

Why choose Cambridge

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Important: Changes to this syllabus

For information about changes to this syllabus for 2023, 2024 and 2025, go to page 35.



For information about changes to this syllabus for 2023, 2024 and 2025, go to page 35.

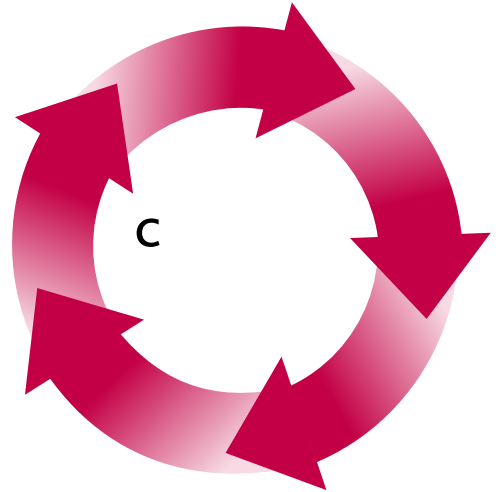
1 Why choose this syllabus?

Key benefits

The syllabus is designed to provide students with a deep understanding of global issues and the ability to think independently and critically. It is a challenging and rewarding experience that will prepare students for the future.

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Cambridge International AS & A Level Global Perspectives & Research

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responsible The syllabus is designed to provide students with a deep understanding of global issues and the ability to think independently and critically. It is a challenging and rewarding experience that will prepare students for the future.

reflective The syllabus is designed to provide students with a deep understanding of global issues and the ability to think independently and critically. It is a challenging and rewarding experience that will prepare students for the future.

innovative The syllabus is designed to provide students with a deep understanding of global issues and the ability to think independently and critically. It is a challenging and rewarding experience that will prepare students for the future.

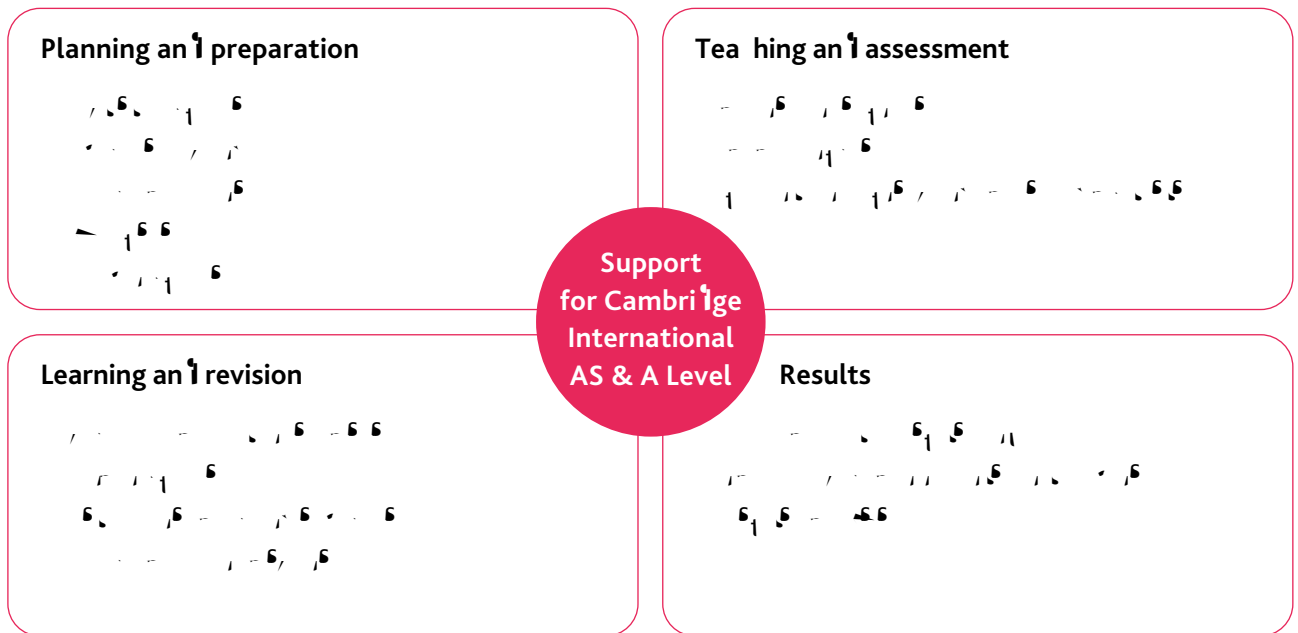
engaged The syllabus is designed to provide students with a deep understanding of global issues and the ability to think independently and critically. It is a challenging and rewarding experience that will prepare students for the future.

‘Cambridge students develop a deep understanding of subjects and independent thinking skills.’

Cambridge International Education

Supporting teachers

Cambridge International AS & A Level Global Perspectives & Research 9239 syllabus for 2023, 2024 and 2025. www.cambridgeinternational.org/support



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2 Syllabus overview

Assessment overview

Weighting for assessment objectives

Table 1.1: Weighting for assessment objectives

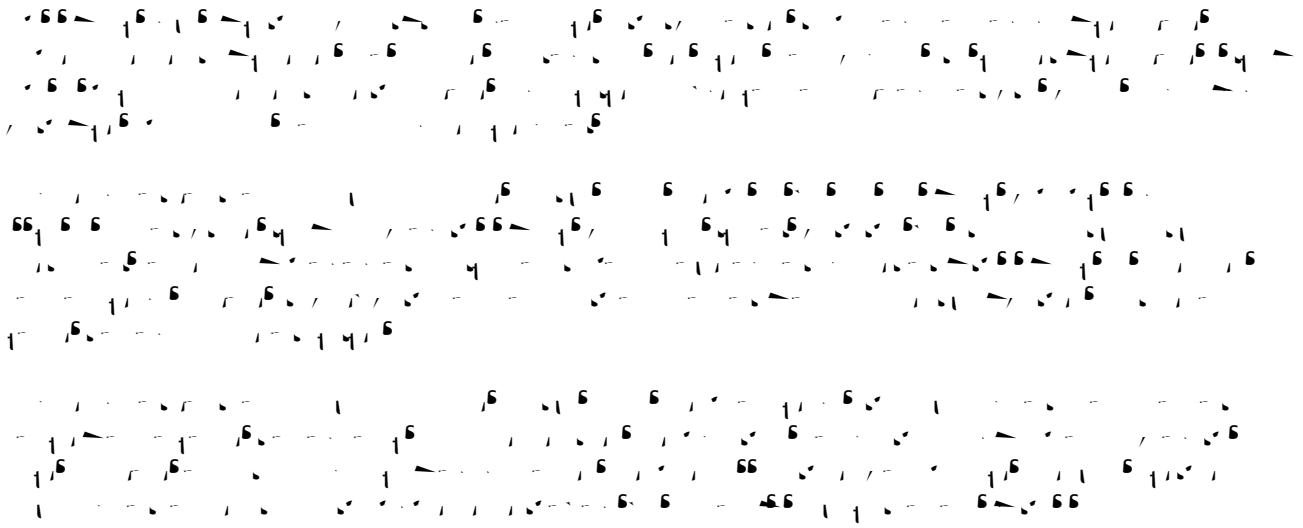
Assessment objectives as a percentage of each qualification

Assessment objective	Weighting in AS Level %	Weighting in A Level %
AO1	30	30
AO2	30	30
AO3	40	40

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Component 1	Component 2	Component 3	Component 4
AO1	30	30	30	10
AO2	30	30	30	10
AO3	40	40	20	0

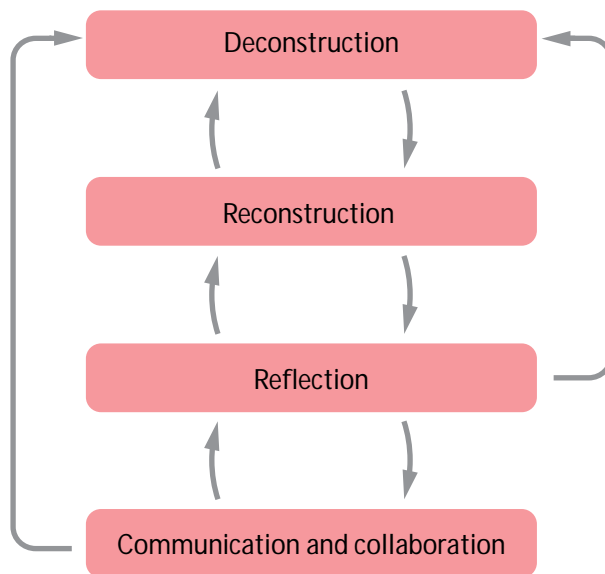
3 Approaches to teaching and learning



Developing skills using the Critical Path

The Critical Path is a learning process that involves four stages: Deconstruction, Reconstruction, Reflection, and Communication and collaboration. These stages are interconnected and form a continuous cycle. Deconstruction involves breaking down complex information into smaller, manageable parts. Reconstruction involves putting these parts back together to form a new understanding. Reflection involves thinking about the process and the results. Communication and collaboration involves sharing ideas and working with others to improve understanding.

The Critical Path as a learning process



Stages of the Critical Path	Example questions to promote thinking and learning
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Reconstruction

What evidence is there to support different perspectives? What evidence is there to support different perspectives? What evidence is there to support different perspectives?

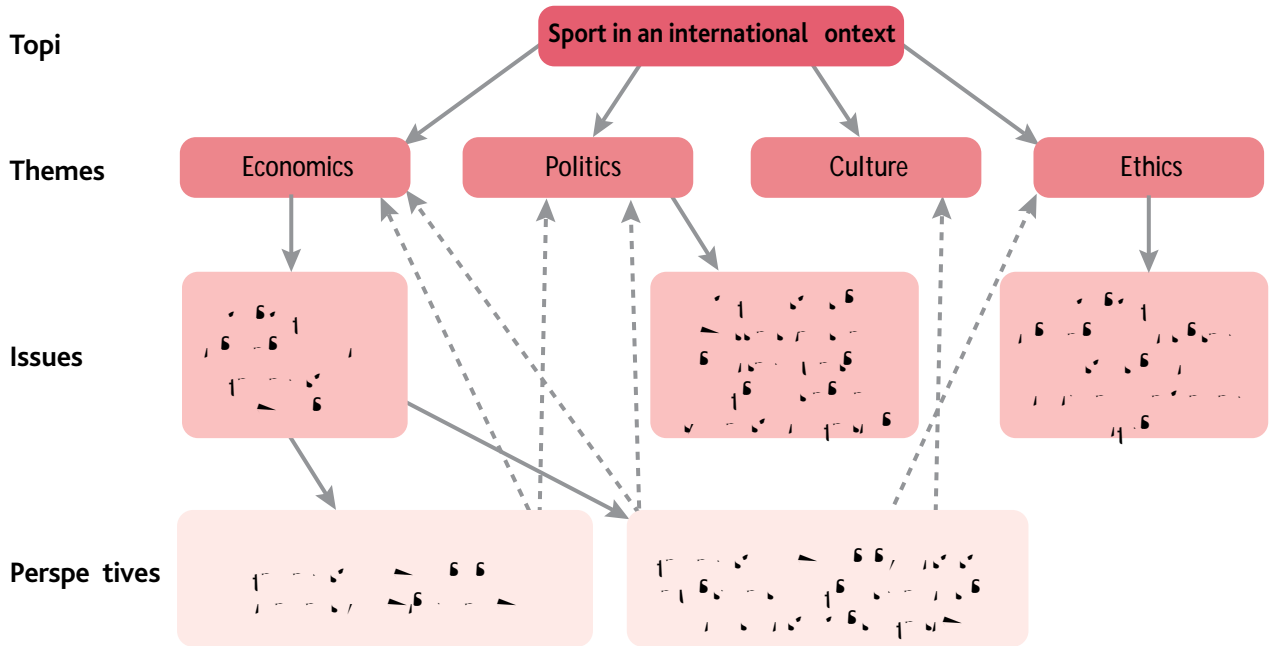
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Global topics, themes, issues and perspectives (AS Level) continued

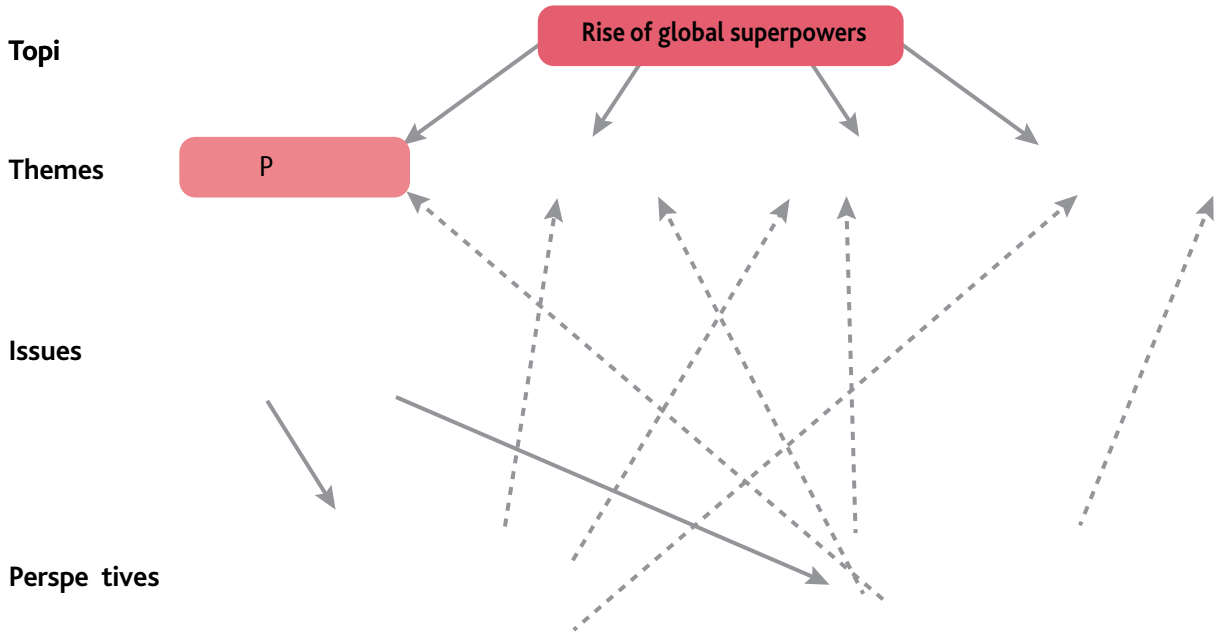
Themes

Global topics, themes, issues and perspectives (AS Level) continue



Global topics, themes, issues and perspectives (AS Level) continued

Example 3



Component 2 – Essay

1. Write an essay on the following topic:

“The world is becoming more globalised, and this is a positive development.” Discuss this statement, using your own knowledge and research.

... not
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...
...
...

Team Project: the role of the teacher

1. The role of the teacher is to provide a safe and supportive environment for students to learn and grow. They should be approachable, fair, and consistent in their expectations and feedback.

2. Teachers should be able to identify and address individual students' needs and learning styles. They should use a variety of teaching methods and resources to engage students and promote active learning. They should also be able to provide constructive feedback and encourage students to take ownership of their learning.

3. Teachers should be able to foster a positive classroom culture and promote respect, collaboration, and critical thinking. They should be able to manage classroom behavior and create a safe and inclusive environment for all students.

4. Teachers should be able to assess student learning and provide feedback that is specific, timely, and helpful. They should use a variety of assessment methods and be able to adjust their instruction based on student performance. They should also be able to communicate effectively with parents and other stakeholders.

<https://learning.cambridgeinternational.org/>

5. Teachers should be able to collaborate with colleagues and participate in professional development opportunities. They should be able to reflect on their own practice and seek feedback from others. They should also be able to stay current in their field and bring new ideas and resources to the classroom.

6. Teachers should be able to promote a love of learning and a sense of purpose in their students. They should be able to inspire and motivate students to reach their full potential. They should also be able to communicate the value of education and the importance of lifelong learning.

Cambridge Handbook
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Evidence

1. Evidence is information that is used to support a claim or argument. It can be in the form of data, statistics, research findings, or expert testimony. Evidence is essential for making informed decisions and supporting conclusions in research and academic writing.

Research methods and methodology

1. Research methods and methodology refer to the systematic approaches and procedures used to collect and analyze data in a study. They are essential for ensuring the validity and reliability of research findings.

2. Research methods include qualitative and quantitative methods, as well as mixed methods. Qualitative methods focus on understanding the meaning and context of experiences, while quantitative methods focus on measuring and analyzing numerical data.

3. Methodology refers to the theoretical framework and philosophical underpinnings that guide the choice of research methods. It involves understanding the strengths and limitations of different research approaches and how they relate to the research question and the nature of the phenomenon being studied.

4. The choice of research methods and methodology is influenced by the research question, the nature of the data, the resources available, and the researcher's theoretical perspective. It is important to justify the choice of methods and methodology in a research proposal or report.

5. Research methods and methodology are also influenced by the ethical considerations of the study. Researchers must ensure that their methods and procedures are ethical and that they obtain informed consent from participants. Ethical considerations are particularly important in research involving human subjects.

6. The choice of research methods and methodology is also influenced by the practical considerations of the study, such as the time and resources available. Researchers must choose methods and procedures that are feasible and realistic given the constraints of the study.

Research log

1. A research log is a record of the researcher's activities and findings during the research process. It is used to track the progress of the research, identify any challenges or obstacles, and document the researcher's thoughts and reflections. A research log can be a valuable tool for organizing and managing research data and for reflecting on the research process.

2. A research log typically includes information about the researcher's activities, such as the dates and times of research sessions, the methods used, the data collected, and the findings. It can also include reflections on the researcher's experiences, thoughts, and feelings during the research process.

3. A research log can be used in a variety of ways, such as to track the progress of the research, to identify any challenges or obstacles, and to document the researcher's thoughts and reflections. It can also be used as a tool for reflecting on the research process and for sharing the researcher's experiences and findings with others.

Teacher Guide

Perspectives

“The world is a book, but those who do not travel only read a few pages.”
— Antonio de Montemayor

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Teacher Guide

Structuring and presenting the Cambridge Research Report

“The world is a book, but those who do not travel only read a few pages.”
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“The world is a book, but those who do not travel only read a few pages.”
— Antonio de Montemayor

Authenticity and academic honesty

“The world is a book, but those who do not travel only read a few pages.”
— Antonio de Montemayor

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Submitting candidates' work

Administrative Guide

www.cambridgeinternational.org/eoguide

5 What else you need to know

For more information on the syllabus, visit www.cambridgeinternational.org/eoguide

Before you start

Previous study

There are no prerequisites for this syllabus.

Guided learning hours

The syllabus is designed to be completed over a two-year period. The total guided learning hours for the syllabus are 120 hours, which includes 100 hours of classroom instruction and 20 hours of independent study.

Availability and timetables

The syllabus is available for examination in May and November. For more information on the availability and timetables, visit www.cambridgeinternational.org/timetables. The syllabus is available for examination in May and November. For more information on the availability and timetables, visit www.cambridgeinternational.org/timetables.

For more information on the syllabus, visit www.cambridgeinternational.org/eoguide. Cambridge Guide to Making Entries

Combining with other syllabuses

The syllabus can be combined with other Cambridge International syllabuses. For more information on combining syllabuses, visit www.cambridgeinternational.org/eoguide.

Group awards: Cambridge AICE

The syllabus is eligible for the Cambridge AICE award. For more information on the Cambridge AICE award, visit www.cambridgeinternational.org/aice.

Making entries

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Language

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After the exam

Grading and reporting

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‘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.’

Cambridge International AS & A Level Global Perspectives & Research 9239 syllabus for 2023, 2024 and 2025.

Changes to this syllabus for 2023, 2024 and 2025



You must read the whole syllabus before planning your teaching programme.



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'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning

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