



CAMBRIDGE
International Education

Syllabus

Cambridge IGCSETM Global Perspectives 0457

Use this syllabus for exams in 2028.

Exams are available in the June and November series.

Exams are also available in the March series in India.



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.

Why choose Cambridge?

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



The latest syllabus is version 1, published September 2025. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2025 are still suitable for use with this syllabus.

1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students at any age. Taught by over 5000 schools in 150 countries, it is tried, tested and trusted.

Students can choose from 70 subjects in any combination, including 30 languages.

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

Cambridge IGCSE Global Perspectives gives learners the opportunity to think about significant global issues and to consider these from different perspectives. It develops a set of transferable skills in research, analysis, evaluation, communication, collaboration and reflection. It encourages learners to construct arguments, present views, work collaboratively, research, and reason and reflect on their place in a connected world. These transferable skills will support student learning across all of their studies.

Our approach in Cambridge IGCSE Global Perspectives encourages learners to be:

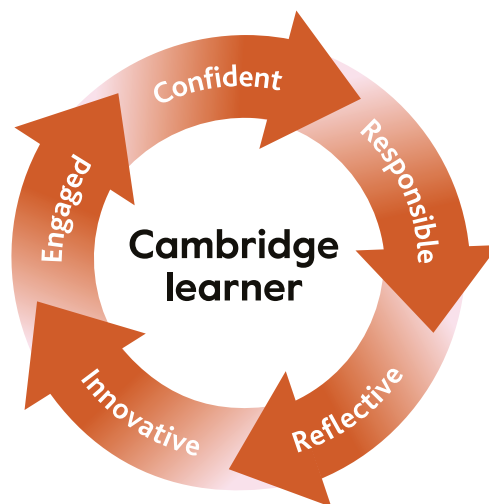
confident, making independent judgements and justifying opinions based on reasoning and evidence, allowing them to present ideas on and solutions to issues of global interest

responsible, directing their own learning by exploring diverse and varied sources to present suggestions and courses of action to members of their local community

reflective, developing an empathetic understanding by analysing why others have certain attitudes and take the positions they do, while understanding that there is a range of perspectives on any given issue, and so developing their own perspective

innovative, using critical thinking to propose sustainable solutions to global issues at global, national and local levels

engaged, collaborating, sharing new ideas and reaching mutual understanding of possible courses of action, allowing new ideas to be explored in unfamiliar contexts.



School feedback: ‘The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.’

Feedback from: Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia

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. Cambridge IGCSE provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge IGCSE Global Perspectives gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Global Perspectives & Research.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

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 IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

School feedback: 'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

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, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at www.cambridge.org/education and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-and-training-for-schools

Supporting exams officers

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



2 Syllabus overview

Aims

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

Students following a course based on this syllabus will:

- become independent and confident about taking their place in a changing, information-rich and connected world
- develop an analytical and evaluative grasp of global issues and their causes and consequences, leading to the suggestion of possible evidence-based courses of action
- consider the concept of sustainability when analysing issues and proposing courses of action
- engage with and reflect on issues, both independently and in collaboration with others and from a variety of different perspectives
- work independently as well as part of a team, showing responsibility for much of their own learning including using diverse and varied sources to support reasoning
- consider important issues from a variety of perspectives and reflect on the links between these
- critically assess information available to them and support judgements with lines of reasoning in order to communicate to others effectively and appropriately.

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.



Skills overview

Cambridge IGCSE Global Perspectives is interdisciplinary in nature. The syllabus gives learners the opportunity to develop the skills they need to face global challenges in a connected and information-rich world and to think about how best to live in a sustainable way. These challenges include how to cope with changes that will have an impact on their life chances and choices and how to gain a sense of their own active place in the world.

To support learners in facing these challenges, Cambridge IGCSE Global Perspectives develops a range of skills, including:

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

These skills are transferable and useful for future study. They will help learners become active citizens of the future.

Learners are encouraged to explore ideas from others' communities, countries and cultures. Through stimulating topics they will explore issues of global significance. They will learn to direct their own study and develop independent thought.

Assessment overview

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

All candidates take:	and:
<p>Paper 1 1 hour 25 minutes</p> <p>Written Exam 35%</p> <p>70 marks</p> <p>Written examination consisting of four compulsory questions, based on a range of sources provided with the question paper.</p> <p>Sources will present an issue of global significance from a range of different perspectives – personal, local and/or national, global – and will be on a topic from the topic list.</p> <p>Externally assessed</p>	<p>Component 2</p> <p>Individual Report 30%</p> <p>60 marks</p> <p>Candidates research a significant global issue of their choice from the topic list. They research a range of different perspectives – local and/or national and global – on the global issue and reflect on their own personal perspective.</p> <p>Candidates devise their own title and write a report. The report must be 1500–2000 words and be written in continuous text.</p> <p>Internally set and externally marked</p>
and:	
<p>Component 3</p> <p>Team Project 35%</p> <p>70 marks</p> <p>Candidates work in teams to choose from the topic list and identify a local issue. They devise and develop a collaborative project on an aspect of the issue considered from a range of perspectives.</p> <p>The Team Project has two elements.</p> <p>Team Element (25 marks)</p> <p>Each team produces one Explanation of Research and Planning and one Evidence of Action. The Explanation of Research and Planning must be 300–400 words.</p> <p>Personal Element (45 marks)</p> <p>Each candidate writes a Reflective Paper on their research, their contribution to the Team Element and their personal learning. The Reflective Paper must be 750–1000 words.</p> <p>Internally assessed and externally moderated</p>	

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

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

Assessment objectives

The assessment objectives (AOs) are:

AO1 Research, analysis and evaluation

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

AO2 Reflection

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

AO3 Communication and collaboration

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

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Research, analysis and evaluation	68
AO2 Reflection	15
AO3 Communication and collaboration	17
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Component 2	Component 3
AO1 Research, analysis and evaluation	100	67	36
AO2 Reflection	0	8	36
AO3 Communication and collaboration	0	25	28
Total	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 resources and examples and topics 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 IGCSE Global Perspectives gives learners the opportunity to develop important skills while exploring significant global topics and issues within these topics. The topics give learners a stimulating context in which to develop skills and these skills are assessed in this syllabus. Knowledge of content is not assessed in this syllabus.

Topics

The topics enable students to develop skills, explore global issues and consider different perspectives on these issues. Students and their teachers must choose topics from the following list.

Topic list

Arts in society	Law and criminality
Change in culture and communities	Media and communication
Climate change, energy and resources	Migration and urbanisation
Conflict and peace	Political power and action
Development, trade and aid	Poverty and inequality
Digital world	Social identity and inclusion
Education for all	Sport and recreation
Employment	Technology, industry and innovation
Environment, pollution and conservation	Transport, travel and tourism
Globalisation	Values and beliefs
Health and wellbeing	Water, food and agriculture

The topic list is for all components. The topics in the list are intentionally broad. Students with their teachers choose topics that are most relevant to them. Students are not expected to have experience of each topic.

Choosing topics

Teachers should look at several topics during the course to help develop their students' skills. The intention is to give as much scope and encouragement as possible for students to discuss and agree with their teachers their own paths of enquiry into the complex world in which they live.

How to drive sustainable change is part of this complex world. Sustainability is a global issue and any of the topics can be considered with a focus on sustainability. The syllabus is designed to give students and teachers flexibility and encouragement to think about sustainability if they choose to.

Issues and perspectives

The topics have been chosen because they involve a range of interesting and contemporary global issues. Students should use research, reasoning and questioning to understand different perspectives on these issues and to form their own judgements. They are encouraged to appreciate different perspectives and to engage critically with these.

The following terms are used in this syllabus. Within the context of this syllabus their meanings are as follows.

Issue – an important subject or problem for discussion.

Perspective – a viewpoint on an issue based on evidence and reasoning.

Skills

This syllabus enables students to develop the skills of research, analysis and evaluation, reflection, communication and collaboration by exploring global issues within the topics.

As part of their development, students should learn to engage with relevant material. This material should be contrasting in nature, including in its breadth and depth. The types of evidence that students use should encourage them to become actively involved in considering issues from different perspectives. These types of evidence might include for example, articles from the media, data sets and personal testimony.

In working with these materials, students should consider research, evidence and argument. Within the context of this syllabus the meanings of these terms are as follows.

Research – the systematic study of a global issue to find evidence and develop understanding.

Evidence – information about a global issue that helps to develop understanding or prove that something is true or false.

Argument – a series of statements containing reasons and evidence which support a claim about a global issue.

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 Exam

Written paper, 1 hour 25 minutes, 70 marks

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

Paper 1 contains four compulsory questions. Candidates answer **all** the questions.

The Written Exam is based on a global issue related to one of the topics from the topic list.

The questions are based on source documents provided with the question paper. The sources provide background information and different perspectives about the global issue chosen for the exam. Sources may be taken from a variety of subject backgrounds and media, and may include images. The number of sources may vary from exam to exam.

Candidates are expected to read and study the sources carefully before attempting the questions. Time for reading is included in the overall time available for the paper.

Candidates will answer on the question paper. The source materials will be presented separately in an insert.

Question 1 (18 marks) is a structured question based on several sources. There will be three or four parts to the question. Candidates are required to read the sources and analyse the information, arguments and perspectives presented about the global issue.

Question 2 (16 marks) is a structured question based on a source that describes some research or evidence about the global issue. There will be two parts to the question. Candidates evaluate the research or evidence and suggest ways to research or test a claim related to the global issue.

Question 3 (16 marks) is a question based on a source that presents different arguments about the global issue. Candidates answer by writing an extended response. Candidates are required to analyse and evaluate the arguments and make a reasoned judgement about the quality of the arguments.

Question 4 (20 marks) is a question based on all sources in the insert. Candidates answer by writing an extended response. Candidates are required to assess actions in response to the global issue and explain their judgements with reasons and evidence.

In the Written Exam, candidates are assessed on the skills of research, analysis and evaluation. Candidates are not assessed on their prior knowledge and understanding of the topic or global issue presented in the source material.

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

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 topics. The topic and global issue in the exam paper provide a context for the assessment of the skills associated with AO1 Research, analysis and evaluation.

Teachers therefore need to give candidates frequent opportunities to practise and develop these skills during the course. There should be regular discussion and debate of global issues so that candidates learn to consider a variety of different perspectives. Teachers should also provide a practical and active approach to teaching and learning which supports the development of skills.

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 are available at www.cambridgeinternational.org and www.cambridgeinternational.org/support

Component 2 – Individual Report

Report, 60 marks

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

Candidates write an Individual Report on a topic from the topic list.

The Individual Report **must** be based on one of the topics listed in the syllabus. With the guidance of their teacher, candidates choose one of the specified topics and identify an important or interesting global issue relating to the topic they have chosen. The global issue the candidates choose should be one that divides opinion.

Candidates devise a global research question based on some initial research into the topic and the global issue.

Candidates use this question as the title for their report. The report must be 1500–2000 words.

In the Individual Report, candidates are assessed on the skills of research, analysis, evaluation, reflection and communication.

Candidates should focus their initial research on identifying and exploring the context of a topic, chosen from the topic list. They should then select a global issue of importance or interest with present-day impacts. The issue chosen could be one that raises an ethical dilemma or causes conflict, damage, difficulty or hardship, or simply leads to disagreement.

Candidates should research a range of different perspectives on the global issue. The focus of the report should be the perspectives of different people, groups or nations. Candidates should formulate a question, based on their initial research, that gives them scope to explore the selected global issue and a range of different perspectives.

The perspectives researched, explored and presented should include:

- local **and/or** national perspectives
- **and** global perspectives.

At each level, different perspectives could be included. For example, at the local level the report could include the different perspectives of local farmers and local politicians.

Candidates should engage with these perspectives and demonstrate that they understand the arguments, reasoning or claims upon which these perspectives are based. Candidates should also demonstrate that they understand why different people have different perspectives.

Candidates should analyse the issue by considering the reasons for conflict or disagreement/causes of problems and the consequences/impacts of the issue. Candidates should consider different possible courses of action. Drawing on their analysis of the issue, they should propose a single course of action to change, improve or resolve the issue.

The Individual Report should be presented as a structured essay of 1500–2000 words. This word count does **not** include the bibliography or reference list.

The essay should start by explaining the issue researched so that it is clear it has some global impact, even if it has different impacts in different places or for different people. It should also be clear what the different perspectives are. These do not have to be opposing perspectives but they must be clearly different.

Causes and consequences of the issue should be presented and analysed in depth. Different courses of action should be considered, and one chosen as most appropriate or effective. The chosen course of action should be described in detail, with an explanation of how it could be implemented and what its impact would be.

The candidate should explicitly cite all material used in the essay, with a clear referencing system. There is no preferred method of referencing, but it is important for candidates to understand that when they use others' ideas or information, they should make this clear to the reader.

Candidates should evaluate the evidence presented and their sources, explaining their value to the research and whether or not the sources are reliable and credible.

Candidates should present their own view on the whole issue, reflecting on:

- their research findings
- their learning
- others' perspectives.

They should conclude by answering their own question.

Individual Report: the role of the teacher

The Individual Report must be the candidate's own work. It is the teacher's responsibility to ensure that the candidate's proposed work will be feasible in terms of access to relevant information and manageable in terms of size of workload.

Teachers should guide and support each candidate to:

- understand that they must work independently to produce an essay presenting their research and their thoughts on an issue of their own choice
- identify a suitable area for research, fitting their own interest, enthusiasm and skills and giving scope for different perspectives
- formulate a global research question focused on an issue that attracts different perspectives
- develop research and organisational skills
- select, cite and reference sources appropriately
- refine report writing skills so that they cover all the required criteria within the 1500–2000 word count
- appreciate how their work will be assessed, understanding that the assessment is externally marked and is not assessed by their teachers.

Teachers should:

- help resolve any problems encountered during research
- give regular and supportive feedback to maintain the candidate's momentum and motivation
- provide opportunities for candidates to work independently using reference materials as appropriate
- monitor candidates' time management throughout the process and assist candidates to meet deadlines.

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

Once the candidate starts to research and write their report, in the ways set out above, the teacher should **not** intervene and should **not** attempt to change the direction of the research. Teachers should follow the instructions for supervising coursework.

Supervising coursework

Coursework must be a candidate's own unaided work. The teacher must be able to authenticate that the work is the candidate's own.

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. Candidates can revise their work following feedback, but teachers should only give brief summative comments on progress.

Teachers can support candidates by reviewing their work before it is handed in for final assessment. Teachers can do this orally or through written feedback. Teachers should not correct or edit draft coursework. 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.

For further information about supervising coursework, see the *Cambridge Handbook* for the relevant year of assessment at 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. You 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 their own is an example of plagiarism. It is your responsibility as a teacher 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/teachingandassessment

You will be requested to declare the authenticity of the work at the point of submitting the work.

Administration of coursework

Using the samples database

The samples database refers you to key information about administering coursework, speaking tests and examined coursework for each syllabus.

Use the database to find out:

- when and how to submit your candidates' work.

The samples database at www.cambridgeinternational.org/samples will ask you for:

- your country/territory
- the syllabus code (i.e. 0457 for this syllabus).

The database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

Recording and submitting candidates' work

Please refer to the samples database at www.cambridgeinternational.org/samples for information, dates and methods of submission of candidates' work. You should follow the instructions for Component 2 Individual Report on the samples database.

Component 3 – Team Project

Team Project, 70 marks

This component is internally assessed and externally moderated by Cambridge International.

Candidates work in teams of two to five members to design and carry out a collaborative project.

Each team produces an:

- Explanation of Research and Planning
- Evidence of Action.

Each individual in the team produces a:

- Reflective Paper.

In the Team Project, candidates are assessed on the skills of research, analysis, evaluation, reflection, communication and collaboration.

How the Team Project works

- The team selects a topic from the topic list and identifies a relevant local issue.
- The team carries out research into the topic and local issue and into different perspectives on the local issue.
- Each team member researches a different aspect, such as a different perspective.
- Based on their research findings, and through discussion, the team decides on a course of action they might take to address the issue.
- The team plans and carries out the action.
- They measure the success of their action in addressing the issue.
- The team also collaborates to write a planning document – the Explanation of Research and Planning, which explains their decisions and planned actions.
- They collaborate to produce the Evidence of Action.

Each individual candidate also produces a Reflective Paper, in which they reflect on the whole project and their experiences and learning, and evaluate their teamwork and the action taken.

The Team Project has two elements:

- Team Element
- Personal Element.

Team Element

The Explanation of Research and Planning: 10 marks

Each team produces one Explanation of Research and Planning of 300–400 words. This is the team's strategic and working document which is added to over time. Typically, this document is produced in three stages.

The team should first identify:

- the topic chosen
- a local issue the team wants to address
- what each team member will research.

The team completes the Explanation of Research and Planning with this information.

As the project progresses, the team should then:

- clarify the topic, the issue and the action the team will take, based on their research
- outline their plan of action
- identify roles and responsibilities of team members
- state how they will evidence the action
- identify how they will measure the success of their action.

The team completes the Explanation of Research and Planning with this information.

When the team has completed the project, the Explanation of Research and Planning should:

- identify and explain any changes that had to be made.

The document may be presented in the form of a simple table.

All members of the team must be awarded the same mark for the Explanation of Research and Planning.

If the word limit is exceeded, the teacher must not award marks beyond the first 400 words of the Explanation of Research and Planning.

The Evidence of Action: 5 marks

Each team submits Evidence of Action for their Team Project to show what they have done.

Evidence of Action can take any appropriate form such as posters, leaflets, web pages, videos (10 minutes maximum), presentations or photographs of an event.

The Evidence of Action is something that has been produced during the action. Evidence of Action should **not** include evidence of research or initial meetings to discuss the project.

All members of the team must be awarded the same mark for the Evidence of Action.

If a team submits a video, the teacher must not award marks beyond the first 10 minutes.

Collaboration: 10 marks (5 team marks and 5 individual marks)

The team members work together to select a topic and an issue, agree roles and conduct research. They agree an action and plan and carry out their action. The team collaborates to produce an Explanation of Research and Planning and Evidence of Action. Each individual within the team is expected to take an active part in the project.

Aspects of collaboration include:

- clear communication between team members
- sharing and developing ideas
- agreeing targets and deadlines
- solving problems
- being flexible when required
- dividing tasks between team members and recognising all members' contributions
- asking for and giving support to others when needed.

All members of the team are awarded the same team mark for Collaboration. All individual members of the team are also awarded an individual mark for Collaboration. Individual collaboration marks may vary within the team.

Collaboration marks are awarded by the teacher based on observation throughout the project.

Personal Element

Reflective Paper: 45 marks

Each candidate submits an individual Reflective Paper of 750–1000 words, excluding citations and bibliography or reference list. The Reflective Paper must **not** exceed 1000 words.

The Reflective Paper is written in continuous text. It should be structured and easy to follow. The candidate may use sub-headings for clarity. When appropriate the candidate should use the first person ('I' and 'me').

Candidates should:

- present a summary of their own research findings and how these were or were not used in the Team Project
- reflect on their own learning from the whole experience of the Team Project, including their learning about the issue and teamwork and what they learned about themselves
- evaluate how effective the action they carried out was and how effectively they worked with their team.

Candidates are assessed individually on their Reflective Paper.

If the word limit is exceeded, teachers must **not** award marks beyond the first 1000 words of the Reflective Paper.

Team Project: the role of the teacher

It is the teacher's responsibility to ensure that proposed projects will be feasible in terms of access to relevant information and whether the action proposed is realistic, and manageable in terms of size of workload and time available.

Teachers should encourage candidates to keep a log of meetings, contributions, tasks undertaken and support given and received. This will enable teachers to monitor work and individual candidates will find this information helpful when they start to write their Reflective Papers.

Teachers should observe candidates working in teams throughout the process of planning and carrying out the Team Project. They should also engage in discussions with candidates, asking targeted questions. This will help teachers assess how well candidates have collaborated, including resolving challenges and disagreements.

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

- understand the nature of the task
- choose an appropriate topic and local issue
- develop organisational and collaborative skills
- select, cite and reference sources appropriately
- develop research and communication skills
- work collaboratively towards a shared goal.

All work submitted must be candidates' own work. Once candidates start their research and teamwork, the teacher should minimise intervention.

Teachers should:

- support teams to resolve any problems encountered
- give regular and supportive feedback to maintain momentum and team motivation
- monitor candidates' time management throughout the process and assist candidates and teams to meet deadlines.

Teachers must not:

- undertake any research on behalf of candidates
- prepare or write notes or drafts for candidates.

Teachers may review candidates' work before it is handed in for final assessment. They can do this orally or in writing. Teachers must **not** give detailed advice to individuals or teams on how they can improve their work to meet the assessment criteria. Teachers must **not** change candidates' work.

Supervising coursework

Coursework must be a candidate's own, unaided work. The teacher must be able to authenticate that the work is the candidate's own.

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. Candidates can revise their work following feedback, but teachers should only give brief summative comments on progress.

Teachers can support candidates by reviewing their work before it is handed in for final assessment. Teachers can do this orally or through written feedback. Teachers should not correct or edit draft coursework. 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.

For further information about supervising coursework, see the *Cambridge Handbook* for the relevant year of assessment at **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. You 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 their own is an example of plagiarism. It is your responsibility as a teacher 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/teachingandassessment**

You will be requested to declare the authenticity of the work at the point of submitting the work.

Administration of coursework

Using the samples database

The samples database refers you to key information about administering coursework, speaking tests and examined coursework for each syllabus.

Use the database to find out:

- when and how to submit your marks for moderated coursework and non-coursework tests
- when and how to submit your candidates' work
- which forms to complete and return with your candidates' work.

The samples database at **www.cambridgeinternational.org/samples** will ask you for:

- your country/territory
- the syllabus code (i.e. 0457 for this syllabus).

The database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

Recording and submitting candidates' marks and work

Please refer to the samples database at www.cambridgeinternational.org/samples for information, dates and methods of submission of candidates' marks and work. You should follow the instructions for Component 3 Team Project on the samples database.

You should record marks on the required forms which you should download each year from the samples database at www.cambridgeinternational.org/samples. Follow the instructions on the forms to complete them. The marks on these forms must be identical to the marks you submit to Cambridge International.

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation in the *Cambridge Handbook* and on the samples database for the relevant year of assessment.

You should record the internally moderated marks for all candidates on the Coursework Assessment Summary Form and submit these marks to Cambridge International according to the instructions on the samples database at www.cambridgeinternational.org/samples

External moderation

Cambridge International will externally moderate all internally assessed components.

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

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

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

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

Assessment

The marks for this component are awarded as follows:

- AO1 Research, analysis and evaluation: up to 25 marks
- AO2 Reflection: up to 25 marks
- AO3 Communication and collaboration: up to 20 marks.

Each candidate submits work for **two** elements: Team and Personal. The work is marked using the appropriate marking tables:

- Tables A, B, C and D for the Team Element
- Tables E, F, G and H for the Personal Element.

The marking criteria are each presented within different levels.

Team Element

- Candidates submit as a team one Explanation of Research and Planning and one Evidence of Action. Each is marked using the appropriate mark table.
- The Explanation of Research and Planning must be between 300 and 400 words. Teachers and external moderators will not credit material after the 400-word limit.
- If a team submits a video for the Evidence of Action, the video must be a maximum of 10 minutes. Teachers and external moderators will not credit material after the 10-minute limit.
- Each team member receives the same mark for the Explanation of Research and Planning.
- Each team member receives the same mark for the Evidence of Action.
- Each team member receives the same mark for their collaboration.
- Each candidate receives an individual mark for their collaboration.

Personal Element

- Each candidate submits a separate Reflective Paper. This is marked using the appropriate mark tables.
- The Reflective Paper must be between 750 and 1000 words. Teachers and external moderators will not credit material after the 1000-word limit.

Tables for marking the Team Project

Teachers use Tables A, B, C and D to award up to 25 marks for the Team Element.

Table A Team Element – Explanation of Research and Planning	10 marks
Table B Team Element – Evidence of Action	5 marks
Table C Team Element – Team collaboration	5 marks
Table D Team Element – Individual collaboration	5 marks

Teachers use Tables E, F, G and H to award up to 45 marks for the Personal Element.

Table E Personal Element – Evaluation of the action and teamwork in the Reflective Paper	10 marks
Table F Personal Element – Reflection on learning in the Reflective Paper	15 marks
Table G Personal Element – Reflection on teamwork in the Reflective Paper	10 marks
Table H Personal Element – Communication in the Reflective Paper	10 marks

Note that because Communication and Collaboration (AO3) are not assessed together in the same mark tables in Component 3, AO3 is hereafter presented as Collaboration (Team Element) and Communication (Personal Element).

Table A Team Element – Explanation of Research and Planning

Use Table A to give up to 10 marks for the Explanation of Research and Planning for each team response (AO1 Research, analysis and evaluation). All team members receive the same mark.

Level	Description			
	Topic and issue 2 marks	Plan 3 marks	Roles 2 marks	Action 3 marks
3	<i>Not applicable at Level 3.</i>	The plan is clear and includes sufficient detail of how the action will be evidenced and how its success will be measured.	<i>Not applicable at Level 3.</i>	A clear summary of the action the team will take to address the issue.
		3 marks		3 marks
2	Clear identification of the topic and issue.	The plan is clear and includes how the action will be evidenced or how its success will be measured.	Clear identification of the roles and responsibilities of each team member.	A summary of the action the team will take to address the issue.
	2 marks	2 marks	2 marks	2 marks
1	Clear identification of the topic but the issue is unclear.	The plan lacks clarity and/or detail.	Some identification of roles or responsibilities of each team member.	An action is suggested which is related to the issue or topic.
	1 mark	1 mark	1 mark	1 mark
0	No creditable response.	No creditable response.	No creditable response.	No creditable response.
	0 marks	0 marks	0 marks	0 marks

Table B Team Element – Evidence of Action

Use Table B to give up to 5 marks for Evidence of Action for each team response (AO1 Research, analysis and evaluation). All team members receive the same mark.

Level	Description	Marks
5	The team have undertaken an action that is very likely to make a positive difference to the issue and the action was carried out very well.	5
4	The team have undertaken an action that is likely to make a positive difference to the issue and the action was carried out well.	4
3	Either The team have undertaken an action that is likely to make a positive difference to the issue but the action was not carried out well. Or The team have undertaken an action that is not likely to make a positive difference to the issue; however the action was carried out well.	3
2	The team have undertaken an action that is not likely to make a positive difference to the issue and the action was not carried out well.	2
1	The team have planned and prepared an action, but did not undertake it.	1
0	No creditable response.	0

Table C Team Element – Team Collaboration

Use Table C to give up to 5 marks for Team Collaboration for each team response (AO3 Collaboration). All team members receive the same mark.

Level	Description	Marks
5	The team collaborated effectively throughout the project, agreeing targets and deadlines and dividing tasks fairly according to the skills of team members and the time available. Challenges faced by the team and disagreements caused by different opinions were effectively resolved to the satisfaction of all team members.	5
4	The team collaborated effectively most of the time, usually agreeing targets and deadlines and dividing tasks, taking into account some of the skills of team members and the time available. Challenges faced by the team and disagreements caused by different opinions were mostly resolved to the satisfaction of all team members.	4
3	The team collaborated effectively some of the time, generally agreeing targets and deadlines and dividing some tasks between team members with some rationale. Challenges faced by the team and disagreements caused by different opinions were sometimes resolved to the satisfaction of all team members.	3
2	The team collaborated, agreeing some targets or deadlines and dividing some tasks between team members. Challenges faced by the team and disagreements caused by different opinions were often not resolved to the satisfaction of all team members.	2
1	The team attempted to collaborate but generally they did not agree targets, deadlines and/or shared tasks. Any action taken was the result of one person in the team rather than the result of collaboration.	1
0	No creditable response.	0

Table D Team Element – Individual Collaboration

Use Table D to give up to 5 marks for Individual Collaboration for each individual response (AO3 Collaboration). The mark awarded to each member of the team is individual and can be different for this part of the Team Element.

Level	Description	Marks
5	<p>The candidate collaborated effectively throughout, completing own tasks as agreed, and working flexibly when this was needed, to complete the project.</p> <p>They readily asked for support from others and gave support to others when needed.</p> <p>They shared useful ideas, offered solutions to problems and helped to develop the ideas of others, building on other team members' contributions.</p>	5
4	<p>The candidate collaborated effectively most of the time, completing most of own tasks as agreed, mostly working flexibly when this was needed, to complete the project.</p> <p>They sometimes asked for support from others and gave support to others when needed.</p> <p>They shared useful ideas and offered solutions to problems, generally recognising other team members' contributions.</p>	4
3	<p>The candidate collaborated effectively some of the time, completing some of own tasks as agreed, showing some desire to work flexibly to complete the project.</p> <p>They sometimes asked for support from others or gave support to others when needed.</p> <p>They shared ideas or solutions to problems, sometimes recognising other team members' contributions.</p>	3
2	<p>The candidate collaborated, partly completing some of own tasks as agreed.</p> <p>They asked for support from others or gave support to others occasionally.</p> <p>They attempted to share ideas or solutions to problems but often without recognising other team members' contributions.</p>	2
1	<p>The candidate attempted to collaborate but completed few tasks (as agreed or not).</p> <p>They occasionally attempted to share ideas.</p>	1
0	No creditable response.	0

Table E Personal Element – Evaluation of the action and teamwork in the Reflective Paper

Use Table E to give up to 10 marks for the candidate's evaluation of the action and teamwork in their Reflective Paper (AO1 Research, analysis and evaluation).

Level	Description		
	Evaluation of the action 4 marks	Evaluation of own teamwork 4 marks	Evaluation of own task performance 2 marks
4	Two developed points evaluating how successfully the action addressed the issue. 4 marks	Two developed points evaluating how successfully the candidate worked with other team members. 4 marks	<i>Not applicable at Level 4.</i>
3	One developed point evaluating how successfully the action addressed the issue. 3 marks	One developed point evaluating how successfully the candidate worked with other team members. 3 marks	<i>Not applicable at Level 3.</i>
2	Two or more undeveloped points about the action. 2 marks	Two or more undeveloped points about the candidate's teamwork. 2 marks	One developed point about how successfully the candidate managed their own tasks. 2 marks
1	One undeveloped point about the action. 1 mark	One undeveloped point about the candidate's teamwork. 1 mark	One or more undeveloped points about how successfully the candidate managed their own tasks. 1 mark
0	No creditable response. 0 marks	No creditable response. 0 marks	No creditable response. 0 marks

Table F Personal Element – Reflection on learning in the Reflective Paper

Use Table F to give up to 15 marks for the candidate's reflection on learning in their Reflective Paper (AO2 Reflection).

Level	Description		
	Learning from research 5 marks	Learning about own skills, strengths, weaknesses 5 marks	Reflection on own performance 5 marks
5	Detailed and explicit reflection on how their understanding of the issue has been influenced by research and different perspectives explored. 5 marks	Detailed and explicit reflection on what they have learnt about their own skills through participating in the team project. 5 marks	Detailed, explicit and relevant suggestions for how they could have improved their performance individually and as a team member. 5 marks
4	Explicit reflection on how their understanding of the issue has been influenced by research and different perspectives explored. 4 marks	Explicit reflection on what they have learnt about their own skills through participating in the team project. 4 marks	Explicit and relevant suggestions for how they could have improved their performance individually and as a team member. 4 marks
3	Explicit reflection on how their understanding of the issue has been influenced by research or different perspectives explored. 3 marks	Explicit reflection on what they have learnt about their own skills, with some reference to participating in the team project. 3 marks	Explicit and relevant suggestions for how they could have improved their performance individually or as a team member. 3 marks
2	Some reflection on the issue, with reference to research or different perspectives explored. 2 marks	Some reflection on their own skills, with reference to participating in the team project. 2 marks	A relevant suggestion for how they could have improved their performance individually or as a team member. 2 marks
1	Limited reflection on the issue. 1 mark	Limited reflection on their own skills. 1 mark	Limited reflection on their performance, with no relevant suggestions for improvement. 1 mark
0	No creditable response. 0 marks	No creditable response. 0 marks	No creditable response. 0 marks

Table G Personal Element – Reflection on teamwork in the Reflective Paper

Use Table G to give up to 10 marks for the candidate's reflection on teamwork in their Reflective Paper (AO2 Reflection).

Level	Description	
	Reflection on the benefits and challenges of teamwork 5 marks	Reflection on possible improvements for teamwork 5 marks
5	Detailed and explicit reflection on the benefits and challenges of working in a team, linked to clear examples of things experienced while completing the team project. 5 marks	Detailed and explicit suggestions of how the team could have worked more effectively or could work more effectively in the future, linked to clear examples of things experienced while completing the team project. 5 marks
4	Explicit reflection on the benefits and challenges of working in a team, linked to some examples of things experienced while completing the team project. 4 marks	Explicit suggestions of how the team could have worked more effectively or could work more effectively in the future, linked to some examples of things experienced while completing the team project. 4 marks
3	An explicit reflection on the benefits or challenges of working in a team, with clear reference to something experienced while completing the team project. 3 marks	An explicit suggestion of how the team could have worked more effectively or could work more effectively in the future, with clear reference to something experienced while completing the team project. 3 marks
2	Some reflection on the benefits or challenges of working in a team. 2 marks	Some discussion of how the team could work more effectively. 2 marks
1	Limited reflection on a benefit or challenge of working in a team. 1 mark	Limited discussion of how the team could work more effectively. 1 mark
0	No creditable response. 0 marks	No creditable response. 0 marks

Table H Personal Element – Communication in the Reflective Paper

Use Table H to give up to 10 marks for the candidate's communication in their Reflective Paper (AO3 Communication).

Level	Description	
	Clarity of communication 5 marks	Communication of research 5 marks
5	A clearly written and very well-structured Reflective Paper. 5 marks	A clear summary of their own research findings into the issue or a perspective on it and how this influenced the project, with citations and references where appropriate. 5 marks
4	A clearly written and well-structured Reflective Paper. 4 marks	A clear summary of their own research findings into the issue or a perspective on it, with citations and references where appropriate. 4 marks
3	A generally clearly written and generally well-structured Reflective Paper. 3 marks	A general summary of their own research findings, with some citations or references where appropriate. 3 marks
2	A Reflective Paper that sometimes lacks clarity and is only partially structured. 2 marks	Some discussion of their own research but limited reference to research findings. 2 marks
1	A Reflective Paper that is difficult to follow and lacks structure. 1 mark	Some discussion of research but it is not clear whether this was their own research or another team member's research. 1 mark
0	No creditable response. 0 marks	No creditable response. 0 marks

Command words

Command words and their meanings help candidates know what is expected from them in the exams. 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
Analyse	examine in detail to show meaning, identify elements and the relationship between them
Describe	state the points of a topic / give characteristics and main features
Evaluate	judge or calculate the quality, importance, amount, or value of something
Explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Identify	name/select/recognise
Suggest	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations

5 What else you need to know

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

Before you start

Previous study

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

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. 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

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone

You can view the timetable for your administrative zone at 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 O Level Global Perspectives (2069)
- syllabuses with the same title at the same level.

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

Work submitted for the Individual Report and Team Project may not be submitted for assessment for other syllabuses.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It encourages 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 ICE at www.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries. 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 access to 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 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.

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 entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at **www.cambridgeinternational.org/eoguide**

Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

Candidates cannot resubmit, in whole or in part, coursework from a previous series for remarking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Marks achieved in Component 2 Individual Report and Component 3 Team Project can be carried forward to future series, subject to the requirements set out in the *Cambridge Handbook* for the relevant year of assessment and the Carry-forward regulations supplement at **www.cambridgeinternational.org/eoguide**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

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.

Important:

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

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
- 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*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. '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, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

On certificates, Cambridge IGCSE is shown as International General Certificate of Secondary Education.

How students and teachers can use the grades

Assessment at Cambridge IGCSE 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 or likely to be successful in a particular course or career.
The outcomes help students choose the most suitable course or career.

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.

Any textbooks endorsed to support the syllabus for examination from 2025 are still suitable for use with this syllabus.



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

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge IGCSE.

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/



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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