



Syllabus

Cambridge O Level Global Perspectives 2069

Use this syllabus for exams in 2022, 2023 and 2024.

Exams are available in the June series.

This syllabus is only available to centres in Administrative Zone 4.



Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

'We think the Cambridge curriculum is superb preparation for university.'

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001



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Changes to this syllabus



For information about changes to this syllabus for 2022, 2023 and 2024, go to page 30.

The latest syllabus is version 1, published September 2019. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2018 are still suitable for use with this syllabus.

1 Why choose this syllabus?

Key benefits

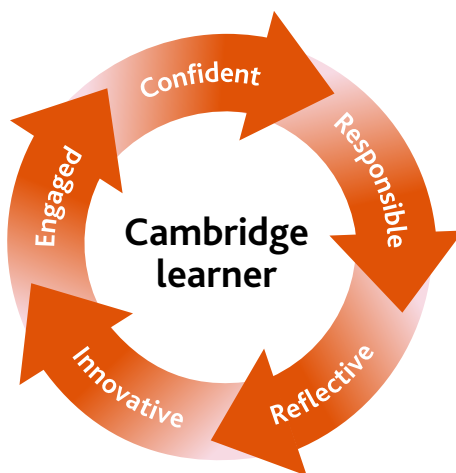
Cambridge O Level is typically for 14 to 16 year olds and is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English, and this is acknowledged throughout the examination process.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge O Level Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from different perspectives: personal, local/national and global.

Cambridge O Level Global Perspectives encourages awareness of global problems and offers a range of opportunities to explore solutions through cooperation and collaboration. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the complexity of the world and of human thought, and encouraging empathy for the diversity of human experience and feeling.

Our approach encourages learners to be:



'Cambridge O Level has helped me develop thinking and analytical skills which will go a long way in helping me with advanced studies.'

Kamal Khan Virk, former student at Beaconhouse Garden Town Secondary School, Pakistan, who went on to study Actuarial Science at the London School of Economics

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge O Level Global Perspectives gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow courses leading to Cambridge International AS and A Level or the equivalent in a wide variety of subjects, especially across the humanities and social sciences. In particular, this O Level syllabus allows progression to Advanced Level Global Perspectives qualifications.

Cambridge O Levels are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge O Levels or equivalent to meet their entry requirements.

Learn more at www.cambridgeinternational.org/recognition



Cambridge Assessment International Education is an education organisation and politically neutral. The content of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Supporting teachers

We provide a wide range of practical resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge O Level.

Teaching resources

- School Support Hub
www.cambridgeinternational.org/support
- Syllabuses
- Schemes of work
- Learner guides
- Discussion forums
- Endorsed resources

Exam preparation resources

- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
- Examiner reports to improve future teaching

Support for
Cambridge
O Level

Training

- Introductory – face-to-face or online
- Extension – face-to-face or online
- Enrichment – face-to-face or online
- Coursework – online
- Cambridge Professional Development Qualifications

Find out more at
www.cambridgeinternational.org/profdev

Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at
www.cambridgeinternational.org/social-media

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- become independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action
- enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives
- work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator
- consider important issues from personal, local and/or national and global perspectives and understand the links between these
- critically assess the information available to them and support judgements with lines of reasoning
- communicate and empathise with the needs and rights of others.



Support for Cambridge O Level Global Perspectives

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes, including schemes of work, past papers, mark schemes and examiner reports. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

www.cambridgeinternational.org/support

Content overview

Young people face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices.

Cambridge O Level Global Perspectives candidates will have opportunities to acquire and apply a range of skills to support them in these challenges, including:

- researching, analysing and evaluating information
- developing and justifying a line of reasoning
- reflecting on processes and outcomes
- communicating information and reasoning
- collaborating to achieve a common outcome.

Candidates explore stimulating topics that have global significance. They learn to collaborate with others from another culture, community or country. They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought.

Cambridge O Level Global Perspectives emphasises the development and application of skills rather than the acquisition of knowledge. Candidates develop transferable skills that will be useful for further study and for young people as active citizens of the future.

Assessment overview

All candidates take three compulsory components. Candidates will be eligible for grades A* to E.

All candidates take:

Component 1 1 hour 15 minutes
Written Examination 35%
70 marks
Candidates answer four compulsory questions based on a range of sources.
Sources will present a global issue from a range of perspectives, personal, local and/or national and global, and will be drawn from a list of eight topics.
Externally assessed

and:

Component 2
Individual Report 30%
60 marks
Candidates research one topic area of personal, local and/or national and global significance and submit a report based on their research.
The title is devised by candidates themselves.
The report must be 1500–2000 words and written in continuous prose.
Internally set and externally marked

and:

Component 3
Team Project 35%
70 marks
Candidates devise and develop a collaborative project into an aspect of one topic.
The Team Project comprises two elements.
Team Element
Candidates produce as a team one Outcome and one Explanation as a Collaboration.
The Explanation must be 200–300 words.
(10 marks)
Personal Element
Candidates each write a Reflective Paper on their research, contribution and personal learning.
The paper must be 750–1000 words.
(60 marks)
Internally assessed and externally moderated

Information on availability is in the **Before you start** section.

Check the samples database at www.cambridgeinternational.org/samples for submission information, forms and deadlines for Components 2 and 3.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Research, analysis and evaluation

Candidates should be able to:

- design and carry out research into current global issues, their causes, consequences and possible course(s) of action
- use evidence to support claims, arguments and perspectives
- identify and analyse issues, arguments and perspectives
- analyse and evaluate the evidence and reasoning used to support claims, arguments and perspectives
- analyse and evaluate sources and/or processes to support research, arguments, perspectives and an outcome
- develop a line of reasoning to support an argument, a perspective, course(s) of action or outcome.

AO2 Reflection

Candidates should be able to:

- consider different perspectives objectively and with empathy
- justify personal perspective(s) using evidence and reasoning
- consider how research, engagement with different perspectives and working as part of a team, have influenced personal learning.

AO3 Communication and collaboration

Candidates should be able to:

- select and present relevant arguments, evidence and perspectives clearly and with structure
- present research, and include citations and references
- contribute to the shared purpose and outcome of the Team Project.

Weighting for 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 O Level %
AO1 Research, analysis and evaluation	65
AO2 Reflection	15
AO3 Communication and collaboration	20
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Component 1	Component 2	Component 3
AO1 Research, analysis and evaluation	100	67	28
AO2 Reflection	0	8	36
AO3 Communication and collaboration	0	25	36
Total	100	100	100

3 Subject content

Topics

Cambridge O Level Global Perspectives is built around topics; knowledge of content is not assessed. However, each particular topic encompasses issues of global importance.

The topics are as follows.

Component 1 Written Examination

- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport systems

Component 2 Individual Report

- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid

Component 3 Team Project

- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture

The topics offer a context within which candidates can begin to develop and demonstrate an understanding of these global issues from personal, local and/or national and global perspectives. Candidates use research, reasoning and questioning to gain this understanding and form their own judgements. It is suggested that teachers look at several topics over the term of the course to help develop candidates' skills.

In developing the skills of working with information, critical thinking, decision making, planning, communication, reflection, teamwork and independent learning, candidates will engage with a range of sources. These sources might include data sets, articles from the media and personal testimony. The sources that candidates use should encourage them to become actively involved in considering issues from different perspectives. It is important, then, that candidates learn to engage with a contrasting breadth and depth of relevant material.

Candidates are encouraged to appreciate different perspectives, and to engage critically with these.

Choice of topics

Teachers **must** ensure that candidates are working with the given topics within each component.

Candidates do **not** study all of the topics listed above. Teachers and candidates choose topics that have the most relevance for them. The intention is to give as much scope and encouragement as possible for learners to discuss and agree with their teachers their own paths of enquiry into the complex world in which they are living. Consideration of the local and/or national context can also encourage engagement with learning.

Learners are assessed on skills that can be developed through the study of global topics.

4 Details of the assessment

Component 1 – Written Examination

1 hour 15 minutes, 70 marks

The mark weightings allocated to each of the assessment objectives are:

AO1 – 70 marks

AO2 – 0 marks

AO3 – 0 marks

Candidates answer **four** compulsory questions based on source material. Candidates write all their answers in the space provided on the question paper.

The source material will be printed on the question paper insert. Candidates are expected to read and study the sources carefully before attempting the questions. Time for reading is incorporated into the overall time available for the paper. The number of sources may vary from examination to examination.

The source material will present claims, arguments and evidence from different perspectives on a global issue drawn from the following topics:

- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport systems

Candidates will benefit from an understanding of the following: fact, opinion, prediction, value judgement, bias and vested interest. Candidates should be able to analyse and evaluate use of evidence and language.

Questions 1–3

These comprise a series of sub-questions requiring candidates to respond to source material. These include short answers and more extended responses.

Question 1 (12 marks) could be based on statistical information. Candidates may be asked, for example, to describe patterns and trends shown in the statistical information.

Question 2 (14 marks) might ask candidates, for example, to suggest ways to test claims.

Question 3 (20 marks) might ask candidates, for example, to evaluate the effectiveness of arguments, making a judgement about which is the most convincing.

Question 4

Question 4 (24 marks) comprises an extended answer requiring candidates to respond to source material.

Candidates might, for example, be asked to use the source material to make a case to support a personal opinion or perspective.

The global issue will be the context for the assessment of the key skills related to AO1. Candidates will **not** be assessed on their prior knowledge and prior understanding of the specific topics represented in the source material.

Nature of assessment

This component is an externally set assessment, marked by Cambridge International.

Written Examination: the role of the teacher

The Written Examination is a skills-based examination which does not require candidates to have been taught any specific content or have prior knowledge of the particular global topic. The global issue which provides the theme for the examination paper provides a context for the assessment of the skills associated with AO1: Research, analysis and evaluation.

Teachers therefore need to provide opportunity for candidates to practise and develop these skills during the course designed to prepare candidates for assessment in Cambridge O Level Global Perspectives. This should involve regular opportunity to discuss and debate global issues related to the topics so that candidates learn to consider a variety of different perspectives. In so doing candidates should contrast and compare the claims, arguments, evidence and values which underpin different perspectives. Candidates will also need to analyse and evaluate sources and background research related to the global issues being considered. Using argument and evidence gathered from background materials and their own research to construct and present arguments is also important. Teachers will need to provide a practical and active approach to teaching and learning, and the development of skills, in global perspectives.

Teachers should also prepare candidates for the types of questions they are likely to experience in the Written Examination by using specimen and past papers and their related mark schemes. These can be obtained from the Cambridge websites www.cambridgeinternational.org and www.cambridgeinternational.org/support

Component 2 – Individual Report

60 marks

The mark weightings allocated to each of the assessment objectives are:

AO1 – 40 marks

AO2 – 5 marks

AO3 – 15 marks

Candidates write an Individual Report on one global topic from a choice of eight.

With the guidance of their teacher, candidates choose from one of the specified topic areas and devise a global research question. Candidates use this question as the title for their report. The report must be between 1500 and 2000 words.

The Individual Report must be based on **one** of the following topics:

- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid

Work submitted based on topics other than those listed above will be awarded zero marks.

Each candidate carries out research on a global question devised from the specified list of topics for the component. While there may be some overlap in work completed on the same topic, each candidate's report must be a distinct piece of work which comprises their own research and ideas. Each candidate must devise their own question. The candidate uses the global research question as the title for their report.

For example, the report could be based on the topic of the digital world. The research could focus on the following global question: Given the relatively brief history of the internet, how much has it contributed to society?

Candidates explore issues within the topic, and answer their global research question from local and/or national and global perspectives. These should genuinely be perspectives (i.e. different views) on the issue and not just information from different countries. A global perspective may come from a specific country, organisation, institution, or even an individual but it will have influence that spreads beyond any one country. They conclude their report by indicating how their research has impacted their personal perspective.

Candidates may structure their report in equally valid and different ways. They might consider the situation in their own country and locality depending on the availability of relevant evidence. As a conclusion, they might explore the effects on society giving their personal perspective in response to their question and using evidence from their research.

This sets out one possible approach. Other possible approaches could be equally acceptable.

Candidates should focus their research initially on identifying and exploring the context of a current global topic. They should then consider the issues within that topic, according to their global research question, from a range of perspectives. These include local and/or national and global perspectives, and different viewpoints within these (for example, those of farmers and local politicians). By engaging with these perspectives, candidates can demonstrate that they understand the arguments, reasoning or claims upon which these perspectives are based. Candidates should analyse the issue(s) by considering the causes and consequences. They should also draw comparisons. These comparisons could include: comparing the different causes of a particular issue to decide which is the most significant cause; comparing the different possible consequences of an issue, to decide which is most likely; comparing the causes of one issue to the causes of another issue, to see how they are similar or different; or comparing the possible consequences of one issue to the possible consequences of another issue, to see which may have the more significant consequences. Candidates should also draw on their analysis of the issue(s) to propose a course of action to change, improve, or resolve the issue(s).

The report must be written in continuous text and should **not** incorporate multimedia. There should be no use of emails, blogs and posters. Candidates can include tables, diagrams and photographs. These must be integral to the argument. Any text, excluding only the bibliography, must be included as part of the word-count.

Nature of assessment

Candidates decide on their own global research question for this component. The report is externally assessed by Cambridge International. All materials for Component 2 must be submitted electronically. The deadlines and methods for submission are contained in the *Cambridge Handbook*, for the relevant year of assessment at www.cambridgeinternational.org/eoguide

Cover sheets

You should submit a cover sheet completed for each candidate. Include the cover sheets with the materials you send to Cambridge International. Download the cover sheet from the samples database at www.cambridgeinternational.org/samples. The database will ask you for the syllabus code (i.e. 2069), after which it will take you to the correct form. Follow the instructions on the form itself to complete it.

Individual Report: the role of the teacher

It is the teacher's responsibility to ensure the feasibility and manageability of the proposed work.

Teachers should support each candidate to:

- understand the nature of the task, that of compiling a written study of an investigative nature
- identify a suitable area to research which complements the candidate's interest, enthusiasm and skills base
- formulate a global research question that allows them to explore relevant issues from different perspectives and viewpoints
- develop research and organisational skills
- select, cite and reference sources appropriately
- refine report writing skills so that the candidate writes as concisely as possible and within the 1500 to 2000 word count
- appreciate how their work will be assessed, confirming that the assessment is externally marked and is not assessed by their teachers.

Teachers should:

- encourage candidates to work towards making well-supported judgements from different perspective(s) which are likely to affect their own personal perspectives
- help resolve practical and conceptual problems encountered during research
- give regular and supportive feedback aiming to enhance motivation
- plan for sessions where candidates can work independently using reference materials as appropriate
- monitor time management and assist candidates to meet deadlines.

Teachers may carry out all the above with the class as a whole, in small focus groups and with individual candidates. It is recommended that all three approaches are used.

The Individual Report must be the candidate's own work. Once candidates embark on researching and writing the report, in the ways set out above, the teacher should **not** intervene and should **not** attempt to change the direction of the research.

Reference material should be absorbed by candidates, reflected upon and then engaged with in an appropriate way to enable candidates to complete their report.

Teachers must not:

- undertake any research on behalf of candidates
- prepare or write any notes or drafts for candidates
- correct any part of a candidate's report or any draft report or notes used
- suggest amendments to or comment upon any part of the report.

Teachers must be happy that the ownership of the report lies with the candidate.

Candidates must be taught the meaning and significance of plagiarism.

Cambridge International uses plagiarism detection software packages. Candidates will be required to sign a statement of declaration that the Individual Report is their own work. The teacher responsible will be required to verify this declaration, verifying that these regulations have been observed. This declaration must be included as part of the candidate's submission to Cambridge International.

Component 3 – Team Project

70 marks

The mark weightings allocated to each of the assessment objectives are:

AO1 – 20 marks

AO2 – 25 marks

AO3 – 25 marks

Candidates devise and develop a collaborative project into an aspect of one topic from a choice of eight. Candidates submit work for **two** elements: Team and Personal.

In preparing for this component, candidates must work in teams of two to five members to plan and carry out a project involving an aspect of, or an issue relating to, **one** of the following topics:

- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture

Work submitted based on topics other than those listed above will be awarded zero marks.

As part of the research, candidates must explore different cultural perspectives on the issue they have chosen to investigate. The team uses their research findings to inform or support the production of an Outcome to achieve the aim of the project as stated in the accompanying Explanation.

Team Element

The Outcome and Explanation together carry a total of four marks. Up to six further marks may be awarded for the candidates' ability to work as a team (Collaboration). The team element represents five per cent of the total marks for the qualification.

AO1 – 0 marks

AO2 – 0 marks

AO3 – 10 marks

For the purpose of assessment, the Outcome and Explanation will be taken together and will be assessed on the basis of the team's effectiveness in communicating different cultural perspectives and how these perspectives have informed or supported their Outcome.

Collaboration will be assessed on the team's ability to work together effectively to complete the project. Aspects of collaboration include the introduction of new ideas, mutual understanding and commitment to the process. Collaboration is assessed through teacher observation.

The **Outcome** is what the team produces to achieve the project aim, which must involve the team addressing an issue; or for example, raising public awareness about an issue. The Outcome could take a variety of forms, such as: a poster; information leaflet or brochure; a song; a video, or a series of photographs possibly depicting an event such as a fundraiser, lessons; cartoons with captions; a model or design; or a webpage. An essay response is **not** acceptable as the Outcome.

The **Explanation** (200–300 words) accompanying the Outcome should include the following information:

- the project aim
- a brief description of the Outcome
- an explanation of how the team's exploration of different cultural perspectives has informed or supports the Outcome.

Where work has exceeded the word limit, teachers must **not** credit beyond the first 300 words.

Personal Element of Team Project

Reflective Paper

Reflective Paper, 60 marks – weighted at 30 per cent of the total marks available for the qualification.

AO1 – 20 marks

AO2 – 25 marks

AO3 – 15 marks

At the end of the process each candidate will produce a written Reflective Paper (750–1000 words, excluding only the bibliography) focusing on:

- their personal research for the project and their own work processes
- the effectiveness of the Outcome in achieving the project aim
- what they have learned about different cultural perspectives on the issue
- what they have learned about teamwork overall and their own performance as a team member
- what they have learned overall from carrying out the project.

The following must be submitted to Cambridge International:

- the evidence of the team's Outcome (the Outcome, or a link to it, may be embedded in the Explanation, or submitted as a separate file)
- the accompanying Explanation
- the individual team members' Reflective Papers.

Where work has exceeded the word limit, teachers must **not** credit beyond the first 1000 words.

The following example sets out a possible approach to the Team Project. Other possible approaches could be equally acceptable.

Team Project: example of an issue for investigation

Topic	Tradition, culture and identity
Issue	How does culture dictate how we view the attractiveness and healthiness of our bodies?
Aim	Promoting the importance of healthy eating to young people, taking into account cultural norms
Outcome and Explanation	For example, the Outcome could be a collage of photographs with captions, or video-clip with voice-overs, showing different cultural perspectives on the issue, accompanied by the Explanation.
Reflective Paper	For example, candidates could provide: <ul style="list-style-type: none"> • presentation of key personal research findings into different cultural perspectives • analysis of own work processes (for example, research; analysis of findings; planning and time management) • analysis and evaluation of strengths and weaknesses of the collage or video-clip in achieving the project aims • analysis and evaluation of strengths and weaknesses of their own performance as a team member • reflection on what has been learned overall from carrying out the project • reflection on what has been learned about alternative perspectives and the impact this has had on their own perspective.

Nature of assessment

All elements of the Team Project are internally assessed by teachers and externally moderated by Cambridge International. All materials for Component 3 must be submitted electronically. The deadlines and methods for submission are contained in the *Cambridge Handbook* for the relevant year of assessment at www.cambridgeinternational.org/eoguide

Recording and submitting candidates' marks and work

Please refer to the samples database at www.cambridgeinternational.org/samples for information, dates and methods of submission of candidates' marks and work.

You should record candidates' marks for Component 3 Team Project on the Individual Candidate Record Card and the Coursework Assessment Summary Form which you should download each year from the samples database at www.cambridgeinternational.org/samples. The database will ask you for the syllabus code (i.e. 2069), after which it will take you to the correct forms. Follow the instructions on the form itself to complete it.

The marks on these forms must be identical to the marks you submit to Cambridge International.

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation on the samples database at www.cambridgeinternational.org/samples

You should record the internally moderated marks for all candidates on the Coursework Assessment Summary Form and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* for the relevant year of assessment.

External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at www.cambridgeinternational.org/samples explains how the sample will be selected.

The samples database at www.cambridgeinternational.org/samples also provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

Cover sheets

You should submit a cover sheet completed for each candidate in the sample. Include the cover sheets with the sample materials you send to Cambridge International. Download the cover sheet from the samples database at www.cambridgeinternational.org/samples. The database will ask you for the syllabus code (i.e. 2069), after which it will take you to the correct form. Follow the instructions on the form itself to complete it.

Team Project: the role of the teacher

The teacher should take an active role in creating teams. The maximum team size is five, the minimum two; however, in most instances teams of three or four may work together more readily and find it easier to agree on an issue to research.

Teachers should support each candidate and team in their initial preparation to:

- understand the nature of the task
- formulate an appropriate project
- develop a means through which candidates can research different cultural perspectives
- develop organisational skills
- select, cite and reference sources appropriately
- focus their research and communicative skills
- develop analytical, evaluative and reflective skills
- work collaboratively towards the same shared outcome.

All work submitted must be candidates' own work. Once candidates embark on researching and producing their work in the ways set out above, intervention by the teacher should be minimal and the extent of this should be declared.

Reference material should be absorbed by candidates, reflected upon and then engaged with in an appropriate way to enable candidates to complete their work.

Teachers must not:

- undertake any research on behalf of candidates
- prepare or write any notes or drafts for candidates
- correct any part of a candidate's work or any draft work or notes used
- suggest amendments to or comment upon any part of the work.

Teachers must be happy that the ownership of the work lies with the candidates.

Candidates must be taught the meaning and significance of plagiarism.

Cambridge International uses plagiarism detection software packages. Candidates will be required to sign a statement of declaration that the work is their own work. The teacher responsible will be required to verify this declaration, verifying that these regulations have been observed. This declaration must be signed as part of the candidate's submission to Cambridge International.

Assessment

Applying the assessment criteria

AO1: Research, analysis and evaluation – 20

AO2: Reflection – 25

AO3: Communication and collaboration – 25

Information:

- Each candidate submits work for two elements: Team and Personal.

Team Element

- Candidates produce as a team one Outcome and one Explanation as a collaborative project. Each is marked using the appropriate marking grids.
- The Explanation must not exceed 300 words. Teachers and external moderators will not credit material after the 300-word limit.
- The Outcome and Explanation are marked out of four and assess the team's ability to communicate (AO3). There are a further six marks for the candidates' ability to work as a team effectively to complete the Project (AO3). This Collaboration is assessed through teacher observation.
- Both the Outcome and Explanation, and the Collaboration are team marks.
- Each candidate in the same team receives the same mark for the Team Element.

Personal Element

- Candidates each submit a separate Reflective Paper. The Reflective Paper must not exceed 1000 words. Teachers and external moderators will not credit material after the 1000-word limit. The Reflective Paper is marked out of 60 and assesses the candidate's ability to research, analyse and evaluate (AO1), to reflect (AO2) and to communicate (AO3).
- Each candidate in the same team receives a separate mark for the Personal Element.

Marking

- The marking criteria are each presented within different levels.
- Teachers and external moderators will use the full mark range and look for the 'best fit', not a 'perfect fit', taking a holistic approach.
- The teacher must mark Component 3 out of a total of 70, in line with the assessment criteria. The total mark for the component comprises 10 marks for the Team Element – 4 marks for the Outcome and Explanation, and 6 marks for the Collaboration, and 60 marks for the Personal Element – the Reflective Paper.

General principles for marking

1. You should consider the band descriptors across the full range, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
2. The general approach is a positive one.
3. Within any level, marks should be awarded on a 'best-fit' basis. Thus, compensation between higher and lower achievement for different aspects is acceptable.
4. Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. Cambridge International's external moderation process allows for adjustments to be made to consistently harsh or generous marking.

To select the most appropriate mark within each set of descriptors in Tables B–E, teachers should use the following guidance:

- a. Marking grids describe the top of each level.
- b. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer.
- c. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Just enough achievement on balance for this level	Above bottom and either below middle of level or at middle of level (depending on number of marks available)
On the borderline of this level and the one below	At bottom of level

Note: It should **not** be assumed that a level in the assessment criteria directly equates to a grade. Final grade thresholds are decided for each examination series based on available evidence.

**Table A: Level descriptors for Component 3 Team Project
Team Element – Outcome and Explanation (4 marks)**

AO3 Communication

The submitted work must be based on one of the topics specified in the syllabus for Component 3 Team Project.

Level	Descriptors	Marks
4	<i>In attempting to meet the project aim:</i> <ul style="list-style-type: none"> Different cultural perspectives are clearly and fully communicated in both the Outcome and Explanation. 	4
3	<i>In attempting to meet the project aim:</i> <ul style="list-style-type: none"> Different cultural perspectives are communicated in both the Outcome and Explanation. 	3
2	<i>In attempting to meet the project aim:</i> <ul style="list-style-type: none"> Different cultural perspectives are communicated in either the Outcome or Explanation. 	2
1	<i>In attempting to meet the project aim:</i> <ul style="list-style-type: none"> Communication of different cultural perspectives is limited. 	1
0	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content. 	0

**Table B: Level descriptors for Component 3 Team Project
Team Element – Collaboration (6 marks)**

AO3 Collaboration

The submitted work must be based on one of the topics specified in the syllabus for Component 3 Team Project.

Level	Descriptors	Marks
3	<i>In attempting to complete the project:</i> <ul style="list-style-type: none"> Team members were active and committed throughout the process. There was evidence of effective teamwork throughout the process. 	5–6
2	<i>In attempting to complete the project:</i> <ul style="list-style-type: none"> Team members were active and committed most of the time. There was evidence of effective teamwork during most of the process. 	3–4
1	<i>In attempting to complete the project:</i> <ul style="list-style-type: none"> Team members were active and committed some of the time. There was evidence of basic teamwork some of the time. 	1–2
0	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content. 	0

**Table C: Level descriptors for Component 3 Team Project
Personal Element – Reflective Paper (20 marks)**

AO1 Research, analysis and evaluation

The submitted work must be based on one of the topics specified in the syllabus for Component 3 Team Project.

Level	Descriptors	Marks
4	<p><i>The Reflective Paper shows:</i></p> <ul style="list-style-type: none"> • Full and in-depth analysis and evaluation of the strengths and limitations of the project outcome in achieving the project aim. • Full and in-depth analysis and evaluation of the strengths and limitations of own work processes. • There is a clear, well thought-out and appropriate balance between strengths and limitations. • Appropriate, thoughtful and consistent use of examples. • Well-reasoned and developed suggested improvements to own work processes and the project outcome. 	16–20
3	<p><i>The Reflective Paper shows:</i></p> <ul style="list-style-type: none"> • Mostly in-depth sound analysis and evaluation of the strengths and limitations of the project outcome in achieving the project aim. • Mostly in-depth sound analysis and evaluation of the strengths and limitations of own work processes. • There is a clear and appropriate balance between strengths and limitations. • Appropriate and mostly consistent use of examples. • Well-reasoned suggested improvements to own work processes and the project outcome. 	11–15
2	<p><i>The Reflective Paper shows:</i></p> <ul style="list-style-type: none"> • Some developed analysis and evaluation of the strengths and limitations of the project outcome in achieving the project aim. • Some developed analysis and evaluation of the strengths and limitations of own work processes. • The balance between strengths and limitations is sometimes inappropriate. • Some appropriate use made of examples. • Some suggested improvements to own work processes and the project outcome. 	6–10
1	<p><i>The Reflective Paper shows:</i></p> <ul style="list-style-type: none"> • Limited analysis of the strengths and/or limitations of the project outcome in achieving the project aim. • Limited analysis and evaluation of the strengths and/or limitations of own work processes. • Weak use of examples. • The balance between strengths and limitations is sometimes inappropriate. • Few suggested improvements to own work processes and/or the project outcome. 	1–5
0	<ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content. 	0

**Table D: Level descriptors for Component 3 Team Project
Personal Element – Reflective Paper (25 marks)**

AO2 Reflection

The submitted work must be based on one of the topics specified in the syllabus for Component 3 Team Project.

Level	Descriptors	Marks
4	<ul style="list-style-type: none"> • Clear, insightful and balanced reflection on the benefits and challenges of working as a team. • Clear, insightful and balanced reflection on the strengths and weaknesses of own performance as a team member. • Clear, insightful reflection on what has been learned about different cultural perspectives. • Clear, insightful reflection on overall personal learning from the project. 	20–25
3	<ul style="list-style-type: none"> • Clear, sound and balanced reflection on the benefits and challenges of working as a team. • Clear, sound and balanced reflection on the strengths and weaknesses of own performance as a team member. • Clear and appropriate reflection on what has been learned about different cultural perspectives. • Clear and appropriate reflection on overall personal learning from the project. 	13–19
2	<ul style="list-style-type: none"> • Some appropriate reflection on the benefits and challenges of working as a team. • Some appropriate reflection on the strengths and weaknesses of own performance as a team member. • Some appropriate reflection on what has been learned about different cultural perspectives. • Some appropriate reflection on overall personal learning from the project. 	7–12
1	<ul style="list-style-type: none"> • Limited reflection on the benefits and/or challenges of working as a team. • Limited reflection on the strengths and/or weaknesses of own performance as a team member. • Limited reflection on what has been learned about different cultural perspectives. • Limited reflection on overall personal learning from the project. 	1–6
0	<ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content. 	0

**Table E: Level descriptors for Component 3 Team Project
Personal Element – Reflective Paper (15 marks)**

AO3 Communication

The submitted work must be based on one of the topics specified in the syllabus for Component 3 Team Project.

Level	Descriptors	Marks
4	<ul style="list-style-type: none"> The Reflective Paper is very well-structured, cohesive and comprehensive. Key personal research findings are presented clearly and consistently. The connections between the team and personal elements are pertinent and clearly made. Citation and referencing of sources are in a consistent format and complete. 	12–15
3	<ul style="list-style-type: none"> The Reflective Paper is generally well-structured and comprehensive. Key personal research findings are generally presented clearly and consistently. The connections between the team and personal elements are appropriate and clearly made. Citation and referencing of sources are mostly in a consistent format and mostly complete. 	8–11
2	<ul style="list-style-type: none"> The Reflective Paper is structured but at times difficult to follow. Key personal research findings are sometimes presented clearly. The connections between the team and personal elements are often appropriate but at times lack clarity. Citation and referencing of sources is attempted but incomplete. 	4–7
1	<ul style="list-style-type: none"> The Reflective Paper lacks structure and is difficult to follow. Key personal research findings are presented but lack clarity. The connections between the team and personal elements are weak and/or lack clarity. Little or no citation and/or referencing of sources. 	1–3
0	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content. 	0

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

Guided learning hours

We design Cambridge O Level syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/olevel

You can enter candidates in the June exam series. You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates cannot enter for this syllabus.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE™ Global Perspectives (0457)
- syllabuses with the same title at the same level.

Cambridge O Level, Cambridge IGCSE and Cambridge IGCSE (9–1) syllabuses are at the same level.

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

Candidates cannot resubmit, in whole or part, coursework from a previous series. To confirm if an option is available to carry forward marks for this syllabus, see the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks can be found in the *Cambridge Handbook* for the relevant year at www.cambridgeinternational.org/eoguide

Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. We can put arrangements in place for these candidates to enable them to access the assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at www.cambridgeinternational.org/eoguide

Language

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

After the exam

Grading and reporting

Grades A*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge O Level.

A* is the highest and E is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade E. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (pending)
- X (no result)
- Y (to be issued).

These letters do not appear on the certificate.

How students and teachers can use the grades

Assessment at Cambridge O Level has two purposes:

- to measure learning and achievement
The assessment:
 - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success
The outcomes:
 - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
 - help students choose the most suitable course or career.

Grade descriptions

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

Grade descriptions for Cambridge O Level Global Perspectives will be published after the first assessment of the syllabus in 2022. Find more information at www.cambridgeinternational.org/olevel

Changes to this syllabus for 2022, 2023 and 2024

This is version 1, published September 2019

We have updated the look and feel of this document. The subject content remains the same.

Minor changes to the wording of some sections have been made to improve clarity.

There are no significant changes which affect teaching.

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

Any textbooks endorsed to support the syllabus for examination from 2018 are suitable for use with this syllabus.



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