



**CAMBRIDGE**  
International Education

## Syllabus

# Cambridge International AS Level Global Perspectives 8030 for centres in Mauritius

Use this syllabus for exams in 2028.

Exams are available in the November series.



Version I

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Cambridge  
Pathway

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# Why choose Cambridge?

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We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

## Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

## Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

## Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

## Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

## Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

## Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

## Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

## School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

**Feedback from:** Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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## **Important: Changes to this syllabus**

**For information about changes to this syllabus for 2028 go to page 29.**



# 1 Why choose this syllabus?

## Key benefits

The best motivation for a student is a real passion for the subject they are learning. Cambridge International AS & A Level give schools flexibility to offer a broad and balanced curriculum with a choice of over 50 subjects. Students can select the subjects they love and that they are best at, enabling them to reach their potential and thrive.

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

- a deep subject knowledge
- conceptual understanding and higher-level thinking skills
- presenting ordered and coherent arguments
- independent learning and research.

Our approach in Cambridge International AS Global Perspectives supports the development of learners who are:

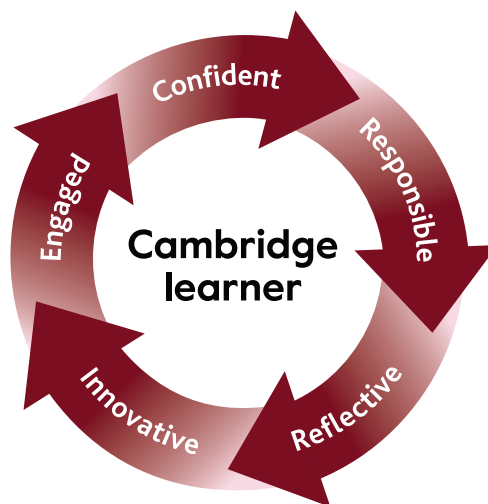
**confident** in working with information and ideas – their own and those of others

**responsible** for themselves, responsive to and respectful of others

**reflective** as learners, developing their ability to learn

**innovative** and equipped for new and future challenges

**engaged** intellectually and socially, ready to make a difference.



**School feedback:** ‘Cambridge students develop a deep understanding of subjects and independent thinking skills.’

**Feedback from:** Principal, Rockledge High School, USA

## Why choose Cambridge International AS Level Global Perspectives?

It is widely recognised that we live in an increasingly digitised and inter-connected world. The means by which we access information and the pace with which this takes place are profoundly changing the way we learn, communicate and work. Increasingly, young people are faced with access to a multiplicity of competing ideas. In such an information-rich society, young people need the skills and dispositions to be able to think critically. In the broadest sense this means that they need to: deconstruct arguments, differentiate between the ways in which people express their perspectives, views and arguments, assess and evaluate claims and develop strong lines of reasoning.

## About the syllabus

Cambridge International AS Level Global Perspectives aims to encourage young people to think about and explore issues of global significance. It also aims to encourage learners to reflect on their professional experience and develop skills relevant to the workplace. Studying this syllabus will appeal to young people because it enables them to explore and make judgements about global issues of relevance and importance to their own lives. It offers learners opportunities to acquire, develop and apply skills in critical thinking, problem solving, research, ICT, communication and collaboration. In short, this course encourages the development within young people of global competency – the ability to define a global problem, reflect and take action.

This syllabus is firmly based on skills rather than specific content. Through the study of a range of global issues, learners will explore different and sometimes opposing perspectives. Recognising these perspectives will help to nurture a climate of cross-cultural awareness and promote cultural agility.

Cambridge International AS Level Global Perspectives encourages transformative learning. This is where learners become more aware of their own beliefs and assumptions and more able to be self-critical. This leads to an increased willingness to modify their standpoints and be open to different views and ways of thinking. In short, this course will develop learners that are capable of understanding, assessing and taking action on global issues with competence and confidence.

**By studying Cambridge International AS Level Global Perspectives, learners will develop research skills that will enable them to obtain information, evaluate the reliability and usefulness of this information and use the evidence gathered to construct their own arguments and lines of reasoning. The learner's use of English as a global language is also supported by the course. This qualification also provides evidence of the learner's ability to communicate in English.**

Through well-defined stages, called the Critical Path, learners will be encouraged to apply a logical approach to thinking and reasoning. By following this path, they will be able to analyse the structure and context of arguments, assess the impact and limitations of evidence and make well-reasoned judgements. Learners will build skills in organising and communicating their findings in appropriate multimedia formats.

By developing thinking and reasoning skills, as well as ICT, research and communication skills, Cambridge International AS Level Global Perspectives will enable learners to transfer skills between courses to meet the demands of the twenty-first century and to make a successful transition to higher education and the world of work.

## Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. More than 2500 universities in over 90 countries formally recognise Cambridge qualifications, with many more accepting our qualifications on application.

UK ENIC, 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. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

### A choice of assessment routes

Cambridge International AS Level Global Perspectives develops a range of transferable skills independent of specific subject content. The syllabus enables candidates to develop a better understanding of the world through inter-disciplinary study. By following the course, they will approach other subjects with an improved ability to analyse, evaluate and reflect on issues and reasoning. Studying Cambridge International AS Level Global Perspectives will prepare young people for a wide range of careers. As a curriculum subject, Cambridge International AS Level Global Perspectives enables candidates to think critically, to reason in a disciplined way and to communicate effectively.

Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in a range of subjects. It is also suitable as part of a course of general education.

Visit **[www.cambridgeinternational.org/recognition-search](http://www.cambridgeinternational.org/recognition-search)** and university websites for the most up-to-date higher education entry requirements.

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

## Supporting teachers

### Support materials

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at [www.cambridgeinternational.org/support](https://www.cambridgeinternational.org/support), our secure online site for Cambridge teachers (username and password required). If you do not have access, speak to the School Support coordinator at your school.

### Endorsed resources

We work with a range of publishers to provide a choice of high-quality resources to help teachers plan and deliver Cambridge programmes and qualifications. All Cambridge endorsed resources have been through a detailed quality assurance process to make sure they closely reflect the syllabus and provide a high level of support for teachers and learners. Textbooks endorsed to support Global Perspectives are suitable for use with this syllabus.

### Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications.

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## 2 Syllabus overview

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### Aims

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

Cambridge International AS Level Global Perspectives aims to encourage learners to develop by:

- providing opportunities to acquire disciplined and scholarly research skills
- promoting a critical, questioning approach to information using the language of reasoning
- prompting self-reflection and an independence of thought
- creating opportunities to understand and engage with key global issues wherever they live and work
- nurturing an awareness and understanding of and respect for, the diversity of perspectives on global issues
- offering an interdisciplinary approach to global issues
- providing opportunities to develop employability skills.



We are 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.



## Content overview

Learners engage with a variety of sources of information and interact in class, focusing on particular global issues.

Cambridge International AS Level Global Perspectives is based on skills rather than on specific content. Learners develop skills in research, critical thinking, reasoning, problem-solving and communication by following an approach to analysing and evaluating arguments and perspectives called the Critical Path. This is an approach to learning designed to enhance skills in carrying out research, the analysis and evaluation of evidence and arguments, holistic reflection and communication.

As a skills-based course, teaching and learning are likely to involve learners in researching current global affairs using a wide variety of media formats such as newspapers, websites, academic journal articles, podcasts and books. Having researched and identified relevant materials learners engage with the issues they raise and interpret and evaluate the arguments through activities such as class discussions, role play, presentations and group-based tasks.

The course is based on the premise that investigating global issues through a variety of different perspectives will help increase learner awareness of the world around them. The syllabus provides a wide array of global topics from which learners choose to study those most pertinent to their own interests and areas of expertise.

A special feature of Global Perspectives within the HSC Pro is the role of the work placement. Students will develop their skills partly in this setting.

**School feedback:** ‘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.’

**Feedback from:** US Higher Education Advisory Council

## Assessment overview

### Paper 1

Written Examination 1 hour 30 minutes  
30 marks

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

Candidates analyse and evaluate arguments, interrogate evidence and compare perspectives on global issues listed in the syllabus.

Externally assessed  
30% of the AS Level

### Component 3

Presentation  
30 marks

Candidates carry out research based on pre-released source materials to produce a 10-minute presentation that addresses different perspectives.

Candidates structure, develop and present a reasoned argument, demonstrating personal reflection.

Externally assessed  
30% of the AS Level

### Component 2

Essay  
40 marks

Candidates write an essay exploring different perspectives on an issue in the sector in which their work placement lies. The essay will be based on their research, should be directly related to the HSC Pro strand the candidate is following and should have local relevance and global significance. The essay title is devised by the candidates themselves.

The essay must be between 2000 and 2500 words and written in continuous prose.

Externally assessed  
40% of the AS Level

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

## Assessment objectives

Throughout the course, learners will gain knowledge and understanding of the background to a range of global issues and will learn to appreciate the diversity of perspectives within them. Learners will also be expected to reflect on work-related issues. This knowledge and understanding will be used and assessed in the skills learners acquire and develop, but knowledge and understanding will not be separately assessed. The three assessment objectives in Cambridge International AS Level Global Perspectives are:

### AO1 Research, analysis and evaluation

Candidates should be able to:

- analyse arguments to understand how they are structured and on what they are based
- analyse perspectives and understand the different claims, reasons, arguments, views and evidence they contain
- synthesise relevant and credible research in support of judgements about arguments and perspectives
- critically evaluate the strengths, weaknesses and implications of reasoning in arguments and overall perspectives
- critically evaluate the nature of different arguments and perspectives
- use research to support judgements about arguments and perspectives.

### AO2 Reflection

Candidates should be able to:

- research and consider alternative perspectives objectively and with empathy
- consider the ways in which personal standpoints may have been affected by the research process
- evaluate the impact of alternative perspectives and conclusions on personal standpoint
- identify the need for further research in light of the research findings.

### AO3 Communication

Candidates should be able to:

- select and present relevant information in an engaging, coherent and well-structured way to a non-specialist audience
- present complex global concepts, perspectives and arguments effectively using multimedia (audio and/or visual) appropriate to the presentation
- use appropriate technical terms and cited references effectively
- show clear and accurate use of written English.

## Weighting for assessment objectives

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

Component	AO1	AO2	AO3	Total	Weighting of component in AS Level Qualification
<b>1 Written Examination</b>	100%	0	0	100%	30%
<b>2 Essay</b>	50%	20%	30%	100%	40%
<b>3 Presentation</b>	50%	17%	33%	100%	30%
<b>Weighting of AO in AS Level Qualification</b>	<b>65%</b>	<b>13%</b>	<b>22%</b>	<b>0</b>	<b>100%</b>

### 3 Subject content

#### 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 texts, topics, subject contexts, 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.

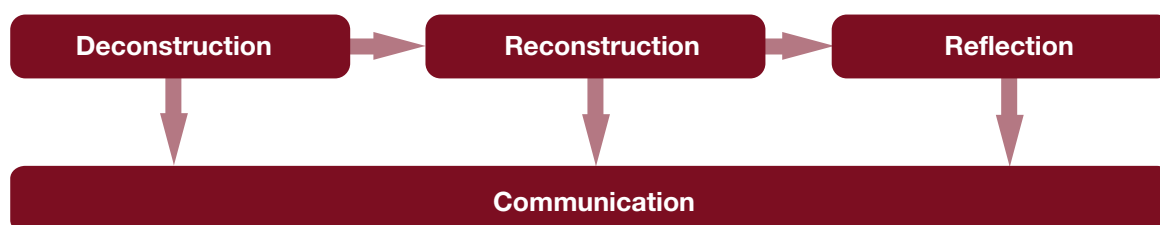
Cambridge International AS Level Global Perspectives is a skills-based syllabus which uses global issues as a context for study. Following this syllabus will equip learners with the skills to be effective, active participants in a rapidly changing intellectual and technical environment. Importantly,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

#### 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. This is distinctive to Cambridge International Global Perspectives and provides a central unifying concept linking all parts of the syllabus.

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

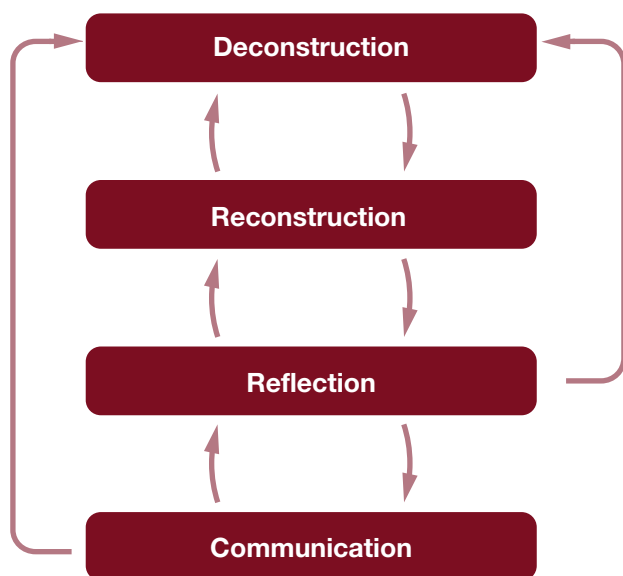
#### The Critical Path



#### Skills in research, communication, thinking and reasoning

The Critical Path is a teaching and learning process, through which learners can develop the skills of research, reasoning and communication in a systematic way. These skills are transferable across other subjects of study and provide candidates with valuable thinking and reasoning skills for use in higher education and for a wide range of careers. The Critical Path is best seen as an iterative learning process which needs to be practised. It is a highly useful teaching and learning tool, as it provides an effective approach to interrogating information, exploring different perspectives and communicating personal reflections.

### The Critical Path as an iterative process



The exemplar questions below are designed to support teachers and candidates in developing skills in research, thinking, applying the language of reasoning and communicating effectively.

Element	Exemplar questions to promote thinking and learning
<b>Deconstruction</b> Conduct a detailed analysis and evaluation of a point of view	<p><b>Which different perspectives are represented?</b> Identify and critically compare different perspectives on a global 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 flaws.</p> <p><b>Is there a valid conclusion or claim?</b> Identify whether any evidence gives strong or weak support to the conclusion or claim. Suggest other evidence required to substantiate or refute claims or counterclaims.</p>

Element	Exemplar questions to promote thinking and learning
<b>Reconstruction</b> Carry out research, identify and evaluate evidence and sources for and against competing points of view	<p><b>What evidence is there to support different perspectives?</b> Analyse the evidence base and support for different perspectives.</p> <p><b>Which sources are used as supporting evidence and how credible are they?</b> Identify, synthesise and evaluate sources of research to support the evidence.</p> <p><b>Does the evidence lead to a single conclusion?</b> Research and evaluate alternative explanations and perspectives. Make a reasoned and balanced judgement based on evidence.</p> <p><b>What is the context of the arguments?</b> Explain the global context in which the arguments have been made.</p> <p><b>How reliable is the conclusion?</b> Evaluate the reliability and credibility of the sources, making it clear how reasoned judgements are made.</p>
<b>Reflection</b> Explore the impact of research on personal perspectives	<p><b>What were the personal viewpoints before carrying out the research?</b> Reflect on personal perspectives before undertaking the research.</p> <p><b>How do the personal viewpoints relate to the perspectives identified in the research?</b> Evaluate personal viewpoints against alternative perspectives on global issues.</p> <p><b>What impact has the research had on any prior viewpoints?</b> Evaluate the extent to which personal viewpoints have changed after carrying out the research.</p> <p><b>Why has the research had an effect on prior viewpoints?</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 further research directions.</p>
<b>Communication</b> Communicate views, information and research effectively and convincingly	<p><b>What is the most effective way to structure a presentation?</b> Select and organise relevant information in a logical and coherent way.</p> <p><b>How can research findings be presented to a non-specialist audience?</b> Explore appropriate multimedia formats to present complex global perspectives.</p> <p><b>How can arguments be presented effectively and persuasively?</b> Use well-supported lines of reasoning based on supporting evidence.</p> <p><b>How can research findings be presented reliably?</b> Use appropriate technical terms and cite references accurately and clearly.</p>

## Global topics, themes, issues and perspectives

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, candidates can begin to develop the skills necessary to become active global participants – with a capacity and disposition for understanding and acting on global matters.

Candidates will practise the Critical Path by identifying and studying global issues arising from at least three topics.

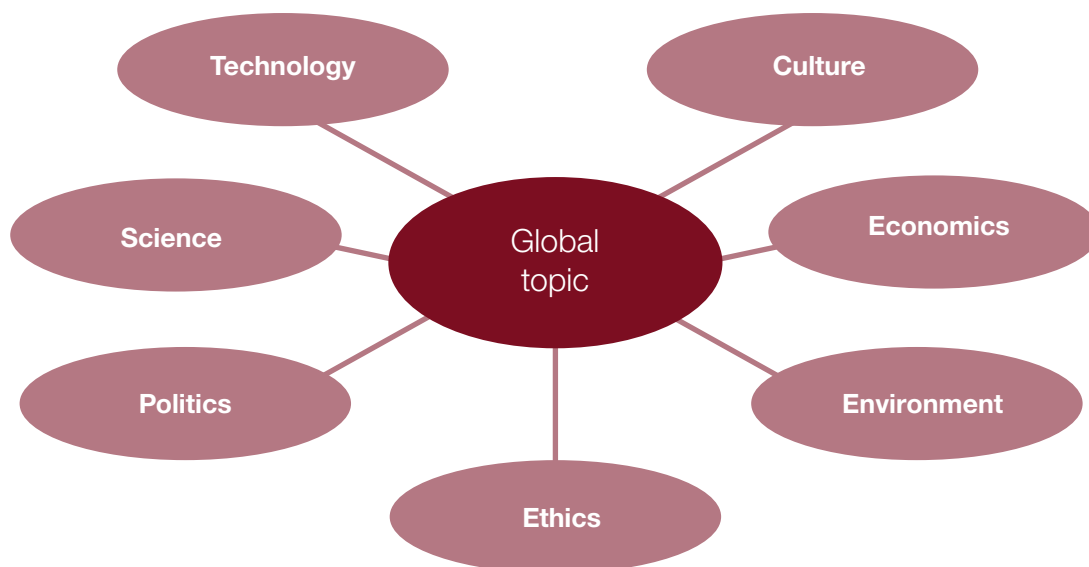
### Topics

Alternatives to oil	Industrial pollution
Architectural priorities	International law
Artificial Intelligence	International sport
Arts in an international context	Medical ethics and priorities
Biodiversity	Migration and work
Changing national identities	Political systems
Climate change	Religious-secular divide
Cultural heritage	Rise of global superpowers
Endangered species	Standard of living / quality of life
Ethical foreign policies	Sustainable futures
Ethics and economics of food	Technology and lifestyles
Gender issues	Tourism
Genetic engineering	Transnational organisations (e.g. UN, EU, NATO)
Global economic activity	Transport
Impact of the internet	Urbanisation



## Themes

Candidates research global topics through as many different themes as is relevant:



## Global issues and perspectives

By studying topics through different themes, candidates will be supported in identifying global issues which transcend local and national contexts.

### Example 1

For example, by viewing the topic of international sport through the themes of economics, politics and ethics, global issues emerge. One such issue may be who should be responsible for funding events such as the Olympics. Different perspectives to emerge from this issue would include the following.

#### Perspective 1

Funding Olympic events is a drain on tax payers' money. This perspective may have different arguments about the value of the Olympics, the needs of the tax payer, the possible economic benefits, and the political popularity or unpopularity of spending public money. Behind the perspective may be assumptions and beliefs about the importance of international support relative to the costs of the Olympics.

This draws on the themes of economics and politics.

#### Perspective 2

Funding Olympic venues is worth the investment because of the profit they produce after the event. The key here is 'worth' and the assumption that for many reasons the Olympics is worth the investment for the economic and financial benefits and also the political prestige it brings to the host country. It is not just individual arguments that are being explained and considered but also general outlooks on the funding of the Olympics which contain different assumptions, views, justifications and beliefs. It would also be possible to bring into these broad perspectives themes relating to culture, education, the moral importance of nations meeting and competing.

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

### Examples 2 and 3

The table below illustrates two examples of how exploring a global topic through different themes can lead to the generation of global issues and in turn to identifying different perspectives.

Global topic	Themes	Global issue	Perspectives
Example 2: Tourism	Culture	The extent to which tourist companies embrace ethical tourism	Tourist companies should be obliged to pay a local tax to help fund environmentally sound local projects.
	Economics Environment Ethics		<b>OR</b> Tourist companies attract and generate wide economic benefits for a locality and should not be expected to pay local taxes on top of this.
Example 3: Rise of global superpowers	Politics	The relationship between regulation of the internet and the rise of a global superpower	Unregulated control is essential for the emergence of a global superpower.
	Economics Culture Technology		<b>OR</b> A global superpower can only emerge if it controls the internet.

### Key terms

**Global topics** are those listed on page 16 of this syllabus. The main purpose of the list is to help teachers and learners begin to identify the context for the course. Global topics are not mutually exclusive and some overlap is inevitable.

**Themes** such as culture, economics or science provide lenses through which global topics can be viewed. Themes can be overlapping but consideration of a topic through more than one theme is likely to generate a more nuanced range of issues for consideration. For example, if the topic of 'Climate change' is viewed through the themes of politics and science, the learner is more likely to identify different global issues and perspectives than if the same topic is viewed solely through the theme of science. In short, by using themes to explore a topic candidates can be supported in identifying global issues and in turn perspectives.

A **global issue** is one that extends beyond a local or national context and would be experienced by people wherever in the world they live or work. Global issues will almost inevitably touch more than one global topic. For example, wind power as an alternative source of energy to fossil fuels is a global issue which would fall under more than one topic: 'Alternatives to oil' and 'Sustainable futures' to name two.

A **perspective** is a viewpoint or standpoint, sometimes embedded in or strongly informed by a world view. Perspectives tend to be coloured by the circumstances in which people live, the language they use and the ideas that surround them. Underlying any perspective are concepts, principles, uses of language and attitudes which are often implicit and may be emotional and subconscious.

Different perspectives should be genuinely **contrasting** (i.e. they should come from a different world view rather than represent subtly different takes on an issue). Although there is no absolute requirement that alternative perspectives be rooted in different geographical areas, genuinely different **global perspectives** are likely to be informed by different cultural, geographical and political environments. Looking at materials from different countries and/or cultures would therefore be a good way of accessing different global perspectives.

It is also possible for two contrasting perspectives (rooted in different world views) to be exemplified by particular 'local' contexts (for example the views of a local Muslim (religious) community versus those from a secular background). Teachers should note however that while local contexts can be used as exemplification, this exemplification should be used to consider implications more globally. Learners need to **empathise** with viewpoints that differ from their own while not necessarily accepting the viewpoints of others.

Arguments and evidence can be used to express a perspective and to support a perspective. There needs to be some form of **evidence base** underlying and/or supporting all perspectives. This evidence base is likely to consist of a variety of arguments, sources and evidence (factual information) which may or may not be of good quality. Candidates need to sift and select evidence. **Evidence** is likely to come in two forms: primary evidence and secondary evidence. Primary evidence originates at the time to which it relates and can come from a range of sources, such as interviews, surveys, artefacts, letters and scientific experimenting. Secondary evidence includes material such as the arguments and opinions of historians and scientists. Candidates should be aware of the strengths and potential weaknesses of all types of evidence. When assessing the value of particular sources, candidates should bear in mind that this is a way of assessing the evidence presented for a perspective and is not an end in itself. Evidence may be assessed in many ways depending on its nature, but a major part of the course is to encourage a critical approach to all sources and to analysing how far arguments are convincingly supported.

**Faculty feedback:** 'Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student's education.'

**Feedback from:** Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

## 4 Details of the assessment

### Paper 1 Written examination

Written examination, 1 hour 30 minutes, 30 marks – weighted at 30% of the total marks available. The approximate mark weightings allocated to each of the assessment objectives are summarised below.

AO1 – 30 marks → AO2 – 0 marks → AO3 – 0 marks

Candidates answer compulsory, structured questions based on two sources provided with the examination paper. Questions will require both short and longer responses.

The source material may express different perspectives on issues of global significance.

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

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

- analyse arguments to understand how they are structured and on what they are based
- analyse perspectives and understand the different claims, reasons, arguments, views and evidence they contain
- synthesise relevant and credible research in support of judgements about arguments and perspectives
- critically evaluate the strengths, weaknesses and implications of reasoning in arguments and overall perspectives
- critically evaluate the nature of different arguments and perspectives
- use research to support judgements about arguments and perspectives.

Nature of assessment

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

#### The role of the teacher

As this is a skills-based examination, (one that does not require candidates to have been taught any specific content), teachers should consider and explore the skills candidates need to display to be successful in the written examination. Teachers should prepare candidates for the types of questions they are likely to meet in the examination by using specimen and past papers and mark schemes which can be obtained from the Mauritius School Support ([www.cambridgeinternational.org/mauritius](http://www.cambridgeinternational.org/mauritius)).

## Component 2 Essay

Essay, 40 marks – weighted at 40% of the total marks available. The approximate mark weightings allocated to each of the assessment objectives are summarised below.

AO1 – 20 marks → AO2 – 8 marks → AO3 – 12 marks

Candidates explore different perspectives on an issue which they have identified in the sector in which their work placement company lies. The issue should be directly related to the HSC Pro strand the student is following and will be of local relevance and global significance. The essay will be based on research and include specific reference to their work placement company. The essay title is devised by the candidates themselves.

Candidates write an essay of 2000 to 2500 words. The essay must be framed as a single question which is clearly focused on an issue identified in the sector in which their work placement lies. Candidates should be supported in formulating an appropriate question.

Candidates should focus their individual research on identifying and exploring the context and basis of the arguments from different perspectives. They should identify different perspectives, understand the arguments, reasoning or claims upon which these perspectives are based, offer a critical view of them and reach a personal, supported view. The research may be based partly on primary sources (for example an interview conducted within the work placement) as well as on published secondary sources.

In the essay, candidates will be assessed on their ability to:

- identify, synthesise, analyse and evaluate relevant sources
- analyse at least two different perspectives
- show consideration of both local relevance and global significance
- identify and evaluate the evidence that supports the perspectives
- explain how the research has affected their personal perspective
- evaluate how their work placement experience has affected their perspective
- present convincing and well-supported judgements that answer the question posed
- suggest further relevant research
- communicate effectively and concisely, using technical terms where appropriate
- show clear and accurate use of written English.

The essay must be written in continuous prose, include a bibliography used and be submitted in an electronic format. Quotations must be fully referenced. The essay must not exceed 2500 words and an accurate word count must be clearly stated on each essay. The word count excludes the title, references and footnotes. Work beyond the 2500 word maximum will not be included in the assessment.

## Nature of assessment

Candidates decide on their own essay question for this component. The essay is externally marked by Cambridge International. All materials for Paper 2 must be submitted electronically. The information on deadlines and methods for submission is available in the document called *8030 Global Perspectives Administrative Guide*, available on the Mauritius School Support ([www.cambridgeinternational.org/mauritius](http://www.cambridgeinternational.org/mauritius)).

### The role of the teacher

Each candidate must submit an essay on a different question.

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

- understanding the nature of the task
- identifying a suitable issue to research
- formulating an appropriate question
- developing a suitable approach to the research
- developing organisational skills
- citing and referencing their sources
- focusing on reconstruction and reflection
- writing effectively and concisely to stay between 2000 and 2500 words
- including an accurate word count.

In supporting candidates to formulate an appropriate question teachers may find it useful to explain that the question should:

- be phrased as a question and not as a statement to discuss
- relate to an issue which has both local relevance and global significance
- allow for the analysis of at least two different perspectives;
- encourage candidates to work towards making well-supported judgements which are likely to affect their own personal perspective on the issue/s being considered; this means that candidates should set a question on an issue in which they are genuinely interested.

The essay must be the candidate's own work. Once candidates embark on researching and writing the essay, they should seek assistance from their teacher, but there must be minimum intervention by the teacher. Candidates must not cut and paste text from sources without showing evidence of reworking.

Teachers must not:

- 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 essay or notes used for the essay
- suggest amendments to or comment on any part of the essay.

Candidates must be taught the meaning and significance of plagiarism.

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

## Component 3 Presentation

Each candidate will produce a presentation, 30 marks – weighted at 30% of the total marks available. The approximate mark weightings allocated to each of the assessment objectives are summarised below.

AO1 – 15 marks → AO2 – 5 marks → AO3 – 10 marks

The presentation is based on pre-released stimulus material provided by Cambridge International. The stimulus material consists of a range of sources about global issues seen through a variety of perspectives.

Candidates use the stimulus material to identify and research a topic for their presentation. Candidates must pose a single question that allows them to address different perspectives on an issue derived from the stimulus material. They must research one or more perspectives for themselves.

Candidates should reflect on the different perspectives found in the pre-released material and from their own research. In their presentation, candidates establish and present a coherent, personal perspective that shows an understanding of, and empathy with, different perspectives.

In the presentation, candidates will be assessed on their ability to:

- communicate a coherent argument
- engage with different perspectives
- develop a line of reasoning based on supporting evidence
- express a relevant personal perspective
- evaluate their own personal perspective
- justify their own personal perspective
- present convincing and well-supported conclusions that answer the question posed.

The presentation should:

- include relevant source material
- communicate effectively to a non-specialist audience
- cite sources and references clearly and accurately.

The presentation may be recorded as a live performance, or submitted as a self-running audiovisual artefact (e.g. a slideshow or electronic poster with an embedded voiceover). The presentation must be submitted in electronic format, be of maximum ten minutes' duration and with an accurate time clearly stated on the submission. Work exceeding this will not be included in the assessment.

Nature of assessment

Candidates decide on their own presentation question derived from the stimulus material provided by Cambridge International. The pre-released stimulus material will be available to allow candidates up to four weeks to complete their presentation. The submission must include a verbatim transcript of the presentation. This will be used to inform further the assessment of the candidate's work, in particular the quality of its written English in terms of stylistic clarity and accuracy of grammar and spelling. The presentation is externally marked by Cambridge International. All material for Component 3 must be submitted electronically. Information on the date the stimulus material will be released and deadlines and methods of submission is available in the document called *8030 Global Perspectives Administrative Guide*, available on the Mauritius School Support ([www.cambridgeinternational.org/mauritius](http://www.cambridgeinternational.org/mauritius)).

### **The role of the teacher**

A class may work together to carry out background research on a common theme, but each candidate must devise their own question which has its own focus.

Candidates should be given sufficient time to interrogate and discuss the pre-release material, and to plan and prepare their research. During this preparation, teachers should support each candidate in:

- understanding the nature of the task
- discussing the issues, problems and research opportunities based on the pre-release material
- formulating an appropriate question
- developing a suitable approach to the research
- developing organisational skills
- citing and referencing their sources
- focusing on reflection and communication
- developing an empathetic approach to alternative perspectives

**The presentation and associated materials must be the candidate's own work.** Once candidates embark on researching and producing the presentation, they must only seek assistance from their teacher, but there must be minimum intervention by the teacher. Candidates must not cut and paste large amounts of text from sources without showing evidence of reworking.

Teachers must **not**:

- offer or provide detailed subject guidance to candidates
- 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 the presentation
- prepare any part of the presentation
- produce any part of the transcript to accompany the oral commentary
- suggest amendments to, or comment on, any part of the presentation

### **Candidates must be taught the meaning and significance of plagiarism.**

Cambridge International use plagiarism detection software packages. Candidates will be required to sign a declaration indicating that the presentation is their own work. The teacher responsible will be required to countersign this declaration, verifying that these regulations have been observed. This declaration must accompany the presentation on submission to Cambridge International.



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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.

### Before you start

#### Previous study

Cambridge International AS Level Global Perspectives builds on the knowledge, understanding and skills typically gained by candidates taking Level 2 qualifications. We recommend that learners who are beginning this course have attained communication and literacy skills at a level equivalent to O Level Grade 6/IGCSE™ Grade C in English.

#### Guided learning hours

We design Cambridge International AS & A Level syllabuses to require 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 each school and the learners' previous experience of the subject.

#### Availability and timetables

You can enter candidates in the November 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 AS Level English General Paper (8019) and (8021)
- syllabuses with the same title at the same level.

### Making entries

#### 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 an 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. Please refer to the *Cambridge Guide to Making Entries* for the relevant series for the correct entry option code.

## Retakes and carrying forward marks

Candidates can retake Cambridge International AS Level as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **[www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)**.

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

## Language

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

## Accessibility and equality

### Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

### Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. This is explained in section 1.3 of the *Cambridge Handbook* **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

### Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

## After the exam

### Grading and reporting

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). '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.

On the statement of results and certificates, Cambridge International AS Level is shown as General Certificate of Education, GCE Advanced Subsidiary Level (GCE AS Level).

**School feedback:** '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.'

**Feedback from:** Director of Studies, Auckland Grammar School, New Zealand

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

### Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

- 1 to measure learning and achievement  
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 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.  
The outcomes help students choose the most suitable course or career  
The outcomes help decide whether students part way through a Cambridge International A Level course are making enough progress to continue  
The outcomes guide teaching and learning in the next stages of the Cambridge International A Level course.

## Changes to this syllabus for 2028

The syllabus has been updated. This is version 1, published September 2025.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching. This syllabus has been reformatted. There are no changes to the content or assessment.

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.



### Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/about-us/our-standards/](https://www.cambridgeinternational.org/about-us/our-standards/)

**School feedback:** ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

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

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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