Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

Other services from Cambridge International Education

- **Digital mocks service**
- **Insight assessments**
- **Professional development**
  - Focus on assessment
  - Online marking workshops

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GLOBAL PERSPECTIVES

Paper 0457/12
Written Exam

Key messages

What candidates did well
- Information and statements from a source relevant to a global issue were identified.
- Strengths and weaknesses of research into a global issue were identified.
- A source to describe a perspective about a global issue was analysed.
- An opinion about the main cause of a global issue was justified.
- Some research methods and evidence that could be used to test a claim were identified.
- Strengths and weaknesses of an argument were analysed and described.
- Material from arguments were used to justify a judgement about the quality of an argument.

What candidates needed to improve
- Explain in more detail the strengths and weaknesses of research into a global issue.
- Relate the evaluation of research to the purpose of the investigation and the research question.
- Explain the reasons for a research design to test a claim.
- Explain the reasons for judgements about the quality of an argument using evaluation skills.
- Develop a clear and convincing line of argument to justify an action or perspective.

Comments on specific questions

Question 1

(a) Comprehensive responses
- Most candidates identified the trend in the global urban population as increasing or rising.

Limited responses
- Some candidates did not understand the meaning of trend and listed numerical values from the source or suggested ‘moving to cities’.

(b) (i) Comprehensive responses
- Most candidates identified a generalisation from Source 2. The examples most frequently identified were ‘migration connects us globally’ and ‘countries need to work together’.

Limited responses
- Some candidates did not understand the meaning of generalisation and therefore suggested statements from the source which were not generalisations.

(ii) Comprehensive responses
- Most candidates showed understanding of generalisations and explained why the chosen example was a generalisation.

Limited responses
- Some candidates showed understanding of generalisations without linking their response to the chosen example.

(c) Comprehensive responses
- Most candidates described a range of aspects of the perspective of the international organisation in Source 2. This included the global issue, its cause and consequences, the organisation’s values, and their actions.

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Limited responses

- Some candidates described a limited number of aspects of the perspective.
- Some candidates described their own opinions or views about the global issue in the source.
- Some candidates analysed and evaluated the source.

(d) **Comprehensive responses**

- Many candidates were able to identify a reason for moving to cities from Source 1 and clearly explained why the chosen reason was the most significant from their point of view. Most candidates chose to explain either improved employment opportunities or better education.
- Most candidates justified the reason selected by explaining the range and depth of its impact on:
  - the employment, standard of living and lifestyle of individuals and families in cities
  - the economic growth and development of cities and countries
  - opportunities for improved educational opportunity locally and nationally.

Limited responses

- Some candidates described their own perspective or opinion about migration and moving to cities.
- Some candidates did not explicitly relate their identified reason to moving to cities. These candidates described the general benefits of aspects of life in general, for example of education, technology or health.

Question 2

(a) **Comprehensive responses**

- Most candidates demonstrated an ability to analyse and evaluate the research design and methods described in Source 3.
- Most candidates provided thorough explanations of both strengths and weaknesses of the research.
- Most candidates discussed some of the following aspects of the research, including:
  - the research aim and question
  - the methods – interviews and a survey
  - the subjects
  - the sample size and response rate
  - the place and conditions where the research was conducted
  - recording of data
  - verification and triangulation possibilities
  - trust in the research outcome and conclusion.
- Responses which discussed the ‘fitness for purpose’ of the research design and quality of evidence gathered.
- Responses which applied methodological concepts accurately in the evaluation of the research, for example sampling, representative, validity, reliability, type and quality of evidence, relevance, accuracy of data, recency, ethics, and certainty.

Limited responses

- Some candidates focused only on strengths or weaknesses of the research and therefore omitted part of the question.
- Some candidates listed a very wide range of strengths and weaknesses without explanation. These responses could be improved by explaining the impact of fewer strengths and weaknesses on the quality of the evidence gathered or trust in the research outcomes.
- Some candidates discussed general strengths and weaknesses of different methods, some of which were not part of the research in the source. These responses could be improved by careful linking to the purpose of the research in the source.
- Some candidates speculated about potential strengths and weaknesses when there was no evidence or reason in the source to support the evaluation, for example about the quality of the questions and potential for bias.

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(b) Comprehensive responses

- Most candidates described and fully explained their reasons for choosing a range of methods and sources of evidence.
- Most candidates clearly and explicitly related their research design to the purpose of the research, which was to test the claim. This included both aspects of the claim – movement to cities and searching for employment.
- Most candidates included discussion of some of the following methods and evidence:
  - surveys of people moving to cities to ask about motives for migrating
  - interviews with migrants about their reasons for migrating
  - discussions and consultation with experts on patterns of migration, for example with government immigration authorities and university researchers or professors of geography and social science
  - gathering information and data from employers or local authorities about the hiring of migrants
  - finding past studies and academic research articles from reputable organisations with research expertise on migration
  - conducting case studies of some families who have migrated recently
  - conducting secondary research into internet and media material about migration
  - comparison of data gathered from different methods and sources to triangulate and verify outcomes
  - presentation of relevant research findings and conclusions about migration using statistics, graphs, and research reports.

Limited responses

- Some candidates simply asserted methods and sources without explanation.
- Some candidates listed a very wide range of methods and types of evidence without relating them to testing the claim in the question. These responses could be improved by explaining in detail several methods and several sources of evidence, carefully relating them to the claim.
- Some candidates discussed the issue of migration in general and gave reasons for and against migrating to cities.

Question 3

Comprehensive responses

- Most candidates analysed the evidence, reasoning and language presented in both arguments using concepts in critical thinking. These concepts included some of the following:
  - expertise and ability to know
  - bias and vested interest
  - clarity and tone of language
  - reasoning and line of argument – balance, relevance, and logic
  - credibility of arguments and reasons
  - quality of evidence and sources – accuracy, citation, recency, and adequacy
  - authorship – reputation, authority and professionality
  - citation – verification and authenticity
  - values and ethics.
- Most candidates evaluated several aspects of each argument with explanations relating to the impact on the quality of the argument.
- Most candidates included structured comparison of the arguments with a clear judgement in a conclusion about which argument was more convincing.
- Most candidates concluded that Jurgen's argument was more convincing than Ella's. The main reasons tended to be:
  - greater expertise and ability to know due to his profession as a city planner
  - more and better quality research evidence to support his argument using international sources from the UN and World Bank that are authoritative and respected organisations
  - inclusion of citation that might enable verification and greater trust in the argument
  - presentation of a clearer argument that was structured and professional in language and tone
  - although there was some exaggeration and generalisation there was less than in Ellen's argument
  - whilst Ellen showed greater respect in her argument, she was more negative and less balanced in her outlook on migration
  - Jurgen had more solutions and suggestions for action than Ellen.

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Limited responses

- Some candidates did not use relevant material taken from the source. These responses could be improved by referring to material and evidence from the arguments in the source as examples to justify judgements and conclusion.
- Some candidates only discussed one of the arguments in the source and therefore did not respond to all aspects of the question.
- Some candidates did not make a judgement about which argument was more convincing and therefore did not fully answer the question.

Question 4

Comprehensive responses

- Most candidates clearly identified an action to recommend to a government to improve the employment opportunities of migrants in cities and justified their choice of action with a wide range of detailed explanations.
- Many candidates discussed two or three of the suggested actions by comparing the potential impact and strengths and weaknesses of each proposal in the question.
- Most candidates discussed the impact of the recommended action on different social groups within the city, for example employers and employees, migrants and the host community, young and old, and rich and poor.
- Most candidates presented an argument to justify their recommendation that was well structured and had a clear line of reasoning.
- Most candidates recommended either giving funding to businesses to employ migrants or providing education on employment skills for employment. The main reasons given by candidates were related to the level of impact on:
    - the number of jobs available to migrants by increasing employability through enhanced skills or the amount of businesses willing to employ migrants
    - profits for businesses, economic growth and development
    - the economic situation of migrants, employers and the government
    - opportunity costs for governments and the reactions of different groups to the potential for increased taxation
    - access to funding and resources for the implementation of the actions
    - barriers to employment for migrants in cities, for example due to prejudice, discrimination and protest from other social groups, including some people from the host population
    - political and ethical issues relating to migration in cities and the life chances of different social groups.
- In addition to the material and arguments from the sources, some candidates used their own examples, reasons and experiences as evidence to support their arguments.

Limited responses

- Some candidates did not consider different arguments and perspectives. These responses could be improved by discussing more than one of the proposed actions or the reactions of different groups of people to the proposals.
- Some candidates did not clearly recommend one of the actions. These responses could be improved by expressing the recommendation in the introductory sentences of the response and reaching an explicitly stated conclusion about which action is recommended.
- Some candidates discussed the general benefits of employment, education or reduced migration without responding to the issue in the question. These responses could have been improved by focusing explicitly on the way that the action could improve employment opportunities for migrants in cities.

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GLOBAL PERSPECTIVES

Paper 0457/02
Individual Report

Key messages

To fulfil all requirements:
- Candidates formulate a research question about a global issue.
- Candidates research different perspectives on their issue.
- Candidates establish the global nature of the issue in their introduction.
- Candidates explain causes and consequences of the global issue.
- Candidates present and explain one global and one national or local perspective on the global issue.
- Candidates analyse and evaluate possible courses of action.
- Candidates evaluate their evidence and sources.
- Candidates answer their research question and reflect on their own perspective.

What candidates did well
- Most candidates presented a relevant research question on a global issue.
- In their introduction they identified their chosen issue, provided a little evidence of its global nature, and briefly explained why it is an issue.
- They explained both causes and consequences of their chosen global issue.
- Some candidates presented developed, explained and supported Global and National perspectives on their chosen global issue. These perspectives were directly linked to the question.
- Some candidates presented two detailed and relevant courses of action, directly linked to causes and or consequences and evaluated their practicality and impact.
- Some candidates explicitly chose one of the two courses of action, explaining why the chosen course of action was preferred, with reference to their analysis of the issue, their relevance to the question, or the details of practicality and impact.
- Some candidates evaluated both evidence and sources used, making 4 different appropriate and developed points.
- Most candidates reflected on their own perspective and answered their research question.
- Most candidates referenced their sources, citing in text and providing a full reference list and/or footnotes.

What candidates needed to improve
- When selecting an issue and formulating a question, candidates should remember that their issue must be a global issue.
- Their question should be answerable. A question that is answerable with a Yes or No is most accessible for candidates working on this component. The question should be answered at the end of the report.
- Candidates should plan their work so that they cover all required criteria in a structured report. They could use sub-headings or a template.
- Candidates should keep focused on the issue they have identified in their research question and established in their introduction. They should avoid including interesting and irrelevant information.
- Candidates should be mindful of the permitted word count. Work over the word count cannot be credited and the full word count is needed for the detailed work required. They should allow sufficient space for each element, keeping the assessment details in mind.
- Candidates should avoid writing descriptive essays, focusing on presentation of information. They should start by researching different views, feelings and opinions as the focus of this qualification is perspectives.
- Candidates should evaluate evidence and sources used. They should consider the quality of evidence and the credibility of sources.

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Comments on specific tasks/activities

Formulating a research question

What candidates did well

- Some candidates selected a global issue and proposed a clear question that could be answered with a Yes or a No. This enabled them to fulfil all required elements where a global issue is the focus.

  Examples of well-formulated questions included:
  - *Should there be stricter laws to regulate environmental damage caused by the fashion industry?*
  - *Is the WHO's One Health approach the most effective strategy for developing countries to tackle rabies?*
  - *Does overfishing endanger marine ecosystems at a global level?*
  - *Will reducing global meat consumption effectively address current environmental issues?*
  - *Should governments prioritise social spending over military spending?*
  - *Should governments regulate social media platforms?*

What candidates needed to improve

- Candidates should ensure that they propose a question rather than a title.
  Titles seen this time included:
  - *The legal system in India.*
  - *How the Digital Age is Changing our lives.*

- Candidates should avoid questions that limit their issue to one country or region.
  Examples of questions focusing on only one country or region included:
  - *How is climate change affecting the Maldives?*
  - *Can Pakistan be blamed for the unrest in South Asia or is it a victim of political clashes?*
  - *How has creative arts in India been impacted by AI?*
  - *How can tourist industry in Uttarakhand ensure stability to ensure minimum import from emergencies?*

- Candidates should avoid complex questions with multiple elements.
  Examples seen included:
  - *To what extent are students with physical and learning disabilities included in mainstream secondary schools in India compared to Indonesia and Spain in terms of enrolment, school infrastructure, and teacher training?*
  - *How does caste class and community have relation with art, and why are the artists still getting oppressed and having zero chance of survivability and freedom of speech?*

Analysing different perspectives on a global issue

What candidates did well

- Some candidates showed awareness that in component 2 the Individual Report, they are required to research and present different views, feelings and or opinions on the global issue they have identified.
- They presented at least one Global and one National or Local Perspective.
- They provided a quote or other direct evidence of the perspective, making it clear whose view it was, explaining it and providing detailed evidence to support the perspective.
  An example of a Global perspective seen this time is:

(on the question: Should we promote the presence of women in managerial roles?)

Global Perspective:

The 30% Club is a global business campaign that aims to boost the number of women in board seats and executive leadership of companies all over the world.[6] It started out in the United Kingdom in 2010, when women made-up only 12% of managerial positions. Now the campaign has grown significantly to a global level. They've partnered with firms like KPMG aiming to make a difference. They have chapters in Australia, Japan and the United States, to name a few, as well as investor groups in France and Germany. With such a wide reach all over the world, the 30% club becomes a vital global stakeholder. The main goal for them is parity. They expressed the importance of ensuring the voices of minorities are heard [8] while working towards making businesses better too.

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The International Labour Organisation too, has conducted research regarding the position of women globally and the effects resulting from the same. They recognise women as 'pivotal drivers for economic progress' and they express the importance of achieving equality to improve business performance. [10] While some progress has been made, the International Labour Organisation finds that over 50% of companies surveyed in 2018 still have low representation of women on their boards. Less than 30% and over 13% have all male boards. Some firms started off by adding one woman to their boards, but eventually they lost momentum. This highlights the essential role of planning and that focusing on just getting one or two women on the board is not enough. These measures alone are inadequate to address the disparity in management as a whole.

What candidates needed to improve

- Where they provide a heading 'perspectives' candidates should present opinions, views or feelings about the issue.
  An example of work seen this time, labelled as Local, Personal and Global Perspective, is below, although it includes ***no opinions, views, or feelings***. Note also that there is some repetition of material.

- ***Perspectives***
  Local Perspectives.
  Trade barriers have a deep impact when there are no alternative avenues to trade, (either export of) import. When countries do not have enough domestic consumption or produce and largely depend on trade, it creates a high impact for those resources, it also increases price and pushes up inflation. A country's economy is impacted by becoming unstable and only for the benefit of a group's opinion rather than the majority. Geographically, there's certain goods that each country needs that other countries don't. These variable goods also impact a country's economy depending on what specific goods they require.

  Personal perspectives
  The geopolitical conditions have a multi layered impact. Free trade gets constrained due to cost of alignment, making good scarce or more costly. Governments spend on rehabilitation or war effort rather than on providing essential services. Inflation rises and so does borrowing, both at national and individual levels, which is controlled inflation and good governance. It also puts pressure on which country to ally with, especially with the country always stays neutral. The current geopolitical condition is putting pressure on choosing the right ally.

  Global Perspectives
  Trade barriers have a deep impact when there are no alternative avenues to trade, (either export of) import. When countries do not have enough domestic consumption or produce and largely depend on trade, it creates a high impact for those resources, it also increases price and pushes up inflation. A country's economy is impacted by becoming unstable and only for the benefit of a group's opinion rather than the majority. Geographically, there's certain goods that each country needs that other countries don't. These variable goods also impact a country's economy depending on what specific goods they require.

As seen in this example, the candidate has provided information and explanation of aspects of free trade and trade barriers, in each section. However, the candidate has not included views, feelings or opinions about the issue. This means that they have not presented any perspectives.

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GLOBAL PERSPECTIVES

Paper 0457/03
Team Project

Key messages

Team Project

What candidates did well
- Teams selected local projects and Actions that had been supported by their research findings.
- Plans were written before Actions were taken, and were detailed, as set out in the syllabus.
- Plans included how success was to be measured, and how Evidence of their Action captured.
- Evidence of Action was one piece of evidence and showed the Action taking place.
- Reflective Papers used evidence to support evaluations and reflections throughout the report.
- Reflective Papers made clear what was own research findings and what was their learning from the project overall about the local issue.
- Reflective Papers were organised to present responses using the full range of criteria.

What candidates needed to improve
- Research findings must not be reported in the Explanation and Planning.
- The Explanation of Research and Planning must be a planning document.
- The Reflective Paper must not describe the planning of the project or repeat elements of the Explanation of Research and Planning.
- The Reflective Paper must meet the requirements of the syllabus, and candidates must be able to show their understanding of assessment requirements.
- Reflections on learning about the issue must be clearly separate from their own research findings.

Comments on specific tasks/activities

Explanation of Research and Planning

What candidates did well
- Candidates who used a table to develop their planning document ensured that all aspects of the requirements were met.
- Planning was in three phases: planning research and discussing findings to make sure their topic would be useful, planning the Action, and noting what had to be changed.
- Planning included details of the Action, such as: What the Action was, the actions each team member was responsible for, details of how evidence would be collected and success measured.
- The plan must be revisited after the Action to note any changes that had to be made.

What candidates needed to improve
- Candidates needed to work as a team to plan their research and discuss findings.
- Candidates needed to work as a team to plan the Action in detail.
- Candidates needed to report on changes that had to be made to their plans after the Action had been completed.

Evidence of Action

What candidates did well
- Candidates who presented evidence of the team carrying out the Action ensured that the requirements had been met.

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What candidates needed to improve

- Candidates must include evidence in their Evidence of Action to demonstrate that the action has been carried out.

Collaboration

What candidates did well

- For most teams, all members actively took part in the project. Candidates communicated clearly with each other, solved problems, resolved conflict and divided work fairly between the team, recognising the skills of each team member.

What candidates needed to improve

- Candidates needed to make effective use of the skills of team members.
- Candidates needed to keep notes on/a log of teamwork activities: when teamwork was a benefit, and when it was a challenge, when the candidate worked well with the team and what the candidate could have improved, both as a team member and individually.

Reflective Papers

What candidates did well

- Candidates who developed their Reflective Papers in line with the assessment criteria ensured that all the requirements of the Reflective Paper were met. Many used side headings taken directly from the assessment criteria to do this.
- Candidates who used examples from their Project to show where the skills of collaboration (given in the syllabus) were applied well, or not. Meeting Table G Strand 1's requirements fully, one candidate wrote:

  '*Collaboration offered several benefits. Firstly, combining diverse strengths enhanced the quality of our output. While I focused on coordination and communication, other members contributed analytical depth and precision. This complementary dynamic strengthened the project overall. Secondly, teamwork fostered accountability. Shared responsibility encouraged consistent effort and reinforced collective commitment to the project's goals.*
  Nevertheless, we encountered notable challenges. A prolonged absence of one team member created an uneven workload and required rapid adaptation. This imbalance occasionally affected morale and highlighted the fragility of small-team dynamics. Additionally, communication gaps sometimes led to delayed problem-solving, particularly when tasks were completed close to deadlines. These experiences underscored the importance of proactive communication in collaborative environments.'

The candidate used the challenges of teamwork to reflect on what could be improved next time.

- Many candidates wrote Reflective Papers where own research findings were clear, and their learning from the project overall about the local issue was separate. For example, one candidate wrote about international trends in policing teenage crimes. Their reflection on learning was about perspectives of teens and government officials on the benefits of community action in crime prevention.
- Many candidates effectively evaluated their Actions, using feedback from an audience or from participants in the activity to develop two points of evaluation.
- Some candidates evaluated their own task performance, giving evidence from this project. For example: '*I was able to effectively take notes during interactive sessions. It was effective because my notes included almost all significant points discussed in the sessions, including several nuances which contributed to our petition. One limitation was the organisation and legibility of my notes. My teammates found it difficult to successfully comprehend it, hence I had to review the notes and organise it separately for my teammates to use. Overall, the notes proved helpful in our final action since it included important points we had to discuss in the petition and consider for other courses of actions*.'

What candidates needed to improve

- Candidates needed to reflect and evaluate aspects of team project.
- Candidates needed to develop their points using evidence from the project.
- Candidates needed to take note of the details of the assessment requirements. For example, when explicit and detailed benefits and challenges of teamwork are required, candidates needed to write about more than one benefit and more than one challenge, making it clear why each was a benefit or a challenge in this situation.
- Candidates needed to be clear about what were their own research findings, and give a summary of their findings and how these impacted the Action.

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- Candidates needed to reflect on their learning from both team research and from perspectives on the issue.
- Candidates needed to present their work responding to each required element separately.

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