Cambridge Assessment International Education

Cambridge IGCSE™

GLOBAL PERSPECTIVES **0457/12**

Paper 1 Written Exam **May/June 2025**

INSERT **1 hour 25 minutes**

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INFORMATION

- This insert contains all the sources referred to in the questions.
- You may annotate this insert and use the blank spaces for planning. **Do not write your answers** on the insert.

This document has **4** pages. Any blank pages are indicated.

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Source 1

Throughout the world, education transforms lives and communities. Going to school helps individuals and families to escape from extreme poverty, especially for girls in developing countries.



The benefits of educating girls

- Reduces rates of child marriage and early pregnancies
- Promotes healthier and smaller families
- Improves wages and jobs for women
- Empowers women to become leaders
- Helps economic development

Many girls do not have access to education due to poverty, conflict and traditional gender roles. According to the United Nations, 129 million girls around the world are not going to school.

Source 2

Education Unlimited

Did you know that nine million girls of primary school age will never start school or step inside a classroom? This compares to about three million boys.

Education is a fundamental human right for girls and boys. Education turns girls into leaders capable of changing the world. Education for girls promotes sustainable development, builds stronger economies and fairer societies.

We organise mentors, tutors and after-school clubs to help girls fulfil their potential and get qualifications. We support girls in their fight for equality and a better future.

Adapted from the Education Unlimited magazine, published in Africa in 2023

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Source 3

UNICEF (United Nations Children's Fund) claims that schools often discriminate against girls.

Researchers have found that teachers treat girls and boys differently. My research question became, 'Do teachers give more attention to boys than girls in classrooms?'

I decided to observe three teachers at work in their classrooms for an hour. The subjects were science and technology. I sat at the back of the rooms and used two tally charts. One chart recorded each time a teacher asked a question to a girl or boy. The other recorded the student's gender and how long the teacher spent helping them. This way I gathered statistical data.

The results were significant. On average the teachers asked boys more questions than girls, especially at the start of lessons. Teachers also gave more time and attention to boys. This was sometimes linked to behaviour issues. As a female researcher, I think this is an issue for schools to consider.

Adapted from a sociological research study in 1987

Source 4

Fleur

To achieve gender equality in education, start with schools. We must create classroom resources designed for girls. Teachers need better training to help them prepare girl-friendly lessons. The curriculum should not be divided into different subjects for girls and boys.

We must fight gender bias. Social education must challenge traditional gender roles which promote inequality. Textbooks should reflect the experiences of females and be gender inclusive. Female role models should inspire girls to be ambitious in school and higher education.

My mother is a headteacher and feminist. She has made her school a place where girls and boys are given the same opportunities in the curriculum, sport and social activities. She agrees with me.

Dion

I agree, it is important to remove gender bias in schools, but the problem is not enough excellent schools for girls.

To help girls, governments and charities must increase access to education where cultural, geographic and social barriers still exist. Building more schools closer to communities in poverty and providing scholarships and grants for girls can help. Increasing investment in education and providing incentives for teachers to work in remote regions will also help.

Governments must respond to the UN Sustainable Development Goal of reducing gender inequality in education. Research by Plan International suggests that $1 spent on girls' rights and education generates a $2.80 return – equivalent to billions of dollars in extra income for many developing countries. It would be a great investment!

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