

Teacher Guide

Cambridge IGCSE™
Global Perspectives 0457

Cambridge O Level
Global Perspectives 2069

For examination from 2025



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Contents

Introduction	4
1. Planning and teaching	5
2. Assessment guidance	10
3. Resources and support	13
4. Glossary of key terms	14

Introduction

The purpose of the teacher guide

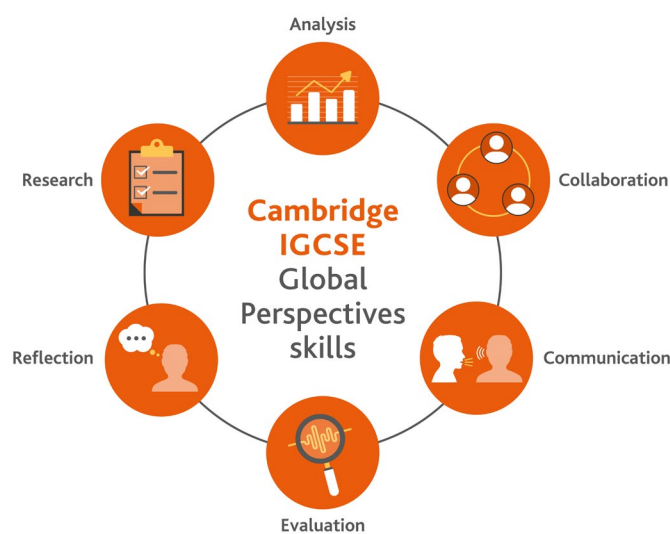
The purpose of this guide is to help you to organise and plan your teaching for Cambridge IGCSE / O Level Global Perspectives and deliver the course with confidence. Confident teachers enable their learners to be successful in achieving the assessment objectives of this qualification as stated in the syllabus.

Skills development

Skills development forms the basis of the Cambridge IGCSE / O Level Global Perspectives syllabus. Although topics are provided which cover the entire syllabus and can be explored in each of the three components, the main focus of teaching and learning should be the development of the skills identified within the syllabus.

Skills development is key to learners' progression throughout the course. These skills are transferable and useful for learners' future study. They will help learners become active citizens of the future.

During the course, learners carry out activities to practice and develop the following skills in relation to the synthesis of information, ideas and argument:



Topics

The topics specified in the syllabus enable learners to develop skills, explore global issues and consider different perspectives on these issues. The topic list is for all components and are intentionally broad.

You should look at several topics during the course to help develop learners' skills. The topics in the syllabus give you and your learners scope to explore and use research, reasoning and questioning to understand different perspectives on these issues and form their own judgements.

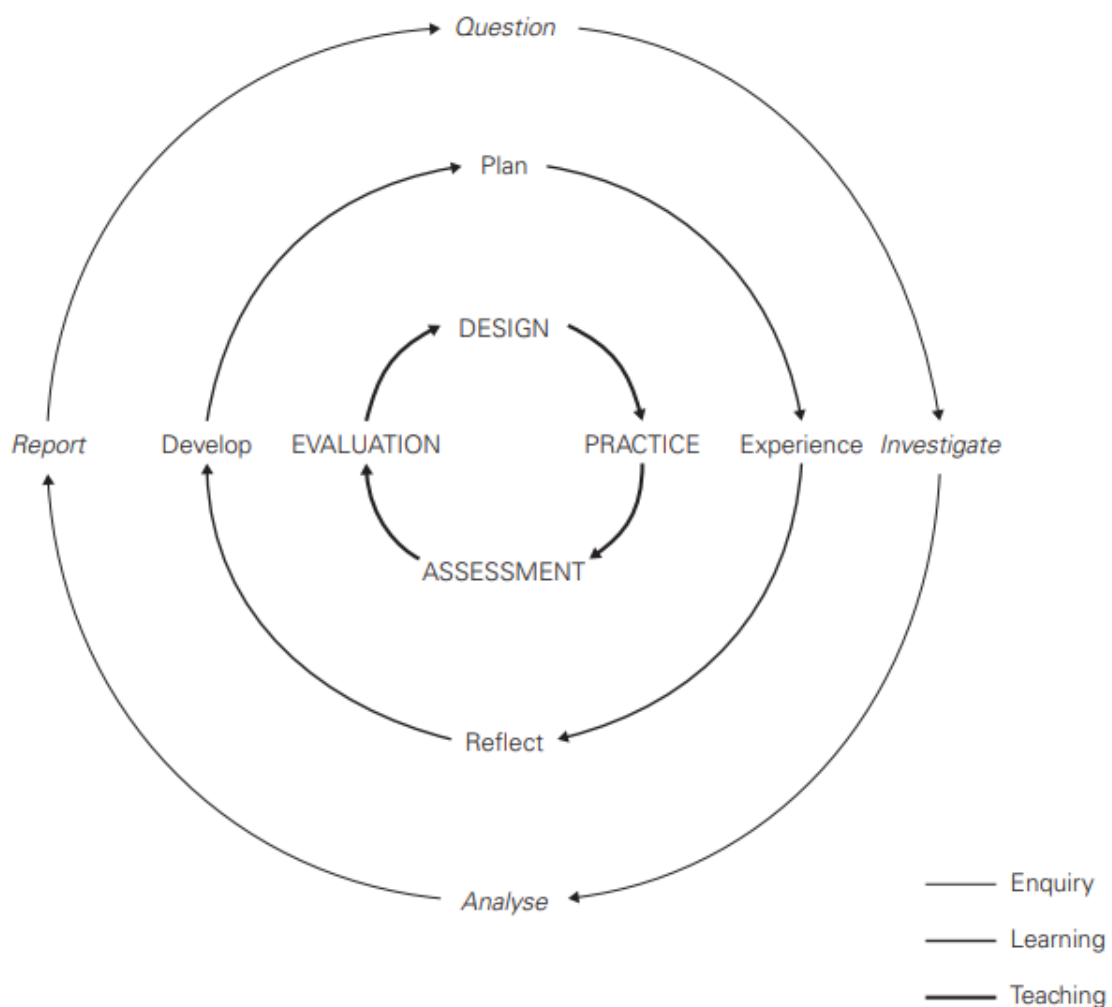
1. Planning and teaching

Planning and designing the course

This section looks at how you can plan your course to ensure that you cover the whole syllabus within the time available. You may choose to work with learners and colleagues to plan the course. For example, learners could suggest the topics that interest them or websites they have found that are of particular use for developing skills through the use of the global topics.

The teaching and learning cycle: Design, Practice, Assessment, Evaluation acts as a driver of skills development.

When designing the course, Kolb's experiential learning cycle is a useful design model.



Kolb's learning cycle matched to teaching, learning and enquiry

Source: adapted from Kolb, D. A., 1994. *Experiential Learning: experience as the source of learning and development*. Englewood Cliffs, Prentice Hall.

Design is different from planning, as it requires teachers to work together and think ahead to create a learning programme that considers learners' needs, teachers' interests and available resources.

Practice involves using a variety of teaching and learning strategies to achieve set learning aims and objectives. As well as assessment objectives, practice will include designing lessons to meet lesson objectives which will focus on the development of skills.

Assessment for learners during lessons and whilst they are developing their skills will take a formative approach. Teachers should provide learners with feedback that will facilitate the development of skills within the chosen topic area. Peer and self-assessment are also good practice and will create more independent learners who are able to motivate and challenge themselves and others. From the information gained from formative assessment, teachers can continue to plan lessons to meet their learners' needs more effectively. This should enable learners to achieve the best they are capable of in the examination component.

Evaluation includes considering the information gained from assessment, feedback from colleagues and observers, information from learners and their parents, contacts with other learning establishments and self-evaluation. The main aim of evaluation is to improve learning. The best teachers are often the best learners. The more frequently teachers have the opportunity to inform their teaching through evaluation, the more their learners' needs will be met and the more successful they will become.

Lesson planning and delivery

A lesson plan should include details of how the lesson is intended to proceed. It should take account of:

- What is to be taught (learning objectives)
- What is to be achieved by the learners (lesson objectives, content and language)
- What the learners already know (previous learning and relevant knowledge)
- How learners' understanding will be monitored (assessment of learning)
- How learners at different levels of ability are going to access the lesson (differentiation)
- It should detail the learning activities which will take place and have approximate timings showing how long each part of the lesson will last.

When planning lessons, you should start by identifying the learning objective(s) of the lesson. Then activities should be designed that enable learners to meet these objective(s).

Monitoring learners while they participate in teaching and learning activities will enable you to identify which skills need further development and give the necessary guidance to learners individually or in groups.

During lessons the teacher's role is to:

- make sure learners know what they are expected to do in lessons, as well as for the syllabus assessment components
- create opportunities for learners to develop the skills
- create opportunities for learners to work together
- use formative assessment to give feedback and move learners forward
- create opportunities for learners to work individually, planning, researching, analysing, summarising, reflecting, etc.
- prepare learners for Component 1 Written Exam through the practice of examination skills

- ask questions that require learners to think, use their skills and to answer learners' questions
- provide deadlines, help learners to set short-term goals and manage their progress
- facilitate learning by making sure that equipment, rooms and internet access are available.

The teacher's role when learners are completing the Individual Report and Team Project differ to their role when teaching skills development. These roles are explained in the syllabus.

Learners will need direct support from their teacher to help them to:

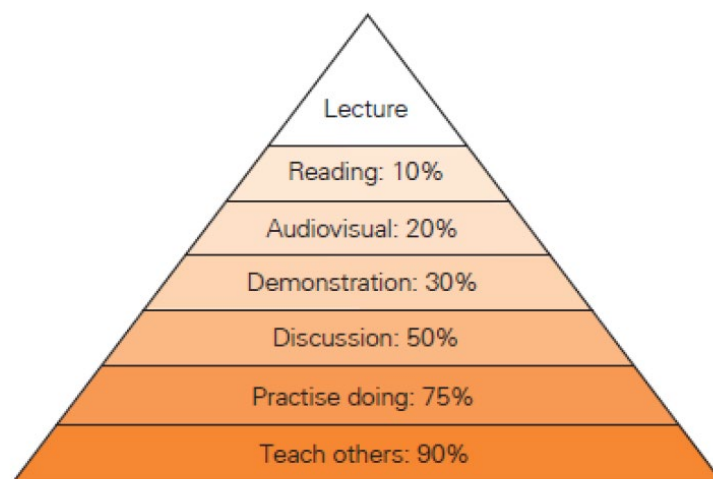
- understand what they have to do
- understand what the assessment criteria mean and how they might demonstrate them in their work
- understand the role of the teacher while they are working individually / in their team
- develop the necessary skills
- understand the meaning and significance of plagiarism and how to avoid it.

Please note that the teacher should guide and monitor their learners' progress in completing both the Individual Report and the Team Project, but teachers should not annotate or correct draft work or completed reports and projects for submission to Cambridge.

Active learning

As the focus of this course is on the development of skills, a constructivist approach (active learning) to teaching and learning is recommended. Research has shown that the more a learner is involved in the process of learning, the more they will retain.

The learning pyramid below shows the percentage of information retained as a result of different forms of delivery/stimulating different learning processes.



From the diagram it can be seen that although audiovisual (videos and computer animations) may be better than lecture (being told by a teacher), there are methods which are better still. Clearly, not everything can be absorbed by discussion and practice, but activities where the learners actually participate work better.

Although there may be times when teachers need to present an idea or concept to learners, the majority of the teacher's time should be spent facilitating activities, becoming less of an instructor and more of a facilitator, negotiator, motivator and manager, rather than a communicator of information. As learners practise the skills

across several topics, they will become more independent. The teacher guides learners through discovery and curiosity rather than leading learners directly to an answer or a particular way of thinking. In this way, learners take responsibility for their own learning, developing the necessary skills, with the help of their peers and teacher, and will be more readily prepared for the assessment components and further study.

Differentiation

Differentiation is a way of trying to ensure that learners with differing abilities can all access the material you are delivering. A number of ways of approaching differentiation can be found in books and on the web. They fall into three main categories:

Differentiation by outcome: For this method, an open-ended task is set which can be accessed by all. Learners will produce different results, ideas or language according to their ability, but all of their 'outputs' will be valid.

Differentiation by task: Learners are set slightly different tasks based on the same objective. This may involve worksheets which pose questions on the same topic where differing amounts of understanding are required.

Differentiation by support: All learners undertake the same task but those who are weaker are given additional support. Writing frames, where a template is provided for them to record their work, is one way of doing this.

2. Assessment guidance

It is important that you and your learners are familiar with the assessment and marking criteria for the relevant syllabus available on the [School Support Hub](#).

Component 1 Written Exam

The Written Exam assesses the skills of assessment objective AO1: Research, analysis and evaluation, as stated in the syllabus and accounts for 35% of the final grade of the qualification.

Source material

The Written Exam is based on source material related to one of the topics listed in the syllabus for this qualification. There are typically three or four sources and time is allocated in the examination for reading the source material.

The sources introduce learners to a global issue that forms the focus of the examination and are presented in an Insert booklet.

The sources generally include a graphic or statistical representation, extracts from a written article and a transcript of a dialogue between individuals discussing the issue.

Questions

Learners answer all four of the compulsory questions. The first three have sub-questions of both short answer and more extended response types.

Each question requires studying source material. The questions become progressively more challenging as the paper progresses.

Short questions might ask learners to identify a specific piece of information, for example a fact, opinion, prediction or value judgement (these terms are explained in the glossary at the end of this guide).

Longer questions ask learners to develop a line of reasoning to assess action in response to a global issue giving judgements with reasons and evidence to support an argument or perspective.

Question 4 is an extended answer question requiring learners to link ideas together in a coherent manner in order to respond to the question asked.

Learners might be asked to compare two arguments to judge which they think is the most convincing, or to respond to an open-ended question. Open-ended questions might ask learners to give their opinion and reasoning, or to look at a global issue from different perspectives and use the materials in the sources to support their response.

Learners do not need previous knowledge of a global topic or issue in order to answer the questions in this component.

Component 2 Individual Report

You can decide when in the course learners produce their Individual Report for assessment.

For example, during the two-year course, you might decide that learners are ready to complete their Individual Report at the start of the second year of the programme.

Sharing the assessment criteria with learners is good practice and you must make sure that learners understand what they need to do to achieve at each level for each of the assessment criteria.

Individual Report

For the Individual Report, learners choose a topic from those listed in the syllabus, select a global issue within the topic and formulate a global research question which they answer in no more than 2000 words.

Learners research their topic to identify an issue and analyse the causes and consequences of this issue.

The issue chosen could be one that raises an ethical dilemma or causes conflict, damage, difficulty or hardship, or simply leads to disagreement. Learners suggest possible courses of action which address the issue, a related cause or consequence.

Within their Individual Report, learners are expected to research and present different perspectives (global, national local) to use sources and to evaluate the quality of these sources. The preparation, research and writing of the Individual Report should be completed independently in school time and in a learner's own time.

You do not need to do this under examination conditions, but you should monitor progress, giving guidance and support throughout the process.

Learners will be assessed for the clarity of their arguments and the structure of the Individual Report in addition to assessing research, analysis and evaluation.

Learners should explicitly cite all material used in the essay with a clear referencing system.

Structuring the Individual Report

When guiding learners in completing their Individual Report, you should help with the structure of the work.

A suggestion is:

1. Question as a title.
2. Introduction to the global issue.
3. Analysis of the issue from different perspectives.
4. Analysis of the causes and consequences of the issue.
5. Proposal of courses of action to address the issue and selection of the one preferred.
6. Evaluation of sources of information.
7. Conclusion and reflection on how the research have influenced the learner's personal perspective.

Before starting their Individual Report, learners should be encouraged to think about the following:

- Which of the topics and global issues from those given in the syllabus overview are of most interest to me?
- Can I form a question that could be answered from different perspectives?
- Can I find relevant sources of information about different perspectives on the internet and elsewhere?
- Can I analyse information from different sources, identify causes and consequences of the issue and propose appropriate courses of action?
- Can I evaluate sources of information found on the internet and elsewhere?
- Do I have the confidence to write the amount needed or do I need more practice?

More information and support in completing the Individual Report can be found in the Coursework Handbook.

Component 3 Team Project

For the Team Project, learners work in a team of two to five members to design and carry out a practical project to address a local issue.

Before starting their Team Project, teams should consider:

- Which issue will we research / which local perspectives will we research and who will research what?
- Do we agree on an activity/action that will make a difference? And what is the aim of our action?
- What roles and responsibilities will each member have?
- How will we collect Evidence of our action?
- What do we need to do achieve this action?
- How will we measure the success of our activity in achieving the aim?

Learners submit three pieces of work for the Team Project divided into two sections: The Team Element and the Personal Element.

The Team Element consists of the Explanation of Research and Planning and the Evidence of Action.

The Personal Element is a Reflective Paper.

An overview and advice on completing the Team Project is provided in the Coursework Handbook available on the [School Support Hub](#).

Administration and submission of coursework

Please check the *Cambridge Handbook* for all the relevant information concerning the administration of coursework available at www.cambridgeinternational.org/cambridge-for/exams-officers/cambridge-exams-officers-guide/

Check the [Samples database](#) for submission information, forms and deadlines for Component 3.

3. Resources and support

There are printed and online resources available to support the teaching of Cambridge IGCSE / O Level Global Perspectives. It is important to select the resources which will be the most effective for you and your learners.

A good place to start is with resources that have been endorsed by Cambridge. Endorsed resources have been through a rigorous quality-assurance process to make sure that they closely reflect the syllabus and are appropriate for Cambridge schools worldwide. You can find a list of endorsed resources to support Global Perspectives on our [public website](#).

School Support Hub

The [School Support Hub](#) is an excellent source of information. Teachers need a username and password to access the website, and these can be obtained from your Examination's Officer.

The [School Support Hub](#) provides a wide range of resources to support your teaching:

- Scheme of Work
- Coursework Handbook
- Teacher Guide
- Suggested Resources (links to websites specific to topics in the syllabus)
- Specimen Paper Answers
- Plagiarism and academic honesty: a guide for centres.

All of these resources are invaluable in helping you and your learners to understand what is required for their coursework and examination and will help prepare learners appropriately.

The [School Support Hub](#) also provides access to the syllabus, past examination papers, mark schemes and examiner reports.

4. Glossary of key terms

Key terms	Meanings
aim	what you are hoping to achieve through a project
analyse	examine in detail to show meaning, identify elements and the relationship between them
argument	a series of statements containing reasons and evidence which support a claim about a global issue
assessment	formative assessment enables the teacher to assess progress against learning objectives and give feedback to move learners forward
bias	unfairly prejudiced for or against something or someone
causes	responsible for making something happen
citation	a reference to a specific piece of work in the body of a document
claim	to state or assert that something is true (verb); a statement or assertion about an issue (noun)
collaborate	when two or more individuals work together to solve a problem; collaboration is similar to cooperation; most collaboration requires some form of leadership
communicate	to share ideas or feelings or information with other people
conclusion	a judgement reached by reflection on arguments, reasoning and evidence
consequences	results or effects of something
consider	to think about different views; empathise with others' perspectives
convincing	believable – if you read something and believe it, you found it convincing
constructivist	(active) learning – the learner is actively engaged
course of action	an action or solution to an issue or problem
describe	state the points of a topic / give characteristics and main features
empathy	the ability to understand and share the feelings, thoughts or perspective of another person
evaluate	judge or calculate the quality, importance, amount, or value of something
evidence	information about a global issue that helps to develop understanding or prove that something is true or false
explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
fact	something that is known or can be proved to be true
globally	relating to the whole world
identify	name / select / recognise
issue	an important subject or problem for discussion

Key terms	Meanings
local	relating to a particular area or neighbourhood
national perspective	a viewpoint on a national issue which is supported by reasoning and evidence
opinion	a view or judgement formed about something, not based on fact or knowledge
personal perspective	an individual's response to an issue after learning, reflection and reasoning
perspective	a viewpoint on an issue based on evidence and reasoning
point of view	a particular attitude, perspective or way of looking at an issue
prediction	what someone thinks may happen in the future
reasoning	thinking about something in a logical, coherent way
recommend (recommendation)	to suggest and give reasons
references	citation or quotation of a source of information reproduced in a report
reflection	thinking about or considering something in depth
reliability	the extent to which a research method, experiment, test or measuring procedure will get the same results every time
research	the systematic study of a global issue to find evidence and develop understanding
suggest	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations
support	to give evidence, examples, information, discuss and explain – to help others
teamwork	to work in a group towards a project aim
test a claim	to explain how to check the accuracy of a claim
trend	a general direction in which something is developing or changing
topic	a general subject or field of enquiry that has global relevance
validity	the extent to which an experiment, survey or test, measures what it is supposed to measure
value judgement	an assessment of something as good or bad in terms of someone's standards or priorities
vested interest	a personal reason for involvement in an undertaking or a situation, especially expecting financial or some other gain

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