



## Learner Guide

# Cambridge International AS Level Global Perspectives and Research 9239

For examination from 2023



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## About this guide

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This guide explains what you need to know about your Cambridge International AS Level Global Perspectives & Research 9239 course and examinations.

This guide will help you to:

- ✓ understand what skills you should develop by taking this AS Level course
- ✓ understand how you will be assessed
- ✓ understand what we are looking for in the answers you write and the coursework you produce.

Following a Cambridge International AS Level programme will help you to develop abilities that universities value highly, including a deep understanding of your subject; higher order thinking skills (analysis, critical thinking, problem solving); presenting ordered and coherent arguments and independent learning and research.

Studying Cambridge International AS Level Global Perspectives & Research will help you develop a set of transferable skills. These include critical thinking, deconstructing and differentiating arguments, evaluating claims and developing strong reasoning. Learners can apply these skills across a range of subjects and complex real-world issues. These skills will equip you well for progression to higher education or directly into employment. In particular, studying Cambridge International AS Level Global Perspectives & Research will help you to be:

**confident**, explaining, analysing and evaluating global issues and communicating arguments

**responsible**, researching extensively and selecting suitable material from a globally diverse range of sources, directing their own learning

**reflective**, developing a critical awareness of their personal standpoint and how that impacts on their response to different opinions and diverse ways of thinking

**innovative**, thinking creatively to propose solutions to issues

**engaged**, working collaboratively to develop each individual's potential in pursuit of a common goal.

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## Section 1: Syllabus content - what you need to know

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This section gives you an outline of the syllabus content for this course. The aims of the course are to help you to:

- acknowledge and understand the diversity of perspectives on global issues
- develop the ability to evaluate claims and evidence
- make independent judgements supported by reasoning and evidence, and understand the importance of justifying your own opinions
- become an effective researcher, using appropriate sources to support judgements and understanding of research processes
- develop your ability to reflect on your own learning and judgements and on your work with others
- develop a range of effective written and spoken communications skills.

Make sure you always check the latest syllabus, which is available from our [public website](#).

### Prior knowledge

We recommend that learners starting this course should have completed a course in English equivalent to Cambridge IGCSE™ or Cambridge O Level First Language English.

### Skills overview

As a Cambridge AS Level Global Perspectives & Research learner, you will have opportunities to gain and apply a range of skills to support you in these challenges, including:

- thinking skills of analysis, evaluation and synthesis through considering a range of global topics
- independent enquiry and learning about appropriate research methods and methodology
- developing research, reasoning and communication skills systematically, using an approach called the Critical Path
- working both independently and collaboratively, with respect for and understanding of different cultures and perspectives.

Cambridge International AS Level Global Perspectives & Research has a strong focus on the acquisition of skills rather than the learning of knowledge. You will develop skills that will be useful for further study, work and as an active citizen of the future.

### The Critical Path

The Critical Path is an approach to teaching and learning that will provide you with a systematic way of developing the skills of research, reasoning and communication. By using the Critical Path you will develop the ability to deconstruct and reconstruct arguments about global issues through personal research and interrogation of evidence.

**Deconstruction** is the first step on the Critical Path and involves breaking down topics into smaller areas through analysis. At this stage in the process you might ask questions such as:

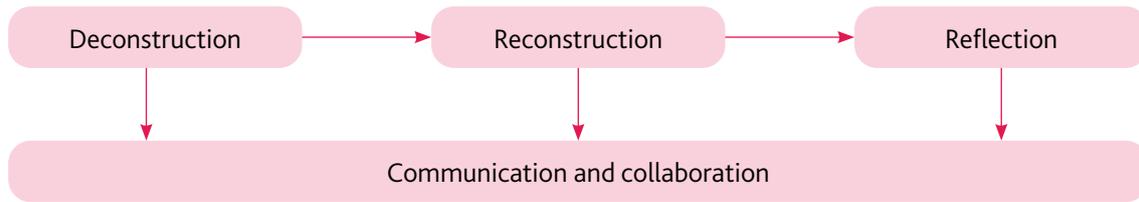
- what issues arise from this topic?
- what are the different points of view?
- who is saying what, where and why are they taking that point of view?

**Reconstruction** is the second step on the Critical Path and involves synthesising or combining different arguments and evidence into coherent perspectives.

**Reflection** is the final step on the Critical Path and at this point you will consider what you think and why, and how has your viewpoint changed. During the reflection stage you will also reflect upon your own performance as an effective researcher and collaborative team member.

The Critical Path is underpinned by the skills of communication and collaboration. You will be required to communicate in different ways such as written and oral communication. Collaboration may be seen as a form of interpersonal communication arising from team work.

## The Critical Path



The Critical Path is best seen as a sequence of repeated steps, which need to be practised. Each time you repeat the process you will be improving your ability to apply the transferable skills that are at the heart of the Global Perspectives & Research course.

## Section 2: How you will be assessed

Cambridge International AS Global Perspectives & Research makes up the first half of the Cambridge International A Level course and provides a foundation for the study of Global Perspectives & Research at Cambridge International A Level.

### About the examinations

You will be assessed through the completion of three compulsory components:

- Component 1 – Written Exam
- Component 2 – Essay
- Component 3 – Team Project.

### About the components

Component	Time and marks	Details	Percentage of qualification
<b>Component 1</b> Written Exam	1 hour 30 minutes 45 marks	You will answer three compulsory questions based on sources provided with the exam paper.  Question 1: 5 marks Question 2: 15 marks Question 3: 25 marks	36% of the AS Level
<b>Component 2</b> Essay	40 Marks (your teacher will give you the deadline date)	You will write a 1750–2000 word essay based on a global issue of your own choice arising from topics studied during the course.  You must choose an essay title that is a single question.  Your choice of essay question must provide opportunities to develop globally contrasting perspectives.	32% of the AS Level
<b>Component 3</b> Team Project	40 Marks (your teacher will give you the deadline date)	You will work in teams of two to five members to identify a local problem that has global relevance.  Each team member researches the problem from a distinct perspective and suggests a solution based on their research findings.  <b>Presentation (30 marks)</b> You will present your individual research and proposed solution to the problem in a presentation (maximum of 10 minutes in length).  <b>Reflective paper (10 marks)</b> You will write a reflective paper (maximum of 800 words) focusing on your experience of team work and the learning gained from completing the project.	32% of the AS Level

## About each component

It is important that you understand the requirements of each component and how you should approach them. A general introduction is below:

### Component 1 – Written Exam

This is a formal examination. You will be provided with two source documents both of which will be approximately 500 words in length. The source documents may present different perspectives on an issue of global significance. You should spend 15 minutes reading the documents. You must answer all the questions on the exam paper.

Note that for the example below Q1(a) is worth 3 marks and Q1(b) worth 2 marks. On the exam paper the marks could also be awarded as Q1(a) being worth 2 marks and Q1(b) being worth 3 marks.

**Question 1** (5 marks) is a structured question based on the two source documents. You are required to read both sources and answer short questions that demonstrate AO1 skills. An example of a Question 1 is below:

**1 (a) Identify three development projects that have been successful in Malawi according to the author of Document A. [3]**

To answer Question 1a, you will need to refer to Document A.

This is a short-answer question asking you to identify three elements of Document A.

One sentence for each identification is enough, there is no requirement to explain.

The answer must come from Document A and not your own knowledge.

**1 (b) Identify two ethical problems associated with foreign aid according to the author of Document B. [2]**

To answer Question 1b you will need to refer to Document B.

This is a short-answer question asking you to identify two elements of Document B.

One sentence for each identification is enough, there is no requirement to explain.

The answer must come from Document B and not your own knowledge.

Question 1 will always have two parts, one worth two marks and the other worth three marks. You should spend around 8 minutes answering Question 1.

**Question 2** (15 marks) requires a longer response based on Document A. You are required to focus on the evidence in the document and demonstrate AO1 skills. An example of a Question 2 is below:

**2 Assess the strengths and weaknesses of the evidence used by the author of Document A to support her argument that foreign aid programmes benefit sub-Saharan Africa. In your answer, explain the impact of the evidence on the author's perspective. [15]**

Question 2 requires you to refer to both strengths and weaknesses of evidence.

You should make explicit reference to Document A when answering the question.

In each paragraph you should:

- identify evidence from Document A
- explain why the evidence is strong or weak (a piece of evidence may contain both strengths and weaknesses)
- explain how the strength or weakness will impact the overall argument put forward by the author.

Question 2 will always refer to Document A and will always be focused on evidence. You should spend around 25 minutes answering Question 2.

**Question 3** (25 marks) requires a longer, essay response based on the two source documents. You are required to focus on the arguments and perspectives given in the documents and provide a reasoned judgement, demonstrating both AO1 and AO3 skills. An example of a Question 3 is below:

**3** The two authors present different arguments and perspectives about foreign aid programmes. Evaluate the arguments and perspectives of both authors. In your answer, include a reasoned judgement about whether one argument is more convincing than the other. **[25]**

Question 3 requires you to identify, analyse and compare the perspectives of each document and the key components of their respective arguments.

You are also required to evaluate the arguments presented before arriving at a final judgement as to which document is stronger or more convincing.

You should make explicit reference to both documents when answering the question.

This question also assesses your communication skills and requires that you present a clear, well-structured and logical argument.

In each paragraph you should:

- identify key components of argument or evidence from Document A or B
- explain why this key component makes Document A or B more convincing than the other. It is a good idea to arrive at intermediary conclusions throughout your answer before presenting your final conclusion.

Question 3 will always require you to evaluate Document A and Document B in order to arrive at a judgement as to which author's argument is more convincing or stronger. You should spend around 42 minutes answering Question 3.

## Component 2 – Essay

You will devise your own title question that addresses an issue that arises from one of the topics you have studied.

The essay should be between 1750–2000 words.

In the essay you will demonstrate AO1, AO2 and AO3 skills.

You will need to devise a question that sets up a debate between two contrasting perspectives.

Your essay should be informed by varied research using sources that are globally diverse.

You should make links between your source materials to build two coherent perspectives.

The implications of your question should be considered with reference to a globally diverse range of locations.

You must critically evaluate your source material and justify its appropriateness but also recognise any weaknesses it may contain.

After critically evaluating both perspectives presented you should present a conclusion that follows on logically from the debate presented.

Your essay should be clearly communicated and well-structured and all sources used should be clearly cited and referenced in a bibliography.

Your response should be balanced and each perspective treated fairly and evenly.

You should reflect on the work carried out and how engaging with contrasting perspectives has shaped your viewpoint.

Finally, you should make a specific suggestion for further research that is relevant to the essay presented.

## Component 3 – Team Project

You will work in teams of two to five members to identify a local problem that has global relevance. The team must outline their local problem in a single statement that allows different team members to address the problem from different perspectives.

You will record an individual presentation (maximum of 10 minutes in length) that argues for your distinct solution to the problem chosen by the team.

You will also write an individual reflective paper (maximum 800 words).

**Presentation**

Your presentation should offer a full analysis of the team's problem which is supported by local and global research.

Your presentation will demonstrate AO1 and AO3 skills.

Your presentation should both evaluate and make links between source materials.

You will need to demonstrate the effectiveness of your proposed solution with reference to supporting evidence.

Your presentation should be coherent and well-organised, making clear links between points as your argument progresses.

Your presentation should use methods of visual representation that support the argument and evidence.

You should use language effectively making the presentation engaging for the audience.

**Reflective paper**

You must evaluate the effectiveness of your team's collaboration, considering which aspects worked well and which aspects were less successful.

You will demonstrate AO2 skills.

You should also reflect on what you have learned from the project, this should include; the impact of other perspectives on your viewpoint; what you have learned about the issue and what you have learned about working as part of a team.

## Section 3: What skills will be assessed

The examiners take account of the following skills areas (**assessment objectives**) in the examinations:

- AO1 Research, analysis and evaluation
- AO2 Reflection
- AO3 Communication

You will find explanations of some words in the **Glossary** at the end of this guide.

Assessment objectives (AO)	What does the AO mean?	
AO1 Research, analysis and evaluation	<ul style="list-style-type: none"> <li>• identify and analyse arguments, evidence and perspectives</li> <li>• synthesise and evaluate arguments, evidence and perspectives</li> <li>• locate through research a range of appropriate sources and perspectives</li> <li>• use research to support judgements about arguments and perspectives</li> </ul>	<p>Find a diverse range of relevant research material. Through analysis identify key arguments and evidence.</p> <p>Make judgements about the quality and appropriateness of research material.</p> <p>Make links between source materials to develop broad and coherent perspectives.</p> <p>Conclusions and solutions should be supported by the research materials selected.</p>
AO2 Reflection	<ul style="list-style-type: none"> <li>• acknowledge different perspectives and evaluate their impact on the learner's own standpoint</li> <li>• consider the extent and limits of the learning and research that has been undertaken</li> <li>• reflect on and evaluate the effectiveness of collaboration with others</li> </ul>	<p>Reflect upon how your viewpoint has been impacted by engaging with different perspectives.</p> <p>Reflect upon what you have learned, this could be knowledge or skills.</p> <p>Reflect upon the limitations of your research and consider how it might be improved or further developed.</p> <p>Reflect upon the process of working as a team, considering what worked well and what aspects could have been improved.</p>
AO3 Communication	<ul style="list-style-type: none"> <li>• produce structured, written arguments using appropriate terms and referencing where applicable</li> <li>• produce a structured presentation using language appropriate for the audience</li> <li>• communicate information visually in order to engage an audience</li> </ul>	<p>Organise essays and longer examination responses in a logical and balanced manner.</p> <p>Write a conclusion that reaches a supported judgement.</p> <p>Ensure that your presentation is well-organised and that it clearly communicates the argument you are presenting.</p> <p>The combination of oral and visual elements should complement one another and engage the audience rather than confuse.</p>

It is important that you know the different weightings (%) of the assessment objectives, as this affects how your work will be assessed.

Assessment objective	Component 1 %	Component 2 %	Component 3 %	Weighting at AS Level %
AO1 Research, analysis and evaluation	89	63	40	65
AO2 Reflection	-	22	25	15
AO3 Communication	11	15	35	20
Total	100	100	100	100

## Section 4: Command words

The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
<b>Assess</b>	make an informed judgement
<b>Compare</b>	identify/comment on similarities and/or differences
<b>Contrast</b>	identify/comment on differences
<b>Demonstrate</b>	show how or give an example
<b>Develop</b>	take forward to a more advanced stage or build upon given information
<b>Evaluate</b>	judge or calculate the quality, importance, amount, or value of something
<b>Explain</b>	set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence
<b>Identify</b>	name/select/recognise
<b>Justify</b>	support a case with evidence/argument

Phrases such as 'To what extent...?' and 'Make an overall judgement' may also be seen in the assessment for this syllabus.

As well as understanding the command words for each question, you should also make yourself aware of how many of your marks are for AO1, AO2 and AO3 skills so that you answer the question or complete the project appropriately.

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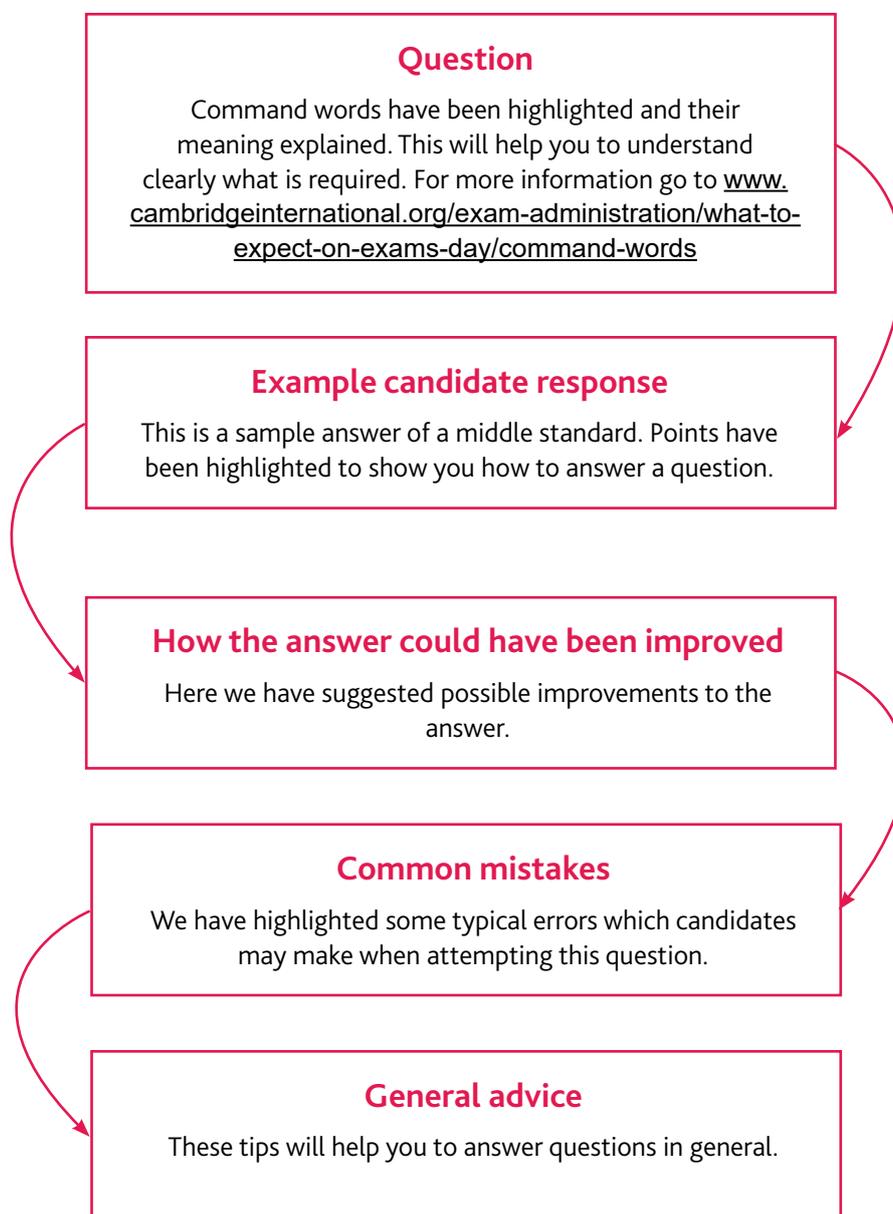
## Section 5: Example candidate response

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This section takes you through a candidate's essay for Component 2. It will help you to understand what is required when researching and writing your essay. Understanding the different criteria you will be assessed against will help you to structure your essay more effectively.

All information and advice in this section is specific to the example essay being demonstrated. It should give you an idea of how your essay might be viewed by an examiner. In your own essay, you will need to focus carefully on the issue you have chosen to research.

This section is separated as follows:



## Component 2 – Essay

Example Candidate Response	Examiner comments
<p>Topic: <i>Human Rights</i></p> <p><i>Are governments effectively working towards limiting hate crimes?</i> <b>1</b></p> <p><i>Imagine participating in a protest and all of a sudden paint is being thrown all over you. That is exactly what happened to Vitalina Koval. She was participating in a protest on International Women’s Day on March 2018 in Ukraine when six people from a radical group called “Karpatska Sich” drenched her in red paint. “The paint ended up getting into her eyes and caused chemical burns. Vitalina was attacked for speaking up for her and other’s rights at the protest.” (Amnesty, 2018, <b>2</b>) When questioned she stated “I’ve been attacked so many times but I’m not afraid anymore”. What Ms. Koval experienced was a hate crime. <b>3</b></i></p> <p><i>Hate crime can be defined as “a criminal offence committed against a person, property, or society that is motivated, in whole or in part, by the offender’s bias against a race, religion, disability, sexual orientation, or ethnicity/national origin.” (National Institute of Justice, 2018, <b>4</b>) Sadly, crimes like the one committed to Vitalina Koval happen all around the globe. In the United States, “more than 7,100 hate crimes were reported in 2017.” (The Guardian, November 2018) In the United Kingdom, the number of hate crime victims reported in 2012 was 7,164. (Who is hosting This, 2019 ).</i></p> <p><i>However, the focus of this research is on the issue of whether governments are doing enough to limit hate crimes. It is important to look at what the different governments are doing to deal with the ethical issues associated with the hate crimes against the different religions; social issues, dealing with the LGBTQ+ community; and the cultural issues related to hate crime based on race. The research will be comparing the policies and actions of the different governments in the United States and the United Kingdom, <b>5</b> to see what each country is doing to solve the issue and whether the solutions are effective.</i></p> <p><i>In the United States, there are laws and acts against hate crime at the federal level but each state has its own local laws when dealing with specificities of hate crimes. The National Association for the Advancement of Colored People <b>6</b></i></p>	<p><b>1</b> The title sets up a debate. There is clear potential for contrasting perspectives regarding how effective governments are at limiting hate crimes.</p> <p><b>2</b> The citation is clear; however, the full reference is not easily found in the bibliography.</p> <p><b>3</b> The introduction is presented in an engaging style but the reader as yet does not know what the debate will be about.</p> <p><b>4</b> Again the citation is clear but the reference is not easily found in the bibliography; therefore, referencing is not accurate. (AO3)</p> <p><b>5</b> Outlines the implications of the focal question. The debate is going to be located in the UK and the US. (AO1)</p> <p><b>6</b> The candidate engages with a relevant source and demonstrates reasonable understanding. (AO1)</p>

## Example Candidate Response

## Examiner comments

(NAACP) is a non-profit organization that is working to secure equality of rights in order to eliminate discrimination against race. Their argument is that some states do not have comprehensive laws and four states (Georgia, Indiana, Utah, and Wyoming) do not have any hate crimes laws on the books and that needs to change in order to prevent hate crimes. They have stated that “Hate crime totals for the 10 largest cities rose for four straight years to the highest level in a decade”. (NAACP, 2018 )

The above statement argument is credible because the information is coming from an organization that has been around since 1909 advocating for equality of rights. The president of the organization, Derrick Johnson, received training through fellowships with the Congressional Black Caucus Foundation, the George Washington University School of Political Management, and the Massachusetts Institute of Technology. In addition, he is a guest lecturer at Harvard Law School speaking about social movements and also a professor at Tougaloo College. His experience along with the reputation of the organization itself, allows his argument to be seriously taken into consideration. <sup>7</sup>

Concurrently, <sup>8</sup> in the United Kingdom, a fact-checking charity organization, “Full Fact, reported that “There was a “clear spike in hate crime” around the time of the EU referendum,” and racial and religious offences “were 44% higher in the month following the referendum result compared to the same month in the previous year.” This data supports the argument that the government is not doing enough because hate crime rose substantially in the past year. (Full Fact, 2018) The information provided by this organization is considered reliable as they have established a reputation as being objective and without bias. <sup>9</sup> They do not take sides on any issue. Recently, the Guardian newspaper article of Mar 22, 2019, stated that “Anti Muslim hate crimes soared in the UK after the Christchurch shootings. <sup>10</sup> in New Zealand by almost “593%.” (Vikram Dodd, 2019 )

While these sources have argued that government is not doing enough, others like (Home Office, 2018) have made the argument that “Trends over the longer term suggest reductions in the number of hate crime incidents.” They

<sup>7</sup> The candidate justifies the appropriateness of the source material. The provenance of the organisation and the credibility of D Johnson are used to support the appropriateness of using this source. (AO1)

<sup>8</sup> The use of discursive markers, such as concurrently, help structure the essay and guide the reader through the debate. (AO3)

<sup>9</sup> Here the justification of the source is merely assertive. The reader is not told why objectivity makes the source appropriate.

<sup>10</sup> By linking the evidence from the 'Full Fact' with the evidence from the 'Guardian' (written by Dodd) the candidate is synthesising source material into a more coherent perspective. The referencing of Dodd is effective and the citation is easily found in the bibliography – see point 23. (AO1/AO3)

## Example Candidate Response

## Examiner comments

have indicated that the recent laws being implemented are helping to limit hate crime.<sup>11</sup> Baroness Susan Williams of Trafford, Minister of State for Countering Extremism and Parliamentary Under Secretary of State, in an article, 'Government Launches New National Hate Crime Awareness Campaign' explained that government is serious about the subject and believes that a better understanding by the populace about what constitute hate crimes should result in tolerance and thus a decrease in this activity. Laws enacted in the UK like the Criminal Justice and Public Order Act Of 1994 and the Racial and Religious Hatred Act of 2006 have served to cover and includes more offences as hate crimes. (Baroness Susan Williams of Trafford, 2018)<sup>12</sup>

The United States Department of Justice under President Obama signed into law on October 28, 2009 'Hate Crime Law'. Called The Hate Crimes Prevention Act, which "removed then existing jurisdictional obstacles to prosecutions of a certain race- and religion-motivated violence and added new federal protections against crimes based on gender, disability, gender identity, or sexual orientation". (Hate Crime Laws, 2019) The Act gives the justice department the power to investigate and prosecute anyone who chooses the victim of their crime based on race, colour, gender, disability, etc, etc.. This law is an expansion of the National Defense Authorization Act. Over many years, a number of laws against hate crimes have been created in the United States but unfortunately, there are still too many instances of such crimes.<sup>13</sup>

Human Rights Campaign has taken the view that even though there are laws in place, hate crimes continue unabated. 'In 2017, 1,130 hate crimes were based on sexual orientation bias and 119 on gender identity bias. These numbers reflect a five percent increase in reporting of hate crimes motivated by sexual orientation bias and a four percent decrease in reporting of hate crimes motivated by gender identity bias. Hate crimes motivated by anti-religious bias increased 23 percent, largely driven by a 37 percent increase in anti-Jewish hate crimes. The FBI reported that anti-Black hate crimes increased by 16 percent, from 1,739 incidents in 2016 to 2,013 incidents in 2017. Every other racial and ethnic group also saw increases in the number of reported hate crimes in 2017.<sup>14</sup> (Human Rights Campaign, 2018)

<sup>11</sup> The essay moves to the contrasting perspective without a clear discursive marker. The structure of the essay is not helping the reader to follow the debate. (AO3)

<sup>12</sup> The candidate continues to engage with a range of appropriate sources. However, the understanding of the source material is not always well-developed. (AO1)

<sup>13</sup> More evidence is presented but there is no clear development of a perspective. It is not clear which perspective this evidence is supporting.

<sup>14</sup> The evidence is relevant but it is presented without explanation. The engagement with the source material lacks development. (AO1)

## Example Candidate Response

## Examiner comments

It is a fair point to conclude that both governments have made efforts to limit hate crimes. However much more needs to be done to effectively tackle this monster. Many hates crimes begin with hate speech and this is one area which is complex. In the United States, the first amendment allows for freedom of speech and many people use this right to defend hate speech. They complain that their right to free speech is being curtailed. The government is sometimes conflicted trying to protect free speech and protecting the victims of hate speech. **15**

In recent times the rhetoric by the government has not been helpful in limiting hate crimes even though there are still laws in place. With the popularity of smartphones and other electronic devices, we are seeing first-hand the many instances of hate speech and crimes. We are also witnessing the results of such cases brought before the courts. In most cases, there is further public outrage due to the many not guilty verdicts. Today, more than ever before, the media is highlighting these cases of hate crime, people are more aware, more involved in the discussion but hate crimes continue. **16**

After assessing both sides of the argument put forward, the sad truth is, hate crimes are still happening, far too often and the numbers are frightening. I appreciate the fact that new laws are being made to educate the people but more needs to be done to effectively limit hate crimes. People in both countries live in a climate of hatred. There are too many inflammatory statements especially by those in leadership positions and the intolerance in our discussions only serves to further divide us. There must be a condemnation of all forms of hatred and one of the top priorities of each country's government must be addressing hate crimes. **17**

When I first started the research, I immediately took the position that more can be done to limit hate crimes. But, as I found information regarding the number of laws, acts, and bills being considered, I became conflicted. Although the argument put forward by Baroness Williams was well supported with evidence it was in the end not enough to change my initial opinion. However, what really swayed me back to my original thought was the fact that yes, bills and acts have been passed but hate crimes continued to soar. **18**

This research is limited because the data regarding the number of hate crimes is not accurate. Unfortunately, the government has acknowledged that many hate crimes are not

**15** There is some limited evaluation of one of the perspectives. Phrases such as 'tackle this monster' are not appropriate and do not demonstrate strong communication skills.

**16** The candidate attempts to consider the implications of the question in terms of communication technology developments. However, there is no citation and the claim made is merely an assertion.

**17** The critical comparison of contrasting perspectives is limited with very little engagement with the perspective that governments are being effective. (AO1) The essay has not demonstrated balance in considering contrasting perspectives. (AO2)

**18** The essay has a reflective tone and the candidate considers the impact of engaging with contrasting perspectives on their personal viewpoint. (AO2)

## Example Candidate Response

## Examiner comments

reported so they are unable to determine an exact number committed each year. However, just because the information does not depict the whole story doesn't mean that the crimes that have been recorded aren't a problem. Based on the statistics given, everyone can agree that something needs to be done because hate crime should not become the norm for any civilized society. <sup>19</sup>

When looking at the global issue of hate crime, there are often more than one perspective to consider but it's important that we view all sides so as to arrive at a full understanding of the issues. One can argue that the United States could be viewed to support the perspective that the government is not effectively tackling hate crimes because cases are rising. Also, there are states that still don't have any hate crime laws. On the other hand, <sup>20</sup> the United Kingdom could be viewed to support the perspective that the government is becoming more effective by introducing the National Hate Crime Awareness Campaign. When all is said and done both can do more to limit hate crimes and the sooner, we find a solution, then we can achieve some measure of global peace. On the evidence presented I conclude that governments are not effectively tackling hate crimes and much more needs to be done. <sup>21</sup>

Although the range of source material used was credible and relevant it was largely focused on the US and the UK and this is perhaps a limitation of my research. Though I did manage to include some references to New Zealand and Ukraine for the most part my essay lacked a globally diverse range of evidence. Further research that included more diverse countries would help in forming a more widely generalisable conclusion. It would be useful to explore how governments in Africa and Asia are tackling hate crimes so as to arrive at a more holistic conclusion. <sup>22</sup>

## Bibliography

<sup>23</sup> Dodd, V. (2019, March 22). Anti-Muslim hate crimes soar in UK after Christchurch shootings. Retrieved from <https://www.theguardian.com/society/2019/mar/22/anti-muslim-hate-crimes-soar-in-uk-after-christchurch-shootings>

Hate Crime. (n.d.). Retrieved from <https://www.nij.gov/topics/crime/hate-crime/pages/welcome.aspx>

Hate Crime Laws. (2019, March 07). Retrieved from <https://www.justice.gov/crt/hate-crime-laws>

<sup>19</sup> There is some undeveloped evaluation of statistics in relation to hate crime. However, the intermediary conclusion is not explicitly linked to the question of how effectively governments are at addressing hate crimes. At this point the essay loses focus.

<sup>20</sup> The comparison of perspectives is more developed here but does not move beyond being descriptive. (AO1) The use of discursive markers such as, 'on the other hand' are useful, they let the reader know that there is a change of perspective. (AO3)

<sup>21</sup> The final conclusion follows on logically from the preceding essay. However, the candidate never seemed likely to arrive at any other conclusion given the weight of evidence and argument presented to support this particular perspective. (AO1)

<sup>22</sup> The development of further research is effective. It arises explicitly from a weakness of the essay and is both relevant and well justified. (AO2)

<sup>23</sup> Here the candidate has correctly referenced the citation used in the essay – see point 10. (AO3)

Example Candidate Response	Examiner comments
<p><i>Hate Crime Online: Here's Everything You Need To Know In 2019. (2019, February 12). Retrieved from <a href="https://www.whoishostingthis.com/resources/hate-crime/">https://www.whoishostingthis.com/resources/hate-crime/</a></i></p> <p><i>Human Rights Campaign. (2018, November 13). New FBI Statistics Show Increase in Reported Hate Crimes. <a href="https://www.hrc.org/blog/new-fbi-statistics-show-alarming-increase-in-number-of-reported-hate-crimes">https://www.hrc.org/blog/new-fbi-statistics-show-alarming-increase-in-number-of-reported-hate-crimes</a></i></p> <p><i>NAACP Sees Continued Rise in Hate Crimes, Legacy of Trump's Racism. (2018, June 30). Retrieved from <a href="https://www.naacp.org/latest/naacp-sees-continued-rise-hate-crimes-legacy-trumps-racism/">https://www.naacp.org/latest/naacp-sees-continued-rise-hate-crimes-legacy-trumps-racism/</a></i></p> <p><i>Office, H. (2018, October 31). Government launches new national hate crime awareness campaign. Retrieved from <a href="https://www.gov.uk/government/news/government-launches-new-national-hate-crime-awareness-campaign">https://www.gov.uk/government/news/government-launches-new-national-hate-crime-awareness-campaign</a></i></p> <p><i>Office, H. (2018, October 16). Hate Crimes, England and Wales 2017/18. Home Office . Retrieved from <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748598/hate-crime-1718-hosb2018.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748598/hate-crime-1718-hosb2018.pdf</a></i></p> <p><i>Team, F. F. (2018, October 16). Hate crime in England and Wales. Retrieved from <a href="https://fullfact.org/crime/hate-crime-england-and-wales/">https://fullfact.org/crime/hate-crime-england-and-wales/</a></i></p> <p><i>Vitalina Koval, <sup>24</sup>LGBTI activist from Ukraine. (n.d.). Retrieved from <a href="https://www.amnesty.org/en/latest/campaigns/2018/06/vitalina-lgbti-activist-in-ukraine/">https://www.amnesty.org/en/latest/campaigns/2018/06/vitalina-lgbti-activist-in-ukraine/</a></i></p>	<p><sup>24</sup> The referencing here is not effective. The citation in the essay reads Amnesty 2018 (see point 2) yet the listing in the bibliography is under the name Vitalina. (AO3)</p>

### Examiner comments

Overall this is typical of an essay that would gain a middle-range mark.

The essay successfully sets up a debate between two contrasting perspectives which is a fundamental requirement. The title question also raises an issue that has the potential for contrasting perspectives. However, the title refers to how, 'effectively' governments are working towards limiting hate crime and the notion of 'effectively' is never clearly defined. Consequently, the essay does lack some focus.

The implications of the question are explored within the geographical contexts of the US and the UK. The Component 2 Essay should consider the title question beyond the boundaries of one location. However, by locating the debate within just two culturally similar countries, the range is limited.

There is some implicit synthesis of source materials (see point 10). Candidates should not treat each of their source materials in isolation, building perspectives is very much about weaving arguments and evidence together into a coherent whole. The essay could have made clearer links between source materials.

There is a range of relevant source material used to support the perspectives. Throughout the essay several sources are referenced. The candidate partially engages with their material but in some cases does not move beyond presenting data. The link between the source material presented and the title question is not always clear. Having located the debate in the UK and

US understandably the range of source material does not cover diverse global contexts. This decision has prevented the essay from being awarded higher marks.

The essay evaluates the appropriateness of two of the sources used (see point 7). It would have been better to evaluate four sources, two from either side of the debate. The candidate has considered the provenance and credibility of the organisation and key personnel respectively. This has merit, but by only using two criteria to evaluate the appropriateness of the source this limits the range.

There is some comparison of perspectives (see point 20) but this needs further development and does not move beyond description. For higher marks the comparison should really examine the strengths and weaknesses of each perspective before arriving at a final judgement. The essay never really fully supports the perspective that governments are able to effectively tackle hate crimes and this has hampered the essay throughout. This should underline the importance of framing the title question carefully.

The essay has some strong reflective qualities. The impact of research and contrasting perspectives on the candidate's viewpoint are clearly expressed. There is scope for some further detail but the reflective tone is good (see point 18). The essay also demonstrates some well thought out further research that is clearly linked to the essay and arises out of the limitations of the research identified by the candidate (see point 22).

The essay does not demonstrate a high level of communication skills. The structure of the essay needs to be more balanced. There needs to be a more logical flow to the essay and the candidate needs to use clear discursive markers to guide the reader. That said the essay does present a debate between two contrasting perspectives that is on the whole understandable. Sources are cited throughout but the citations are not easily found in the bibliography. Therefore, referencing is present, but not effective.

### How the answer could have been improved

To be awarded a higher mark the essay needed to be more focused. A more considered title would have helped. A better title might have been, 'Can legislation be successful in limiting hate crime?'. This would have allowed the candidate to research countries where legislation has been successful in reducing hate crimes and contrasted those with countries where legislation has not reduced hate crimes. By researching different countries' approaches to the problem of hate crime the essay would have developed a global dimension. The original essay is too narrow in its outlook with the focus located within the US and the UK with just a fleeting reference to the Ukraine.

Another way to broaden the perspectives is to take a thematic approach. The syllabus identifies seven themes although you might come up with others. They are culture, economics, the environment, ethics, politics, science and technology. The issue of hate crimes could be explored through the themes of culture (cultural clashes in multicultural society), politics (what is the potential political fallout for leaders who impose new legislation), technology (how has the rise of social media increased the amount of hate crime) or ethics (is freedom from hate crime a human right).

Engagement with the source material is important. The essay is informed by credible and relevant sources but the candidate needed to fully explain their arguments. The candidate puts forward a lot of data but should use the quantitative evidence to further the perspectives. The candidate needed to make more explicit links between the source materials and instead of treating each source in isolation. Synthesising arguments and evidence into a coherent perspective is a key skill and as such would have improved the essay.

The source material is only partially critically evaluated and then only in terms of credibility and provenance. Justifying the source materials you use is important and needs to be done with reference to a wide range of criteria. You should justify why the source you have selected is appropriate but at the same time acknowledge any weaknesses. The essay needed to be systematic in its approach to critical evaluation. You should critically evaluate four different sources, two from each perspective. Consistent citation and a clear bibliography are the fundamentals of successful referencing. This essay needs an effective relationship between the citation and bibliography.

The essay is not balanced. This is probably a result of a poorly defined title. It is important to engage fairly with two contrasting perspectives. A good essay should be presented objectively and you need to engage with perspectives that challenge your existing point of view.

Consider the structure of the essay. The example presented is not well organised and moves between different perspectives without clear signposting. If the essay had been more structured the candidate would have seen more clearly that they gave more emphasis to the one perspective. Use discursive markers such as; 'firstly', 'secondly' or 'finally'. Let the reader know that you are moving to another perspective with signposts such as; 'on the other hand', 'in contrast' or 'conversely'. Use discursive markers to demonstrate links between source materials such as, 'furthermore', 'this is corroborated by' or 'moreover'.

## Common mistakes

- Not establishing contrasting perspectives. It is really important to pose a title question that offers the opportunity to build contrasting perspectives. Title questions that begin with 'how' often lead to descriptive essays. For example, 'How will the development of AI robotics impact the workforce?', is unlikely to lead to an essay with a debate between contrasting perspectives.
- No critical evaluation of source material. Sometimes candidates forget to justify the appropriateness of the source material they have selected. It is important to consider the strengths and weaknesses of source material on both sides of the debate and use a range of criteria.
- Essays without a global dimension. Examiners are looking for essays that have perspectives that are informed by evidence and argument that relate to globally diverse countries. Your research material too should be selected from globally diverse sources.
- Essays without reflection. A key part of the essay and indeed the whole course is the skill of reflection. Some candidates miss out a reflective section. It is important to consider what you have learned, how your viewpoint has been affected and suggestions for further research that derive from your essay.

## General advice

- Give plenty of thought to the title question. Having chosen a topic that interests you, complete some background research to identify an issue that is contested by different points of view. Only then write your title question.
- Be methodical in your approach to research. Keep a list of all the materials you have found, this will help you have an overview to make sure that the sources are varied and cover diverse geographical contexts. It is also important to note down all research for your referencing.
- Try not to use too many sources, effective research means discarding some materials. It is difficult to engage fully with all your research material if you have too much. The essay is only 1750–2000 words so six relevant and appropriate sources should be enough.
- The essay requires careful planning. You will be assessed against a wide range of criteria and it is important to fulfil all the demands of the component in your essay.

## Section 6: Revision

This advice will help you revise and prepare for the examinations. It is divided into general advice and specific advice for each of the papers.

**Use the tick boxes to keep a record of what you have done, what you plan to do or what you understand.**

### Component 1 – Written Exam

#### Preparation for the Written Exam (Component 1)

Find out when the examination is and plan some practise evaluations. A revision timetable will help you.

Find out how long the paper is and how many questions you have to answer.

Know the meaning of the command words used in questions and how to apply them to the information given. Highlight the command words in past papers and check what they mean.

Make sure you practise lots of past examination questions so that you are familiar with the format of the examination papers. You could time yourself when doing a paper so that you know how quickly you need to work in the real examination.

Look at mark schemes to help you to understand how the marks are awarded for each question.

Revise the key criteria used to evaluate evidence and argument.

Practise analysis and evaluation of arguments. Opinion pieces in newspapers are a useful source for practice papers.

#### During the examination (Component 1)

Read the instructions carefully and answer **all** the questions.

Check the number of marks for each question or part question. This helps you to judge how long you should be spending on the response. You don't want to spend too long on some questions and then run out of time at the end.

Do not leave out questions or parts of questions.

You do not have to answer the questions in the order they are printed in the answer booklet. You may be able to do a later question more easily then come back to an earlier one for another try.

Read the two documents carefully. The examination time of 90 minutes includes 15 minutes reading time.

Do not assess elements of argument when answering a question about evidence. Question 2 will always be about evidence from Document A.

As you read the documents underline or highlight evidence and key aspects of the argument. You could use one colour for evidence and another for argument.

Your answers must come from the documents and not your own knowledge.

Read each question very carefully. Misreading a question can cost you marks:

- identify the command words – you could underline or highlight them
- identify the other key words and perhaps underline them too.

Read all parts of a question before starting your answer. Think carefully about what is needed for each part.

Answer the question. This is very important. Make sure your answer is responding to what the question asks.

## Component 2 – Essay

### Before writing the Essay (Component 2)

Write down your initial response to the issue so you can reflect on how it has changed or been consolidated when the essay is finished.

Look at mark schemes to help you to understand how the marks are awarded.

Revise the key criteria used to evaluate evidence and argument.

Select an issue that raises different points of view.

Select an issue that is globally significant.

### Research (Component 2)

Keep a research diary and in particular keep track of all the sources that you have researched. This will ensure you have accurate referencing in your essay.

Research widely the topic you have chosen. Try and use appropriate sources that are written by globally diverse authors and published by globally diverse organisations.

The arguments and evidence you select from your research should relate to different parts of the world.

### Writing the Essay (Component 2)

Plan the essay carefully so all the assessment criteria are addressed.

Cite all sources as you use them and build the bibliography as you go. It is important that you use source material correctly. Quotations should be in quotation marks and clearly cited. All essays are checked for plagiarism (see the Glossary for a definition of plagiarism).

Structure the essay so that it includes:

- an introduction outlining the contrasting perspectives, reasons and evidence
- different lines of argument (these could be theme based or from different countries)
- a main conclusion and a reflective section.

Remain balanced. Another important aspect of the essay structure is to ensure that both sides of the debate are treated evenly.

Do not go over the 2000 word limit. The bibliography is not included in the word count.

Proof read the essay carefully.

## Component 3 – Team Project

### Working with others (Component 3)

Listening is a key communication skill. Make sure all members of the team are given the opportunity to voice their opinion.

Start a WhatsApp group or something similar for the team. This will provide a useful way to set up meetings and record how the group is functioning.

Base your group on a shared interest in a particular topic rather than a friendship group. This is important, as you will have to decide as a team which issue to research.

Be flexible. As a team you will have to allocate each member with a specific area of focus from which they will have to argue for their individual solution to the issue the team identified.

### Time-management / keeping a log (Component 3)

Keep a record of what was discussed and decided at team meetings. Having a clear record of what decisions were taken is a key part of successful collaborative work.

Make a note of your initial response to the issue and record any changes of opinion or other thoughts you have as the project progresses. This will be useful for the reflective paper.

Record your research. Make a note of all sources used and their relevance to your final solution.

All team members will have competing constraints on their time. Schedule meetings in advance and make sure all team members put key milestones in their calendars.

### **The Presentation (Component 3)**

The presentation will require effective planning. It needs to be well-organised and effective in arguing for your particular solution.

Familiarise yourself with any IT equipment that you plan to use so that you are confident when it comes to delivering the presentation.

Your individual presentation must not be longer than 10 minutes in length.

Your presentation should be engaging for a person without specialist knowledge of the issue being discussed. Language choices and technical terms should be carefully thought through.

Practise the presentation several times before the final delivery. Ensure that the audio and visual elements complement each other rather than compete with each other.

### **Reflection (Component 3)**

Your written reflection should be evaluative and not merely a description of what happened.

There are two areas that your reflective paper needs to consider. Firstly, you should reflect upon the effectiveness of the team collaboration. Secondly, you should reflect upon your learning. This can include learning about the issue, learning about giving presentations or learning about working collaboratively.

The reflective paper has an 800 word limit. You should give equal space to both of the reflective elements mentioned above.

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## Section 7: Useful websites

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The websites listed below are useful resources to help you study for your Cambridge International AS Level Global Perspectives & Research course.

Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this guide of work were selected when the guide was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

Developing critical evaluation skills is an important part of Global Perspectives and Research and there are several websites that offer useful advice and support:

[www.nuigalway.ie/academic-skills/criticalthinking/evaluatingargumentsandevidence/#](http://www.nuigalway.ie/academic-skills/criticalthinking/evaluatingargumentsandevidence/#)

Evaluating Arguments and Evidence – National University of Ireland Galway.

[www.futurelearn.com/info/courses/logical-and-critical-thinking/0/steps/9137](http://www.futurelearn.com/info/courses/logical-and-critical-thinking/0/steps/9137)

Logical and Critical Thinking – Future Learn.

[www.khanacademy.org/test-prep/lsat/lsat-lessons/logical-reasoning/a/logical-reasoning--article--types-of-evidence](http://www.khanacademy.org/test-prep/lsat/lsat-lessons/logical-reasoning/a/logical-reasoning--article--types-of-evidence)

Types of Evidence – The Khan Academy.

Becoming a reflective learner is an important life skill and is assessed in components 2 and 3. More information of reflective learning cycles can be found at:

[www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle](http://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle)

University of Edinburgh.

Note taking skills are an important part of being a successful researcher:

<https://help.open.ac.uk/notetaking-techniques>

The Open University.

Developing successful approaches to research is also important:

[https://warwick.ac.uk/fac/soc/ier/ngrf/effectiveguidance/research/research\\_skills](https://warwick.ac.uk/fac/soc/ier/ngrf/effectiveguidance/research/research_skills)

Warwick University.

You should engage with a wide range of research materials that emanate from around the world. Below is a short list of potential sources of information from around the world. This is not an exhaustive list; it is designed to give you a feel for the wide range of source material available:

[www.scmp.com/](http://www.scmp.com/)

South China Morning Post.

[www.aljazeera.com/](http://www.aljazeera.com/)

Al Jazeera. News and analysis from the Middle East.

[www.e-ir.info/](http://www.e-ir.info/)

E-International Relations is an international relations website with unique content aimed at academics, general interest readers and learners.

<https://neweralive.na/>

The New Era is a daily national newspaper owned by the government of Namibia.

[www.cfr.org/](http://www.cfr.org/)

The Council on Foreign Relations is an independent think tank based in the US.

<https://apnews.com/>

The Associated Press is an independent global news organization dedicated to factual reporting.

[www.thejakartapost.com/](http://www.thejakartapost.com/)

The Jakarta Post is a daily English-language newspaper in Indonesia.

## Section 8: Glossary

Here are some terms used in Cambridge International AS Level Global Perspectives & Research, along with a short explanation.

**Please note** you may find more terms while you are reading, researching or looking at past papers. Look them up in a dictionary or ask your teacher and add them to your notes.

<b>Arguments</b>	Consist of one or more reasons that lead to a conclusion.
<b>Assertion</b>	An unsupported claim.
<b>Assumptions</b>	Reasons which are not stated but are still part of an argument.
<b>Claim</b>	A statement that may or may not be true.
<b>Counter-argument</b>	An argument which could be made to challenge another argument.
<b>Global topics</b>	Broad potential areas for study. Learners can use topics as starting points for identifying issues.
<b>Issues</b>	Specific, more narrowly defined areas within a topic that are suitable as subjects for an essay or other piece of work. An issue often has global interest or relevance and can combine specific areas of different topics or themes.
<b>Perspective</b>	A coherent world view which is a response to an issue. A perspective is made up of argument, evidence and assumptions and may be influenced by a particular context.
<b>Plagiarism</b>	Plagiarism is presenting someone else's work as your own, by incorporating it into your work without full acknowledgement.
<b>Rhetoric</b>	Refers to language which is primarily designed to persuade its reader or listener and often relies on stylistic attributes.
<b>Themes</b>	Approaches to topics or issues, for example culture, economics, the environment, ethics, politics, science and technology.

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