

CAMBRIDGE IGCSE

Global Perspectives 0457

Syllabus Overview

Examinations 2028

Understanding the whole syllabus

Global Perspectives develops the ability to investigate an issue through evidence and different viewpoints. Topics provide a context for research rather than a fixed body of facts to memorise. You learn to examine arguments, assess sources, communicate a position and explain how evidence has influenced your understanding.

For Global Perspectives 0457, the content map below follows the approved subject briefing and the official syllabus. Labels group related areas for orientation; the detailed syllabus remains the authority for individual learning requirements.

Content map

Syllabus area or component	What the area covers
Research and critical thinking	The course uses contemporary issues to develop research, analysis, evaluation, reflection, communication and collaboration.
Topics as contexts for perspectives	You may explore topics such as climate change, conflict, technology, education, health, migration, inequality, globalisation, values, food and water. These are not a body of facts to memorise. Instead, they provide meaningful contexts in which to compare personal, local, national and global perspectives.
Evidence, argument and reflection	You will learn to distinguish claims from evidence, recognise bias and vested interests, evaluate research methods and sources, develop a reasoned argument, cite information properly and reflect on how different perspectives influence your own thinking.

These areas should be read as a connected course. Begin with the foundational knowledge identified in the first part of the map, then build towards the applications and explanations that depend on it. Keep a clear source record from the start and distinguish quotation, paraphrase and your own reasoning. Plan research and collaborative work early enough to revise a question or approach when the evidence requires it. Where a row describes a choice of topics or components, study the selection required by your agreed route rather than treating all alternatives as compulsory.

Qualification and component choices

All candidates follow the component structure shown in the Assessment Overview. There is no separate Core/Extended route in this syllabus.

The individual report and team project are assessed components. Reflection within those components is an official assessed skill; this orientation does not add a separate reflection activity.

The assessed skills

Assessment objectives describe the abilities Cambridge looks for across the qualification. The following explanations paraphrase the syllabus objectives; they are not additional topics or separate orientation tasks.

Assessment objective	Meaning for the learner
AO1 Research, analysis and evaluation	Investigate a focused issue, assess sources and reasoning, and use evidence to support a conclusion.
AO2 Reflection	Explain how research, evidence or collaboration has affected your understanding and the decisions made in assessed work.
AO3 Communication and collaboration	Communicate a supported viewpoint and contribute effectively to the team component, retaining evidence of your own work.

These abilities work together in an answer. Accurate knowledge supports application, while a clear explanation shows how the evidence or method leads to a conclusion. The balance varies by component, so the next lesson connects these abilities with the actual assessment formats.

Key pointers: Follow the stated examination-year syllabus, cover the required areas for your route and develop skills alongside knowledge. **Next:** Open **Assessment Overview**.