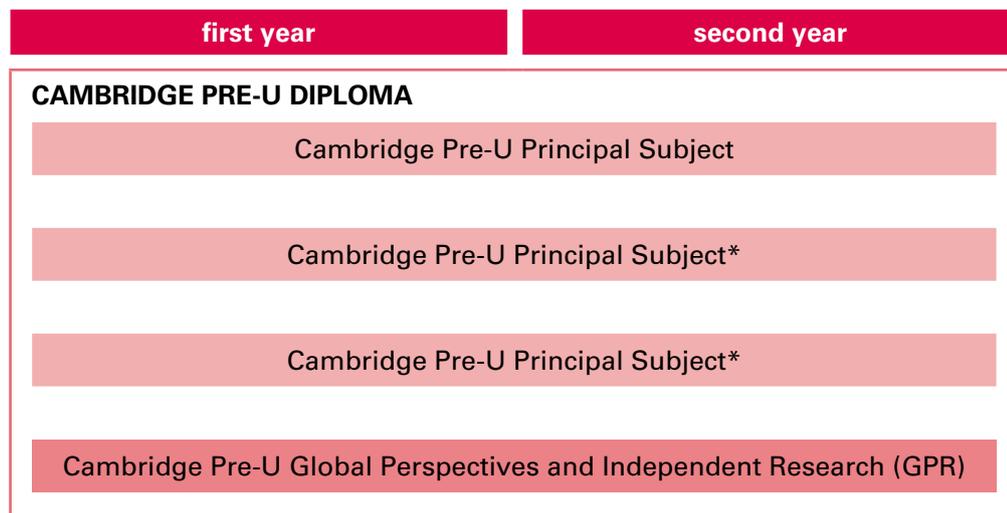
Cambridge Pre-U Global Perspectives will equip candidates with a coherent theoretical and practical basis of transferable skills and key knowledge suitable for future lawyers, scientists, doctors and academic researchers, while providing thought-provoking material that may appeal to those intending to progress to study in higher education and ultimately into a wide range of careers.

It serves as a basis from which a candidate may subsequently embark with confidence on the Independent Research Report, having developed the skills involved in identifying questions, locating and evaluating sources and perspectives, and in setting out a realistic and meaningful research agenda. Assessment ends at the point where a candidate might be expected to be aware of the issues involved in setting up a research proposal, identifying an appropriate question, and undertaking a literature review or its equivalent. These latter skills are assessed generically in Global Perspectives, and are then assessed in relation to a particular piece of original research, in the Independent Research Report.

The approach taken by Global Perspectives is very different from, but seeks to complement and carry forward the subject-specific approaches elsewhere in the Cambridge Pre-U Diploma. The focus here is on candidates learning how to learn – on providing them with the tools for independent, pro-active, interdisciplinary study.

## Cambridge Pre-U Diploma

If learners choose, they can combine Cambridge Pre-U qualifications to achieve the Cambridge Pre-U Diploma; this comprises three Cambridge Pre-U Principal Subjects\* together with Global Perspectives and Independent Research (GPR). The Cambridge Pre-U Diploma, therefore, provides the opportunity for interdisciplinary study informed by an international perspective and includes an independent research project.



\* Up to two A Levels, Scottish Advanced Highers or IB Diploma programme courses at higher level can be substituted for Principal Subjects.

Learn more about the Cambridge Pre-U Diploma at [www.cie.org.uk/cambridgepreu](http://www.cie.org.uk/cambridgepreu)

## Support

Cambridge provides a wide range of support for Pre-U syllabuses, which includes recommended resource lists, Teacher Guides and Example Candidate Response booklets. Teachers can access these support materials at Teacher Support <https://teachers.cie.org.uk>

## Syllabus aims

The aims of the syllabus, listed below, are the same for all candidates and are to:

- provide opportunities to acquire disciplined and scholarly research skills
- promote a critical, questioning approach to information that is often taken for granted
- encourage self-reflection and independence of thought
- encourage an understanding of and engagement with some of the key global issues that they will face wherever they live and work
- encourage an awareness and understanding of and respect for the diversity of perspectives on global issues
- encourage an interdisciplinary approach to global issues.

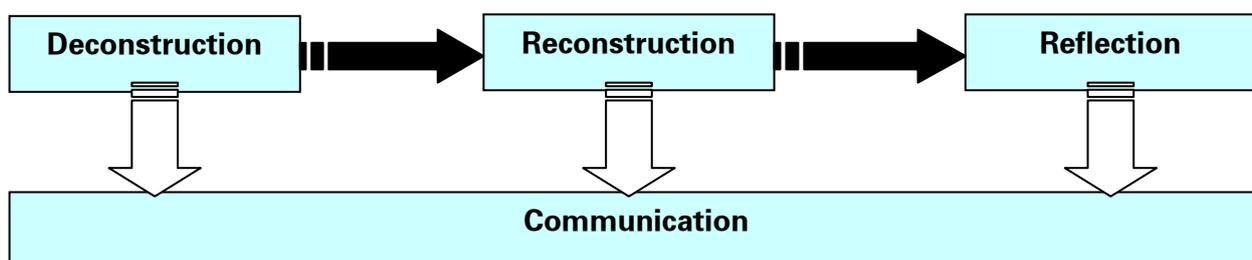
Cambridge Pre-U Global Perspectives will appeal to young people because it enables them to explore issues of global significance and offers them opportunities to acquire, develop and apply skills in critical thinking, research and communication.

Not only does Cambridge Pre-U Global Perspectives equip learners with the skills they need in a rapidly changing intellectual and technical environment, it also prepares and encourages them to engage confidently with issues and ideas of global significance.

To encourage learners to think critically, this syllabus presents an approach to analysing and evaluating arguments and perspectives called the Critical Path.

Candidates will learn how to deconstruct and reconstruct arguments by researching global issues and interrogating evidence. They will reflect on the implications of their research and analysis from a personal perspective and communicate their findings and ideas as reasoned arguments.

### The Critical Path



## Skills and perspectives

Global Perspectives seeks directly to assess generic skills relating to thinking critically and enquiry.

	Detail	Subject Syllabuses	Global Perspectives
<b>Knowledge</b>	Subject-specific	*	
	Cross-curricular		
<b>Understanding</b>	Subject-specific	*	
	Cross-curricular		*
<b>Skills</b>	Subject-specific	*	
	Cross-curricular	*	*
<b>Reflection</b>	Interdisciplinary		*
	Self-reflective		*
	Thinking critically		*

## Scheme of assessment

For Cambridge Pre-U Global Perspectives, candidates take all three components.

Component		Weighting
<b>Component 1 Written paper</b>	<b>1 hour 30 minutes</b>	25%
Structured questions, written paper, externally assessed, 30 marks		
<b>Component 2 Essay</b>		30%
Essay, externally assessed, 30 marks		
<b>Component 3 Presentation</b>	<b>maximum 15 minutes</b>	45%
Presentation based on pre-released source material, externally assessed, 40 marks		

Components 2 and 3 are submitted in electronic form and marked by Cambridge. For submission dates, please see the *Cambridge Handbook (UK)*.

Guidance on appropriate formats and procedures for the submitted work will be provided. Centres are strongly advised to retain securely either a hard copy or an electronic copy of the complete submission.

### Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

### Combining this with other syllabuses

Candidates can combine this syllabus in a series with any other Cambridge syllabus, except syllabuses with the same title at the same level.

## Assessment objectives

A01	<p><b>Deconstruction</b> Analyse and evaluate conclusions, arguments, reasoning or claims</p> <ul style="list-style-type: none"> <li>critically compare <b>different perspectives</b></li> <li>analyse the <b>structure</b> of arguments, reasoning or claims and identify the <b>key components</b></li> <li>evaluate the <b>implications</b> of the conclusions, arguments, reasoning or claims.</li> <li>analyse and evaluate the <b>strengths</b> and <b>weaknesses</b> of arguments, reasoning or claims</li> <li>evaluate the <b>validity</b> of the conclusions, arguments, reasoning or claims</li> </ul>
A02	<p><b>Reconstruction</b> Analyse the evidence for conclusions, arguments, reasoning or claims</p> <ul style="list-style-type: none"> <li>research and analyse <b>evidence</b> to support conclusions, arguments, reasoning or claims</li> <li>evaluate <b>sources</b> used to support conclusions, arguments, reasoning or claims</li> <li>research and analyse <b>alternative perspectives</b> and <b>conclusions</b> against the supporting evidence</li> <li>identify and analyse the <b>context</b> upon which arguments have been based</li> <li>evaluate the <b>reliability</b> and <b>credibility</b> of sources</li> </ul>
A03	<p><b>Reflection</b> Assess the impact of research on personal perspectives</p> <ul style="list-style-type: none"> <li>state <b>personal perspectives</b> before carrying out research</li> <li>research <b>alternative perspectives</b> objectively, with <b>sympathy</b> and <b>empathy</b></li> <li>evaluate the <b>impact</b> of alternative perspectives and conclusions on personal perspectives</li> <li>identify the <b>need</b> for further research and <b>suggest</b> its likely impact on personal perspectives</li> </ul>
A04	<p><b>Communication</b> Communicate views, information and research effectively and convincingly</p> <ul style="list-style-type: none"> <li><b>select</b> and <b>present</b> relevant information, in a <b>balanced, coherent</b> and <b>well-structured</b> way to a non-specialist audience</li> <li><b>present</b> complex, global concepts and perspectives effectively, using <b>appropriate</b> media</li> <li><b>develop</b> and <b>present</b> convincing and <b>well-supported</b> lines of reasoning <b>based on</b> supporting evidence</li> <li>use <b>appropriate technical terms</b> and <b>cite</b> references effectively</li> </ul>

## Relationship between scheme of assessment and assessment objectives

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

### Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in Pre-U %
<b>AO1 Deconstruction</b>	27
<b>AO2 Reconstruction</b>	30
<b>AO3 Reflection</b>	26
<b>AO4 Communication</b>	17

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Component 1	Component 2	Component 3
<b>AO1</b>	60	10	15
<b>AO2</b>	40	40	15
<b>AO3</b>	0	33	40
<b>AO4</b>	0	17	30

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## Grading and reporting

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Cambridge International Level 3 Pre-U Certificates (Principal Subjects and Global Perspectives Short Course) are qualifications in their own right. Cambridge Pre-U reports achievement on a scale of nine grades: Distinction 1, Distinction 2, Distinction 3, Merit 1, Merit 2, Merit 3, Pass 1, Pass 2 and Pass 3.

Cambridge Pre-U band	Cambridge Pre-U grade
<b>Distinction</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>Merit</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>Pass</b>	<b>1</b>
	<b>2</b>
	<b>3</b>

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## Grade descriptions

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Grade descriptions are provided to give an indication of the standards of achievement likely to have been shown by candidates awarded particular grades. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

The following grade descriptions indicate the level of attainment characteristic of the middle of the given grade band.

### Distinction (D2)

Candidates should be able to:

- apply the language of reasoning in an appropriate, confident and precise way to the context
- demonstrate a secure understanding of the overall structure of subtle or complex argument, identifying key components accurately and, for example, distinguishing intermediate from main conclusion and recognising counter-argument where present
- demonstrate the ability to make perceptive critical evaluation of arguments in terms of their strengths, weaknesses, flaws, implicit assumptions, use of evidence, etc.
- where appropriate, interpret and clarify key expressions and ideas with precision
- critically assess the credibility of sources of evidence and the impact of those sources on the issue
- recognise contrasting points of view and identify the reasoning underpinning those points of view, recognising and evaluating clearly the arguments on each side
- construct and communicate their own cogent, complex arguments, synthesising concepts and ideas fluently and accurately in a logical manner
- provide persuasive reasoned responses to challenges, questioning and counter-argument
- show clear evidence of perceptive/original reflection and/or reasoned opinion
- respond with sensitivity and respect to counter-argument
- reflect on the development of their own viewpoint, showing balance and self-awareness.

### Merit (M2)

Candidates should be able to:

- apply the vocabulary of reasoning to the context with understanding of its correct usage
- demonstrate understanding of the overall structure of the argument, identifying most key components accurately
- demonstrate the ability to make some critical evaluation of the argument in terms of obvious strengths, weaknesses and flaws
- interpret and clarify expressions, generally with accuracy
- assess the credibility of sources of evidence and their impact with some relevance to the issue
- recognise at least one other contrasting point of view and the gist of the reasoning underpinning that point of view, but evaluation is incomplete or imprecise
- construct and communicate their own arguments, showing some ability to synthesise concepts and ideas mainly accurately and logically, but argument may lack balance
- provide sound information in response to challenges, questioning and counter-argument, but may lack perception
- show some evidence of reflection and/or their own reasoned opinion
- respond with respect to counter-argument
- show some capacity to reflect on their own viewpoint with self-awareness.

**Pass (P2)**

Candidates should be able to:

- apply the vocabulary of reasoning with some instances of correct usage
- demonstrate understanding of the gist of the argument and/or some of the reasons, identifying one or more key components correctly
- demonstrate some evidence of critical evaluation of argument, for example identifying an obvious weakness or flaw
- make some comments about expressions and ideas, but these may be simplistic or superficial
- make superficial comments about the sources of evidence
- recognise the gist of contrasting points of view and/or some of the reasoning, but comments may be superficial
- make some attempt to construct an argument which may include relevant ideas and information, but lack depth or coherence, or include digression
- provide a response to challenges, questioning and counter-argument, but may lack relevance
- develop their own presentation using collaborative working methods which are effective at times
- show evidence of reflection and/or their own reasoned opinion, but this may be limited
- respond to counter-argument, but response may show lack of thought
- show some capacity to reflect on their own viewpoint, but conclusions may be superficial.

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## Description of components

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### Component 1: Written paper

Written paper, 1 hour 30 minutes, 30 marks.

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

The stimulus material provided with the written paper may express different perspectives on issues of global significance taken from the topics listed in the syllabus.

Candidates will **not** be assessed on their knowledge and understanding of the specific issues represented in the stimulus material. Instead, candidates will be assessed on their thinking and reasoning skills focused mainly on analysing and evaluating arguments, evidence and contexts.

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

- identify and analyse the structure and context of arguments, reasoning and claims
- evaluate the strength of the arguments
- identify the key components of arguments
- identify and evaluate the strengths and weaknesses of arguments
- assess the validity of conclusions or claims
- assess the credibility of sources
- identify and evaluate different perspectives.

### Component 2: Essay

Essay, 30 marks.

Candidates write an essay on a global issue of their choice from the topics studied during the course.

The essay must be framed as a single question which is clearly focused on a global issue that lends itself to global treatment in 1750 to 2000 words. Candidates should be supported in formulating an appropriate question. See pages 19–21 for the role of the teacher and the level of guidance permitted.

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

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

- identify and synthesise relevant sources
- assess the credibility of sources used
- analyse at least two conflicting perspectives
- identify and evaluate the evidence that supports the perspectives

- explain how the research has affected their personal perspectives
- show an awareness of the limitations of the arguments considered
- present convincing and well-supported conclusions that answer the question posed
- suggest further relevant research
- communicate effectively and concisely, using technical terms where appropriate.

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

All materials for Component 2 must be submitted electronically, see the guide *Submitting Cambridge Global Perspectives Work*. For submission dates, please see the *Cambridge Handbook (UK)*.

## Component 3: Presentation

Presentation, maximum 15 minutes, 40 marks.

Candidates produce a presentation on a question of their own choice based on pre-released source materials provided by Cambridge. The stimulus material consists of a range of sources about at least one global issue seen through a variety of perspectives.

Candidates use the stimulus material to identify and research a topic for their presentation. Candidates must frame a single question that allows them to address contrasting perspectives on an issue derived from the stimulus material. They may research one or more perspectives for themselves. Candidates should be supported in formulating an appropriate question. See pages 19-21 for the role of the teacher and the level of guidance permitted.

Candidates should reflect on the alternative perspectives found in the source materials and from their own research and the focus of the presentation is mainly reflection and communication. In their presentation, candidates establish and present a coherent, personal perspective that shows an understanding of, and empathy with alternative perspectives.

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

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

The presentation should:

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

Candidates are normally expected to deliver their presentation to a live audience and may choose any appropriate format to communicate their research (e.g. poster, PowerPoint, video, weblog, webpages or a mixture of different media). All materials must be submitted electronically. Teachers must ensure that the quality of any recording will permit accurate marking of the work.

Whether presented or not, the submission **must** include a verbatim transcript of the presentation. The running time for the presentation must not exceed 15 minutes. Work beyond the maximum 15 minutes running time will not be included in the assessment.

The pre-released source material will be available to Centres by **1 March** (for the June session) or **1 August** (for the November session) to allow candidates four weeks to complete their presentation. Each Centre may determine the precise timing of the four-week period to fit their own circumstances.

Teachers must ensure that, for each candidate, sufficient and appropriate supporting evidence is submitted to permit accurate marking of the work. Any recorded dialogue or oral presentation must be accompanied by a written transcript and supporting visual materials.

All materials for Component 3 must be submitted electronically, see the guide *Submitting Cambridge Global Perspectives Work*. For submission dates please see the *Cambridge Handbook (UK)*.

## Syllabus content

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

This syllabus uses global issues to develop the Critical Path approach to interrogating information, exploring different perspectives and communicating personal reflections. These practical skills are transferable across other subjects of study at the same level and provide candidates with valuable thinking and reasoning skills for use in higher education and for a wide range of careers.

The exemplar questions below are designed to support teachers and candidates in developing skills in research, communication, thinking and reasoning.

Assessment objective	Exemplar questions
<p><b>Deconstruction</b> Analyse and evaluate conclusions, arguments, reasoning or claims</p>	<p><b>What are the different perspectives represented?</b> Critically compare different perspectives.</p> <p><b>What are the key components of the argument or claim?</b> Differentiate between fact, argument, opinion, rant, speculation, prediction, explanation, hypothesis, account and belief. Identify the conclusions, reasons (premises), assumptions (stated and unstated), assertions (and counter-assertions), and supporting evidence.</p> <p><b>What are the implications of the conclusions, arguments, reasoning or claims?</b> Suggest the consequences of the conclusions, arguments, reasoning or claims, in a global context.</p> <p><b>What are the strengths and weaknesses of arguments, reasoning or claims?</b> Evaluate the strengths and weaknesses in the arguments, reasoning or claims. Assess the use of analogy and identify any flaws.</p> <p><b>Is there a valid conclusion or claim?</b> Identify whether any evidence gives strong or weak support to the conclusion or claim. Suggest other evidence required to substantiate or refute claims or counterclaims.</p>
<p><b>Reconstruction</b> Critically analyse and interpret the context and evidence of arguments</p>	<p><b>What evidence is there to support different perspectives?</b> Analyse the evidence base and support for different perspectives.</p> <p><b>What are the sources used as supporting evidence and how credible are they?</b> Identify, synthesise and evaluate sources of research to support the evidence.</p> <p><b>Does the evidence lead to a single conclusion?</b> Research and evaluate alternative explanations and perspectives. Make a reasoned and balanced judgement based on evidence.</p> <p><b>What is the context of the arguments?</b> Explain the global context in which the arguments have been made.</p> <p><b>How reliable is the conclusion?</b> Evaluate the reliability and credibility of the sources, making it clear how reasoned judgements are made.</p>

Assessment objective	Exemplar questions
<b>Reflection</b> Explore the impact of the research on personal perspectives	<p><b>What were the personal viewpoints before carrying out the research?</b> Reflect on personal perspectives prior to undertaking the research.</p> <p><b>How do the personal viewpoints relate to the perspectives identified in the research?</b> Evaluate personal viewpoints against alternative perspectives on global issues.</p> <p><b>What impact has the research had on any prior viewpoints?</b> Evaluate the extent to which personal viewpoints have changed after carrying out the research.</p> <p><b>Why has the research had an effect on prior views?</b> Justify the reasons why personal perspectives have changed as a result of research.</p> <p><b>What additional research might be useful?</b> Identify and justify possible further research directions.</p>
<b>Communication</b> Present research findings effectively	<p><b>What is the most effective way to structure the presentation?</b> Select and organise relevant information in a logical and coherent way.</p> <p><b>How can research findings be presented to a non-specialist audience?</b> Explore appropriate media to present complex global perspectives.</p> <p><b>How can arguments be presented effectively and persuasively?</b> Use well-supported lines of reasoning based on supporting evidence.</p> <p><b>How can research findings be presented reliably?</b> Use appropriate technical terms and cite references accurately and clearly.</p>

## Global topics and perspectives

The global topics provide meaningful and stimulating contexts through which candidates can develop the skills necessary to participate as active, global citizens and to prepare them for independent research and further study. The topics are viewed through different perspectives that help candidates find pathways through the issues and the connections between them.

A suitable study programme can be devised by choosing a range of topics set within a global context and viewed through different perspectives. Candidates should select the topics that engage their interest and explore each chosen topic through the four areas of assessment:

- deconstruction
- reconstruction
- reflection
- communication

Candidates research global topics through different themes. Candidates should explore a range of topics from the list on the following page.

## Global topic

- Alternatives to oil
- Artificial Intelligence
- Biodiversity and threats to the world's natural heritage
- Endangered cultures
- Ethical foreign policies
- Genetic engineering
- Global climate change
- Globalisation of economic activity
- Globalisation versus new nationalisms
- Impact of the internet
- Incorporating technology into buildings
- Industrial pollution
- Integration and multiculturalism
- International law
- Medical ethics and priorities
- Migration and work
- Online and interactive communities
- Standard of living / quality of life
- Sustainable futures
- Technology and lifestyles
- The challenge of GM crops
- The economic role of women
- The emergence of a global superpower
- The ethics and economics of food
- The religious-secular divide
- The speed of change in technology and global trade
- Transnational organisations (UN, World Bank, EU, NATO)
- Urbanisation and the countryside

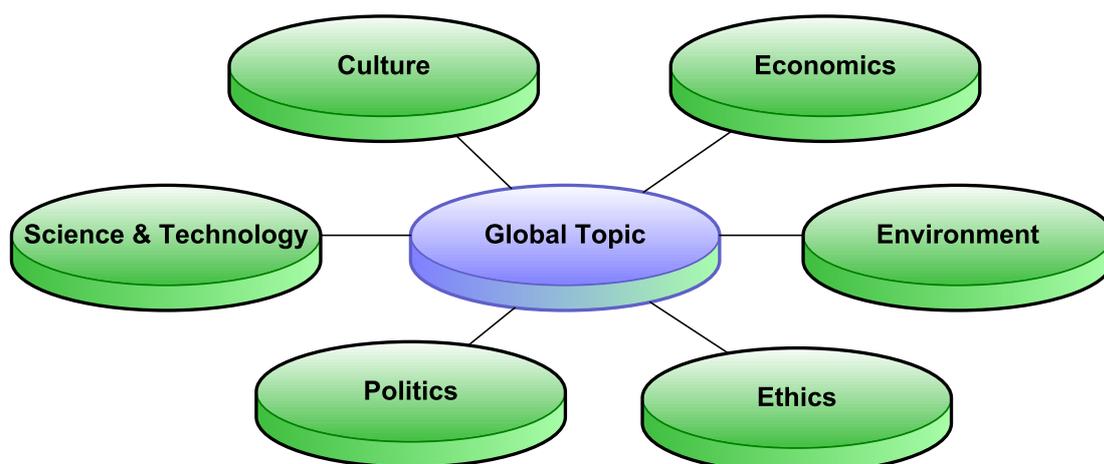
By studying at least **four** topics, candidates will develop the Critical Path to interrogating information and acquire and develop a range of skills, including thinking critically, reasoning and communication.

Candidates research global topics through as many different themes as are relevant.

## Theme

Culture  
Economics  
Environment

Ethics  
Politics  
Science and Technology



Global issues are complex, multi-faceted and multi-level challenges and through the structured exploration of global topics, candidates research alternative perspectives from different themes. Candidates will be guided towards development of research, communication, thinking and reasoning.

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## The teacher's role and level of guidance permitted

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### Component 1: Written paper

**1 hour 30 minutes**

The written paper consists of compulsory questions based on sources provided with the paper.

Candidates will be required to analyse and evaluate arguments, interrogate evidence and compare perspectives centred on global issues.

Although this is a skills-based paper that does not require candidates to have been taught any specific content, teachers should consider and explore the skills candidates need for this paper during class work. Teachers should prepare candidates for the types of questions they are likely to meet in the paper by using specimen and past papers and mark schemes which can be obtained from Cambridge at [www.cie.org.uk](http://www.cie.org.uk)

### Component 2: Essay

Candidates write an essay on a global issue of their choice from the topics studied during the course.

A class may work together to carry out background research on a common theme, but each candidate must devise their own question. Each candidate must submit a different question.

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

- understanding the nature of the task
- identifying a suitable topic to research
- formulating an appropriate question
- developing a suitable approach to the research
- developing organisational skills
- citing and referencing their sources
- focusing on reconstruction and reflection
- writing effectively and concisely to stay between 1750 and 2000 words
- including an accurate word count.

Proposals for areas of study are submitted to Cambridge for approval in advance using the Outline Proposal Form. Centres should submit an Outline Proposal Form for each candidate as this will assist each candidate with their direction of study. Proposals should be not more than 500 words, describing the proposed area of study, title and, where appropriate, list of source material to be consulted.

An Outline Proposal Form is submitted by the Centre to Cambridge after it has been completed by the candidate. Further details can be found in the *Cambridge Handbook (UK)*.

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

Teachers must **not**:

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

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

At the time of submission, the candidate is required to sign a declaration that the Coursework is their own work and the teacher countersigns to confirm they believe the work is that of the candidate. Centres should use the Pre-U Cover Sheet for this purpose. Further details can be found in the *Cambridge Handbook (UK)*.

### Component 3: Presentation

Candidates produce a presentation based on pre-released stimulus materials provided by Cambridge. The stimulus material consists of a range of sources about a global issue seen through a variety of perspectives.

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

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

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

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

Teachers must **not**:

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

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

At the time of submission, the candidate is required to sign a declaration that the Coursework is their own work and the teacher countersigns to confirm they believe the work is that of the candidate. Centres should use the Pre-U Cover Sheet for this purpose. Further details can be found in the *Cambridge Handbook (UK)*.

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## Key terms

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A **global issue** is one that goes beyond the local or national context and would be experienced by people wherever in the world they live or work. For example, migration is an issue of importance around the world, and to examine it in its global context from different perspectives would require a question such as 'Is immigration control ever justified?' rather than 'Should immigration policy in Germany be changed?' The latter is based on one country whereas the former has the potential to be global.

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

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

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

Arguments and evidence often express a perspective and can be used to support a perspective. There needs to be some form of **evidence base** underlying and/or supporting all perspectives. This evidence base is likely to consist of a variety of arguments, sources and evidence which may or may not be of good quality. Candidates need to sift and select evidence. **Evidence** is likely to come in two forms: primary evidence such as historical texts or results of scientific evidence, and secondary evidence such as the arguments and opinions of historians or scientists. The assessment objectives put weight on the second of these. Candidates should be aware of the strengths and potential weaknesses of all types of evidence. Primary is not necessarily better than secondary. When assessing the credibility of particular sources candidates should bear in mind that this is a way of assessing the evidence presented for a perspective and is not an end in itself.

Candidates research and **analyse** different perspectives based on issues of global significance. They examine the structure of arguments, considering the strengths and weaknesses. They will use research skills to search, collect and **synthesise** their findings into well-supported lines of reasoning, drawing together evidence from a variety of sources into a balanced argument or conclusion. Candidates **evaluate** evidence, arguments, reasoning, conclusions or claims in the context of different perspectives, including their own. They make reasoned value judgements based on evidence and personal viewpoints prior to and after carrying out their research. Candidates consider the validity of evidence, reasoning, conclusions or claims.

The **Critical Path** is an approach to thinking critically. It consists of **deconstruction**, **reconstruction** and **personal reflection**. **Deconstruction** is the analysis of an argument or reasoning, **reconstruction** is the analysis of the context and evidence of an argument, and **personal reflection** is the exploration of the impact of research on personal viewpoints

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## Additional information

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### Equality and inclusion

This syllabus complies with our *Code of Practice* and *Ofqual General Conditions of Recognition*.

Cambridge has taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken. Information on access arrangements is found in the *Cambridge Handbook (UK)*, for the relevant year, which can be downloaded from the website [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Guided learning hours

Cambridge Pre-U syllabuses are designed on the assumption that learners have around 180 guided learning hours per Short Course subject over the duration of the course, but this is for guidance only. The number of hours may vary according to curricular practice and the learners' prior experience of the subject.

### Total qualification time

This syllabus has been designed assuming that the total qualification time per subject will include both guided learning and independent learning activities. The estimated number of guided learning hours for this syllabus is 180 hours over the duration of the course. The total qualification time for this syllabus has been estimated to be approximately 250 hours per subject over the duration of the course. These values are guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

### Language

This syllabus and the associated assessment materials are available in English only.

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