



# Syllabus

## Cambridge International AS & A Level Global Perspectives & Research 9239

Use this syllabus for exams in 2023, 2024 and 2025.  
Exams are available in the June and November series.  
Exams are also available in the March series in India only.



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## Why choose Cambridge International?

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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 students to progress from one stage to the next, and are well supported by teaching and learning resources.

We review all our syllabuses regularly, so they reflect the latest research evidence and professional teaching practice – and take account of the different national contexts in which they are taught.

We consult with teachers to help us design each syllabus around the needs of their learners. Consulting with leading universities has helped us make sure our syllabuses encourage students to master the key concepts in the subject and develop the skills necessary for success in higher education.

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](http://www.cambridgeinternational.org/ISO9001)

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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.**

Any textbooks endorsed to support the syllabus for examination from 2023 are suitable for use with this syllabus.

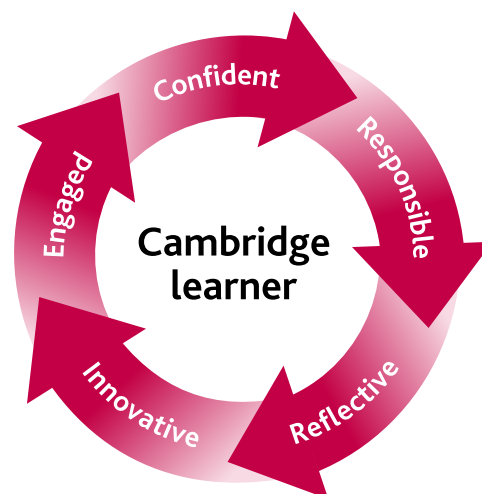
# 1 Why choose this syllabus?

## Key benefits

The best motivation for a student is a real passion for the subject they're learning. By offering students a variety of Cambridge International AS & A Levels, you can give them the greatest chance of finding the path of education they most want to follow. With over 50 subjects to choose from, students can select the ones they love and that they're best at, which helps motivate them throughout their studies.

Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

- a deep understanding of their subjects
- higher order thinking skills – analysis, critical thinking, problem solving
- presenting ordered and coherent arguments
- independent learning and research.



**Cambridge International AS & A Level Global Perspectives & Research** develops 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 equip students well for progression to higher education or directly into employment.

Our approach in Cambridge International AS & A Level Global Perspectives & Research encourages learners 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.

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

Principal, Rockledge High School, USA

## 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. Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. Our programmes and qualifications are valued by top universities around the world including those in the UK, US (including Ivy League universities), Europe, Australia, Canada and New Zealand.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge International AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. There is no similarly focussed subject to AS & A Level Global Perspectives & Research in the UK.

Cambridge International AS & A Level Global Perspectives & Research is interdisciplinary and has a strong focus on the acquisition of skills.

Cambridge International AS Level 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. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in a range of subjects. It is also suitable as part of a course of general education.

The skills developed by Cambridge International A Level Global Perspectives & Research provide a foundation for a wide range of courses in higher education. Equally it is suitable as part of a course of general education.

For more information about the relationship between the Cambridge International AS Level and Cambridge International A Level see the 'Assessment overview' section of the Syllabus overview.

We recommend learners check the Cambridge recognitions database and university websites to find the most up-to-date entry requirements for courses they wish to study.

Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

**'The depth of knowledge displayed by the best A Level students makes them prime targets for America's Ivy League universities.'**

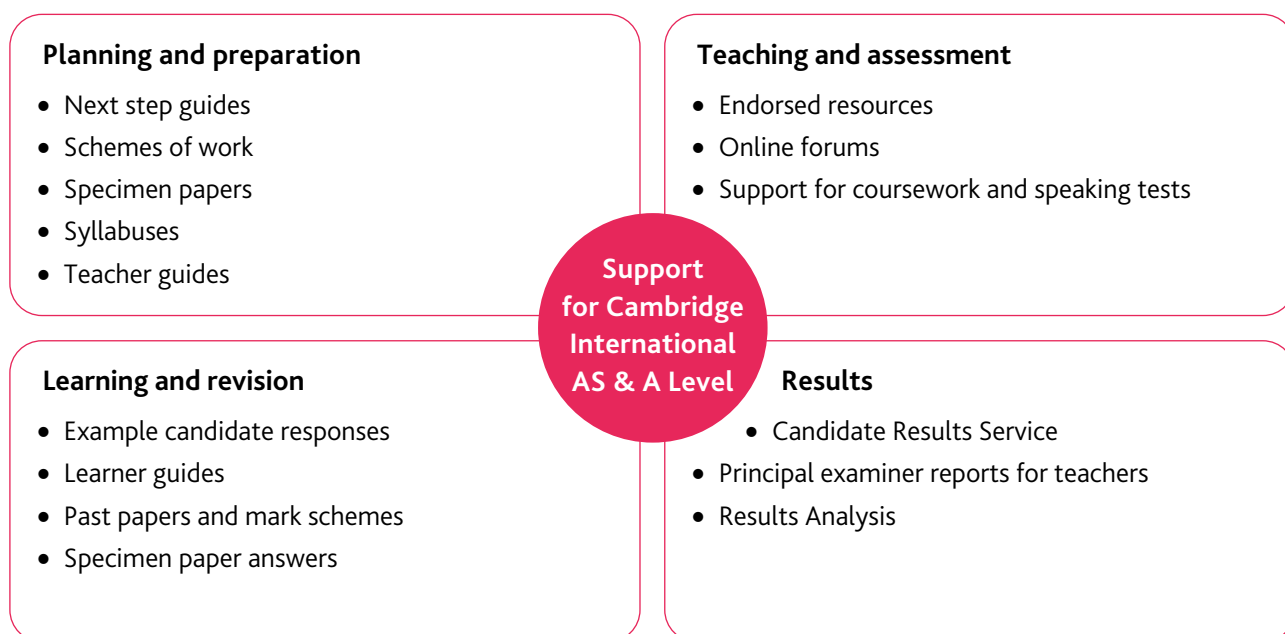
Yale University, USA

## Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge International AS & A Level. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)



Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)

- Cambridge Professional Development Qualifications

Find out more at [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)



### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers. Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

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## 2 Syllabus overview

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### Aims

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

The aims are to enable students 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 their own opinions
- become effective researchers, using appropriate sources to support judgements and understanding of research processes
- develop their ability to reflect on their own learning and judgements and on their work with others
- develop a range of effective written and spoken communication skills.

### Skills overview

Cambridge International AS & A Level Global Perspectives & Research develops learners' thinking skills of analysis, evaluation and synthesis through considering a range of global topics. Learners will develop skills of independent enquiry and learn about appropriate research methods and methodology.

Learners will be encouraged to develop research, reasoning and communication skills systematically, using an approach called the Critical Path. This approach helps them to interrogate information, explore different perspectives and communicate personal reflections.

Learners are encouraged to work both independently and collaboratively, with respect for and understanding of different cultures and perspectives.

This is a skills-based subject and schools can make their own selection of global topics to study. Learners can draw upon knowledge and understanding gained from studying other subjects. Learners will develop skills that are interdisciplinary and highly transferable to other subjects.



Cambridge Assessment International Education is an education organisation and politically neutral. The contents 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.

**'Cambridge International AS & A Levels prepare students well for university because they've learnt to go into a subject in considerable depth. There's that ability to really understand the depth and richness and the detail of a subject. It's a wonderful preparation for what they are going to face at university.'**

US Higher Education Advisory Council

## Assessment overview

### Component 1

Written Exam 1 hour 30 minutes

45 marks

Written exam consisting of three compulsory questions based on sources provided with the exam paper.

The source documents present perspectives on an issue of global significance.

Candidates analyse and evaluate arguments, interrogate evidence and compare perspectives.

Externally assessed

36% of the AS Level

18% of the A Level

### Component 3

Team Project

40 marks

Candidates work in teams 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.

Each candidate prepares two pieces of work for individual submission. Candidates submit:

Presentation (30 marks)

Each candidate presents their individual research and proposed solution to the problem in a presentation. Team presentations are not permitted.

Reflective paper (10 marks)

Each candidate writes a paper that reflects on the effectiveness of their team's collaboration and on their own learning.

Externally assessed

32% of the AS Level

16% of the A Level

### Component 2

Essay

40 marks

Candidates research a global issue of their own choice from topics studied during the course, exploring different perspectives.

Candidates devise their own essay title and write an essay in continuous prose of 1750-2000 words.

Externally assessed

32% of the AS Level

16% of the A Level

### Component 4

Cambridge Research Report

85 marks

Candidates undertake independent research on a topic of their own choice. They devise and develop a research question and then conduct personal research to answer that question.

Candidates submit:

Research report (75 marks)

Each candidate writes a research report of up to 5000 words. The topic content and the style of writing should not be highly technical, it should be aimed at a non-specialist reader.

Research log (10 marks)

Each candidate records their progress in a research log.

Externally assessed

50% of the A Level

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



There are three routes for Cambridge International AS & A Level Global Perspectives & Research:

Route	Component 1	Component 2	Component 3	Component 4
<b>1 AS Level only</b> (Candidates take all AS components in the same exam series)	✓	✓	✓	
<b>2 A Level (staged over two years)</b> Year 1 AS Level*	✓	✓	✓	
Year 2 Complete the A Level				✓
<b>3 A Level</b> (Candidates take all components in the same exam series)	✓	✓	✓	✓

\* Candidates carry forward their AS Level result subject to the rules and time limits described in the *Cambridge Handbook*.

Candidates following an AS Level route are eligible for grades a–e. Candidates following an A Level route are eligible for grades A\*–E.

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Research, analysis and evaluation

- identify and analyse arguments, evidence and perspectives
- synthesise and evaluate arguments, evidence and perspectives
- locate through research a range of appropriate sources and perspectives
- use research to support judgements about arguments and perspectives
- design and manage a personal research project using and evaluating appropriate research methods and methodology (A Level only)
- select and analyse appropriate concepts, arguments, perspectives and evidence from a range of source materials and use these in the personal research report (A Level only)

### AO2 Reflection

- acknowledge different perspectives and evaluate their impact on the learner's own standpoint
- consider the extent and limits of the learning and research that has been undertaken
- reflect on and evaluate the effectiveness of collaboration with others (AS Level only)
- reflect on and justify the scope, nature and limitations of the learner's own research report (A Level only)

### AO3 Communication

- produce structured, written arguments using appropriate terms and referencing where applicable
- produce a structured presentation using language appropriate for the audience (AS Level only)
- communicate information visually in order to engage an audience (AS Level only)

## Weighting for assessment objectives

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

### Assessment objectives as a percentage of each qualification

Assessment objective	Weighting in AS Level %	Weighting in A Level %
AO1 Research, analysis and evaluation	65	65
AO2 Reflection	15	20
AO3 Communication	20	15
Total	100	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Component 1	Component 2	Component 3	Component 4
AO1 Research, analysis and evaluation	89	63	40	65
AO2 Reflection	–	22	25	20
AO3 Communication	11	15	35	15
Total	100	100	100	100

## 3 Approaches to teaching and learning

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting topics, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Cambridge International AS Level Global Perspectives & Research is a skills-based syllabus which uses global issues as a context for study. Following this syllabus will equip students with the skills to be effective, active participants in a rapidly changing intellectual and technical environment. Importantly, this syllabus also prepares and encourages learners to work with confidence both independently and collaboratively, with respect for and understanding of different cultures.

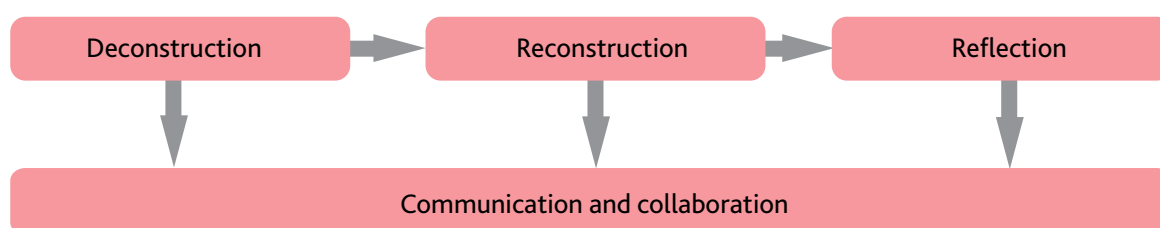
Cambridge International A Level Global Perspectives & Research encourages the development of independent enquiry and an understanding and use of appropriate research methods and methodology. When following this course, learners need to become fully engaged in a research process of their own. The course provides further development and practice of the higher-order thinking skills of analysis, evaluation and synthesis.

### The Critical Path

To encourage learners to think critically, this syllabus presents an approach to analysing and evaluating arguments and perspectives called the Critical Path. The Critical Path is distinctive to Cambridge International AS and A Level Global Perspectives & Research and provides a central unifying concept linking all parts of the syllabus.

The Critical Path offers a systematic approach to teaching and learning where learners develop the ability to deconstruct and reconstruct arguments about global issues through personal research and interrogation of evidence. By reflecting on the implications of their research and the personal judgements it leads them to make, students learn to communicate their findings and ideas through a range of appropriate formats.

#### The Critical Path



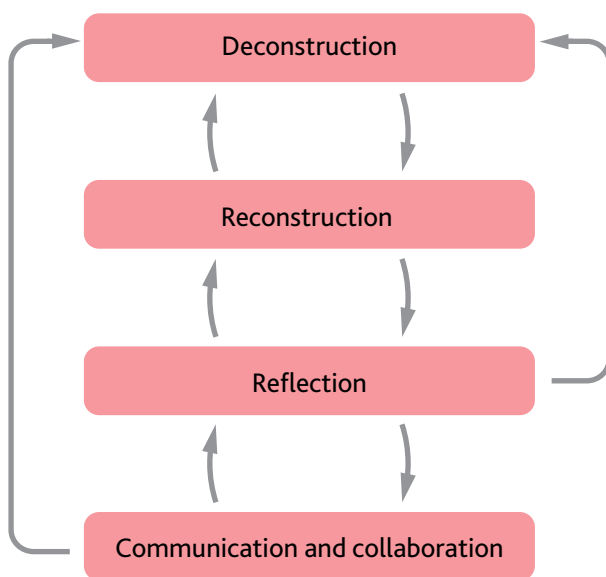
Visit the online Learning Area to find support for both learners and teachers: <https://learning.cambridgeinternational.org/>. Teachers can log into the area to access resources and course content. It also allows learners around the world to collaborate between schools, countries and cultures, helping to foster genuine global perspectives.

## Developing skills using the Critical Path

The Critical Path is an approach to teaching and learning that provides a systematic way for learners to develop the skills of research, reasoning and communication. These valuable thinking and reasoning skills are useful for a range of subjects and can also be used in higher education and a wide range of careers.

As a teaching and learning tool, the Critical Path provides an effective approach to interrogating information, exploring different perspectives and communicating personal reflections. For students, the Critical Path is best seen as a sequence of repeated steps, which need to be practised.

The Critical Path as a learning process



To follow are examples of the sort of questions that teachers and learners might think about at each stage of the Critical Path.

Stages of the Critical Path	Example questions to promote thinking and learning
<p><b>Deconstruction:</b> conduct a detailed analysis and evaluation of a point of view</p>	<p><b>Which different perspectives are represented?</b> Identify and compare different perspectives on an issue made up of arguments, claims, views, beliefs and evidence.</p> <p><b>What are the key components of the argument or claim?</b> Differentiate between fact, argument, opinion, rant, speculation, prediction, explanation, hypothesis, account and belief. Identify conclusions, reasons (premises), assumptions (stated and unstated), assertions (and counter-assertions) and supporting evidence.</p> <p><b>What are the implications of the conclusions, arguments, reasoning or claims?</b> Suggest the consequences of the conclusions, arguments, reasoning or claims.</p> <p><b>What are the strengths and weaknesses of arguments, reasoning or claims?</b> Evaluate the strengths and weaknesses in the arguments, reasoning or claims. Assess the use of analogy and identify any errors in the reasoning.</p> <p><b>How strong is the evidence?</b> Identify whether evidence gives strong or weak support to the conclusion or claim. Consider the reliability of the evidence and suggest other evidence required to substantiate or refute claims or counterclaims.</p>

Stages of the Critical Path	Example questions to promote thinking and learning
<p><b>Reconstruction:</b> carry out research, identify, group together and evaluate evidence and sources for and against competing points of view</p>	<p><b>What evidence is there to support different perspectives?</b> Use research to identify the range of perspectives on the issue and the support there is for each perspective.</p> <p><b>What sources are used to support different perspectives and how acceptable are they?</b> Identify, synthesise and evaluate a range of sources. Consider the credibility and relevance of each source in providing arguments and evidence for each perspective.</p> <p><b>Does the evidence lead to a single conclusion?</b> Research and evaluate alternative arguments and perspectives. Make a reasoned and balanced judgement based on evidence.</p> <p><b>What is the context of the arguments?</b> Explain the context in which the arguments have been made.</p>
<p><b>Reflection:</b> explore the impact of research on personal perspectives</p>	<p><b>What was your personal viewpoint before carrying out research?</b> Reflect on initial personal perspectives before any research or thinking has been done.</p> <p><b>How does your own viewpoint relate to the perspectives identified in the research?</b> Evaluate personal viewpoints against alternative perspectives on issues.</p> <p><b>What impact has the research had on any views you had before?</b> Evaluate the impact of alternative perspectives on your personal viewpoint.</p> <p><b>Why has the research had an effect on your previous views?</b> Justify the reasons why personal perspectives have changed as a result of research.</p> <p><b>What additional research might be useful?</b> Identify and justify possible future research directions.</p>
<p><b>Communication and collaboration:</b> communicate views, information and research effectively and convincingly; work with others as part of a group</p>	<p><b>How can I work with others to identify problems and devise effective solutions?</b> Find ways of working together and maximising each person's potential in pursuit of a common goal.</p> <p><b>How effective was our work together?</b> Identify the strengths and weaknesses of your teamwork. Consider what made the collaboration effective or ineffective in relation to the team's goal. Make suggestions for improving teamwork in the future.</p> <p><b>How can arguments be made effectively and persuasively?</b> Communicate your reasoning in a well-structured, clear and effective manner using appropriate written or spoken conventions.</p> <p><b>How should research findings be communicated to a non-specialist audience?</b> Define and use appropriate terms consistently. Cite and reference sources in an appropriate and recognisable way.</p> <p><b>What is the most appropriate way to present to an audience?</b> Select and organise material for a listening audience. Choose the most appropriate audio or visual media to support the arguments being made. Prepare and use a range of effective presentational methods to reinforce arguments and ideas.</p>

The skills of the Critical Path can be mapped to each component, as shown below:

Component	Skill				
	Deconstruction	Reconstruction	Reflection	Communication	Collaboration
1 Written exam	✓	✓		✓	
2 Essay	✓	✓	✓	✓	
3 Team Project	✓	✓	✓	✓	✓
4 Cambridge Research Report	✓	✓	✓	✓	

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

The syllabus includes a broad range of global topics and themes which together provide meaningful and stimulating contexts for skills development. By engaging with these topics and themes, learners can begin to develop the skills necessary to become active global participants – with a capacity and disposition for understanding and acting on global matters.

Learners will practise the Critical Path approach by identifying and studying global issues arising from at least three topics from the list below.

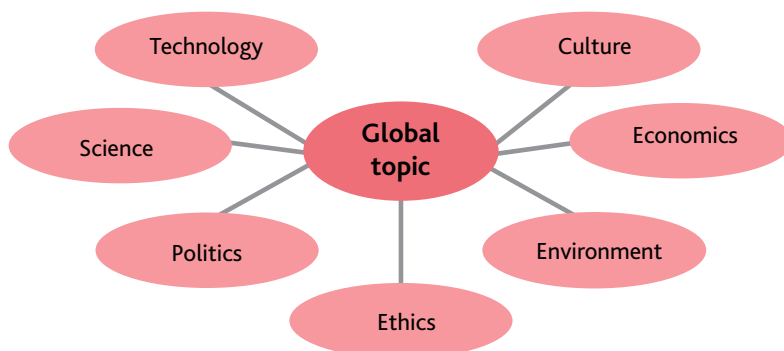
#### Global topics

Animal rights	Impact of technology
Arts in an international context	Industrial pollution
Changing identities	International aid
Climate change	International law
Crime	Media and communication
Cultural heritage	Medical ethics and priorities
Demographic changes	Migration and work
Distribution of wealth	Political power and resistance
Economics of food	Quality of life
Endangered cultures	Scientific innovation
Energy	Social change and development
Environmental priorities	Social inequality
Ethical foreign policies	Sport in an international context
Ethics of food	Sustainable futures
Globalisation	Tourism
Global inequality	Transport
Health issues	Urbanisation
Human rights	

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

### Themes

Learners research global topics through relevant themes. The number of themes will vary from topic to topic. Themes are not the same as perspectives. For details see Key terms below.



### Global issues and perspectives

Exploring a global topic through different themes will reveal a range of global issues, which in turn will help learners to identify different perspectives.

#### Example 1

Consider the topic 'Sport in an international context' through the themes of economics, politics, culture and ethics. Global issues emerge, such as who should be responsible for funding events such as the Olympics? Different perspectives could emerge from this issue, for example:

Perspective 1: Funding Olympic events is a drain on taxpayers' money. This perspective may be based on different arguments about the value of the Olympics, the needs of the taxpayer, the possible economic benefits, and the political popularity or unpopularity of spending public money. Behind this perspective may be assumptions and beliefs about the importance of international sport relative to the costs of the Olympics.

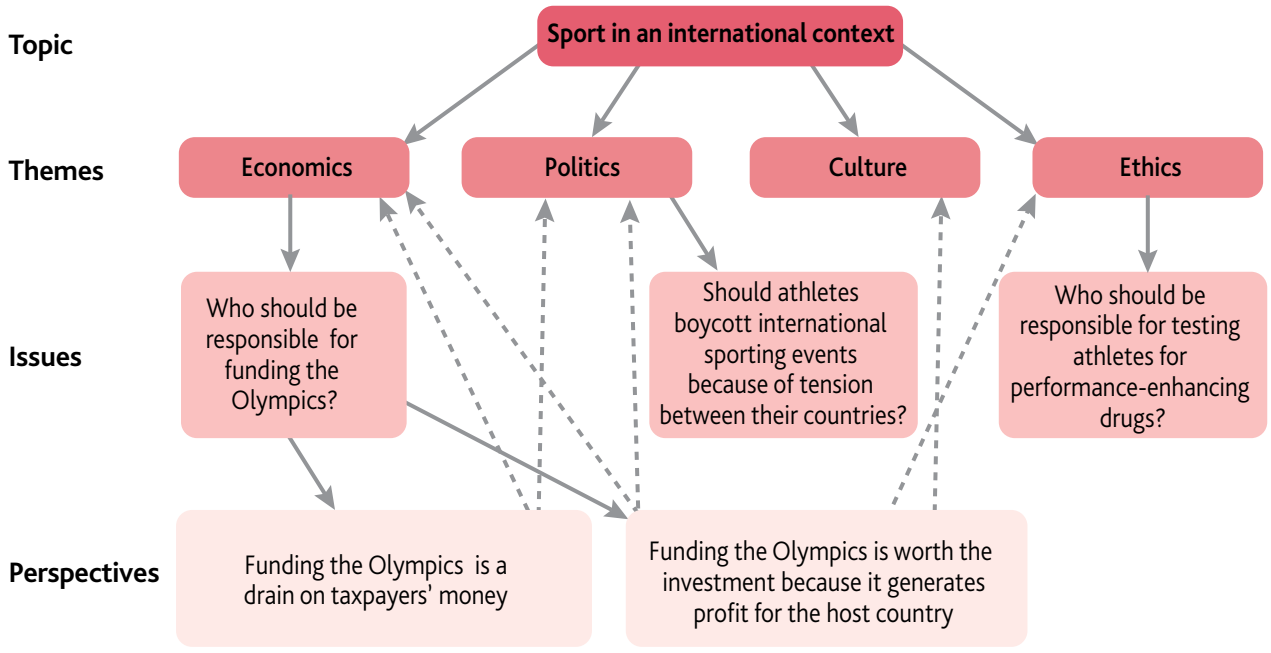
This perspective draws on the themes of economics and politics.

Perspective 2: Funding Olympic venues is worth the investment and a good use of taxpayers' money because of the profit the venues produce after the event. The key word in this perspective is 'worth' and the assumption that the Olympics is worth the investment for the resulting economic and financial benefits and for the political prestige it brings to the host country. Behind this perspective there is a general outlook on the funding of the Olympics which contains different assumptions, views, justifications and beliefs to those associated with Perspective 1.

This perspective draws on the themes of economics, politics, culture and ethics.

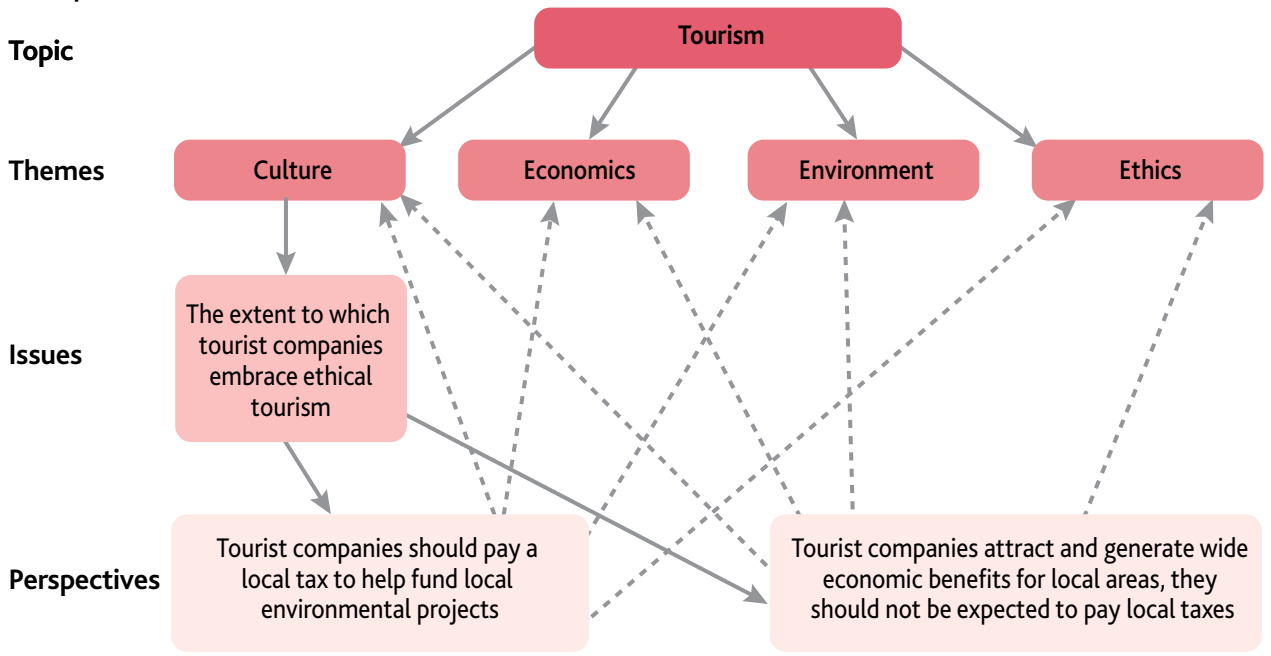


**Global topics, themes, issues and perspectives (AS Level) continued**



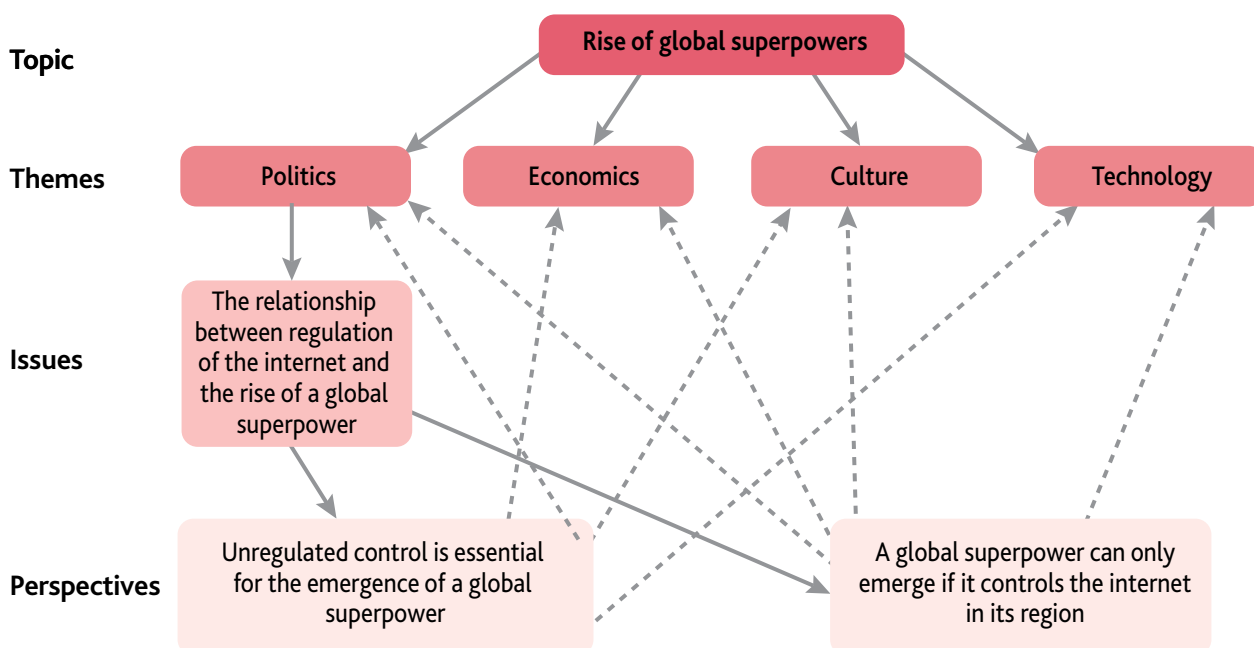
To follow are two other examples of how themes, issues and perspectives might be connected.

**Example 2**



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

### Example 3



## Key terms

**Global topics** are broad potential areas for study. Learners can use topics as starting points for identifying issues.

**Themes** are approaches to topics or issues, for example culture, economics, the environment, ethics, politics, science and technology. A specific thematic approach to an issue can help to identify a perspective on that issue.

**Issues** are 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.

A **perspective** is 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.

**Arguments** consist of one or more reasons that lead to a conclusion. These reasons may be supported by **evidence**: facts or other data which can be **primary** (first-hand information) or **secondary** (which may be based on primary evidence but are not from the situation itself). Learners will make judgements about arguments they find and create arguments of their own.

**Assumptions** are reasons which are not stated but are still part of an argument.

The **provenance** of a source includes its author and where or when it was written.

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## 4 Details of the assessment

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### Component 1 – Written Exam

Written paper, 1 hour 30 minutes, 45 marks

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

Component 1 contains three questions based on two source documents provided with the exam paper. The source documents may present different perspectives on an issue of global significance.

Candidates answer **all** the questions.

Question 1 (5 marks) is a structured question based on two source documents. Candidates are required to read both sources and answer short questions that require candidates to demonstrate AO1 skills.

Question 2 (15 marks) requires a longer response based on one of the source documents. Candidates are required to focus on the evidence in the document and demonstrate AO1 skills.

Question 3 (25 marks) requires a longer, essay response based on the two source documents. Candidates are required to focus on the arguments and perspectives given in the documents and provide a reasoned judgement, demonstrating AO1 and AO3 skills.

Candidates are assessed on their thinking and reasoning skills focused on analysing and evaluating arguments, interrogating evidence and contexts and comparing perspectives centred on global issues. Candidates are not assessed on their knowledge and understanding of the specific issues represented in the source material.

In carrying out a critical and comparative analysis of the source material, candidates are assessed on their ability to:

- identify evidence, analyse its strengths and weaknesses and evaluate the evidence (AO1)
- identify and compare key components of arguments (AO1)
- analyse and compare perspectives (AO1)
- evaluate arguments and make judgements about arguments and perspectives (AO1)
- communicate clearly and logically (AO3).

#### Written Exam: the role of the teacher

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

Teachers therefore need to provide opportunities for candidates to practise and develop these skills during the course. There should be regular opportunities to discuss and debate global issues related to the topics, so that candidates learn to consider a variety of different perspectives.

Teachers should prepare candidates for the types of questions they are likely to experience in the Written Exam by using specimen and past papers and their related mark schemes. These can be obtained from the Cambridge International websites [www.cambridgeinternational.org](http://www.cambridgeinternational.org) and [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

There is also an online AS course available on our online Learning Area <https://learning.cambridgeinternational.org/>

## Component 2 – Essay

40 marks, externally marked

Candidates write an essay of 1750–2000 words on a global issue of their own choice from topics studied during the course.

Candidates must choose an essay title that is a single question. The choice of essay question must provide opportunities to develop globally contrasting perspectives.

In their research, candidates should identify and explore the context and basis of arguments that respond to the question from different global perspectives. They should identify globally contrasting perspectives, understand the arguments, reasoning or claims upon which these perspectives are based and offer a critical view of them. Sources selected should offer firmly supported judgements or conclusions. Evaluation of sources and perspectives should form a substantial element of candidates' essays. Candidates should reach a personal, supported view on the question.

In the essay, candidates should demonstrate AO1, AO2 and AO3 skills. They will be assessed on their ability to:

- analyse their chosen question (AO1)
- synthesise arguments to build contrasting perspectives (AO1)
- select and refer to a range of sources (AO1)
- assess and justify the appropriateness of the sources selected (AO1)
- compare and evaluate contrasting perspectives (AO1)
- reflect on the impact of alternative perspectives on their viewpoint (AO2)
- suggest further relevant research (AO2)
- write a clear, structured essay using effective referencing (AO3).

The essay must be written in continuous prose and include a list of sources used. Quotations must be fully referenced. The essay must be 1750–2000 words and an accurate word count must be clearly stated on each essay. The word count excludes the title, references and citations. Work beyond the 2000 word maximum will not be marked. The essay must be submitted electronically.

### Essay: the role of the teacher

A class may work together to carry out background research on a global issue, but each candidate must devise their own question. Teachers should support candidates in formulating appropriate questions.

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

- understand the nature of the task
- identify a suitable issue to research
- formulate an appropriate global question
- develop a suitable approach to the research
- develop organisational skills
- cite and reference their sources
- focus on reconstruction and reflection
- write effectively and concisely to stay between 1750 and 2000 words
- include an accurate word count.

*continued*

Teachers should support candidates in formulating an appropriate global question. The question should:

- be phrased as a question, not as a statement or generic topic area to discuss
- allow for the analysis of at least two globally contrasting perspectives. Questions that focus on an exclusively local or national issue or perspective are unlikely to be appropriate
- enable candidates to make well-supported judgements
- be about an issue which genuinely interests the candidate.

Further support in formulating appropriate and effective global questions can be found in the online AS course available on our online Learning Area <https://learning.cambridgeinternational.org/>

### Supervising coursework

A general discussion on the progress of coursework is a natural part of the teacher–candidate relationship, as it is for other parts of the course. If plans and first drafts are completed under teacher supervision, the teacher can be sure of the authenticity of the final coursework. Candidates can draft and redraft work, but teachers should only give brief summative comments on progress during this drafting phase.

Coursework must be a candidate's own, unaided work. Teachers can support candidates by reviewing their work before it is handed in for final assessment. You can do this orally or through written feedback. Teachers' advice should be kept at a general level so that the candidate leads the discussion and makes the suggestions for any amendments. Teachers must not give detailed advice to individual candidates or groups of candidates on how their work can be improved to meet the assessment criteria. You should not correct or edit draft coursework.

For further information about supervising coursework, see the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Authenticity and academic honesty

It is the centre's responsibility to make sure all assessed work is the candidate's original work. Candidates must not submit someone else's work as their own, or use material produced by someone else without citing and referencing it properly. Teachers should make candidates aware of the academic conventions governing quotation and reference to the work of others, and teach candidates how to use them.

A candidate taking someone else's work or ideas and passing them off as his or her own is an example of plagiarism. Cambridge International use plagiarism detection software packages. It is the teacher's responsibility to prevent plagiarism from happening and to detect it if it does happen. For more information, search for 'Preventing plagiarism – guidance for teachers' on our website at [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

At the time of submission, the candidate must sign a statement of originality confirming that they are submitting their own work. The teacher countersigns it to confirm that they believe it is the candidate's work.

### Submitting candidates' work

The essay is externally marked by Cambridge International. Candidates' work must be submitted electronically. The deadlines and methods for submission are in the *Administrative Guide*. This is available from the Exams Officers' Guide section of our website: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## Component 3 – Team Project

Presentation and reflective paper, 40 marks, externally marked

Candidates must work in teams of two to five members to identify a local problem that has global relevance. Each team works together to identify the problem to research. The team must outline their local problem in a single statement that allows the team members to address contrasting perspectives on the problem. The scope of the research should be sufficiently broad to enable teams to explore the problem from local and global perspectives. Teachers should support teams in formulating an appropriate statement.

Candidates allocate areas for each team member to research. Each team member is expected to argue from their distinct perspective for an effective and workable solution to the problem.

Each candidate is required to give a presentation about their research and preferred solution. They are also required to write a reflective paper in which they reflect on the effectiveness of the collaboration undertaken by the team and on their individual learning. Their learning may be about the problem itself, the research skills they have developed, and/or presentation skills.

### Presentation

30 marks

Each candidate will give a presentation about their research and preferred solution (10 minutes maximum). The presentation may be either:

- a live recording of the candidate
- or
- a presentation with a recorded voiceover by the candidate

Candidates should demonstrate AO1 and AO3 skills.

### Live recording

It is important that the presentation is recorded in one session and in an area that is quiet with no background noise to ensure what the candidate is saying can be heard.

The presentation should be supported by audio and/or visual materials appropriate to the live presentation and delivered to an audience. The size of the audience can be determined by the centre but must include at least three people, one of whom must be the class teacher.

### Presentation with recorded voiceover

For a presentation with a recorded voiceover, candidates should create a presentation using appropriate presentational software and attach an audio recording of themselves speaking to their presentation. It is important that the recording is carried out in an area that is quiet with no background noise to ensure what the candidate is saying can be heard.

There does not need to be a live audience. Candidates should use language appropriate for the presentation and sustain the language throughout. The presentation should contain appropriate audio and visual elements.

A presentation (10 minutes maximum) must be submitted for each candidate. Team presentations must **not** be submitted for assessment.

Candidates will be assessed on how their presentation displays the following skills:

- individual analysis of the problem identified by the team (AO1)
- range of research undertaken (AO1)
- evaluation of sources (AO1)
- justification for their individual solution (AO1)
- production of a well-argued, well-organised argument (AO3)
- use of visual information (AO3)
- use of language to address the audience. (AO3)

The presentation should:

- be engaging to a non-specialist audience
- include audio and visual elements in an effective way
- use appropriate terms and cite references clearly and accurately.

The presentations must be submitted to Cambridge International along with the audio and/or visual materials used and a verbatim transcript of the presentation. The running time for the presentation must not exceed 10 minutes. Work beyond the maximum running time will not be included in the assessment. Teachers must ensure that the quality of any recording will permit accurate marking of the work.

## Reflective paper

10 marks

Each candidate will write a reflective paper (maximum 800 words) focusing on how effectively the team worked together, what could be improved, and any changes to their personal views shaped by the collaborative experience. Candidates should demonstrate AO2 skills.

Candidates will be assessed on their:

- reflection on the effectiveness of the team collaboration (AO2)
- reflection on the learning (AO2).

For each candidate, submit the following pieces of work to Cambridge International:

- 1 Recording of the live presentation OR presentation with recorded voiceover
- 2 Audio and/or visual materials to support a live presentation
- 3 A transcript of the presentation
- 4 The reflective paper.

A statement of originality must be included for each candidate.

### 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. Teams of three or four candidates work together well and often find it easier to agree on what problem to research.

Teachers should support each candidate and team in:

- understanding the nature of the task
- formulating an appropriate research topic
- developing a means through which candidates can research different perspectives
- developing organisational skills
- citing and referencing their sources
- focusing on reflection and communication
- developing clear oral arguments
- working collaboratively towards the same shared outcome.

Teachers should note that the use of audio and/or visual materials does not need to be extensive but rather should be fit for purpose and reflective of working in the twenty-first century.

The presentation and reflective paper must be each candidate's own, unaided work. Once candidates start researching and producing their presentations, they may seek assistance from the teacher, but advice should be kept at a general level so that the candidates lead the discussions and make the suggestions for any amendments. Teachers must not give detailed advice to individual candidates or groups of candidates on how their work can be improved to meet the assessment criteria.

There is also an online AS Level course available on our online Learning Area  
<https://learning.cambridgeinternational.org/>

Teachers must not:

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

For further information about supervising coursework, see the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)



## Authenticity and academic honesty

It is the centre's responsibility to make sure all assessed work is the candidate's original work. Candidates must not submit someone else's work as their own, or use material produced by someone else without citing and referencing it properly. Teachers should make candidates aware of the academic conventions governing quotation and reference to the work of others, and teach candidates how to use them.

A candidate taking someone else's work or ideas and passing them off as his or her own is an example of plagiarism. Cambridge International use plagiarism detection software packages. It is the teacher's responsibility to prevent plagiarism from happening and to detect it if it does happen. For more information, search for 'Preventing plagiarism – guidance for teachers' on our website at [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

At the time of submission, the candidate must sign a statement of originality confirming that they are submitting their own work. The teacher countersigns it to confirm that they believe it is the candidate's work.

## Submitting candidates' work

All materials for Component 3 must be submitted electronically. The deadlines, details of acceptable formats for presentations, and methods for submission are in the *Administrative Guide*. This is available from the Exams Officers' Guide section of our website: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## Component 4 – Cambridge Research Report

Research report, 85 marks, externally marked

For the Cambridge Research Report, candidates complete a research project on a topic and question of their own choice. The project comprises a report of up to 5000 words, supported by a research log.

The report and log are externally marked by Cambridge International.

Research report – 75 marks

Research log – 10 marks

The report must be based around a single question that lends itself to in-depth research. The report should be written for a non-specialist audience.

Throughout their research, candidates must keep a research log and submit it with their report. The log must be a **separate** document to the report. In their log, candidates should record information relating to the research process and reflect on their research findings and decisions.

For the Cambridge Research Report, candidates should demonstrate AO1, AO2 and AO3 skills. Candidates will be assessed on their ability to:

- use a research log to record, plan and reflect on research (AO1, AO2)
- reflect on research findings and decisions (AO2)
- analyse their research question (AO1)
- use appropriate research methods (AO1)
- select and analyse relevant concepts (AO1)
- use and assess sources to support arguments and perspectives (AO1)
- build and compare contrasting perspectives (AO1)
- reflect on how alternative perspectives have influenced their argument (AO2)
- make judgements which are supported by evidence (AO1)
- reflect on their conclusions (AO2)
- structure their report effectively, use accurate terminology and use complete and appropriate citation and referencing (AO3).

The report must be written in continuous prose and must not exceed 5000 words. An accurate word count must be clearly stated. The title and bibliographical references are **not** included in the word count. Work beyond the 5000 word maximum will not be marked.

The report must include a bibliography and full bibliographical references must be given for any quotations. The format and referencing conventions used should be appropriate to the subject discipline/s.

Each candidate must also complete a research proposal form, and this must be reviewed internally. The research proposal is not externally marked by Cambridge International, but it must be submitted with the materials sent for assessment. For further guidance, see the section 'Initial preparation and research proposal' below.

## Initial preparation and research proposal

Candidates are advised to choose a topic that engages them strongly and is of real importance to them. Candidates should develop initial ideas for their research and teachers must support candidates in developing a suitable research question. Each candidate must write a research proposal and discuss this with their teacher. The research proposal should outline:

- the research question
- the key concepts which are relevant to the question
- an outline of the debate to be addressed
- examples of sources which will be used.

The teacher must review the research proposal to confirm whether the concepts and debate are relevant and that the research question chosen gives the candidate scope to meet the assessment criteria.

The title of the report must take the form of a question. Formulating a good research question takes time and careful consideration. The report should explain how and why the question was developed. For example, why is the question worth asking, and how did it develop during the research process?

Candidates should also consider the key concepts associated with their research question and area of research. The key concepts are the terms or ideas which are relevant to the topic they have chosen. For example, for a project on the representation of women in poetry, key concepts might be gender and feminism. Or, for a project which investigates different explanations for the movement of fluids in science, key concepts might be the conservation of energy and Brownian motion.

Candidates must discuss their research proposal with their teacher, to ensure that their research question, concepts, initial thoughts on how they intend to argue for or against the question, and sources are appropriate. Teachers should support candidates in developing their ideas and approve the research proposal form.

It is important that candidates spend sufficient time on this preparatory stage.

Download the research proposal form from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). For each candidate, a completed research proposal form, with comments from the teacher, must be submitted to Cambridge International along with the materials for assessment.

For further guidance on the initial preparation and the research proposal, see the *Teacher Guide* or go to our School Support Hub [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

## Cambridge Research Report: the role of the teacher

The teacher's role is to ensure an understanding of the task, monitor progress, and respond to requests for advice on research and writing in general, but not to guide specific content.

The teacher will need to help each candidate to decide on the subject and scale of their research. The teacher must review the research proposal to confirm the topic is suitable and provides enough opportunities to meet the assessment criteria but is not too large, nor too complex. In the initial stage when topics are being selected, teachers might arrange workshops for candidates to discuss subject specific issues and approaches. As topics are refined and questions developed, workshops might also be used to share ideas.

The teacher is responsible for formally approving each candidate's research proposal. Teachers should do this before the candidate starts work on their research. Teachers should be satisfied that the research does not raise safety issues for the candidates. Information on safeguarding is available in the *Our standards* section of our public website. We recommend that teachers read the booklet *Safeguarding: The Protection of Children and Vulnerable Adults*.

Throughout the research process the teacher should support each candidate to:

- identify an appropriate topic and develop a suitable research question
- consider alternative perspectives on the question
- consider whether enough evidence exists in relation to the topic and question
- select research methods that are appropriate for the project
- consider research ethics and conventions in relation to specific research questions
- consider the timescale and overall planning
- keep a research log.

In the production of the report, teachers should support candidates to:

- use appropriate terms, referencing and citation techniques
- consider critically the research methods and sources used
- communicate effectively and clearly in an extended piece of writing.

Research must be the candidate's own unaided work and findings must be the result of personal reflection and judgement. The work may be supported by ongoing workshops and classes. Candidates may also consult with a subject-specific teacher if they are carrying out research into a specialist topic. However, the report needs to address a non-specialist audience. Teachers should monitor candidates' progress by discussion of their research log. It is a teacher's responsibility to verify that the work is that of the candidate working alone.

Further support can be found in our online Learning Area <https://learning.cambridgeinternational.org/>

Teachers/subject-specific consultants must **not**:

- teach specific topics or offer their own information and views on topics
- undertake any research for a candidate
- correct any part of a candidate's notes or drafts
- prepare any part of a candidate's report.

## Evidence

The research report must be evidence-based. Evidence is likely to be primary evidence and/or secondary evidence. Primary evidence is first-hand information and can come from a range of sources, such as historical documents, literary texts, artefacts and data gathered from scientific observation, as well as interviews and surveys. Secondary evidence includes material such as the arguments and opinions of specialists which reflect on or synthesise primary evidence. Candidates should be aware of and explore the strengths and potential weaknesses of all types of evidence.

## Research methods and methodology

Candidates should select research methods that are appropriate for their chosen topic. The research can be based on primary and/or secondary evidence, depending on the subject matter and the approach. The types of research methods that might be used are:

- reviewing the secondary literature in the field
- close analysis of texts
- producing evidence through other qualitative research methods (e.g. ethnography, interviews, focus groups)
- analysis and evaluation of statistical or other numerical data
- producing evidence through other quantitative research methods (e.g. surveys, experiments)
- a mixture of the methods above.

The study of the reasons why particular sets of methods are appropriate for specific academic subject areas is known as research methodology. Candidates are expected to engage with the methodology underlying their choice of research methods, and consider the impact of their choice on their report.

Candidates should be taught:

- research and organisational skills
- a broad understanding of research methods and research methodology
- how to select and use appropriate concepts for their chosen research topic
- appropriate ways of citing and referencing sources
- the meaning and significance of academic honesty and plagiarism.

In their research report, candidates must explain their choice and use of appropriate research methods, and consider the methodology which has informed this. Candidates should explain how they carried out the research.

## Research log

Candidates must use a research log throughout the research process to record information, plan actions and reflect on research findings and decisions. Decisions could include the wording of their research question, their choice of methods, and judgements made during the research based on their findings. Candidates do not need to record all their actions and thinking in their log. The log could contain reminders of things to check, ongoing evaluation of the research, and reflections on how their thinking or their research question may have changed as a result of feedback from the teacher.

The log must be submitted for assessment and must be a separate document to the report. It can be written in note form or a mixture of notes and continuous prose. The log is not included in the 5000 word limit of the report but it should not be seen as a way to extend that word limit.

For further guidance on the log, including length and format, see the *Teacher Guide*.

## Perspectives

A candidate's research question should lead to the discussion of different perspectives. A perspective is 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. It should be clear from the research question that it will be possible to analyse and evaluate different perspectives.

For example, a candidate may want to choose industrialisation as their research topic. There are different opinions about industrialisation. Some argue in favour of industrialisation because industrial production can manufacture goods more efficiently. However, others argue against it because of the pollution it generates. Each of these views can be supported by different kinds of evidence. The argument for industrialisation based on its efficiency might be backed up by quantitative evidence of rates of production and profitability. The arguments against industrialisation because of the pollution it causes, might be supported by observational evidence of its impact on the natural environment. Each of these views also make different assumptions: unstated reasons which lead them to value different kinds of evidence and come to different conclusions. In each case, the combination of the arguments, evidence and assumptions makes up a distinctive perspective. A judgement between them can, however, be reached by the careful and sympathetic evaluation of the differing yet well-established views.

The research question should lead directly to an assessment of the perspectives. It would not be suitable for a research question to be simply 'Industrialisation' because that is not a question. The title 'Has industrialisation been environmentally damaging?' is a question, but it would not be suitable because it suggests a one-sided, preconceived view and does not lead directly to a debate. However, an appropriate question and report title would be 'Is industrialisation a good thing?', because this question could lead to establishing and evaluating different perspectives.

For further guidance, see the *Teacher Guide*.

## Structuring and presenting the Cambridge Research Report

The report should contain an introduction, main body and conclusion. It may include sub-headings and must include references. The report needs to be organised so that the argument is well communicated and easy to follow.

Candidates must acknowledge where specific ideas and information come from. They should use an appropriate referencing and citation system related to the academic discipline in which they are working. Many reports will adopt the Harvard, Chicago or APA referencing systems. Whatever referencing system candidates choose, they must use it consistently.

## Authenticity and academic honesty

It is the centre's responsibility to make sure that all assessed work is the candidate's original work. If plans and first drafts are completed under teacher supervision, teachers can be sure of the authenticity of the final report. Teachers should not correct or edit draft coursework. Candidates can draft and redraft work, but teachers should only give brief summative comments on progress during this drafting phase. A general discussion on the progress of the report is a natural part of the teacher–candidate relationship, as it is for other parts of the course.

Candidates must not submit someone else's work as their own, or use material produced by someone else without citing and referencing it properly. Teachers should make candidates aware of the academic conventions governing quotation and reference to the work of others and teach candidates how to use them.

A candidate taking someone else's work or ideas and passing them off as his or her own is an example of plagiarism. Cambridge International use plagiarism detection software packages. It is the teacher's responsibility to prevent plagiarism from happening in the first place, and to detect it if it does happen. For more information, search for 'Preventing plagiarism – guidance for teachers' on our website at [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

At the time of submission, the candidate must sign a statement of originality confirming that they are submitting their own work. The teacher countersigns it to confirm that they believe it is the candidate's work.

### Submitting candidates' work

All candidates' research reports and research logs are marked by Cambridge International. All work must be submitted electronically.

The deadlines and methods for submission are given in the *Administrative Guide*. This is available from the Exams Officers' Guide section of our website: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

For each candidate, submit the following pieces of work to Cambridge International:

- 1 Cambridge Research Report
- 2 Research log
- 3 Research proposal form.

## Command words

Command words and their meanings help candidates know what is expected from them in the exam. 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.



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## 5 What else you need to know

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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](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

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.

#### Guided learning hours

We design Cambridge International AS & A Level syllabuses based on learners having about 180 guided learning hours for each Cambridge International AS Level and about 360 guided learning hours for a Cambridge International A Level. 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.

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the June and November exam series. If your school is in India, you can also enter your candidates in the March exam series.

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

Private candidates cannot enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

#### Combining with other syllabuses

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

- Cambridge International Project Qualification 9980
- Syllabuses containing Global Perspectives within the syllabus title at the same level

#### Group awards: Cambridge AICE

Cambridge AICE (Advanced International Certificate of Education) is a group award for Cambridge International AS & A Level. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge AICE at [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)

## 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](http://www.cambridgeinternational.org/eoguide)

### Retakes and carry forward

Candidates can retake Cambridge International AS Level and Cambridge International A Level as many times as they want to. Information on retake entries is at [www.cambridgeinternational.org/entries](http://www.cambridgeinternational.org/entries). To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

Candidates can carry forward the result of their Cambridge International AS Level assessment from one series to complete the Cambridge International A Level in a following series, subject to the rules and time limits described in the *Cambridge Handbook*.

Regulations for carrying forward entries for staged assessment (Cambridge International AS & A Level) can be found in the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

Marks achieved in Component 3, Team Project, can be carried forward on their own to future series, subject to the requirements set out in the *Cambridge Handbook*. This can be done by making entries for either of the following options:

- AS Level only awarding: the AS Level entry option, where components 1 and 2 are taken and the marks of Component 3 have been carried forward.

or

- A Level awarding: the A Level entry option, where components 1, 2 and 4 are taken and the marks of Component 3 have been carried forward.

The marks from the specific entry options listed above cannot be used as a staged route to complete a full A Level. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://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 our effort to comply with the UK Equality Act (2010) we have taken all reasonable steps to avoid any direct and indirect discrimination.

The standard assessment arrangements may present barriers for candidates with impairments. Where a candidate is eligible, we may be able to make arrangements to enable that candidate to access 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.

Information on access arrangements is in the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://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 International A Level. A\* is the highest and E is the lowest grade.

Grades a, b, c, d or e indicate the standard a candidate achieved at Cambridge International AS Level. 'a' is the highest and 'e' is the lowest grade.

'Ungraded' means that the candidate's performance did not meet the standard required for the lowest grade (E or 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).

These letters do not appear on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

On the statement of results and certificates, Cambridge International AS & A Levels are shown as General Certificates of Education, GCE Advanced Subsidiary Level (GCE AS Level) and GCE Advanced Level (GCE A Level).

**'Cambridge International A Levels are the 'gold standard' qualification. They are based on rigorous, academic syllabuses that are accessible to students from a wide range of abilities yet have the capacity to stretch our most able.'**

Director of Studies, Auckland Grammar School, New Zealand

## How students, teachers and higher education can use the grades

### Cambridge International A Level

Assessment at Cambridge International A 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 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.

### Cambridge International AS Level

Assessment at Cambridge International AS 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 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
- help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
- guide teaching and learning in the next stages of the Cambridge International A Level course.

## 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 International A Level Global Perspectives & Research will be published after the first assessment of the A Level in 2023. Find more information at [www.cambridgeinternational.org/alevel](http://www.cambridgeinternational.org/alevel)

## Changes to this syllabus for 2023, 2024 and 2025

The syllabus has been reviewed and revised for first examination in 2023.

**You must read the whole syllabus before planning your teaching programme.**

<b>Changes to syllabus content</b>	<ul style="list-style-type: none"> <li>• Small-scale changes to the <i>Approaches to teaching and learning</i> section:               <ul style="list-style-type: none"> <li>– definition of key terms has been clarified</li> <li>– list of global topics has been updated.</li> </ul> </li> <li>• The learner attributes have been updated.</li> <li>• A glossary of standard command words has been added.</li> </ul>
<b>Changes to assessment (including changes to specimen papers)</b>	<ul style="list-style-type: none"> <li>• The aims and assessment objectives have been updated:               <ul style="list-style-type: none"> <li>– collaboration is no longer part of AO3. AO3 is now called 'Communication'</li> <li>– reflection on the effectiveness of collaboration is now part of AO2.</li> </ul> </li> <li>• The number of marks for components has increased.</li> <li>• The weighting of assessment objectives has changed:               <ul style="list-style-type: none"> <li>– less emphasis on AO1</li> <li>– more emphasis on AO3 in Component 3</li> <li>– more emphasis on AO2 in Component 4.</li> </ul> </li> <li>• The weighting of components has changed: Component 1 is now slightly more heavily weighted in the AS Level.</li> <li>• In Component 1, candidates now need to read both source texts for Question 1.</li> <li>• Component 3:               <ul style="list-style-type: none"> <li>– candidates now have an option to deliver either a live presentation to an audience, or a presentation with a recorded voiceover by the candidate</li> <li>– maximum length of the presentation has been increased to 10 minutes</li> <li>– candidates are now assessed on reflection and evaluation of the effectiveness of collaboration with others</li> <li>– the reference to being innovative has been removed</li> <li>– candidates no longer need to identify and describe a team solution.</li> </ul> </li> <li>• Component 4:               <ul style="list-style-type: none"> <li>– research reports are now externally assessed, with separate marks for the research log and the research report</li> <li>– the oral explanation and justification (viva) of the research report has been discontinued</li> <li>– the Outline Proposal Form has been discontinued</li> <li>– candidates must submit a research proposal form at the same time as the research report and log.</li> </ul> </li> <li>• The mark schemes have been revised for all components.</li> </ul>

In addition to reading the syllabus, you should refer to the updated specimen papers. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes explain how students should answer questions to meet the assessment objectives.

Any textbooks endorsed to support the syllabus for examination from 2023 are suitable for use with this syllabus.



'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

**Zhai Xiaoning**, Deputy Principal, The High School Affiliated to Renmin University of China

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