

## Global Perspectives (0457)

### An extract from Syllabus Cambridge IGCSE

<https://www.cambridgeinternational.org/Images/555760-2022-2024-syllabus.pdf>

#### Aims

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

#### Content overview

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

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

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

Candidates explore stimulating topics that have global significance. They learn to collaborate with others from another culture, community or country. They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought. Cambridge IGCSE Global Perspectives emphasises the development and application of skills rather than the acquisition of knowledge. Candidates develop transferable skills that will be useful for further study and for young people as active citizens of the future.

#### Subject Content

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

The topics are as follows.

- ✓ Component 1 Written Examination

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

Component 2 Individual Report

- ✓ Belief systems; Biodiversity and ecosystem loss; Changing communities

Digital world; Family; Humans and other species; Sustainable living; Trade and aid

✓ Component 3 Team Project

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

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

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

Candidates are encouraged to appreciate different perspectives, and to engage critically with these. Teachers must ensure that candidates are working with the given topics within each component. Candidates do not study all of the topics listed above. Teachers and candidates choose topics that have the most relevance for them. The intention is to give as much scope and encouragement as possible for learners to discuss and agree with their teachers their own paths of enquiry into the complex world in which they are living.

Consideration of the local and/or national context can also encourage engagement with learning.