

Why choose Cambridge

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Important: Changes to this syllabus

For information about changes to this syllabus for 2023, 2024 and 2025, go to page 35.



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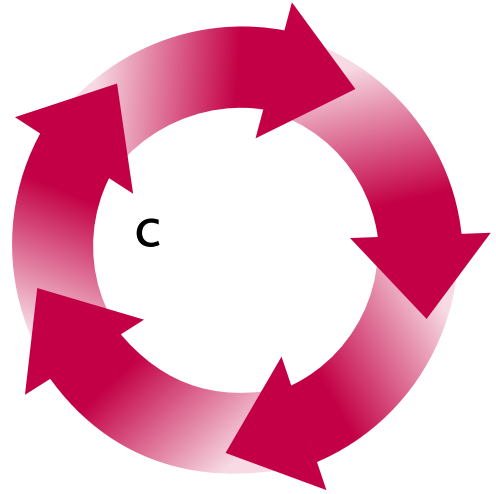
1 Why choose this syllabus?

Key benefits

The syllabus is designed to provide students with a deep understanding of global issues and the ability to think independently and critically. It is a challenging and rewarding experience that will prepare students for the future.

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Cambridge International AS & A Level Global Perspectives & Research

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'Cambridge students develop a deep understanding of subjects and independent thinking skills.'

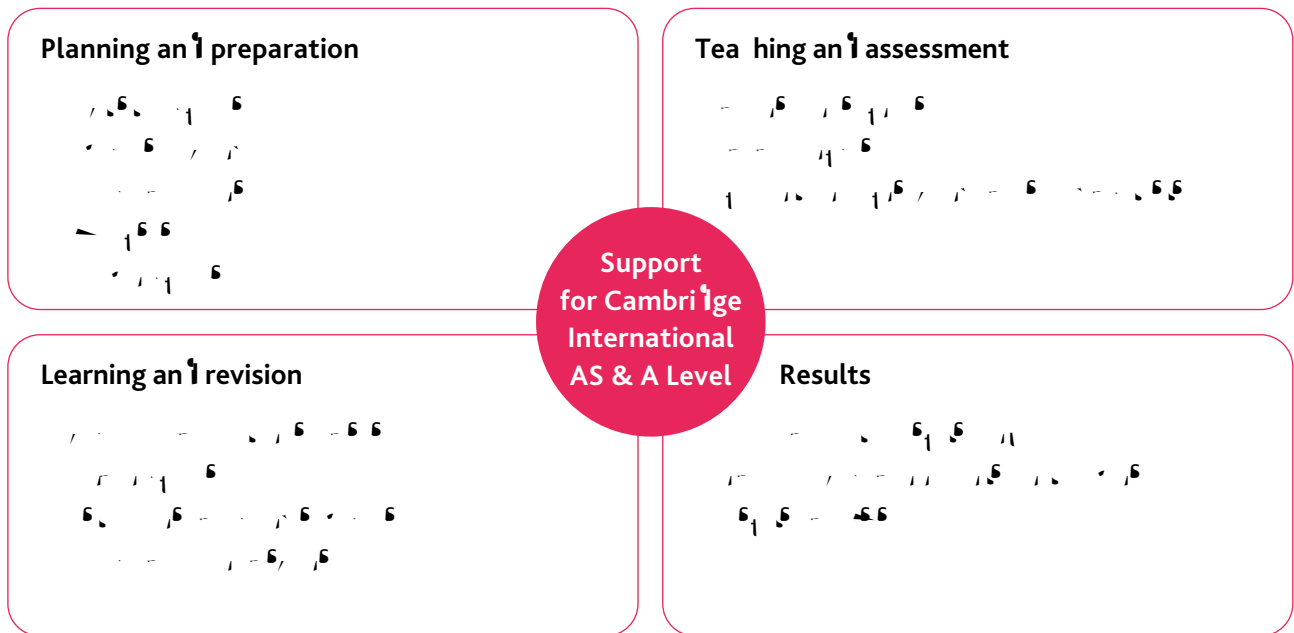
Cambridge International Education

Supporting teachers

Cambridge International AS & A Level Global Perspectives & Research provides a range of support for teachers. This includes:

- **Teacher guides** – to help you plan and deliver your course
- **Resources** – to help you engage your students and develop their skills
- **Assessment materials** – to help you assess your students' progress
- **Support materials** – to help you manage your class and your course

For more information, visit www.cambridgeinternational.org/support



Sign up for email notifications at www.cambridgeinternational.org/Bm:9239

2 Syllabus overview

Assessment overview

Weighting for assessment objectives

Table 1.1: Weighting for assessment objectives

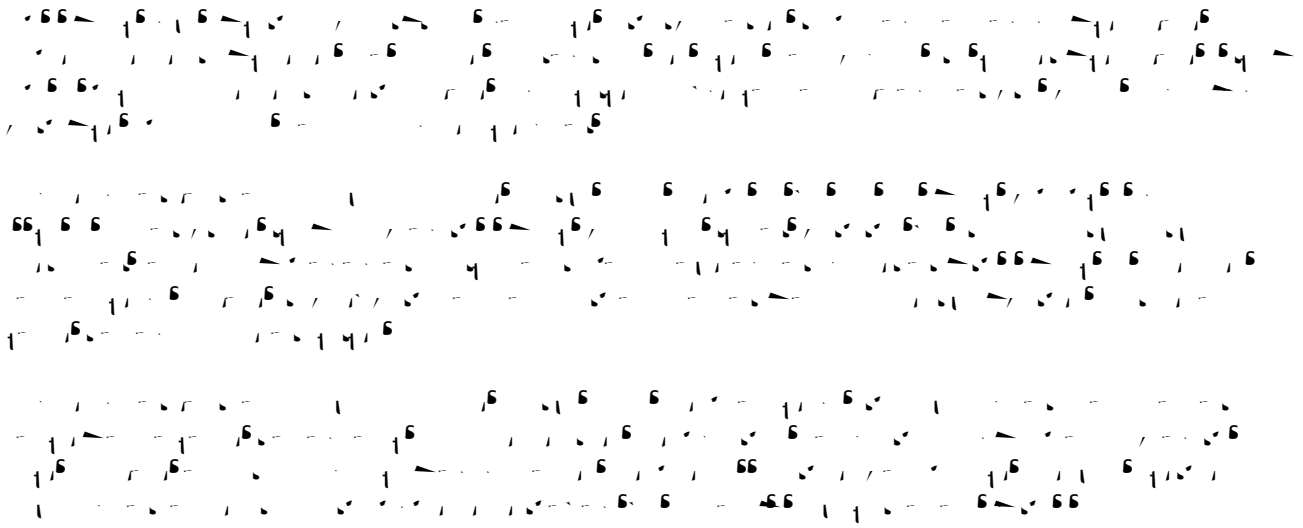
Assessment objectives as a percentage of each qualification

Assessment objective	Weighting in AS Level %	Weighting in A Level %
AO1	30	30
AO2	30	30
AO3	40	40

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Component 1	Component 2	Component 3	Component 4
AO1	30	30	30	10
AO2	30	30	30	10
AO3	40	40	20	0

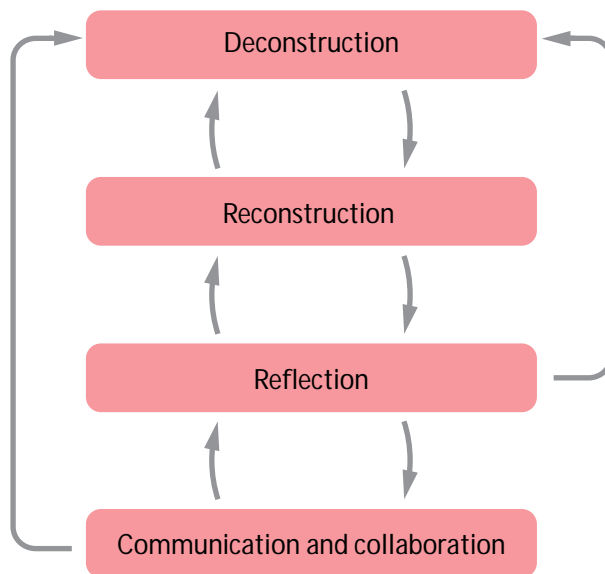
3 Approaches to teaching and learning



Developing skills using the Critical Path

The Critical Path is a learning process that involves four stages: Deconstruction, Reconstruction, Reflection, and Communication and collaboration. These stages are interconnected and form a continuous cycle. Deconstruction involves breaking down complex information into smaller, manageable parts. Reconstruction involves putting these parts back together to form a new understanding. Reflection involves thinking about the process and the results. Communication and collaboration involves sharing ideas and working with others to improve understanding.

The Critical Path as a learning process



Stages of the Critical Path

Example questions to promote thinking and learning

Reconstruction

What evidence is there to support different perspectives? What evidence is there to support different perspectives? What evidence is there to support different perspectives?

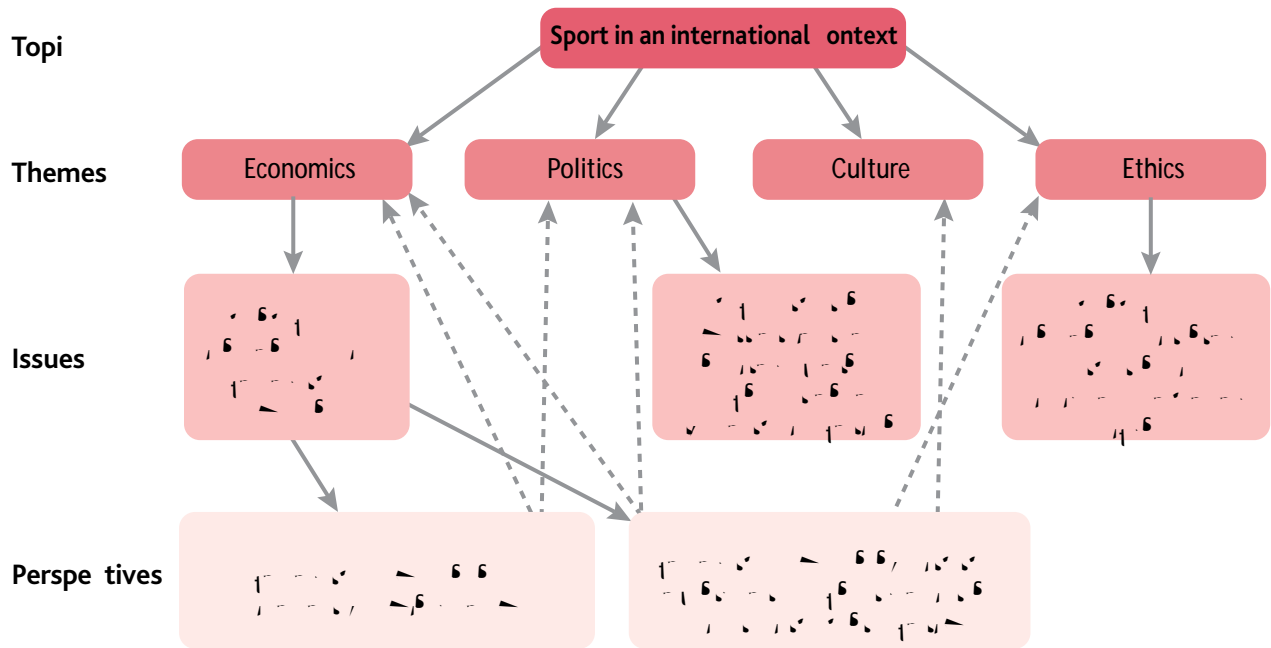
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Global topics, themes, issues and perspectives (AS Level) continued

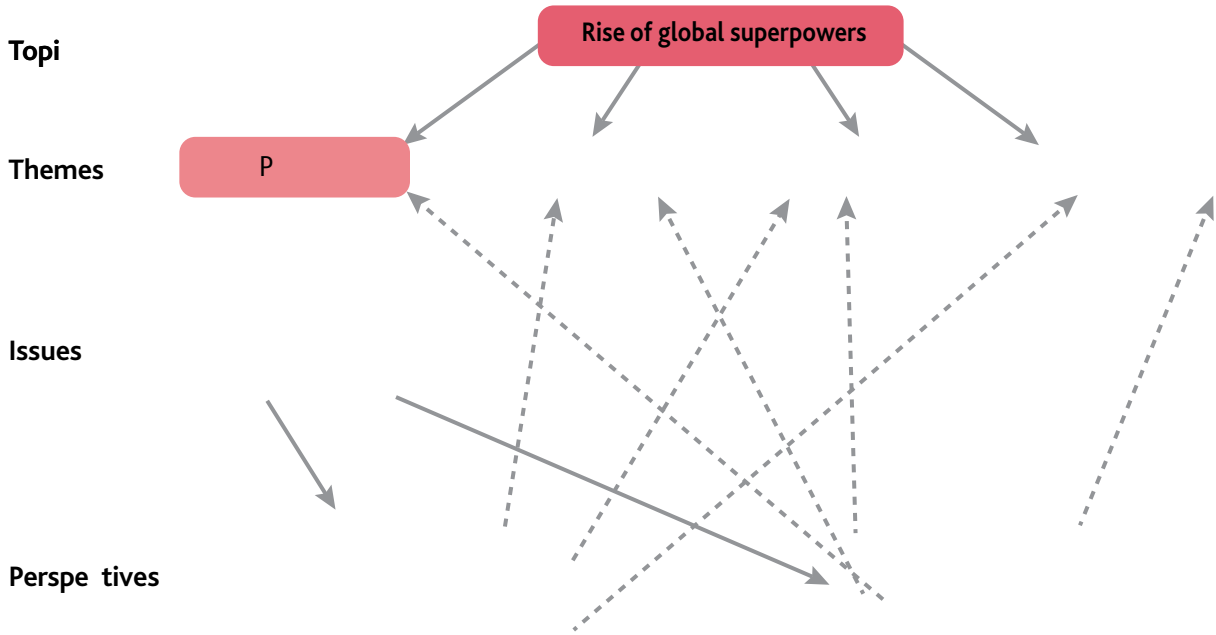
Themes

Global topics, themes, issues and perspectives (AS Level) continue



Global topics, themes, issues and perspectives (AS Level) continued

Example 3



Component 2 – Essay

1. *“The world is a stage.”*

2. *“The world is a stage, and all men and women are merely players.”*

3. *“The world is a stage, and all men and women are merely players.”*

4. *“The world is a stage, and all men and women are merely players.”*

5. *“The world is a stage, and all men and women are merely players.”*

“ ” not

“ ”

Team Project: the role of the teacher

1. The role of the teacher is to provide a safe and supportive environment for students to learn and grow. They should be approachable and open to students' questions and concerns.

2. Teachers should be able to identify and address individual students' needs and learning styles. They should use a variety of teaching methods and resources to engage students and promote active learning.

3. Teachers should be able to foster a positive and inclusive classroom culture. They should encourage students to work together, share their ideas, and respect each other's differences.

4. Teachers should be able to assess and provide feedback to students. They should use a variety of assessment methods and provide constructive feedback to help students improve their learning.

5. Teachers should be able to collaborate with other professionals in the school and community. They should share their knowledge and expertise and work together to support students' learning and development.

6. Teachers should be able to stay up-to-date on current research and best practices in education. They should participate in professional development opportunities and collaborate with colleagues to learn from each other.

7. Teachers should be able to communicate effectively with students, parents, and the community. They should be clear, concise, and respectful in their communication and listen to others' perspectives.

8. Teachers should be able to reflect on their own practice and make adjustments as needed. They should seek feedback from students and colleagues and use it to improve their teaching.

<https://learning.cambridgeinternational.org/>

9. Teachers should be able to manage the classroom effectively. They should establish clear rules and expectations and enforce them consistently. They should use a variety of classroom management strategies to create a positive and productive learning environment.

10. Teachers should be able to work with parents and the community to support students' learning and development. They should communicate regularly with parents and involve them in their child's education. They should also collaborate with community organizations to provide students with real-world learning experiences.

11. Teachers should be able to promote social and emotional learning. They should help students develop self-awareness, self-management, social skills, and responsible decision-making. They should create a safe and supportive environment for students to explore their emotions and learn from their experiences.

12. Teachers should be able to promote global citizenship. They should help students understand the world and its diverse cultures and peoples. They should encourage students to take action to address global issues and promote positive change.

13. Teachers should be able to promote environmental sustainability. They should help students understand the impact of human actions on the environment and encourage them to take action to reduce their carbon footprint and protect the planet.

14. Teachers should be able to promote digital literacy. They should help students understand the benefits and risks of technology and use it effectively to support their learning and development.

15. Teachers should be able to promote leadership skills. They should help students develop the skills and confidence to take on leadership roles and make a positive impact on their school and community.

16. Teachers should be able to promote resilience. They should help students develop the ability to bounce back from setbacks and challenges and persevere in the face of adversity.

17. Teachers should be able to promote a growth mindset. They should help students understand that their abilities and intelligence can be developed through hard work and practice. They should encourage students to embrace challenges and learn from their mistakes.

18. Teachers should be able to promote a love of learning. They should create a classroom environment where students are curious, engaged, and motivated to learn. They should use a variety of teaching methods and resources to make learning fun and meaningful.

19. Teachers should be able to promote a sense of purpose. They should help students understand their own strengths and interests and how they can use them to make a positive impact on the world.

20. Teachers should be able to promote a sense of belonging. They should create a classroom environment where all students feel valued, respected, and supported. They should encourage students to work together and build a strong sense of community.

21. Teachers should be able to promote a sense of responsibility. They should help students understand their role in the world and the impact of their actions. They should encourage students to take responsibility for their own learning and the well-being of others.

22. Teachers should be able to promote a sense of hope. They should help students understand that the future is bright and that they have the power to make a positive impact on the world. They should encourage students to dream big and work hard to achieve their goals.

23. Teachers should be able to promote a sense of optimism. They should help students understand that challenges are opportunities for growth and that there is always a way forward. They should encourage students to stay positive and believe in themselves.

24. Teachers should be able to promote a sense of gratitude. They should help students understand the things they are grateful for and the impact of others on their lives. They should encourage students to express their gratitude and appreciate the people and things around them.

25. Teachers should be able to promote a sense of joy. They should help students understand the importance of having fun and enjoying the learning process. They should use a variety of teaching methods and resources to make learning enjoyable and meaningful.

26. Teachers should be able to promote a sense of wonder. They should help students understand the beauty and mystery of the world and the universe. They should encourage students to explore their curiosity and ask questions.

27. Teachers should be able to promote a sense of awe. They should help students understand the power and grandeur of nature and the human spirit. They should encourage students to experience awe and wonder in their daily lives.

28. Teachers should be able to promote a sense of connection. They should help students understand their place in the world and the importance of building strong relationships with others. They should encourage students to connect with their community and the world around them.

29. Teachers should be able to promote a sense of meaning. They should help students understand the purpose and meaning of their lives and the world around them. They should encourage students to seek meaning and purpose in their daily lives.

30. Teachers should be able to promote a sense of fulfillment. They should help students understand the importance of achieving their goals and realizing their dreams. They should encourage students to work hard and persevere in the face of challenges.

31. Teachers should be able to promote a sense of accomplishment. They should help students understand the value of hard work and the satisfaction of achieving their goals. They should encourage students to take pride in their work and celebrate their successes.

32. Teachers should be able to promote a sense of pride. They should help students understand the importance of taking pride in their work and their school. They should encourage students to be proud of their achievements and the people they work with.

33. Teachers should be able to promote a sense of respect. They should help students understand the importance of respecting others and their differences. They should encourage students to treat others with kindness and respect.

34. Teachers should be able to promote a sense of empathy. They should help students understand the feelings and experiences of others and develop the ability to empathize with them. They should encourage students to be kind and compassionate to others.

35. Teachers should be able to promote a sense of compassion. They should help students understand the importance of helping others and making a positive impact on the world. They should encourage students to be kind and caring to others.

36. Teachers should be able to promote a sense of kindness. They should help students understand the importance of being kind to others and the impact of kindness on the world. They should encourage students to be kind and helpful to others.

37. Teachers should be able to promote a sense of generosity. They should help students understand the importance of sharing and giving to others. They should encourage students to be generous and helpful to others.

38. Teachers should be able to promote a sense of honesty. They should help students understand the importance of being honest and truthful. They should encourage students to be honest and ethical in their actions.

39. Teachers should be able to promote a sense of integrity. They should help students understand the importance of having integrity and living by their values. They should encourage students to be honest and ethical in their actions.

40. Teachers should be able to promote a sense of courage. They should help students understand the importance of being brave and standing up for what is right. They should encourage students to be courageous and take risks.

41. Teachers should be able to promote a sense of determination. They should help students understand the importance of being determined and persevering in the face of challenges. They should encourage students to be determined and hardworking.

42. Teachers should be able to promote a sense of discipline. They should help students understand the importance of being disciplined and responsible. They should encourage students to be disciplined and hardworking.

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Component 4 – Cambridge Research Report

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Evidence

1. Evidence is information that is used to support a claim or argument. It can be in the form of data, statistics, research findings, or expert testimony. Evidence is essential for making informed decisions and supporting conclusions in research and academic writing.

Research methods and methodology

1. Research methods and methodology refer to the systematic approaches and procedures used to collect and analyze data in a study. They are essential for ensuring the validity and reliability of research findings.

2. Research methods include qualitative and quantitative methods, as well as mixed methods. Qualitative methods focus on understanding the meaning and experiences of individuals, while quantitative methods focus on measuring and analyzing numerical data.

3. Methodology refers to the theoretical framework and principles that guide the choice and use of research methods. It involves understanding the strengths and limitations of different methods and how they can be applied to a specific research question.

4. The choice of research methods and methodology depends on the research question, the nature of the data, and the resources available. Researchers must carefully consider the appropriateness of their methods and the potential biases and limitations of their approach.

5. Research methods and methodology are essential for conducting rigorous and systematic research that can contribute to the advancement of knowledge in a field.

6. Researchers should be transparent about their methods and methodology, providing a clear and detailed account of how they conducted their study. This allows other researchers to evaluate the quality of the research and replicate the study if necessary.

7. Understanding research methods and methodology is crucial for students and researchers alike, as it provides the foundation for conducting high-quality research and interpreting research findings.

Research log

1. A research log is a record of the activities and findings of a research project. It typically includes dates, tasks completed, challenges encountered, and key insights gained. It is a valuable tool for tracking progress and reflecting on the research process.

2. The research log can be used to identify patterns in the research process, such as recurring challenges or areas of interest. It can also be used to communicate the progress of the research to others, such as supervisors or colleagues.

3. Maintaining a research log is an essential part of conducting research, as it helps to ensure that the process is well-documented and organized. It is a key component of the research methodology.

Teacher Guide

Perspectives

“The world is not a single entity, but a collection of many different cultures, each with its own unique perspective on the world.”

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Teacher Guide

Structuring and presenting the Cambridge Research Report

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“The world is not a single entity, but a collection of many different cultures, each with its own unique perspective on the world.”

Authenticity and academic honesty

“The world is not a single entity, but a collection of many different cultures, each with its own unique perspective on the world.”

For more information on the syllabus, visit www.cambridgeinternational.org

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Submitting candidates' work

For more information on the syllabus, visit www.cambridgeinternational.org

For more information on the syllabus, visit www.cambridgeinternational.org/eoguide

For more information on the syllabus, visit www.cambridgeinternational.org

5 What else you need to know

For more information on the syllabus, visit www.cambridgeinternational.org/eoguide

Before you start

Previous study

There are no prerequisites for this syllabus.

Guided learning hours

The syllabus is designed to be completed over a two-year period. The total guided learning hours for the syllabus are 360 hours, which is equivalent to 120 hours of classroom teaching per year.

Availability and timetables

The syllabus is available in both print and digital formats. For more information on availability and timetables, visit www.cambridgeinternational.org/timetables

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Combining with other syllabuses

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Making entries

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